



Murgon State High School

Believe Challenge Strive

Senior Schooling Guide

Including the following essential documents:

Assessment Policy
Framework for Finding Success
Academic Referencing Guidelines
School Uniform Dress Code
Attendance Policy

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An Introduction to Year 10 Students & Parents/Caregivers

This studies booklet has been prepared to provide students with information about senior studies at Murgon SHS.

Students are encouraged to select subjects after carefully considering their abilities, interests and past achievements, as well as focusing on future educational and/or employment goals.

The provision of this booklet is part of the Senior Subject Selection process.

This process includes:

- ❖ The Senior Pathways program for current Year 10s
- ❖ SET-Plan process
- ❖ A parent information evening featuring senior subject structure at Murgon SHS
- ❖ Student interviews with the Guidance Officer, Principal, Deputy Principal or Head of Department. A range of further information is available on educational and career options.

Students will be selecting their senior studies subject selection through the SET-Plan interview process. A letter will be given to students and parents/carers and appointment times will be made for these interviews.

Should you have any questions, please contact the Guidance Officer, your teachers, HODs or a member of Administration.

We hope that during the next two years you will take advantage of the opportunities offered, not only to acquire the knowledge, skills and credentials needed for success in further education and employment, but also to extend your personal and social development, which is important for a productive life.

I would like to thank the academic and ancillary staff who have given considerable time to the completion of this booklet.

Craig Homer
Principal

Our Vision & Values

We work by the vision: Believe, Challenge, Strive.

- ❖ We believe every child can succeed
We: Believe in self & others
Value difference
Learn for life
- ❖ We challenge each other to be our best every day –
We: Expect the best
Focus on the important
Live with positive attitudes
- ❖ We strive for individualised pathways for every child – We strive
For students to achieve their full potential
For authentic success
To take personal accountability

Murgon SHS is a Positive Behaviour for Learning School (PBL) with our overarching rules of:

PARTICIPATION * RESPONSIBILITY & RESPECT * SAFE

Murgon SHS is unique due to the diversity of students including indigenous and non-indigenous, rural and urban, varying family structures, and students with a full range of preferred learning styles. Herein, lies the strength of the school and also the challenge.

OUR PURPOSE IS TO PROVIDE A SUPPORTIVE, EQUITABLE & CHALLENGING LEARNING CULTURE FOR ALL STUDENTS.



Expectations for Senior Schooling

Welcome to the Senior Phase of Schooling. You will notice that there are a number of major differences between the Junior and Senior Schools; the main ones being around expectations and responsibilities.

- ❖ **Attendance:** although it is no longer compulsory for you to attend school, you must be engaged in learning, or earning, or a combination of both. This learning does not have to be in a school setting. If you want to continue with your education at Murgon State High School, you need to have a high attendance rate, including punctuality to school and classes.
- ❖ **Engagement:** you must be prepared for learning and meeting the requirements of your timetabled program of instruction. This includes completion of class work, assessment (assignments and exams, practical and performance) and participating in activities such as work experience, sports days, excursions and work placements.
- ❖ **Respect:** you must co-operate with your teachers, other staff members and students, as well as follow the school's Student Code of Conduct and our classroom expectations.

As a senior student, you will be given more freedom to be responsible for your own learning. With this freedom comes greater responsibility to be accountable for your own actions. We want you to achieve, as well as you can, in your senior studies and staff will be more than happy to assist you in your endeavors. Assistance is available through teachers, Heads of Departments, Principal and Deputy Principals, Guidance Officer/s and the Youth Support Coordinator.

OUR CLASSROOM EXPECTATIONS

School Culture

In this class, I am:

- ✔ Participating in all class activities
- ✔ Responsible for my actions
- ✔ Respectful to my teacher and peers
- ✔ Safe in every learning environment

Systems & Routines



Entering the classroom:



Two straight lines by the second bell.



Bags left in bag zone, and collection of lesson resources.



Sit quietly at my allocated desk, as per the class seating plan.

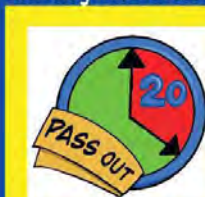


Complete the **Do Now** quietly.



Address the Learning Intention / Success Criteria.

Exiting the classroom:



Drink or Toilet - **after** the first 20 minutes / **before** the last 20 minutes; must have a yellow passout.



Complete your exit ticket.



Return resources and ensure classroom is tidy.



Collect bag and stand behind desk before your teacher dismisses you.

Cancellation of Enrolment

The school's principal has the authority to cancel the enrolment of a post compulsory age student (Section 316 of the Education (General Provisions) Act 2006). If a student's enrolment is cancelled they can no longer attend that school. **A student is of post compulsory age** once they turn 16 years of age or complete Year 10, whichever comes first.

Grounds for Cancelling Enrolment

The enrolment of a student may be cancelled if the behaviour of the student amounts to a refusal to participate in the educational program at the school.

Evidence of Refusal to Participate

Sources of evidence used at Murgon State High School may include:

- ❖ non-compliance with completion of assessment and homework to a reasonable standard, and/or
- ❖ lack of participation in, or non-completion of, in-class activities to a reasonable standard (effort) and/or
- ❖ attendance at school at or below a benchmark of 85% without written medical evidence, (this can include both explained and unexplained absences) and/or,
- ❖ multiple late arrivals to and/or early departures from school without written medical evidence or a reasonable explanation.

Procedure for the Cancellation of Enrolment (Example)

- A. Evidence is collected by the Principal (or delegate) eg. Deputy Principals, Head of Department, Year Level Coordinators.
- B. Student (and parents / carers if under 18) are made aware of the evidence and positive change sought.
- C. Verbal warning by the Principal (or delegate) to the student of refusal to participate. There is also an option to provide a written warning notice in OneSchool.
- D. Student and parents/carers meet with Principal (or delegate) eg. Deputy Principals, Guidance Officer to ascertain if extenuating factors may be impacting on the student's capacity to participate, including written medical evidence.
- E. Evidence considered and a decision made and communicated to the student, and parents/carers if under 18.
- F. Decision notice created in OneSchool and given to the student, and parents/carers if under 18 with a guide to make a submission to the Director General.

Once a student's enrolment is cancelled:

- ❖ They cannot apply to re-enrol at the school at which his/her enrolment was cancelled.
- ❖ An enrolment can only be cancelled for up to 12 months.
- ❖ A student is entitled to apply to enrol at another school.
- ❖ They must continue to participate in education and training until they:
 - gain a Queensland Certificate of Education(QCE) or
 - gain a certificate III level vocational qualification or
 - turn 17 years of age



A Guide to Choosing Senior Subjects

1. Relate subjects to current career information.

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course of study that will keep several career options open to you. The Guidance Officer may be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

The following resources are available in our school and give information on subject and course needs for careers.

- ❖ *2025 School leaver's guide to jobs and training – career options and information*
- ❖ Australia's National Career Information Service, called *myfuture*, can be accessed at: www.myfuture.edu.au
- ❖ Brochures from industry groups provide information on the various pathways to jobs within these industries.
- ❖ The *QTAC Guide to Further Study* is useful for information on tertiary courses offered through QTAC.
- ❖ The *Tertiary Prerequisites* book provided by QTAC to all Year 10 students provides information on subjects required for entry to tertiary courses offered through QTAC.
- ❖ *Pathways to further education & training* is a handout which provides general information about the Australian Qualifications Framework. Ask your guidance officer for this handout.
- ❖ *Tertiary entry: Internal Year 12 students without an ATAR* handout is available from the QTAC website at: www.qtac.edu.au It explains how students who are not eligible for an ATAR can gain entry to tertiary courses through QTAC.
- ❖ Queensland TAFE Handbook at: www.tafe.qld.

By checking this information you will become aware of the distinction between:

- ❖ **Pre-requisite** subjects (subjects which **must** be taken for future courses or careers)
- ❖ **Recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- ❖ **Useful** subjects (not essential, but give a general background or help develop particular skills)

School-based apprenticeships & traineeships (SATS)

You may have an opportunity to be enrolled in Year 12 and complete an apprenticeship or traineeship while you are still at school.

- ❖ Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these, you are agreeing to particular work and training requirements, as is your host employer.
- ❖ Check all documents carefully with the Workplace Coordinator and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.
- ❖ Contribute to QCE if required standard reached. (See QCE credit table for more details).

2. Be prepared to ask for help.

Even after following these suggestions, you and your parents/ caregivers may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people around to talk to you - Guidance Officer, the Deputy Principal and Principal, Heads of Department or teachers. Don't be afraid to seek their assistance. They are all prepared to help you.

Laptop Program

A student laptop loan program is available for a fee.

Choosing Senior Subjects

It's important to choose senior subjects carefully as your decisions affect not only the type of careers you can follow later, but also your success and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly, logically and follow a set of planned steps.

Overall Plan

As an overall plan, you are advised to choose subjects:

- ❖ You enjoy
- ❖ That reflect your interests and aptitudes
- ❖ You have some success in or feel confident in achieving good results
- ❖ Which will assist you in reaching your career, study and employment goals
- ❖ Which will develop skills, knowledge and attitudes useful throughout your life.

Some information has been adapted from the Education Queensland document "Choosing Senior Subjects".
(<http://education.qld.gov.au/students/service/career/pdfs/choosenr.pdf>)



Subject Restrictions

SUBJECT CANCELLATIONS:

All subjects are dependent on sufficient numbers of students selecting the subject. If a subject does not attract the minimum number of students required, the subject will not be offered. In this case, the student will be notified as soon as possible and will be asked to choose another subject. This is standard practice in all schools.

All VET certificates will only proceed if the school is able to meet registration requirements, such as qualified staff, physical resources, external facilities and sufficient numbers of students to run the subject. Should the school be unable to meet or maintain the registration requirements, it will offer existing students one of the following options:

- An alternative subject
- An alternative strand of the same subject which does not contain the vocational competencies

It is inevitable that some students want to study subjects that are offered on the same line. Whilst we understand this, it is not easy to move classes to a different line as this can cause other clashes. An alternative could be to take the subject through distance education.

Maximum Class Sizes

Students who enrol late, or submit late forms, may not be enrolled in the subject of their choosing due to class size restrictions. Students who change their mind about subjects after their SET Plan interview need to be aware that they may not be accepted into a class and may remain on a waiting list.

Changing Your Subjects

Changes to subjects may be needed due to:

- a continuing medical problem
- family/ personal change of circumstance
- the uptake of a School-Based Apprenticeship or Traineeship or a TAFE course
- further career exploration
- a lack of success in chosen course of study which may put your ATAR or QCE at risk.

All subject changes must be discussed with a Deputy Principal and supported by a parent/ guardian.

Changes are dependent on availability and recommendation of the new chosen pathway. Changes are carefully considered to ensure ATAR eligibility and QCE/QCIA attainment is not placed at risk. Requests for a subject change are considered during the first two weeks of each semester



Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, General (Senior External Examinations) and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for General (Senior External Examinations), www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

General (Extension) syllabuses

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course.

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

General (Senior External Examinations) are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12.

Students may choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five scaled General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Essential English and Essential Mathematics — common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

External assessment

External assessment is summative. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Senior Curriculum Subjects Murgon SHS

General Subjects

General Mathematics
English
Aboriginal & Torres Strait Islander Studies
Ancient History
Agricultural Science
Biology
Chemistry
Earth & Environmental Science

Applied Subjects

Essential Mathematics
Essential English
Social & Community Studies
Furnishing Skills
Hospitality Practices
Early Childhood Studies
Sport and Recreation
Agricultural Practices
Drama in Practice
Visual Arts in Practice
Media Arts in Practice
Music in Practice

Special Education Program

Focused Group Literacy
Focused Group Numeracy
General Studies
Skills for Living
World of Work

Vocational Education & training

Cert II in Sport & Recreation (Binnacle Training)
Cert III In Fitness (Binnacle Training)
Cert II Engineering Pathways (BlueDog Training)
Cert III In Business (Binnacle | Aurora)
Cert II/III Community Services (Aurora)
Cert II/III Health Support Services (Aurora)
Cert III Aboriginal & Torres Strait Islander Education (RATEP)

TAFE QLD See subject selection form for local TAFE course offerings

Short Course

Literacy
Numeracy
Career Education



Senior Curriculum Outline Murgon SHS

Mathematics

General

- General Mathematics

Applied

- Essential Mathematics

English

General

- English

Applied

- Essential English

Humanities

General

- Ancient History
- Aboriginal & Torres Strait Islander Studies

Applied

- Social & Community Studies

Technologies

General

Applied

- Furnishing Skills
- Hospitality Practices

Health and Physical Education

General

Applied

- Early Childhood Studies
- Sport & Recreation

Science

General

- Agricultural Science
- Biology
- Chemistry
- Earth & Environmental Science

Applied

- Agricultural Practices

The Arts

General

Applied

- Drama in Practice
- Visual Arts in Practice
- Media Arts in Practice
- Music in Practice



Essential Mathematics

Applied senior subject

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Managing money	Data and travel • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	Measurement, scales and chance • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	Graphs, data and loans • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short response

General Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas

between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	Applications of linear equations and trigonometry, matrices and univariate data analysis • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	Bivariate data and time series analysis, sequences and Earth geometry • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	Investing and networking • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and

communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

Objectives

By the conclusion of the course of study, students will:

- identify and interpret mathematical information
- use and apply mathematical knowledge
- communicate and represent mathematical knowledge.

Structure

Topic 1	Topic 2
Personal identity and community • Identify and interpret mathematical information in the context of personal identity and community. • Use and apply mathematical knowledge in the context of personal identity and community. • Communicate and represent mathematical knowledge in the context of personal identity and community.	Workplace and employment • Identify and interpret mathematical information in the context of workplace and employment. • Use and apply mathematical knowledge in the context of workplace and employment. • Communicate and represent mathematical knowledge in the context of workplace and employment.

Assessment

Schools develop *two* assessment instruments from the four options below to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity and community	Topic 2: Workplace and employment
One of the following assessments: • Internal assessment option A: Project — Personal identity and community • Internal assessment option B: Examination — Personal identity and community	One of the following assessments: • Internal assessment option C: Project — Workplace and employment • Internal assessment option D: Examination — Workplace and employment

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	Texts and human experiences • Responding to texts • Creating texts	Language that influences • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	Representations and popular culture texts • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	Texts and culture • Texts in contexts • Language and textual analysis • Responding to and creating texts	Textual connections • Conversations about issues in texts • Conversations about concepts in texts.	Close study of literary texts • Creative responses to literary texts • Critical responses to literary texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

Literacy is embedded across the school curriculum and is developed through all phases of learning. The Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes. Literacy is integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in

interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- comprehend ideas and information in familiar and unfamiliar texts
- communicate ideas and information.

Structure

Topic 1	Topic 2
Personal identity • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information.	Workplace contexts • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information.

Assessment

Schools develop *two* assessment instruments to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity	Topic 2: Workplace contexts
• Internal assessment option A: Written response • Internal assessment option B: Spoken or multimodal response • Internal assessment option C: Reading comprehension examination	

Social & Community Studies

Applied senior subject

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and

networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

By the conclusion of the course of study, students should:

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Structure

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	Item of communication One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Aboriginal & Torres Strait Islander Studies

General senior subject

General

Aboriginal & Torres Strait Islander Studies is a study of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, the oldest living, continuous cultures in the world. Aboriginal & Torres Strait Islander Studies is fundamental to an understanding of the history of this continent. Students are made aware of the diversity and sophistication of Aboriginal cultures and Torres Strait Islander cultures while considering the social, cultural and political relationships between First Nations Australians and non-First Nations Australians in historical and contemporary contexts. This approach can inform critical understandings of the past and present, whilst providing students with opportunities to consider possible futures.

Aboriginal & Torres Strait Islander Studies is relevant for all students — both First Nations Australian students and their non-First Nations peers. It provides opportunities for cultural affirmation of culture and identity for First Nations Australian students and ensures that all students engage with the voices and perspectives of First Nations Australians across time and place. Students will learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples and recognise this as an essential component of reconciliation.

A holistic approach that highlights worldviews of Aboriginal peoples and Torres Strait Islander peoples is essential for student learning and engagement in the subject. Each aspect of culture, society and history is connected with all other aspects. This enables all students to consider how connectedness is fundamental to the identity and wellbeing of First Nations Australians.

An inquiry approach to learning is also important throughout this course of study. Aboriginal & Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. This contributes to the development of a range of transferable thinking and processing skills that will assist students to live and work successfully in the 21st century.

Pathways

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

By the conclusion of the course of study, students will:

- define and use terminology
- demonstrate understandings of Aboriginal societies and Torres Strait Islander societies
- interpret information from sources
- analyse viewpoints and perspectives
- evaluate the significance of cultural interactions
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identities and connections • Cultures, identities and connections	Continuity, change and influences • Resistance • Social and political change	Responses and contributions • Rights and freedoms • Land rights	Moving forward, looking back • Resilience • Reconciliation and recognition

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short response	25%

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Objectives

By the conclusion of the course of study, students will:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	Personalities in their time • Personality from the Ancient World 1 • Personality from the Ancient World 2	Reconstructing the Ancient World Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	People, power and authority Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses	25%

The Short Course in Career Education focuses on the development of knowledge, skills, attributes and attitudes that will assist students to make informed decisions to enable effective participation in their future study, work and careers.

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students' learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills,

entrepreneurial behaviours and resilience is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

The course is not intended to be a substitute for a quality career education service in a school, nor is it expected that teachers of this subject will provide career guidance to students. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

By the conclusion of the course of study, students will:

- demonstrate knowledge
- examine information
- apply knowledge to make recommendations
- communicate using oral and written forms
- appraise learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One presentation consisting of two parts: • interview or survey findings • learning journal.	One investigation consisting of two parts: • investigation • learning journal.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate

and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

By the conclusion of the course of study, students should:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	Product Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Hospitality Practices

Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to

recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

By the conclusion of the course of study, students should:

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Structure

Hospitality Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	Practical demonstration Practical demonstration: menu item Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	Practical demonstration Practical demonstration: delivery of event Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	Investigation and evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Early Childhood Studies

Applied senior subject

Applied

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well

as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

By the conclusion of the course of study, students should:

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Play-based learning activity Implementation of activity: up to 5 minutes Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Sport & Recreation

Applied senior subject

Applied

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

By the conclusion of the course of study, students should:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Performance Performance: up to 4 minutes Planning and evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Investigation and session plan One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words Performance Performance: up to 4 minutes

Technique	Description	Response requirements
		Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Agricultural Practices

Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings. Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike agricultural contexts.

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to

communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations.

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Objectives

By the conclusion of the course of study, students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Agricultural Practices is a four-unit course of study. This syllabus contains eight QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option D	Water-based animal production
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option G	Animal agribusiness
Unit option H	Plant agribusiness

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Agricultural Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: • Product: 1 • Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Agricultural Science

General senior subject

General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be

manipulated to ensure productivity and sustainability. In Unit 4, students consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	Resources • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	Agricultural production • Animal production B • Plant production B • Agricultural enterprises B	Agricultural management • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
 - respect for all living things and the environment
 - understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
 - understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
 - appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
 - ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
 - ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms - Cells as the basis of life - Exchange of nutrients and wastes - Cellular energy, gas exchange and plant physiology	Maintaining the internal environment - Homeostasis — thermoregulation and osmoregulation - Infectious disease and epidemiology	Biodiversity and the interconnectedness of life - Describing biodiversity and populations - Functioning ecosystems and succession	Heredity and continuity of life - Genetics and heredity - Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

Chemistry

General senior subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	Molecular interactions and reactions • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	Equilibrium, acids and redox reactions • Chemical equilibrium systems • Oxidation and reduction	Structure, synthesis and design • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

Earth & Environmental Science

General senior subject

General

Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. In Unit 1, students examine the evidence underpinning theories of the development of Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Earth & Environmental Science aims to develop students':

- interest in Earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that Earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate Earth and environmental science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate understanding, findings, arguments and conclusions related to Earth and its environments, using appropriate representations, modes and genres.

Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	Earth processes — energy transfers and transformations • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	Living on Earth — extracting using and managing Earth resources • Use of non-renewable Earth resources • Use of renewable Earth resources	The changing Earth — the cause and impact of Earth hazards • The cause and impact of Earth hazards • The cause and impact of global climate change

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA): 50% • Examination — combination response			

Drama in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in

communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

By the conclusion of the course of study, students should:

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	Performance Performance (live or recorded): up to 4 minutes

Media Arts in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media

techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

By the conclusion of the course of study, students should:

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.

Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	Design product Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). Planning and evaluation of design product One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	Media artwork One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a

positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

By the conclusion of the course of study, students should:

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Visual Arts in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

By the conclusion of the course of study, students should:

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR Prototype artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND Planning and evaluations One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	Resolved artwork • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

Vocational Education & Training

(VET) Courses offered by:
Murgon State High School External RTO's



MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: 4

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.



Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

Prerequisite units of competency - An asterisk () against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>



2026 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

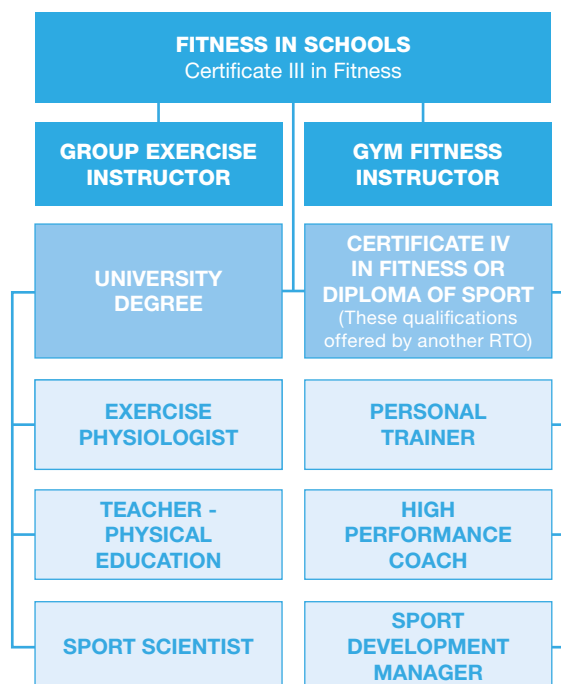
Students facilitate programs within their school community including:

- › Community fitness programs
- › Strength and conditioning for athletes and teams
- › 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › Entry qualification: SIS20122 Certificate II in Sport and Recreation
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

- › Client screening and health assessment
- › Planning and instructing fitness programs
- › Deliver 1-on-1 and group fitness programs
- › Exercise science and nutrition
- › Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
Assure**
Proud to be a Queensland Government
subsidised training provider



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:

2-Year Format

Timetable Requirements:

1-Timetabled Line

Units of Competency:

Standalone Qualification -15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):

Year 11 and 12

Study Mode:

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):

\$495.00 per person (Cert II entry qualification = \$395.00 + Cert III Gap Fee = \$100.00)
(+ First Aid \$75.00)

QCE Outcome:

Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	TOPICS
	› Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs, Laws and Legislation
	PROGRAMS
	› Assist with Delivering Coaching Sessions (Supervisor Delivery) › Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	TOPICS
	› Introduction to Community Programs › Introduction to Conditioning Programs
	PROGRAMS
	› Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	TOPICS
	› Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System
	PROGRAMS
	› Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	TOPICS
	› Introduction to Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	› Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	› Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations
	PROGRAMS
	› One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	TOPICS
	› Screening and Health Assessments › Specific Population Clients (including Older Adults)
	PROGRAMS
	› Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Conduct a Group Session
TERM 7	TOPICS
	› N/A (Practical Term)
	PROGRAMS
	Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY

HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

2026 EDITION BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

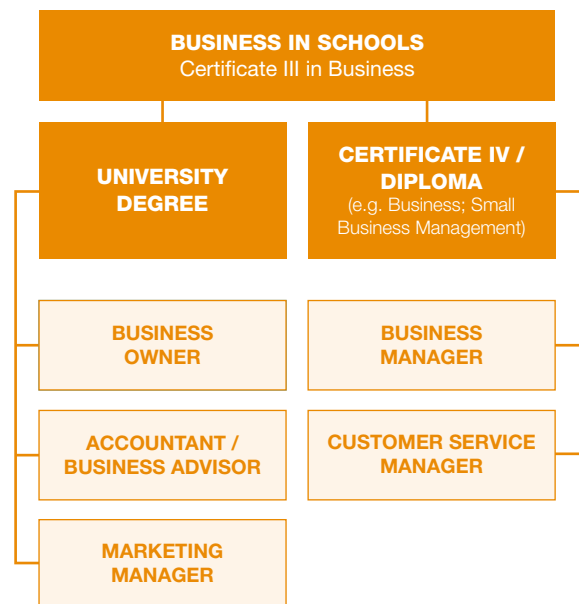
- › Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- › Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

SKILLS ACQUIRED

- › Leadership, innovation and creative thinking
- › Customer service and teamwork
- › Inclusivity and effective communication
- › WHS and sustainability
- › Financial literacy
- › Business documentation

CAREER PATHWAYS



WHAT DO STUDENTS ACHIEVE?

- › BSB30120 Certificate III in Business (max. 8 QCE Credits)
- › Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS

PROJECT-BASED LEARNING

RESOURCES PROVIDED



Binnacle
Training
RTO CODE 31319



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

**Please consult Binnacle Training to discuss
Fast-Track options.**

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2
Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based
learning, online learning (self-study) and
practical work-related experience

Cost (Fee-For-Service):
\$395.00 per person

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	TOPICS
	- Introduction to the Business Services Industry - Introduction to Entrepreneurship and Business - Introduction to Personal Finances
TERM 2	PROJECTS
	Research Business Topics
TERM 3	TOPICS
	Research Topics and Create a Group Presentation
TERM 4	PROJECTS
	Group Presentation
TERM 5	TOPICS
	- Workplace Health and Safety - Sustainable Work Practices
TERM 6	PROJECTS
	WHS Processes at the 'Go! Regional' Travel Expo
TERM 7	TOPICS
	- Inclusive Work Practices - Engage in Workplace Communication
TERM 8	PROJECTS
	Inclusivity and Communication in the Workplace
TERM 9	TOPICS
	Develop and Apply Knowledge of Personal Finances
TERM 10	PROJECTS
	Personal Budget for the Future
TERM 11	TOPICS
	- Work in a Team - Critical Thinking Skills
TERM 12	PROJECTS
	Critical Thinking at Go! Travel
TERM 13	TOPICS
	Producing Simple Documents
TERM 14	PROJECTS
	Binnacle Boss - Business Proposal
TERM 15	TOPICS
	Designing and Producing Presentations
TERM 16	PROJECTS
	Deliver a Focus Group Presentation

UNITS OF COMPETENCY

BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*



Free For Service

BSB30120 - Certificate III in Business for \$799*

Why Aurora?



Best Trainers



Best Resources



Best Price



Best Service

* Entry Requirements & Course Delivery

- Must be a current Year 11 or Year 12 school student
- Course is delivered online only

Course Requirements

To achieve a BSB30120 – Certificate III in Business, 13 units must be completed including 6 core units and 7 elective units:

Core Units:

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Elective Units:

BSBTEC302	Design and produce spreadsheets
BSBWRT311	Write simple documents
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints
BSBOPS303	Organise schedules
BSBINS302	Organise workplace information

What's next?

Contact Aurora on **1300 936 864** or email admin@aurora.edu.au



VET IN SCHOOLS (VETiS) PROGRAM

CHC22015 - Certificate II in Community Services

Course Overview

Are you looking to get started in a career helping others?

The community services sector in Australia is forecasting enormous job growth over the next 5 years.

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs.

Course Delivery

The CHC22015 - Certificate II in Community Services is delivered within 6 - 12 months in a face-to-face group-based environment with weekly classroom sessions at the school.

Learning resources are delivered to students electronically on a cloud based platform.

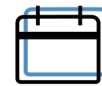
Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- ✓ Be enrolled at school (year 10, 11 or 12); and
- ✓ Be a Queensland resident; and
- ✓ Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency; and
- ✓ Have not already exhausted Certificate II VETiS funding.

QLD State Government VETiS funding is only available for one Certificate II qualification for each student.

AT A GLANCE



6-12 Months



Classroom
Delivery



No Contribution

CAREER OPPORTUNITIES

- Community Services Contact Officer
- Support Worker (Community Services)
- Care Service Employee
- Personal Care Assistant
- Assistant Community Services Worker



Course Requirements

To achieve a CHC22015 - Certificate II in Community Services, a total of 9 units must be completed including 5 core units and 4 elective units as listed below.

Core Units

- CHCCOM001** Provide first point of contact
- CHCCOM005** Communicate and work in health or community services
- CHCDIV001** Work with diverse people
- HLTWHS001** Participate in workplace health and safety
- BSBWOR202** Organise and complete daily work activities

Elective Units

- FSKLRG09** Use strategies to respond to routine workplace problems
- FSKRDG10** Read and respond to routine workplace information
- BSBTWK201** Work effectively with others
- HLTWHS006** Manage personal stressors in the work environment

Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school.

VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.

Aurora Training Institute is a Skills Assure supplier under this program for the delivery of this Certificate II qualification.

As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway.

Every student that completes or discontinues a VET in Schools course must complete a Student Training and Employment Survey within 3 months.

For more information on the VETiS program and FAQs, visit the Queensland Government website at <https://desbt.qld.gov.au/training/training-careers/incentives/vetis>.

Fees

There are no student fees applicable for this course.



VET IN SCHOOLS (VETiS) PROGRAM

HLT23221 - Certificate II in Health Support Services (Health Administration)

Course Overview

Make a career out of your passion for helping and supporting others!

With Australia's health care sector growing rapidly with thousands of jobs expected to open in the coming years. The HLT23221 – Certificate II in Health Support Services (Health Administration) provides you with the fundamental skill set to start your career in the healthcare industry.

This course will provide you with the skills required to work at an entry level position within a variety of support service roles. Successful completion of this course will also provide you with the foundation skills needed to undertake further study in the healthcare industry.

Course Delivery

The HLT23221 - Certificate II in Health Support Services (Health Administration) is delivered within 6 - 12 months in a face-to-face group-based environment with weekly classroom sessions at the school.

Learning resources are delivered to students electronically on a cloud based platform.

Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- ✓ Be enrolled at school (year 10, 11 or 12); and
- ✓ Be a Queensland resident; and
- ✓ Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency; and
- ✓ Have not already exhausted Certificate II VETiS funding.

QLD State Government VETiS funding is only available for one Certificate II qualification for each student.

AT A GLANCE



6-12 Months



Classroom
Delivery



No Contribution

CAREER OPPORTUNITIES

- Nursing Support Worker
- Health Services Assistant
- Admissions Clerk (Health Services)
- Client Assistant
- Nurse's Aide
- Health Support Services Worker



Proud to be a Queensland Government
subsidised training provider





Course Requirements

To achieve a HLT23221 - Certificate II in Health Support Services (Health Administration), a total of 12 units must be completed including 4 core units and 8 elective units as listed below.

Core Units

- HLTWHS001** Participate in workplace health and safety
- CHCDIV001** Work with diverse people
- CHCCOM005** Communicate and work in health or community services
- HLTINF006** Apply basic principles and practices of infection and control

Elective Units

- BSBOPS101** Use business resources
- BSBTEC201** Use business software applications
- HLTWHS005** Conduct manual tasks safely
- BSBOPS203** Deliver a service to customers
- BSBPEF202** Plan and apply time management
- BSBINS201** Process and maintain workplace information
- BSBMED301** Interpret and apply medical terminology appropriately
- BSBMED303** Maintain patient records

Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school.

VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.

Aurora Training Institute is a Skills Assure supplier under this program for the delivery of this Certificate II qualification.

As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway.

Every student that completes or discontinues a VET in Schools course must complete a Student Training and Employment Survey within 3 months.

For more information on the VETiS program and FAQs, visit the Queensland Government website at <https://desbt.qld.gov.au/training/training-careers/incentives/vetis>.

Fees

There are no student fees applicable for this course.



VETiS FUNDED TAFE COURSES - 2026 COURSES

Nurunderi Campus			
Program		Location	QCE Credits
☐	Certificate I in Construction	Cherbourg	3
☐	Certificate II in Salon Assistant	Cherbourg	4

Kingaroy Campus			
Program		Location	QCE Credits
☐	Certificate II in Rural Operations	Kingaroy	4
☐	Certificate II in Automotive Electrical Technology	Kingaroy	4
☐	Certificate II in Automotive Vocational Preparation	Kingaroy	4
☐	Certificate II in Cookery	Kingaroy	4
☐	Certificate II in Electrotechnology (Career Start)	Kingaroy	4

Reminder: *If one of these courses is selected, students must arrange an interview with the Job Placement Officers and Deputy Principal of Senior School to organise external enrolment.*

Brisbane School of Distant Education

Specialist Mathematics

General Subject	Credits: 4
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Brisbane School of Education have not released Specialist Mathematics Distance Education information. If you are interested in this subject the below information is indicative only.

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
 - comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
 - communicate using mathematical, statistical and everyday language and conventions
 - evaluate the reasonableness of solutions
 - justify procedures and decisions, and prove propositions by explaining mathematical reasoning
 - solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.



Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof - Combinatorics - Vectors in the plane	Complex numbers, trigonometry, functions and matrices Complex numbers 1	Mathematical induction, and further vectors, matrices and complex numbers	Further statistical and calculus inference Integration and applications of integration
Introduction to proof	- Trigonometry and functions - Matrices	- Proof by mathematical induction - Vectors and matrices - Complex numbers 2	- Rates of change and differential equations - Statistical inference

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
Problem-solving and modelling task		Examination	
Summative internal assessment 2 (IA2):	15%		
Examination			
Summative external assessment (EA): 50%			
Examination			

Subjects offered through Brisbane School of Distance Education (BSDE)

Brisbane School of Education have not released new information about their subjects, the below information is indicative only, please see the Deputy Principal of Senior School for further information. Any student who intends to enrol in BSDE must have an interview with the Deputy Principal of Senior School.

Students at Queensland Government or non-government schools, secondary departments or other schools of distance education can enrol subject to places being available at BrisbaneSDE when subjects are unavailable at the base school. Additional information can be found at: www.brisbanesde.eq.edu.au

** Students must be highly independent and motivated to succeed when completing subjects through School of Distance Education.

General Subjects:

- Accounting (PDF, 184 KB)
- Ancient History (PDF, 185 KB)
- Business communication & technology (PDF, 183 KB)
- Chinese (PDF, 208 KB)
- Dance - studio (PDF, 77 KB)
- Economics (PDF, 182 KB)
- English extension - Y12 only (PDF, 101 KB)
- French (PDF, 131 KB)
- German (PDF, 216 KB)
- Graphics (PDF, 201 KB)
- Indonesian (PDF, 181 KB)
- Information processing technology (PDF, 204 KB)



- Japanese (PDF, 215 KB)
- Maths C (PDF, 211 KB)
- Music extension - Y12 only (PDF, 186 KB)
- Philosophy & reason (PDF, 111 KB)

VET Subjects

- FSK10113 Certificate I in Access to Vocational Pathways Yr 10-11-12 (PDF, 191 KB)
- BSB10115 Certificate I in Business Yr 10-11-12 (PDF, 185 KB)
- ICT10115 Certificate I in Information, Digital Media & Technology Yr 10-11-12 (PDF, 187 KB)
- FNS20115 Certificate II in Financial Services Yr 11-12 (PDF, 189 KB)
- ICT20115 Certificate II in Information, Digital Media & Technology Yr 11-12 (PDF, 214 KB)
- FSK20113 Certificate II in Skills for Work & Vocational Pathways Yr 10-11-12 (PDF, 193 KB)
- FNS30315 Certificate III in Accounts Administration Yr 11-12 (PDF, 192 KB)

OLAs – Other Learning Areas

FOCUSED GROUP LITERACY - The subject focuses on core literacy skills and allows students to develop their writing, comprehension, grammar, spelling and vocabulary.

FOCUSED GROUP NUMERACY - The subject focuses on core numeracy skills in the area of: Number and Place Value, Money and financial mathematics, Patterns and Algebra, Measurement, Shape, Geometric reasoning and Chance and Data.

GENERAL STUDIES

A course that has been developed engage students in the following:

- Being Australian and Being a Citizen
 - Students are exposed to and explore their place in Australian and a global society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging.
- The Australian Government and Voting Laws in Australia – Your rights
 - Students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation.
 - They seek to recognise different types of law in Australia and explain how laws are made and operate.
- Out and About in the Community
 - Students explore some of the skills necessary to become active citizens in the community. This includes: Road Rules/Sign Recognition, Examining what it means to be a Responsible Citizen, Investigating options for Leisure and Recreation and what is involved in finding and maintaining Somewhere to Live
- Appreciating Diversity, Ethics and Tolerance
 - Identifying Ethnic, political and religious differences and how they affect our lives on a personal, community and global level.

SKILLS FOR LIVING

Students develop practical skills in growing and processing vegetables; interacting with community services and businesses; budgeting; Meal Planning, Shopping and cooking healthy relationships and sexuality and positively transitioning into community living post-school leaving.

WORLD of WORK

Students develop life skills to prepare them for life beyond school. Including participating in work experience and social skills program. They also exploring personal presentation and grooming, personal rights and responsibilities and resilience and conflict resolution.





Murgon State High School: Year 7-12 Assessment Policy

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to semester results in junior schooling, and the Queensland Certificate of Education (QCE) in senior. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, VET and Short Courses across all faculties. This document has also been modified to incorporate the assessment requirements of the junior school. By amalgamating the two policies into a single document, the school envisions a smoother transition between junior and senior schooling assessment procedures. For the purpose of this document, the Junior School will refer to students in Years 7-10, while the Senior School will refer to students in Years 11 & 12.

Purpose

Murgon State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their individual talents and abilities. This policy is designed to build capacity as students work towards the attainment of a QCE.

Principles

Murgon State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. In all Year levels students will have no more than 2 assessment pieces due on any one day. Assessment will be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- Informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.



Overview of Important Information

Please note that the following information is a snapshot of the Assessment Policy. While this snapshot can be referred to as a quick 'go to' guide, the school strongly recommends parent/guardians read through the entire document to ensure an understanding of the school's assessment expectations. If you have any further questions or queries after reading through the document, please do not hesitate to contact the school's front office on 4169 9222.

Academic Misconduct (e.g. Plagiarism)

- Murgon SHS has zero tolerance for academic misconduct
- please refer to pages 90-91 for types of academic misconduct and their respective consequences
- if a student is involved in academic misconduct they may:
 - be asked to complete a comparable assessment item
 - receive a mark only on the sections of work that can be proven as their own
 - receive an NR (non-rated) achievement standard for that assessment piece.
- Turnitin is a software Murgon SHS implements in senior school to detect misconduct involving plagiarism [refer to page 97]
- in junior school, these decisions are school based; however, in senior school the QCAA may be called upon to take action.

Checkpoints

- are implemented to monitor student progression
- will be issued when the assignment is handed to students
- a full draft is required on the final checkpoint submission (exams being an exemption)
- in senior, students must submit a full draft via Turnitin for integrity purposes
- parents/guardians will receive a notification via text if their student has failed to submit work for checkpoint to a satisfactory standard

Due Dates

- students must submit their completed assessment on or before 5.00pm on the due date
- late submits will not be marked
- if a student fails to submit an item, teachers will make a final on-balance judgement on the latest piece of evidence provided prior to the due date
- seniors must submit their assessment electronically via *Turnitin* (electronic software) for integrity purposes
- please refer to page 93 for *Illness and Misadventure* if an unforeseen circumstance arises where a student is forced to miss a due date submission
- parents/guardians will receive a notification via text if their student has failed to submit work for a due date
- parents/guardians will be contacted if a student's submission is not to a satisfactory standard



Understanding Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers and parents/carers have responsibility for promoting and maintaining academic integrity.

Murgon State High School promotes academic integrity by:

- emphasising the importance of ethical academic conduct and scholarship
- developing school processes to support sound academic practice
- ensuring teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implementing programs to improve students' academic skills
- explicitly teaching the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicating the consequences and implications of academic misconduct clearly throughout the school community

The purpose is to ensure students achieve results based on their own work efforts.

Promoting Academic Integrity

Murgon State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices.

At Murgon State High School we:

- develop and regularly review the school assessment policies and procedures ensuring alignment with QCAA policies
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students as outlined in the School Referencing Policy
- model academic integrity, e.g. by practising appropriate research, referencing and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers at school and year level assemblies, parent meetings and school newsletters
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity



Promoting Academic Integrity

Murgon State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at Murgon SHS Assessment Policy and in the school prospectus. All questions regarding this policy should be directed to Deputy Principal Junior, Middle or Senior School based on year level enquiry. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment schedule is published (commencement each term) • when each task is handed to students
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Murgon State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE on completion of year 12 when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the close of business (5:00pm) of the due date for their results to contribute credit towards semester results (junior), or to the QCE (senior). Student responsibility Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Due dates Section 8.5.2 Section 8.5.3	School responsibility Murgon State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. A standard can only be awarded where evidence has been demonstrated. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment calendar by the end of Week 3 of each term. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met (senior only) • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload. Student responsibility Students are responsible for: • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates.



	In cases where students are unable to meet a due date, they will • inform the classroom teacher and Head of Department as soon as possible. Junior students are required to apply for an extension request through their relevant head of department [refer to page 96]. • provide the school with relevant documentation if required i.e. medical certificate (junior), AARA (senior) [refer to page 95]. • adhere to revised due date or adjustment for submission of assessment, if applicable, as decided by the school. • Students are to submit completed assessment on or before the close of business (5:00pm) on the due date. • For oral presentations and other performances, all students are expected to be prepared to present at the beginning of the class lesson on the due date. All final decisions are at the Principal's discretion. Refer to AARA information below (senior only).
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Murgon State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. Identified junior and all senior assessment evidence, including draft responses, will be submitted by their due date using <i>Turnitin</i> [refer to page 97 for further information] Murgon State High School's Academic Integrity software. In the instance where a student does not submit assessment to the teacher in person or through <i>Turnitin</i> program the teacher will assess the evidence. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes (senior only). All evidence used for making judgments is stored appropriately, as described in Murgon State High School's teacher handbook. Upon making final semester (junior) and unit (senior) judgements, teaching staff will consider the final grade alongside the subject's achievement standards prior to making a final decision. In senior, upon reflecting on whether a student has provided enough evidence to support a satisfactory/unsatisfactory grade, teachers will not be restricted to making the final judgement based solely on the points allocated to the student for that unit of work. An <i>on balance judgement</i> of the evidence across the unit's assessment will be matched to the Reporting Standard for the individual subject. This will be used to determine the standard awarded for each unit. Students are required to submit all assessment items in any given unit for an <i>on balanced judgement</i> to be applied. Queensland schools are legally required to report academic achievements to a) parents/guardians and students; and, b) the QCAA (senior only). At Murgon SHS we report to parents/guardians and students based on the total assessments undertaken in each unit on a 5 point, A-E scale. In the senior phase of learning a decision on Satisfactory/Unsatisfactory, reporting is based on; on- balance judgement matched to the QCAA Syllabus Standards. All exams must be sat on the day specified in the Assessment calendar. No student can complete exams prior to the due date nor can students sit exam at home. All assessment must be marked within 2 school weeks of the due week.
Appropriate materials Section 7.1 Section 8.5.3	Murgon State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring Academic Integrity

At Murgon State High School we promote academic integrity by developing students' skills and modelling appropriate academic practice by:

- forward planning – understanding the components of a task and how long each component might take to complete
- time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking or summarising – synthesising research or gathering information into a new idea or summary
- referencing – appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples – selecting appropriate quotes or examples to support an argument or communicate meaning
- editing – refining their own work
- checking – self-assessing compliance with academic integrity guidelines before submitting responses

Murgon State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	Scaffolding is: • an intentional instructional strategy • supports students to develop greater independence • may be provided to individuals or to class of students To develop students' knowledge and skills, teachers gradually reduce support and responsibility to students over a course of study. Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Scaffolding may include: • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. For Year 11 and 12 students, scaffolding for assessment instruments in Units 3 and 4 will refer to processes or presentation of the response.



	It may include: • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument providing prompts and cues for students about the requirements of their response.
Checkpoints Section 8.5.3	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship • require a full draft submission on the final checkpoint. Seniors must submit this via <i>Turnitin</i>. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. The subject area Head of Department and parents/carers will be contacted by the classroom teacher if checkpoints are not met.
Drafting Section 7.2.2 Section 8.3	Definition: A draft is a preliminary version of a student's response to an assessment instrument. A draft: 1. can be used to provide feedback 2. assists in authentication student work 3. is expected on one of the assessment items checkpoints. At Murgon SHS, the expectation is that students will submit quality drafts to enable quality feedback to be provided. Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Where practical all drafts are to be submitted through Turnitin. Feedback on a draft is: • provided on a maximum of one draft of each student's response. • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. Feedback should encourage a student to: • consider other aspects of the text, report, performance or activity they are creating or responding to • develop their response to show more awareness of the audience • give priority to the most important points by rearranging the sequence and structure of ideas • conduct further investigation to support an argument or communicate meaning • adhere more closely to the referencing style selected by the school and what is the minimum amount of referenced research required for the subject • consider style and structure of writing/presentation of diagrams and graphs.

	Feedback may be: • written • verbal • provided through questioning • provided as a summary of advice to the whole class Parents and caregivers will be notified by text about non-submission of drafts and the processes to be followed. Insignificant evidence for check date and failure to submit assessment on the due date will be communicated to parents/carers, the school process is as follows: 1. Teachers set: a) a draft due date (preferably on the final check date) b) a due date for the completed assessment and be submitted by COB (5:00pm) 2. For students who do not submit a draft/supply sufficient evidence for check date, the teacher: a) completed [Yes/No] class list, refer to HOD & Librarian b) Librarian texts parents with message (should be done a day after the check date at the latest): <i>MSHS</i> (<i>Student name</i>) did not supply sufficient evidence for checkpoint in (<i>subject name</i>) on the (<i>date</i>). Failure to complete this by due date will impact their QCE eligibility. 3. If a student fails to submit the final assessment task by the due date the teacher: a) same as draft/check date non-submit above b) Librarian texts parents with message (should be done a day after the due date at the latest): <i>MSHS</i> (<i>Student name</i>) did not submit assessment for (<i>subject name</i>) on the (<i>date</i>). They will not be eligible for credit towards their QCE in this subject.
Managing response length Section 7.2.3	All assessment instruments indicate the required length of a response as a word length, duration of time or a word count. This information is provided to: • indicate the depth of the response required • encourage conciseness of the response • ensure equity of conditions for all students • meet the requirements for endorsement, where applicable (senior only). Murgon State High School encourages students to respond to assessment instruments within the required length by teachers: • developing valid assessment instruments (appropriate for endorsement, where applicable in senior) of suitable scope and scale allowing students to produce a complete response within the required length indicated by the syllabus • implementing teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject • providing students with exemplars that are within the required length • modelling how to edit a response: - to meet length requirements - for relevance to the task and objectives being assessed - to respond to draft feedback • providing students with feedback if the draft response is longer or shorter than the required length • if a student submits a draft response that exceeds the required length, implementing a strategy, such as not reading/viewing the response after the required length, e.g. - marking the students response using information up to the required length - annotating on the students response where they have stopped reading/viewing - noting that the students response has exceeded the required length Students are expected to: • respond to draft feedback to manage the length of their response • develop a response of the required length (neither significantly over or under the requiredlength)

- document the length of their response using a word count, page count or time.

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit or;
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Guidelines about the length of a response

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word Length	Page count
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography • reference list • appendixes*
* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

Authenticating student responses Section 7.3.1

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Murgon State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, the school will investigate the evidence to determine authentication and follow the procedures for managing alleged academic misconduct as outlined below.

Ensuring Academic Integrity in Assessment

At Murgon State High School, teachers use the following strategies to ensure student authorship:

- setting assessment tasks that require each student to produce a response
- setting aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response

Teachers may also:

- monitor
- collect



- observe progressive samples
- document this (checklist, photos etc.)
- interview/consult with each student at checkpoints
- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using 'Turnitin' software
- interview a sample of students after their responses have been submitted
- use the school's cross marking process

Responsibilities for Establishing Authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by Murgon State High School such as to:
 - sign the Murgon State High School *Declaration of Authenticity* attached to each assessment piece (refer to page 92)
 - submit a draft
 - submit the final response using 'Turnitin' software, where required
 - participate in interviews during and after the development of the final

response Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response

Inability to establish authorship

To make judgements about student achievement, the school must have sufficient evidence of the student's own knowledge and skills to match with the relevant criteria/instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgement. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school will:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgements about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

Access Arrangements and Reasonable Adjustments, including illness and misadventure (AARA) Section 6	Applications for AARA (senior only) Murgon State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook- 2019. The school principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Refer to page 95 for the QCAA Confidential Medical Form template. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. Applications for extensions to due dates for unforeseen illness and misadventure (junior and senior) Students and parents/carers must contact the subject areas Head of Department and relevant Deputy Principal as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school website or front desk.
Managing non-submission of assessment by the due date Section 8.5	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 8.5.3 (senior only)	Murgon State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9.1 Section 9.2 Section 9.5 (senior only)	Murgon State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.



External Assessment Administration (senior only)

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.1.2 Section 7.3.2 Section 10.3 Section 10.4 See also: <i>External assessment — administration guide</i> (provided to schools each year)	See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) Murgon State High School is governed by the requirements of the QCAA. The QCAA publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. The <i>External assessment – administration guide</i> allows schools to administer the assessments using a consistent approach across the state, and ensuring student responses are their own. The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way. The school will: - communicate rules and expectations for external assessment to our school community, including teachers, students and parents/carers - maintain the security of external assessment materials - provide supervision and conditions that comply with the external assessment schedule and guidelines School external assessment (SEA) coordinators: - ensure that all external assessment guidelines and rules are shared with and understood by teachers and students - supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response Teachers: - comply with rules and expectations when supervising the external assessment - inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct - report incidents of suspected or observed academic misconduct to the SEA coordinator. Students: - read and comply with the external assessment student rules and information provided by the school - understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct - are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations Breaches of the external assessment rules are a form of academic misconduct. If an alleged incident of academic misconduct by a student is detected, the SEA coordinator is to: - permit the student to complete the assessment - inform the student that an academic misconduct incident report must be completed and submitted to QCAA - report an alleged incident of academic misconduct to the QCAA - complete an academic misconduct incident report that includes: a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment - a seating plan of each assessment room at all assessment venues - return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner. Non-compliance of External Assessment guidelines will be investigated by the QCAA. Examples of non-compliance include: - rescheduling an external assessment without authorisation from the QCAA - not keeping the external assessment materials secure prior to the scheduled assessment time - accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA - opening external assessment packages before the time appointed by the QCAA - providing a student with undue assistance in the production of any work that contributes to their external assessment response - leaving students unsupervised or inadequately supervised during external assessment - allowing additional time for external assessment without authorisation from QCAA administering unapproved access arrangements and reasonable adjustments (AARA)



Managing Academic Misconduct

Murgon State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

For authorship issues/Plagiarism

When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* ([Section 8.5.1](#) and [Section 8.5.2](#)). Where appropriate, the school's behaviour management policy will be implemented.

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.	For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student:	



	Types of misconduct	Procedures for managing academic misconduct
	• invents or exaggerates data • lists incorrect or fictitious references.	
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Student Code of Conduct
- Senior Schooling Policy (including VET)
- Internal Moderation Policy (including school procedures for endorsement and confirmation)
- Framework for Finding Success (Homework Policy)
- Referencing Guidelines
- Teacher/staff handbook (staff only).

Appendix

1.0 Declaration of Authenticity

Declaration of Authenticity

I certify that this research and notes are all my own work and I have acknowledged all material and sources used in the preparation of this material. Any help received by other people has been acknowledged. I also acknowledge that I have read the school Assessment Policy and understand the implications of the policy.

To authenticate this, I will:

- provide documentation of my progress at indicated checkpoints
- ensure that all planning and drafts are attached to the final copy of the response
- acknowledge all sources utilised in the writing process
- use *Turnitin* to submit my final draft and final submission for authentication feedback (senior only)

I understand that:

1. Plagiarism is a serious matter and that I may be penalised if this declaration is false.
2. Application for extension must be sought before the due date except in exceptional circumstances.

Signature: _____ Date: _____

2.0 Murgon SHS Illness and Misadventure Policy (Junior & Senior)



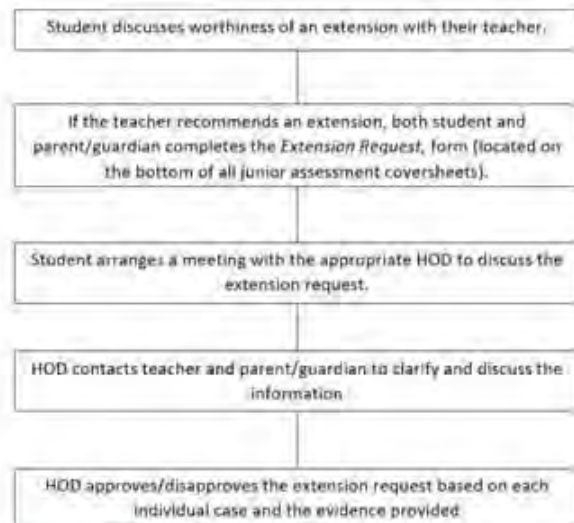
Murgon State High School Illness & Misadventure Process for Internal Assessments



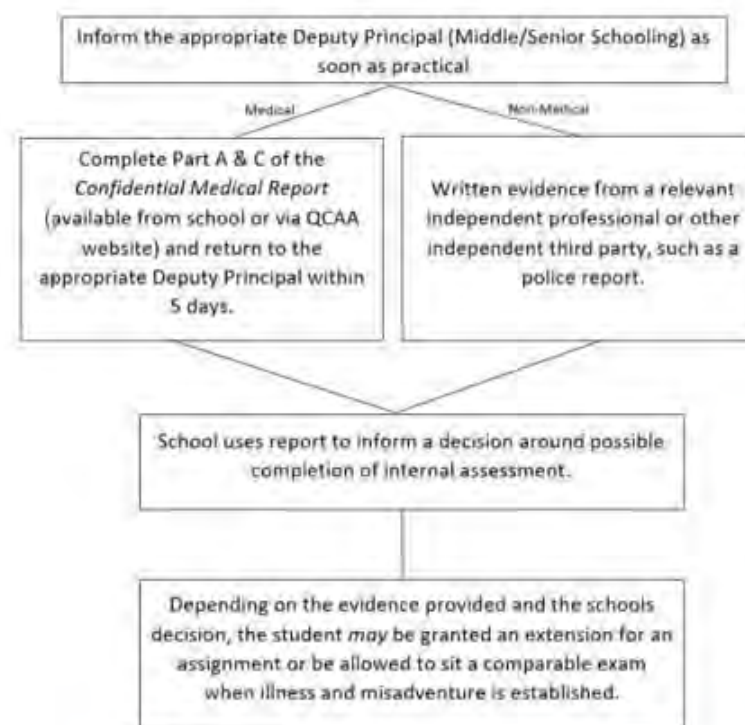
If a student is ill or is involved in an unforeseen event beyond the students control and is therefore unable to attend school for internal assessment the following process applies:

Junior (7-9) Process

Please Note: reasons for extension requests in junior school may include personal illness, compassionate emerginant situations, bereavment or unforeseen misadventure. The final approval will be made by the appropriate HOD. Circumstances such as planned holiday will not receive approval of an extension request, instead will need to be completed prior to the due date.



Senior (10-12) Process



3.0 QCAA Confidential Medical Report Template

The below picture is a series of screenshots detailing a QCAA Confidential Medical Report. In senior school, this document is required when completing applications for circumstances involving AARA's and Illness and Misadventure. Please note, this is the recommended QCAA template, however other medical documentation provided by a health professional will also be accepted. Please note that the administration office has access to hard copies of the below *Confidential Medical Report*.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or physiotherapist (registered under Queensland's Health Practitioner Regulation National Law Act 2020). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information:

For more information, refer to **About this report** on the last page:

Student details:

Student name:

School:

LUR:

I give permission for my health professional to provide information concerning this application to the QCAA, if required.

Student signature: Date:

Parent/carer signature: Date:

(If student is under 18)

Are you applying for:

☐ Access arrangements and reasonable adjustments (for existing and chronic conditions)
Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.

☐ Illness and misadventure (for unforeseen circumstances)
Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Portal.

The information provided on this form will be used for access arrangements and reasonable adjustments. It will not be used for any other purpose, including assessment. This information is confidential and will be held in strict confidence. It will not be shared with any other person, including the student's school, without the student's consent. This information is held in strict confidence and will be held in strict confidence. It will not be shared with any other person, including the student's school, without the student's consent.

QCAA
Queensland Curriculum & Assessment Authority

Part A

This section is **only** to be completed by the health professional.

Diagnosis:

Date of diagnosis:

Date of occurrence/onset:

Provide a brief history of the student's disability, impairment and/or medical condition, including symptoms.

Is the student currently receiving treatment? Please indicate.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
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Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

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Part B — AARA

This section is **only** to be completed by the health professional.

Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.

Professional recommendations for assessment adjustments.

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Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

I consider that the effect of the impairment arising from the medical condition is/was:

☐ mild ☐ moderate ☐ severe

I consider that the student is/was:

☐ disadvantaged due to a temporary medical condition

☐ unfit to participate in assessment due to a temporary medical condition from to

☐ unfit to participate in assessment due to a deterioration in a chronic condition from to

If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session.

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Health professional details

Name:

Profession:

Phone:

Specialist/qualifications: (if applicable)

Place of work:

Registration number:

Practice stamp: (if applicable)

Signature: Date:

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
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4.0 Junior Extension Request Performa

EXTENSION REQUEST

If illness (attach medical certificate) family circumstances or other difficulties will prevent you from presenting/handing in this task on the due date, you must request an extension on the form below. Requests for extension should be made to your class teacher before the due date and signed by all parties on this form before your extension is granted. Photocopy this coversheet with signatures and submit to the assignment box on or before the due date. **Please outline the reason for the request for extension:**

.....

.....

.....

.....

Student Signature: *Parent Signature*

Teacher Recommendation: YES / NO - sign: *HOD Recommendation:* YES / NO sign:

DP Studies Recommendation : YES / NO - sign: *Recommended Due Date*





Overview

Senior students at Murgon State High School use the online application “Turnitin” for the submission of their assessment pieces. This will create a more unified approach utilising technologies that have become commonplace in TAFE and Universities across Australia, to better prepare our students.

What is Turnitin?

Turnitin is an online application that helps staff and students manage issues related to academic integrity.

Turnitin is used to analyse assessment submissions by providing a text matching system against internet pages, published works, and submitted papers. This includes papers submitted by all students at Murgon State High School and surrounding schools indefinitely. Once an assessment item has been submitted, it produces a report highlighting the amount of text matches it has found and where that information has come from. Turnitin is not able to differentiate between correct quoting acknowledgments and incorrect copying. Therefore the report produced for staff will almost always contain some amount of text matching which staff will review to ensure plagiarism has not taken place.

Turnitin Student Information

From a student's point of view, accessing and using Turnitin is a simple task. Students can access the website at school or home anytime. Once their account has been created, the teacher will then provide students with a unique Class ID and password to enrol. They are then presented with a page to submit their assignment and once they have submitted the file they are emailed a confirmation receipt.

Important Turnitin Information

Below contains a list of important items relating to the use of Turnitin:

- Parents must give consent for students to use this website. If the form is not returned or you do not wish your student to use this application, they will have to print and submit the file physically to the library assessment box
- Only the following file types are accepted for submissions
 - Microsoft Word® (DOC and DOCX), HTML, Plain text (TXT), Rich Text Format (RTF), Portable Document Format (PDF), Powerpoint (PPT)
- Students must submit their assessment item no later than 5.00pm on the due date. Late submissions will not be accepted.
- If there is an issue preventing a student from uploading their own assignment, at the teacher's discretion, the teacher can upload the assignment on their behalf. This must be pre-arranged with the teacher prior to the final deadline.
- It is the student's responsibility to join the classes they are taking each term or semester, once teachers have given them the required information
- Students should ensure that once they have submitted a file, that they have received a submission receipt to their school email address in case of any issues.

For more information about Turnitin please see their website: <https://www.turnitin.com/>





BELIEVE, CHALLENGE, STRIVE



At Murgon State High School we acknowledge that school workload and expectations increase progressively throughout the senior phase of learning. This is why we have devised the *Believe, Challenge, Strive* framework for finding success in high school. The framework allows staff, students and parents to collaboratively work together so students can achieve a healthy learning schedule each week, while effectively coping with pressures external to the classroom e.g. part-time work, sporting and social commitments. Our school believes the support necessary for students to reach their full potential is a shared responsibility. While this document acts as a guide for parents, it is a school expectation that our staff and students abide the below guidelines.

SCHOOL

- Every student will have set homework a minimum of 1 lesson per week for each subject.
- Focus of homework can be practice/review, but can also include specific tasks.
- Ensure homework is recorded in students subject book before exiting room. Use as part of the exit process.
- Homework – all displayed on board
- Homework completion recorded and reported on.
- Message home when drafts or assessments not handed in.

STUDENT

- Brings appropriate subject books to each class
- Records homework in their subject book as assigned by teacher in each lesson.
- Recommended homework times:

Yr 7, 8 & 9	1 – 1.5 hrs /night
Yr 10, 11 & 12	1.5 – 3 hrs/night
- Use your Assessment Calendar to record draft and assignment due dates in your subject book in RED pen.
- Manages extra curricula activities and ensures there is time for homework.
- Manages part-time work arrangements.
- Speak with teachers to resolve issues
- Plans how to prepare for assessment (eg wk1: collect data, wk2: write plan etc.
- weekly plan

PARENT

- Monitors time that students are doing homework. Review student's weekly plan.(see suggested strategies over)
- Supports and puts strategies in place to ensure distractions including personal devices/screen time are at a manageable level.
- Monitor, assist to develop and encourage student self-management
- Support school and student by expecting homework to be completed.
- Monitor the Assessment Calendar for draft and assignment due dates.
- Communicate regularly with staff to discuss or seek clarity.
- Understand consequence for non-submittal of assessment.





BELIEVE, CHALLENGE, STRIVE



Suggested Strategies for Parents: Encouraging Success At Home

1. Ask your student daily whether they have been given homework, for what subject and when it's due.
2. Review Assessment calendar – what is the priority for the week?
3. Monitor draft and assignment due dates – keep a copy of the assessment calendar provided at the beginning of each term
4. Monitor screen time (mobile phone/gaming devices/online streaming services etc.)
5. Assist in monitoring part-time work arrangements. Too much will affect performance at school (recommended: no more than 12 hours /week).
6. Monitor diet (a good breakfast is important – avoid high sugar foods).



Murgon State High School

Referencing Guidelines (7-12)

Overview:

Students at Murgon State High School must ensure they follow the Assessment Policy guidelines and submit assessment items that are authentic and individualised. To assist students in abiding by this policy, the following referencing guidelines have been devised. Students are expected to implement these guidelines when referring to published work of another author. Murgon State High School is committed to ensuring student authenticity through the American Psychological Association (APA) style.

Why APA?

We have based our choice of referencing style on what students can expect to see beyond their senior years at Murgon SHS. If students choose to extend their studies into tertiary pathways, they will have exited their schooling phase with a deep knowledge of the preferred referencing system at many recognisable Queensland universities. Queensland universities that use APA include:

- Queensland University of Technology (QUT)
- University of Queensland (UQ)
- Griffith University
- University of Southern Queensland (USQ)
- Central Queensland University (CQU)
- James Cook University (JCU)
- Bond University
- University of the Sunshine Coast (USC)

The universities above state that each school/faculty chooses its own referencing style; however, all of the universities above list APA as one of the referencing styles used. If a circumstance arises where a university demands an alternative reference system, our students will have a fundamental knowledge of referencing and these skills can certainly be transferred into the application of another system.

When will students begin referencing?

At Murgon State High School we allow students the opportunity to interact with the referencing process from Year 7. As referencing is imperative in the senior phase of learning we believe that students should have access in junior school. In doing so student develop a deeper understanding ensuring that when it comes to Year 10, 11 & 12, an effective application can be achieved.

Components of Referencing

All referencing systems consist of two components, a) a reference list; and, b) an in-text citation. A reference list is always included at the end of the student's assessment item whereas an in-text citation is incorporated throughout the assessment. By including these, the reference is ensuring complete recognition of the original authors work and therefore authenticity is maintained. This document serves the purpose of providing students details on how to effectively incorporate both of these components. Please note that the format of these components varies depending on the source type.



1.0 Referencing List Format

The reference list includes only the sources you have used in any submission. APA Style requires reference lists, not bibliographies.

The following formatting rules apply:

- The reference list begins a new page with the centred heading - References
- Double-space all reference entries.
- Reference list entries should be indented half an inch or 12 mm (five to seven spaces) on the second and subsequent lines of the reference list for every entry - a hanging indent is the preferred style (i.e. entries should begin flush left, and the second and subsequent lines should be indented).
- Arrange entries in alphabetical order by the surname of the first author as the letters appear (e.g. M, Mac, MacD, Mc).
- If more than one work by an author is cited, list these by earliest publication date first.
- If the list contains more than one item published by the same author(s) in the same year, add lower case letters immediately after the year to distinguish them (e.g. 1983a). These are ordered alphabetically by title disregarding any initial articles (a, an or the).
- If there is no author, the title moves to the author position (filed under the first significant word of the title). If the title in this instance begins with numerals, spell them out.
- U.S. states and territories are abbreviated in the publication information. Use the official two-letter postal service abbreviations (e.g. New York, NY; Berkeley, CA). For locations outside the U.S., spell out the city and country names (Brisbane, Australia; London, England).
- If the publisher is a university where the name includes the state, don't repeat the state in the location section (e.g. Ann Arbor: University of Michigan).

2.0 Referencing Source Information

Audio-Visual Materials

Material Type	In Text Citation	Reference List Entry
DVD	(Moore, 2003)	Moor, M. (Writer/Director). (2003). <i>Bowling for Columbine</i> [DVD]. Melbourne, VIC: AV Channel.
Radio Programme	(Browning, 2006)	Browning, D. (Presenter). (2006, June 9). Black soccer Heroes. Message Stick [Radio programme]. Guest speaker Dr. John Maynard. Sydney, NSW: ABC Radio.
Sound Recording	(St. Laurence Chamber Choir & McEwan, 2005)	St. Laurence Chamber Choir (Performers), & McEwan, N. (Director). (2005). <i>Commemoration, ritual and performance: the Iberian connection: medieval and renaissance music from the St Laurence Chamber Choir</i> [CD]. Sydney, NSW: Centre for Medieval Studies, University of Sydney.
Television Programme	(Masters, 2006)	Masters, C. (Presenter). (2006, March 27). Big fish, little fish. Four Corners [Television programme]. Sydney, NSW: ABC Television.
Video Recording	(Russell & Wiseman, 1995)	Russell, G. (Writer, Producer and Narrator), & Wiseman, P. (Producer). (1995). <i>Tackling bullies: An Australian perspective</i> [Video recording]. Melbourne, VIC: Video Classroom.
YouTube/Vimeo Video	(NRK, 2007)	NRK. (2007, February 26). <i>Medieval helpdesk with English subtitles</i> . [Video file]. Retrieved from http://www.youtube.com/watch?v=pQHx-SjgQvQ



Book Chapters

Material Type	In Text Citation	Reference List Entry
Chapter or Article in Edited Book	(Payne, 1999)	Payne, S. (1999). 'Dangerous and different': Reconstructions of madness in the 1990s and the role of mental health policy. In S. Watson & L. Doyal (Eds.), <i>Engendering social policy</i> (pp. 180-195). Philadelphia, PA: Open University Press.
Article in an Encyclopedia	(Ford-Martin, 2003)	Ford-Martin, P. (2003). Cognitive-behavioral therapy. In E. Thackery & M. Harris (Eds.), <i>Gale encyclopedia of mental disorders</i> (Vol.1, pp. 226-228). Detroit, MI: Gale.



Books

Material Type	In Text Citation	Reference List Entry
Book: Including Page Numbers	(Wells, 2009. Pp. 225-226)	Wells, A. (2009). <i>Metacognitive therapy for anxiety and depression in psychology</i> . New York, NY: Guilford Press.
Book: Single Author	(Matthews, 1999)	Matthews, J. (1999). <i>The art of childhood and adolescence: The construction of meaning</i> . London, England: Falmer Press.
Book: Two Authors	(Colclough & Colclough, 1999)	Colclough, B., & Colclough, J. (1999). <i>A challenge to change</i> . London, England: Thorsons.
Book: 3-5 Authors	First citation: (Rosenthal, Rosnow, & Rubin, 2000) Subsequent citation: (Rosenthal et al., 2000)	Rosenthal, R, Rosnow, R L., & Rubin, D. B. (2000). <i>Contrasts and effect sizes in behavioral research: A correlational approach</i> . Cambridge, England: Cambridge University Press.
Book: 6-7 Authors	(Jones et al., 1984)	Jones, E, Faina, A, Hastoft, A, Markus, K., Miller, D, & Scott, R (1984). <i>Social stigma: The psychology of marked relationships</i> . New York: W. H. Freeman.
Book: Different Works by Same Author in Same Year	Kubler-Ross, 1993a) (Kubler-Ross, 1993b)	Kubler-Ross, E. (1993a). <i>AIDS: The ultimate challenge</i> . New York, NY: Collier Books. Kubler-Ross, E. (1993b). <i>Questions and answers on health and dying</i> . New York, NY: Collier Books.
Book: Organisation as Author	(American Educational Research Association, 1985)	American Educational Research Association. (1985). <i>Standards for educational and psychological testing</i> . Washington, DC: American Psychological Association.
Book: Government Agency as Author	(Australia. Department of Health and Aged Care, 1998)	Australia. Department of Health and Aged Care. (1999). <i>Mental health: A report focusing on depression</i> , 1998. Canberra, ACT: AGPS.
Book: No Author	(The Blackwell Dictionary of Cognitive Psychology, 1991)	<i>The Blackwell Dictionary of cognitive psychology</i> . (1991). Oxford, England: Blackwell.

Book: Editor	(Snyder. 1999)	Snyder, C. R. (Ed.). (1999). <i>Coping : The psychology of what works</i> . New York, NY: Oxford University Press.
Book: 2 or More Editors	(Binstock & George, 1990)	Binstock, R. H, & George, L. K. (Eds.). (1990). <i>Handbook of aging and the social sciences (3rd edition.)</i> . New York: Academic Press.
Book: Different Editors	(Howitt & Cramer, 2008)	Howitt, D, & Cramer, D. (2008). <i>Introduction to research methods in psuchology (2nd ed.)</i> . Harlow, England: FT Prentice Hall.

E-Books

Material Type	In Text Citation	Reference List Entry
E-book	(Eckes, 2000)	Eckes, T. (2000). <i>The developmental social psychology of gender</i> . Retrieved from netLibrary: http://www.netlibrary.com
Chapter from an E-book	(Jones & Gagnon, 2007)	Jones, N. A, & Gagnon, C. M. (2007). The neurophysiology of empathy. In T.F.D.Farrow & P.W.R. Woodruff (eds.), <i>Empathy in mental illness</i> . Retrieved from EBL: http://reader.ebilib.com.au
Article from an Electronic Encyclopedia	(Lai, 1999)	Lai, M. C.C. (1999). Hepatitist delta virus. In A. Granoff & R. Webster (Eds.), <i>Encyclopedia of virology (2nd ed.)</i> . doi :10.1016/B978-012374410-4.00417-9
Article from and Electronic Reference Work : No author	("Alka-Seltzer", 2019)	Alka-Seltzer. (2019). <i>In MIMS online</i> . Retrieved from http://mimsonline.com.au



E-Journals

Material Type	In Text Citation	Reference List Entry
Journal Article from a Full Text Database with a DOI	First citation: (Vogels, Crane, Hoekstra, & Reijneveld, 2009) Subsequent citation: Vogels et al., 2009)	Vogels, A. G. C., Crone, M. R., Hoekstra, F., & Reijneveld, S.A. (2009). Comparing three short questionnaires to detect psychosocial dysfunction among primary school children : a randomized method. <i>BMC Public Health</i> , 9, 489. Doi: 10.1186/1471-2458-9-489
Journal Article from a Full Text Database with a DOI: 8 or More Authors	(Gilbert et al., 2004)	Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L.C., Asgard, G ... Bortos, N (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. <i>Nicotine and Tobacco Research</i> , 6, 249-267. Doi: 10.1080/1462220041001676305
Journal Article from a Full Text Database with no DOI	(Altobelli, 2009)	Altobelli, T. (2009) Family violence and parenting : Future directions in practice. <i>Australian Journal of Family Law</i> , 23. 194. Retrieved January 22, 2010, from LexisNexis AU.
Journal Article from the Internet with a DOI	First citation: (Bond, Carlin, Thomas, runun, & Patton, 2001) Subsequent citation: (Bond et al., 2001)	Bond, L., Carlin, J. B., Thomas, L, Rubin, K, & Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. <i>BMJ</i> , 323, 480-484. Doi:10.1136/bmj.323.7311.480
Journal Article from the Internet with no DOI	(Sillick & Schutte, 2006)	Sillick, T.J., & Schutte, N.S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. <i>E-journal of Applied Psychology</i> , 2(2), 38-48. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap/article/view/71/100



Journal Article from
the Internet with no

Paragraph
Number

(Munro, 1999,
para. 12)

DOI Including



Munro, C (1999). Facing
grief. *Synergy*, 3(3).
Retrieved from
[http://about.murdoch.edu
.au/synergy/0303/grief.ht
ml](http://about.murdoch.edu.au/synergy/0303/grief.html)



Images

Material Type	In Text Citation	Reference List Entry
Image, Photograph or Artwork from a Book	(Leibovitz, 1996, p. 72)	Leibovitz, A. (1996). <i>Olympic potraits</i> . Boston: Little Brown.
Reproduction in a Book	(Bedford, 2001, p. 154)	Bedford, P. (2001). Dingo dreaming [ochre on canvas]. Reproduced in McCulloch, S., & McCulloch Childs, E. (2008). <i>McCulloch's contemporary Aboriginal Art: The complete guide</i> (p. 154). Fitzroy, Vic: McCulloch & McCulloch Australian Art Books.
Image from a Book Chapter	First citation: (Ardagna, Damiani, Frati, & Madravio, 2008, Figure 1) Subsequent citation: (Ardagna et al., 2008, Figure 1)	Ardagna, C. A., Damiani, E., Frati, F., & Madravio, M. (2007). Open-source solution to secure e-government services. In A-V. Anttiroiko & M. Malkia (Eds.). <i>Encyclopedia of digital governement</i> (pp. 1300-1305). Hershey, PA : Idea Group Reference. Retrieved from IGI Global, http:// www.igi-global.com/
Image from a Journal Article	(Yeh & Xu, 2010, Table 1)	Yeh, Q-J., & Xu, X. (2010). The effect of Confucian work ethics on learning about science and technology knowledge and morality. <i>Journal of Business Ethics</i> , 95, 111-128. Doi:10.1007/s10551-009-0352-1
Image from a Newspaper	(Leunig, 1995, p. 24)	Leunig, M. (1995. July 27). Thoughts of a baby lying in a child care centre. <i>The Sydney Morning Herald</i> , p. 24.
Image from a Database	(Kessel, 1995, min. 10 :10)	Kessel, M. (Director). (1995). <i>The Making of a Monologue : Robert Wilson's Hamlet</i> [video, 1 :02 :18 mins]. New York: Cinema Guild. Retrieved January 29, 2015, from Theatre in Video.
Online Image/Artwork	(Nolan, 1946)	Nolan, S. (1946). <i>The Encounter</i> [enamel paint on composition board]. Canberra: National Gallery of Australia. Retrieved from http://cs.nga.gov.au/Details.cfm?IRN=28938
Online Map	(Google Maps, 2015)	Google Maps. (2015, February 5). <i>The British Library, London, UK</i> . Google. Retrieved from https://www.google.com.au/maps/place/The+British+Library/@51.529972,-0.127676,17z/data=!3m1!4b1!4m2!3m1!1s0x48761b3b701713:95:0x18905479de0fdb25
Original Image/Artwork (Viewed in a Gallery or Collection)	(Angus, 2006)	Angus, J. (2006). <i>Gorilla, Gorilla, Gorilla</i> [wood veneers, nylon]. Perth: Art Gallery of Western Australia.

Internet Documents

Material Type	In Text Citation	Reference List Entry
Electronic Document	(Murray, 2005)	Murray, G. (2005). <i>A duty of care to children and young people in Western Australia : Report on the quality assurance and review of unsubstantiated allegations of abuse in care : 1 April 2004 to 12 September 2005</i> . Retrieved from Western Australia, Department of Child Protection website: http://www.community.wa.gov.au/NR/rdonlyres/851183A4-A822-4592-AB66-C410E453AEEC/)/DCDRPTGwennMurrayreportwithcover2006.pdf
Government Publication	(Australia. Department of Health and Aged Care., 2000)	Australia. Department of Health and Aged Care. (2000). <i>National youth suicide prevention strategy</i> . Retrieved from http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm
Whole Internet Site	(Goldberg.2000)	Goldberg, I. (2000). <i>Dr. Ivan's depression central</i> . Retrieved from http://www.psycom.net/depression.central.html

Journal Articles

Material Type	In Text Citation	Reference List Entry
Journal Article in Print	(Kyratsis, 2004)	Kyratsis, A. (2004). Talk and interaction among children and the co-construction of peer groups and peer culture. <i>Annual Review of Anthropology</i> , 33 (4), 231-247.
Journal Article in Print Including Page Number	(Parker & Roy, 2001, p. 574)	Parker, G., & Roy, K (2001). Adolescent depression: A review. <i>Australian and New Zealand Journal of Psychiatry</i> , 35, 572-580.
Journal Article in Print with 3-5 Authors	First citation: (Zhang, Choen, Ferrence, & Rehm, 2006) Subsequent citation: (Zhang et al., 2006)	Zhang, B., Cohen, J., Ferrence, R., & Rehm, J. (2006). The impact of tobacco tax cuts on smoking initiation among Canadian young adults. <i>American Journal of Preventive Medicine</i> , 30(6),474-479.



Newspaper Articles

Material Type	In Text Citation	Reference List Entry
Newspaper Article in Print	(Kissane, 1998)	Kissane, K. (1998, September 5). Kiss or Kill: Who is the victim when a battered woman kills? The Age: Extra, p. 6.
Newspaper Article from the Internet	(Devlin, 2010)	Devlin, H. (2010, January 28). Neuron breakthrough offers hope on Alzheimers and Parkinsons. The Times. Retrieved from http://www.timesonline.com.uk/tol/news/science/medicine/article7005401.ece
Newspaper Article from a Full Text Database	(O'Leary, 2006)	O'Leary, C (2006, June 29). Landmark study to aid push for public smoking ban. The West Australian, p.14. Retrieved October 20, 2008, from Factiva.

Podcasts

Material Type	In Text Citation	Reference List Entry
Podcast	(Robertson, 2010)	Robertson, R. (Speaker). (2010). <i>Leadership at the Bottom of the Earth... Where No One Hears You Scream, 2010 Sir Walter Murdoch Lecture</i> [Podcast]. Murdoch, WA: Murdoch University. Retrieved from https://lectures.murdoch.edu.au/lectopia/lectopia.lasso?ut=1369&id=71101
Podcast Lecture from LMS	(Hill, 2012)	Hill, D. (Speaker). (2012, April 4). <i>Australian media representation of Asia</i> [Podcast lecture]. In <i>Australia in Asia (FDN 110)</i> . Murdoch, WA: Murdoch University. Retrieved from http://lectures.murdoch.edu.au/lectopia/casterframe.lasso?fid=375705&cnt=true&usr=S940025F&name=not-indicated
Podcast Radio Programme	(Gary, 2007)	Gary, S. (Presenter). (2007, December 23). Black hole death ray. <i>StarStuff</i> [Podcast radio programme]. Sydney, NSW: ABC Television. Retrieved from http://abc.net.au/newsradio/podcast/STARSTUFF.xml
Podcast Television Programme	(Brown, Brodie, & George, 2007)	Brown, W. (Presenter)., & George, P. (Producer). (2007, June 4). From Lake Baikal to the halfway mark, Yekaterinburg. <i>Peking to Paris: Episode 3</i> [Podcast television programme]. Sydney, NSW: ABC Television. Retrieved from http://www.abc.net.au/tv/pekingtoparis/podcast/pekingtoparis.xml

School Uniform Dress Code



DRESS CODE REGULATIONS

The *Education Act 2006* states the school dress code provides for:

- Standards of what is acceptable in relation to clothing, including headwear and footwear
- Standards of what is acceptable in relation to other aspects of the personal presentation of the students

Purpose of the Dress Code

The Murgon State High School community believes in a school uniform that is selected, supported and endorsed by the Parents and Citizens Association. The P&C believes the dress code:

- Promotes a sense of belonging and pride in the school and community
- Gives the school a unique identity
- Creates a sense of equity for the students
- Is practical in its application to a wide range of physical activities

Implementation of the Dress Code

While it is expected that students will comply with the school's dress code the principal may, in special circumstances, exempt students upon written request from the parent/guardian. Grounds on which a parent/guardian may seek exemption are:

- Religious, cultural or ethnic;
- Medical reasons supported by a doctor's statement.

Compliance Obligations

- Students not in full school uniform are to go to the Administration Office before going to class where loan uniform item/s will be provided for the day.
- Parents/Caregivers are asked to contact the school if there are circumstances preventing students wearing the school uniform on a particular day. A loan uniform will be provided.
- Students wearing makeup, nail polish and artificial nails may be expected to remove them.
- Students wearing excessive or non-compliant jewellery will be expected to remove the items. These may be confiscated and stored at the office for later return to the student or parent.

UNIFORM DESCRIPTION - All Year Levels

Warm weather

- Murgon State High School royal blue polo shirt
- Shorts - Royal blue for boys and girls (mid-thigh length, no logo shorts are accepted i.e. Canterbury etc.)
- Skirt – royal blue for girls (skirts must be no shorter than 2 inches above the knee)

Cool Weather as above and:

- Murgon State High School Pullover (Sloppy Joe),
- Royal blue long pants (this can include track pants)
- Murgon State High School senior jersey (Year 12 students only)

Jewellery (Permitted)

- Watch
- Earrings – small and plain (sleepers or studs)

Shoes

- Lace up/Velcro shoes suitable for physical activity

Free Dress Days

On school designated free dress days, students will dress in a manner that:

- Upholds the Purpose of The Dress Code outlined above
- Is appropriate sun safe clothing
- Complies with the normal jewellery, makeup and piercings policy
- Does not include inappropriate pictures, words or logos that advertise, represent or promote alcohol, drugs or tobacco products, violence, anything of a sexual nature
- does not offend or discriminate against other's race, religion or ethnical background
- All footwear is to be closed in

If you are in any doubt as to whether an item of clothing you intend to wear will be deemed acceptable, it is probably better to choose something else.

Parents will be contacted and asked to bring different clothing for students whose clothing is unacceptable or inappropriate, or the students will be referred to the Office where the consequences of our Uniform Policy may be implemented.

What is NOT Permitted

- Shorts or winter pants with visible commercial logos
- Denim or other jeans
- Beanies, knitted caps or balaclavas
- Any jewellery that dangles or protrudes or that is deemed a workplace health and safety risk for an area or activity
- Long sleeves under school shirts
- Any footwear that does not cover the upper part of the foot, thongs, scuffs or Ugg boots, no slip-ons
- Make-up, including eye shadow, eyeliner, mascara, foundation, bronzing powder, coloured lip-gloss lipstick is not encouraged.

Facial Piercing

No visible metal facial piercings will be allowed. Clear, flat plastic blanks will be allowed as a compromise by the school

Senior Formal Uniform – Years 11 and 12 (Senior Leaders Only)

The Senior Formal Uniform consists of;

Female

- Murgon SHS blazer
- White Murgon SHS blouse
- Navy mid length skirt
- Tailored Black Shorts/ Black Long Pants
- Murgon SHS scarf
- White socks
- Black shoes

Male

- Murgon SHS blazer
- White Murgon SHS blouse
- Black pants/or black shorts
- Murgon SHS tie
- White socks
- Black shoes

Blouses, shirts, shorts and pants can be purchased at

Sports Power, Lamb St Murgon QLD 4605. Ph. (07) 4168 1055

Mark Smiths Menswear 87 Lamb St Murgon QLD 4605. Ph. (07) 4168 1355

Murgon State High School library provides students with a blazer and/or a senior uniform with tie/scarf for special occasions that require formal attire.

Senior Formal Uniform: Senior Leaders only



School Uniform – All Year Levels

Items can be purchased through:

- Sports Power Murgon, 89 Lamb St Murgon QLD 4605 Ph. (07) 4168 1055
- Mark Smiths Menswear 87 Lamb St Murgon QLD 4605. Ph. (07) 4168 1355



Murgon SHS Attendance Policy

RATIONALE

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs.

Research indicates that higher student attendance is associated with higher student achievement and greater levels of employment post school. Attending school every day helps students build social and emotional skills such as communication, teamwork and resilience.

Murgon SHS expects student to attend school every day of the school year unless they are ill or have special family circumstances

This attendance policy aims to improve student wellbeing; strengthen the school's relationships with the local community, ensure students feel connected to the school; and reward improved or good student attendance.

SCHOOL COMMUNITY BELIEFS ABOUT THE IMPORTANCE OF ATTENDING SCHOOL

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Murgon SHS:

- Is committed to promoting the key messages of Every Day Counts
- Believes all children should be enrolled at school and attend school all day, every school day
- Monitors, communicates and implements strategies to improve regular school attendance
- Believes truancing can place a student in unsafe situations and impact on their future employability and life choices
- Believes attendance at school is the responsibility of everyone in the community.

RESPONSIBILITIES

School responsibilities:

- To inform students, staff and parent/carers about Murgon SHS attendance policy and procedures.
- Monitor student attendance through marking official rolls through ID Attend each lesson.
- Notify parents/carers of an unexplained absence through SMS text message of students identified as absent from school.
- An official school letter is sent home listing all student absences and requesting reasons for unexplained absences.
- Murgon SHS Community Education Counsellor (CEC), Youth Support Coordinator (YSC) or Clontarf Foundation staff visit parent/carers home to discuss student absence/s and complete the Visitation and Contact Log.
- Investigate reasons for patterns of absence.
- Administration staff request interviews with parents and students where attendance issues exist.
- Attendance Officer and Student Services staff offer support to parents/carers and students when school attendance becomes a problem.
- Notify the relevant authorities if non-attendance persists.



Student responsibilities:

- Attend school every day, all day, and be on time and prepared for lessons.
- Never leave school grounds during school hours without permission from parent/carers or the school, and without Signing Out at the front office.
- Report to the front office if arriving late to school and sign in through ID Attend. If leaving school before the end of the day, sign out via the front office.
- Provide a written explanation from your parent/carer explaining the reason for your absence from school if contact via phone has not been previously made.
- Catch up on missed work whilst absent.
- Negotiate as necessary, a revised date for handing in assessment items if the due date has lapsed. In Years 11 & 12, a medical certificate may be required to support assessment extension of due dates.

Parent/Carer's responsibilities:

- Each parent/carer of a child of compulsory school age has the obligation to ensure their child is attending school every school day, for the educational program that their child is enrolled in.
- Promote their student's attendance at school by only allowing absences to occur for sickness, bereavement, or events of cultural significance.
- Engage regularly with school staff when your student has extended periods of absence, and notify the school of extenuating circumstances. A medical certificate will be required for extended periods of time due to illness/injury.
- Ensure all absence records are accurate and that all absences have been explained.
- Contact the school if your student's absence is to be for an extended period of time and request school work.
- Complete an exemption form if your student will be absent for more than 10 consecutive days.
- Contact the school if your child is refusing to attend school. Initiate or attend meetings to seek support and discuss your student's attendance or participation in his/her educational program. Engaging with outside service providers may be necessary.
- Immediately contact the school if your student moves to another school.
- Provide satisfactory explanation to the school (notes should be signed and dated; Medical Certificates should cover relevant periods):
 - If your student arrives late or needs to depart early from school
 - If your student is going to be, or has been, absent from school as a result of illness or injury.

STRATEGIES

At Murgon SHS we promote 100% attendance by:

- Communicating attendance expectations to the school community.
- Use of ID Attend and daily mobile SMS messages for students who are absent.
- Consistently recording and following up student absences.
- Employment of an Attendance Officer and implementation of the Student Services Hub to monitor the school's attendance data and identify trends and individual students with high levels of absenteeism.
- Referring students and families to relevant professionals outside of school for example, counsellors, psychologists, support networks; according to individual needs.
- Ensure parents are aware of their legal obligations and the importance of attending school every day.
- Implementing the Murgon SHS Truancy Policy for students who attend school but not classes.



RESPONSE TO ABSENCES

When a student is absent without explanation, or a pattern of absences has been identified, Murgon SHS will take the following action:

- By the end of period 1 a SMS text message is sent to the parent/carer if their student is absent (unexplained).
- The Attendance Officer contacts the parent/carer by phone if their student is absent for an extended period of time.
- The Attendance Officer will make contact with the school's CECs, YSC and Clontarf Foundation staff to make personal contact with Indigenous and non-Indigenous parents where phone contact cannot be made. All staff to record contacts on the Visitation and Contact parent/carer explanation and signature. Signed form kept on student file.
- Attendance Officer uses ID Attend student profile to alert if a student is absent or present at school for students in Care and at-risk students.
- The Head of Department Student Services meets weekly with Attendance Officer to action Attendance Policy. All records of actions and contacts are recorded in OneSchool

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Murgon SHS will take the following actions:

- Follow the Murgon SHS *Attendance Management Flowchart*

At Murgon SHS the consequences or impacts of unexplained or unauthorised absences might include the following:

- Student not being permitted to attend school dances, field trips, end of term Rewards Days or end of year excursions.
- Student not being permitted to attend the Senior Formal.
- Cancellation of enrolment for post compulsory students.
- If after 3 weeks the student is still not attending school regularly, Murgon SHS will follow the processes for managing student absences as outlined in the *Education (General Provisions) Act 2006*. This includes the reporting of persistent and/or unexplained absences to Education Queensland, The Queensland Police Service and the Department of Child Safety.

REPORTING AND MONITORING ATTENDANCE

At Murgon SHS reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

- Phone Murgon SHS on 07 4169 9222
- SMS: 0429 328 457
- Correspondence with school administration in writing

SOME RELATED RESOURCES

Murgon State High School:

- Attendance Management Steps
- Attendance Management Flowchart
- Student Attendance Profile
- Visitation and Contact Log
- Truancy Procedures

Every Day Counts

<http://education.qld.gov.au/everydaycounts/index.html>

Departmental Policies and Procedures

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)

[Roll Marking in State Schools](#)

