**Murgon State High School**
*Believe Challenge Strive*

# Senior Schooling Guide 2022

## Including the following essential documents:

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

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# Contents

# 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 Counsellor, 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 also important for a productive and satisfying life.

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


Simon Cotton
Principal


# Our Vision & Values


We work by the vision: Believe, Challenge, Strive.
- ❖ We believe all students can learn – We:
  - Believe in self & others
  - Value difference
  - Learn for life
- ❖ Our challenge is to find the best ways of teaching each student – We:
  - Expect the best
  - Focus on the important
  - Live with positive attitudes
- ❖ We strive to be the best teachers we can be for both our own & our students' learning –
  - 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.

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 endeavours. Assistance is available through teachers, Heads of Departments, Principal and Deputy Principals, Guidance Officer/s and the Youth Support Coordinator.

# *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
- ❖ persistent failure to bring adequate materials to class, 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.
   - ❖ *2020School 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 .
   - ❖ The *Job Guide* book which can also be accessed from the Job Guide website at: www.jobguide.gov.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 OPs* handout is available from the QTAC website at: www.qtac.edu.au . It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC.
   - ❖ Queensland TAFE Handbook at: www.tafe.qld.gov.au .

   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 enroll 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 subject change are considered during the first two weeks of each semester.

# 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-qualifications/sep.

## Statement of Results
Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in December or July after the student meets the requirements for a QCE.

## 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 four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the awarding 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.

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

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.

## 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/or work. General subjects include Extension subjects.

## Applied 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.

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

## Short Courses

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. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: https://www.education.gov.au/australian-core-skills-framework.

## 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.

In addition to literacy and numeracy, General syllabuses and Short Courses 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 information & communication technologies (ICT) skills.

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

- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

# *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.

# Australian Tertiary Admission Rank (ATAR) eligibility

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

- satisfactorily complete an English subject at Units 3 and 4

- complete five General subjects (at Units 3 and 4) or

- complete four General subjects (at Units 3 and 4) plus an Applied subject (at Units 3 and 4) 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 Sound 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.

# General syllabuses

## Structure

### General syllabuses course overview

The syllabus structure consists of a course overview and assessment.

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.

### Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 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. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

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.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

## External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. 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.

# *Applied syllabuses*

## Structure

The syllabus structure consists of a course overview and assessment.

## Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

## Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

### Essential English and Essential Mathematics — Common internal assessment

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 senior subject 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.

# *Senior External Examinations*

## Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements

- for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

## Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

# *Short Courses*

## Course overview

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

Short Courses are available in:

- Literacy

- Numeracy

- Aboriginal and Torres Strait Islander Languages

- Career Education.

## Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# Senior Curriculum Subjects Murgon SHS

## General Subjects

General Mathematics
Mathematical Methods
English
Aboriginal & Torres Strait Islander Studies
Modern History
Food & Nutrition
Physical Education
Agricultural Science
Biology
Chemistry
Earth & Environmental Science
Physics
Film, Television & New Media

## Applied Subjects

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

## Special Education Program

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

## Vocational Education & training

Cert II & III Sport and Recreation
*Cert II Engineering Pathways

Cert II Salon Assistant – Nurunderi TAFE
Cert I Construction – Nurunderi TAFE
Cert II Health Support Services – Nurunderi TAFE

*Note: students cannot study Engineering Skills and Cert II Engineering Pathways simultaneously.

## Short Course

All students will study the Brake (driving program)

# _Senior Curriculum Outline Murgon SHS_

## Mathematics

**General**

- General Mathematics
- Mathematical Methods

**Applied**

- Essential Mathematics

## English

**General**

- English

**Applied**

- Essential English

## Humanities

**General**

- Modern History

**Applied**

- Social & Community Studies

## Technologies

**General**

- Food & Nutrition

**Applied**

- Furnishing Skills
- Industrial Technology Skills
- Hospitality Practices

## Health and Physical Education

**General**

- Physical Education

**Applied**

- Early Childhood Studies
- Sport & Recreation

## Science

**General**

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

**Applied**

- Agricultural Science

## The Arts

**General**

- Film, Television & New Media

**Applied**

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

# General Mathematics

General senior subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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.

Students build on and develop 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.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

## 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:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Money, measurement and relations**<br>- Consumer arithmetic<br>- Shape and measurement<br>- Linear equations and their graphs | **Applied trigonometry, algebra, matrices and univariate data**<br>- Applications of trigonometry<br>- Algebra and matrices<br>- Univariate data analysis | **Bivariate data, sequences and change, and Earth geometry**<br>- Bivariate data analysis<br>- Time series analysis<br>- Growth and decay in sequences<br>- Earth geometry and time zones | **Investing and networking**<br>- Loans, investments and annuities<br>- Graphs and networks<br>- Networks and decision mathematics |

## 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): <br> • Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3): <br> • Examination | 15% |
| Summative internal assessment 2 (IA2): <br> • Examination | 15% | | |
| Summative external assessment (EA): 50% <br> • Examination | | | |

# Mathematical Methods

General senior subject

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

## Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

## Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Algebra, statistics and functions** <br>• Arithmetic and geometric sequences and series 1 <br>• Functions and graphs <br>• Counting and probability <br>• Exponential functions 1 <br>• Arithmetic and geometric sequences | **Calculus and further functions** <br>• Exponential functions 2 <br>• The logarithmic function 1 <br>• Trigonometric functions 1 <br>• Introduction to differential calculus <br>• Further differentiation and applications 1 <br>• Discrete random variables 1 | **Further calculus** <br>• The logarithmic function 2 <br>• Further differentiation and applications 2 <br>• Integrals | **Further functions and statistics** <br>• Further differentiation and applications 3 <br>• Trigonometric functions 2 <br>• Discrete random variables 2 <br>• Continuous random variables and the normal distribution <br>• Interval estimates for proportions |

## 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): <br>• Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3): <br>• Examination | 15% |
| Summative internal assessment 2 (IA2): <br>• Examination | 15% | | |
| Summative external assessment (EA): 50% <br>• Examination | | | |

# Essential Mathematics

Applied senior subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

## 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:*

- *select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance*

- *comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance*

- *communicate using mathematical, statistical and everyday language and conventions*

- *evaluate the reasonableness of solutions*

- *justify procedures and decisions by explaining mathematical reasoning*

- *solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.*

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Number, data and graphs**<br>- *Fundamental topic: Calculations*<br>- *Number*<br>- *Representing data*<br>- *Graphs* | **Money, travel and data**<br>- *Fundamental topic: Calculations*<br>- *Managing money*<br>- *Time and motion*<br>- *Data collection* | **Measurement, scales and data**<br>- *Fundamental topic: Calculations*<br>- *Measurement*<br>- *Scales, plans and models*<br>- *Summarising and comparing data* | **Graphs, chance and loans**<br>- *Fundamental topic: Calculations*<br>- *Bivariate graphs*<br>- *Probability and relative frequencies*<br>- *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):<br>• Problem-solving and modelling task | Summative internal assessment 3 (IA3):<br>• Problem-solving and modelling task |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | Summative internal assessment (IA4):<br>• Examination |

# English

## General senior 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 are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They 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. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## 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/signer/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**<br>• Examining and creating perspectives in texts<br>• Responding to a variety of non-literary and literary texts<br>• Creating responses for public audiences and persuasive texts | **Texts and culture**<br>• Examining and shaping representations of culture in texts<br>• Responding to literary and non-literary texts, including a focus on Australian texts<br>• Creating imaginative and analytical texts | **Textual connections**<br>• Exploring connections between texts<br>• Examining different perspectives of the same issue in texts and shaping own perspectives<br>• Creating responses for public audiences and persuasive texts | **Close study of literary texts**<br>• Engaging with literary texts from diverse times and places<br>• Responding to literary texts creatively and critically<br>• Creating imaginative and analytical 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):<br>• Extended response — written response for a public audience | 25% | Summative internal assessment 3 (IA3):<br>• Examination — imaginative written response | 25% |
| Summative internal assessment 2 (IA2):<br>• Extended response — persuasive spoken response | 25% | Summative external assessment (EA):<br>• Examination — analytical written response | 25% |

# Essential English
## Applied senior 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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts 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. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

## 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 achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- 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 mode-appropriate language choices according to register informed by purpose, audience and context

- use language features to achieve particular purposes across modes.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Language that works**<br>• Responding to a variety of texts used in and developed for a work context<br>• Creating multimodal and written texts | **Texts and human experiences**<br>• Responding to reflective and nonfiction texts that explore human experiences<br>• Creating spoken and written texts | **Language that influences**<br>• Creating and shaping perspectives on community, local and global issues in texts<br>• Responding to texts that seek to influence audiences | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• Creating representations of Australian identifies, 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):<br>• Extended response — spoken/signed response | Summative internal assessment 3 (IA3):<br>• Extended response — Multimodal response |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) – short response examination | Summative internal assessment (IA4):<br>• Extended response — Written response |

# Aboriginal & Torres Strait Islander Studies

**General senior subject**

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. It makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how people, animals, plants and places are related to each other physically and spiritually. Students come to understand that people have custodial responsibilities that relate to maintaining the natural order of the universe. This enables them to consider how connectedness — of culture, society and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

Students learn through an inquiry approach and develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. They learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, students develop empathy and respect for the ways people think, feel and act, as well as informed awareness of the diversity that exists locally and globally.

## 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 an understanding of Aboriginal societies and Torres Strait Islander societies
- analyse worldviews of Aboriginal peoples and Torres Strait islander peoples
- consider and organise information from sources
- evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate meaning to suit purpose.

**Structure**

**Unit 1**
**Culture, identity and connections**
Students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. There are no discrete topics in this unit.

**Unit 2**
**Continuity, change and influences**
- Resistance
- Social and political change

**Unit 3**
**Responses and contributions**
- Rights and freedoms
- Land rights

**Unit 4**
**Moving forward**
- 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**

Summative internal assessment 1 (IA1):     25%
- Examination — extended response

Summative internal assessment 2 (IA2):     25%
- Investigation — inquiry response

**Unit 4**

Summative internal assessment 3 (IA3):     25%
- Investigation — inquiry response

Summative external assessment (EA):     25%
- Examination — short response

# Modern History

## General senior subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

## Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgements
- create responses that communicate meaning to suit purpose

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Ideas in the modern world** | **Movements in the modern world** | **National experiences in the modern world** | **International experiences in the modern world** |
| • Australian Frontier Wars, 1788–1930s<br>• Age of Enlightenment, 1750s–1789<br>• Industrial Revolution, 1760s–1890s<br>• American Revolution, 1763–1783<br>• French Revolution, 1789–1799<br>• Age of Imperialism, 1848–1914<br>• Meiji Restoration, 1868–1912 | • Australian Indigenous rights movement since 1967<br>• Independence movement in India, 1857–1947<br>• Workers' movement since the 1860s<br>• Women's movement since 1893<br>• May Fourth Movement in China, 1919<br>• Independence movement in Algeria, 1945–1962 | • Australia, 1914–1949<br>• England, 1707–1837<br>• France, 1799–1815<br>• New Zealand, 1841–1934<br>• Germany,1914–1945<br>• United States of America, 1917–1945<br>• Soviet Union, 1920s–1945<br>• Japan, 1931–1967<br>• China, 1931–1976<br>• Indonesia, 1942–1975<br>• India, 1947–1974<br>• Israel, 1948–1993 | • Australian engagement with Asia since 1945<br>• Search for collective peace and security since 1815<br>• Trade and commerce between nations since 1833<br>• Mass migrations since 1848<br>• Information Age since 1936<br>• Genocides and ethnic cleansings since 1941<br>• Nuclear Age since 1945<br>• Cold War, 1945–1991 |
| • Boxer Rebellion, 1900–1901<br>• Russian Revolution, 1905–1920s | • Independence movement in Vietnam, 1945–1975 | • South Korea, 1948–1972 | • Struggle for peace in the Middle East since 1948<br>• Cultural globalisation since 1956 |

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| • Xinhai Revolution, 1911–1912<br>• Iranian Revolution, 1977–1979<br>• Arab Spring since 2010<br>• Alternative topic for Unit 1 | • Anti-apartheid movement in South Africa, 1948–1991<br>• African-American civil rights movement, 1954–1968<br>• Environmental movement since the 1960s<br>• LGBTIQ civil rights movement since 1969<br>• Pro-democracy movement in Myanmar (Burma) since 1988<br>• Alternative topic for Unit 2 | | • Space exploration since 1957<br>• Rights and recognition of First Peoples since 1982<br>• Terrorism, anti-terrorism and counter-terrorism since 1984 |

## 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):<br>• Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2):<br>• Independent source investigation | 25% | Summative external assessment (EA):<br>• Examination — short responses to historical sources | 25% |

# Social & Community Studies

Applied senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and 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:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills

- recognise and explain the ways life skills relate to social contexts

- explain issues and viewpoints related to social investigations

- organise information and material related to social contexts and issues

- analyse and compare viewpoints about social contexts and issues

- apply concepts and ideas to make decisions about social investigations

- use language conventions and features to communicate ideas and information, according to purposes

- plan and undertake social investigations

- communicate the outcomes of social investigations, to suit audiences

- appraise inquiry processes and the outcomes of social investigations.

## Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

| Core life skills | Elective topics | |
|---|---|---|
| • Personal skills — Growing and developing as an individual<br>• Interpersonal skills — Living with and relating to other people<br>• Citizenship skills — Receiving from and contributing to community | • The Arts and the community<br>• Australia's place in the world<br>• Gender and identity<br>• Health: Food and nutrition<br>• Health: Recreation and leisure | • Into relationships<br>• Legally, it could be you<br>• Money management<br>• Science and technology<br>• Today's society<br>• The world of work |

## Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation

- one examination

- no more than two assessments from each technique.

| Project | Investigation | Extended response | Examination |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: continuous class time<br>• product: continuous class time. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item on the test |

# Food & Nutrition
General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

## Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

## Objectives

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

- recognise and describe food and nutrition facts and principles

- explain food and nutrition ideas and problems

- analyse problems, information and data

- determine solution requirements and criteria

- synthesise information and data

- generate solutions to provide data to determine the feasibility of the solution

- evaluate and refine ideas and solutions to make justified recommendations for enhancement

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Food science of vitamins, minerals and protein**<br>• Introduction to the food system<br>• Vitamins and minerals<br>• Protein<br>• Developing food solutions | **Food drivers and emerging trends**<br>• Consumer food drivers<br>• Sensory profiling<br>• Labelling and food safety<br>• Food formulation for consumer markets | **Food science of carbohydrate and fat**<br>• The food system<br>• Carbohydrate<br>• Fat<br>• Developing food solutions | **Food solution development for nutrition consumer markets**<br>• Formulation and reformulation for nutrition consumer markets<br>• Food development process |

## 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):<br>• Examination | 20% | Summative internal assessment 3 (IA3):<br>• Project — folio | 30% |
| Summative internal assessment 2 (IA2):<br>• Project — folio | 25% | Summative external assessment (EA):<br>• Examination | 25% |

# Furnishing Skills

Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and 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 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:

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills

- interpret drawings and technical information

- analyse manufacturing tasks to organise materials and resources

- select and apply production skills and procedures in manufacturing tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes

- create products from specifications

- evaluate industry practices, production processes and products, and make recommendations.

## Structure

The Furnishing Skills course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| - Industry practices<br>- Production processes | - Cabinet-making<br>- Furniture finishing<br>- Furniture-making<br>- Glazing and framing<br>- Upholstery |

## Assessment

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects

- at least one practical demonstration (separate to the assessable component of a project).

| Project | Practical demonstration | Examination |
|---|---|---|
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>  – non-presentation: 8 A4 pages max (or equivalent)<br>  – presentation: 3-6 minutes<br>• product: continous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes<br>• 50–250 words per item |

# Industrial Technology Skills

## Applied senior subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and 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 Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills

- interpret drawings and technical information

- analyse manufacturing tasks to organise materials and resources

- select and apply production skills and procedures in manufacturing tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes

- create products from specifications

- evaluate industry practices, production processes and products, and make recommendations.

## Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course

- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

| Core topics | Industry area | Elective topics |
|---|---|---|
| • Industry practices<br>• Production processes | Aeroskills | • Aeroskills mechanical<br>• Aeroskills structures |
| | Automotive | • Automotive mechanical<br>• Automotive body repair<br>• Automotive electrical |

| | Building and construction | • Bricklaying<br>• Plastering and painting<br>• Concreting<br>• Carpentry<br>• Tiling<br>• Landscaping |
| --- | --- | --- |
| | Engineering | • Sheet metal working<br>• Welding and fabrication<br>• Fitting and machining |
| | Furnishing | • Cabinet-making<br>• Furniture finishing<br>• Furniture-making<br>• Glazing and framing<br>• Upholstery |
| | Industrial graphics | • Engineering drafting<br>• Building and construction drafting<br>• Furnishing drafting |
| | Plastics | • Thermoplastics fabrication<br>• Thermosetting fabrication |

## Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects

- at least one practical demonstration (separate to the assessable component of a project).

| Project | Practical demonstration | Examination |
| --- | --- | --- |
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>  – non-presentation: 8 A4 pages max (or equivalent)<br>  – presentation: 3–6 minutes<br>• product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes<br>• 50–250 words per item |

# Hospitality Practices

Applied senior subject

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

## 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 conslusion of the course of study, students should:

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

## Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

| Core topics | Elective topics |
|---|---|
| • Navigating the hospitality industry<br>• Working effectively with others<br>• Hospitality in practice | • Kitchen operations<br>• Beverage operations and service<br>• Food and beverage service |

## Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects

- at least one investigation or an extended response.

| Project | Investigation | Extended response | Examination |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product and performance component and one other component from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• product and performance: continuous class time | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item |

# Physical Education

General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

## Objectives

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

- recognise and explain concepts and principles about movement

- demonstrate specialised movement sequences and movement strategies

- apply concepts to specialised movement sequences and movement strategies

- analyse and synthesise data to devise strategies about movement

- evaluate strategies about and in movement

- justify strategies about and in movement

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Motor learning, functional anatomy, biomechanics and physical activity**<br>• Motor learning integrated with a selected physical activity<br>• Functional anatomy and biomechanics integrated with a selected physical activity | **Sport psychology, equity and physical activity**<br>• Sport psychology integrated with a selected physical activity<br>• Equity — barriers and enablers | **Tactical awareness, ethics and integrity and physical activity**<br>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity<br>• Ethics and integrity | **Energy, fitness and training and physical activity**<br>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity |

## 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):<br>• Project — folio | 25% | Summative internal assessment 3 (IA3):<br>• Project — folio | 30% |
| Summative internal assessment 2 (IA2):<br>• Investigation — report | 20% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Early Childhood Studies

Applied senior subject

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

## 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:

- describe concepts and ideas related to fundamentals of early childhood

- explain concepts and ideas of practices of early childhood learning.

- analyse concepts and ideas of the fundamentals and practices of early childhood learning

- apply concepts and ideas of the fundamentals and practices of early childhood learning

- use language conventions and features to communicate ideas and information for specific purposes

- plan and justify play-based learning activities responsive to children's needs

- evaluate play-based learning activities in response to children's needs

- evaluate contexts in early childhood learning.

## Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

| Core topics | Elective topics |
|---|---|
| - Fundamentals of early childhood<br>- Practices in early childhood | - Play and creativity<br>- Literacy and numeracy skills<br>- Being in a safe place<br>- Health and physical wellbeing<br>- Indoor and outdoor learning environments |

## Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects

- two other assessments.

| Project | Investigation | Extended response | Examination |
|---------|---------------|-------------------|-------------|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: continuous class time<br>• product: continuous class time. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item |

# Sport & Recreation

Applied senior subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

## 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:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities

- describe concepts and ideas about sport and recreation using terminology and examples

- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities

- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities

- manage individual and group sport and recreation activities

- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities

- use language conventions and textual features to achieve particular purposes

- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities

- evaluate the effects of sport and recreation on individuals and communities

- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations

- create communications that convey meaning for particular audiences and purposes.

## Structure

The Sport & Recreation course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| • Sport and recreation in the community<br>• Sport, recreation and healthy living<br>• Health and safety in sport and recreation activities<br>• Personal and interpersonal skills in sport and recreation activities | • Active play and minor games<br>• Challenge and adventure activities<br>• Games and sports<br>• Lifelong physical activities<br>• Rhythmic and expressive movement activities |

## Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)

- one investigation, extended response or examination.

| Project | Investigation | Extended response | Performance | Examination |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: 2–4 minutes.* | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 2–4 minutes* | • 60–90 minutes<br>• 50–250 words per item |

\* Evidence must include annotated records that clearly identify the application of standards to performance.

# Agricultural Science

General senior subject

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.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. 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. They 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.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## 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 and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Agricultural systems**<br>• Agricultural enterprises A<br>• Animal production A<br>• Plant production A | **Resources**<br>• Management of renewable resources<br>• Physical resource management<br>• Agricultural management, research and innovation | **Agricultural production**<br>• Animal production B<br>• Plant production B<br>• Agricultural enterprises B | **Agricultural management**<br>• Enterprise management<br>• 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination | | | |

# Biology

## General senior subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and 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 and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Cells and multicellular organisms**<br>• Cells as the basis of life<br>• Multicellular organisms | **Maintaining the internal environment**<br>• Homeostasis<br>• Infectious diseases | **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity<br>• Ecosystem dynamics | **Heredity and continuity of life**<br>• DNA, genes and the continuity of life<br>• 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): <br> • Data test | 10% | Summative internal assessment 3 (IA3): <br> • Research investigation | 20% |
| Summative internal assessment 2 (IA2): <br> • Student experiment | 20% | | |
| Summative external assessment (EA): 50% <br> • Examination | | | |

# Chemistry

General senior subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## 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 and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Chemical fundamentals — structure, properties and reactions**<br>- Properties and structure of atoms<br>- Properties and structure of materials<br>- Chemical reactions — reactants, products and energy change | **Molecular interactions and reactions**<br>- Intermolecular forces and gases<br>- Aqueous solutions and acidity<br>- Rates of chemical reactions | **Equilibrium, acids and redox reactions**<br>- Chemical equilibrium systems<br>- Oxidation and reduction | **Structure, synthesis and design**<br>- Properties and structure of organic materials<br>- 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination | | | |

# Earth & Environmental Science

## General senior subject

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They 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.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## 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 and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Introduction to Earth systems**<br>• Earth systems and models<br>• Development of the geosphere<br>• Development of the atmosphere and hydrosphere<br>• Development of the biosphere | **Earth processes — energy transfers and transformations**<br>• Energy for Earth processes<br>• Energy for atmospheric and hydrologic processes<br>• Energy for biogeochemical processes | **Living on Earth — extracting using and managing Earth resources**<br>• Use of non-renewable Earth resources<br>• Use of renewable Earth resources | **The changing Earth — the cause and impact of Earth hazards**<br>• The cause and impact of Earth hazards<br>• 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): <br> • Data test | 10% | Summative internal assessment 3 (IA3): <br> • Research investigation | 20% |
| Summative internal assessment 2 (IA2): <br> • Student experiment | 20% | | |
| Summative external assessment (EA): 50% <br> • Examination | | | |

# Physics

## General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

## Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--------|--------|--------|--------|
| **Thermal, nuclear and electrical physics**<br>• Heating processes<br>• Ionising radiation and nuclear reactions<br>• Electrical circuits | **Linear motion and waves**<br>• Linear motion and force<br>• Waves | **Gravity and electromagnetism**<br>• Gravity and motion<br>• Electromagnetism | **Revolutions in modern physics**<br>• Special relativity<br>• Quantum theory<br>• The Standard Model |

## 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br><div align="center">• Examination</div> | | | |

# Agricultural Practices

## Applied senior subject

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study..

Students build knowldege and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

## 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:

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.

## Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

| Core topics | Elective topics | |
|---|---|---|
| <ul><li>Rules, regulations and recommendations</li><li>Equipment maintenance and operation</li><li>Management practices</li><li>An area of study:<ul><li>– Animal industries</li><li>– Plant industries</li><li>– Animal industries and Plant industries</li></ul></li></ul> | • Operating machinery | |
| | Animal studies | Plant studies |
| | <ul><li>Infrastructure</li><li>Production</li><li>Agribusiness</li></ul> | <ul><li>Infrastructure</li><li>Production</li><li>Agribusiness</li></ul> |

# Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

| Project | Collection of work | Investigation | Extended response | Examination |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response to a series of tasks relating to a single topic in a module of work. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: continuous class time. | At least three components from the following:<br>• written: 200–300 words<br>• spoken: 1½–2½ minutes<br>• multimodal: 2–3 minutes<br>• performance: continuous class time. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4-7 minutes. | • 60–90 minutes<br>• 50–250 words per item |

# Film, Television & New Media

*General senior subject*

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- explain the features of moving-image media content and practices

- symbolise conceptual ideas and stories

- construct proposals and construct moving-image media products

- apply literacy skills

- analyse moving-image products and contexts of production and use

- structure visual, audio and text elements to make moving-image media products

- experiment with ideas for moving-image media products

- appraise film, television and new media products, practices and viewpoints

- synthesise visual, audio and text elements to solve conceptual and creative problems.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Foundation** | **Story forms** | **Participation** | **Identity** |
| • Concept: technologies<br>How are tools and associated processes used to create meaning?<br>• Concept: institutions<br>How are institutional practices influenced by social, political and economic factors?<br>• Concept: languages<br>How do signs and symbols, codes and conventions create meaning? | • Concept: representations<br>How do representations function in story forms?<br>• Concept: audiences<br>How does the relationship between story forms and meaning change in different contexts?<br>• Concept: languages<br>How are media languages used to construct stories? | • Concept: technologies<br>How do technologies enable or constrain participation?<br>• Concept: audiences<br>How do different contexts and purposes impact the participation of individuals and cultural groups?<br>• Concept: institutions<br>How is participation in institutional practices influenced by social, political and economic factors? | • Concept: technologies<br>How do media artists experiment with technological practices?<br>• Concept: representations<br>How do media artists portray people, places, events, ideas and emotions?<br>• Concept: languages<br>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning? |

## 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):<br>• Case study investigation | 15% | Summative internal assessment 3 (IA3):<br>• Stylistic project | 35% |
| Summative internal assessment 2 (IA2):<br>• Multi-platform project | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

# Media Arts in Practice

Applied senior subject

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

## Pathways:

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

## Objectives:

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

- identify and explain media art-making processes

- interpret information about media arts concepts and ideas for particular purposes

- demonstrate practical skills, techniques and technologies required for media arts

- organise and apply media art-making processes, concepts and ideas

- analyse problems within media arts contexts

- use language conventions and features to communicate ideas and information about media arts, according to context and purpose

- plan and modify media artworks using media art-making processes to achieve purposes

- create media arts communications that convey meaning to audiences

- evaluate media art-making processes and media artwork concepts

The Media Arts in Practice course is designed around core and elective topics.

| Core | Electives |
|------|-----------|
| • Media technologies<br>• Media communications<br>• Media in society | • Audio<br>• Curating<br>• Graphic design<br>• Interactive media<br>• Moving images<br>• Still image |

## Assessment:

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:
- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

| Project | Product | Extended response | Investigation |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the application of skills in the production of media artwork/s. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>  – non-presentation: 8 A4 pages max (or equivalent)<br>  – presentation: 3–6 minutes<br>▫ product: variable conditions. | • variable conditions | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  – non-presentation: 10 A4 pages max (or equivalent)<br>  – presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  – non-presentation: 10 A4 pages max (or equivalent)<br>  – presentation: 4–7 minutes. |

# Drama in Practice

## Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students 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.

## Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

## Objectives

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

- identify and explain dramatic principles and practices

- interpret and explain dramatic works and dramatic meanings

- demonstrate dramatic principles and practices

- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works

- analyse the use of dramatic principles and practices to communicate meaning for a purpose

- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes

- plan and modify dramatic works using dramatic principles and practices to achieve purposes

- create dramatic works that convey meaning to audiences

- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

## Structure

The Drama in Practice course is designed around core and elective topics.

| Core | Electives | |
|------|-----------|---|
| • Dramatic principles<br>• Dramatic practices | • Acting (stage and screen)<br>• Career pathways (including arts entrepreneurship)<br>• Community theatre<br>• Contemporary theatre<br>• Directing<br>• Playbuilding | • Scriptwriting<br>• Technical design and production<br>• The theatre industry<br>• Theatre through the ages<br>• World theatre |

## Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

| Project | Performance | Product | Extended response | Investigation |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the production of a design solution. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>  – non-presentation: 8 A4 pages max (or equivalent)<br>  – presentation: 3–6 minutes<br>• performance onstage (stage acting)<br>  – 2–4 minutes: individual<br>  – 1½–3 minutes: group<br>• performance onstage (screen acting)<br>  – 2–3 minutes: individual<br>  – 1½–2 ½ minutes: group<br>• performance offstage (directing, designing)<br>  – 4–6 minutes: individual (excluding actors delivering text)<br>• workshop performance (other): variable conditions<br>• product: variable conditions. | • acting performance (stage)<br>  – 3–5 minutes: individual<br>  – 2–4 minutes: group<br>• acting performance (screen)<br>  – 2½–3½ minutes: individual<br>  – 2–3 minutes: group<br>• directing performance<br>  – 5–7 minutes: individual (excluding actors delivering text) | • variable conditions | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  – non-presentation: 10 A4 pages max (or equivalent)<br>  – presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  – non-presentation: 10 A4 pages max (or equivalent)<br>  – presentation: 4–7 minutes. |

# Music in Practice

Applied senior subject

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

## Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

## Objectives

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

- identify and explain music principles and practices

- interpret music principles and practices

- demonstrate music principles and practices

- apply technical and expressive skills to performance and production of music works

- analyse the use of music principles and practices in their own and others' music works

- use language conventions and features to communicate ideas and information about music, according to context and purpose

- plan and modify music works using music principles and practices to achieve purposes

- create music works to communicate music ideas to audiences

- evaluate the application of music principles and practices to music works and music activities.

## Structure

The Music in Practice course is designed around core and elective topics.

| Core | Electives | |
|------|-----------|--|
| • Music principles<br>• Music practices | • Community music<br>• Contemporary music<br>• Live production and performance<br>• Music for film, TV and video games<br>• Music in advertising | • The music industry<br>• Music technology and production<br>• Performance craft<br>• Practical music skills<br>• Songwriting<br>• World music |

## Assessment

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections

- at least one performance, separate to an assessable component of a project

- at least one product (composition), separate to an assessable component of a project.

| Project | Performance | Product (Composition) | Extended response | Investigation |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the application of skills to create music. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>  – non-presentation: 8 A4 pages max (or equivalent)<br>  – presentation: 3–6 minutes<br>• performance: variable conditions<br>• product: variable conditions. | • music performance: minimum of two minutes total performance time<br>• production performance: variable conditions | • manipulating existing sounds: minimum of two minutes<br>• arranging and creating: minimum of 32 bars or 60 seconds | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  – non-presentation: 10 A4 pages max (or equivalent)<br>  – presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  – non-presentation: 10 A4 pages max (or equivalent)<br>  – presentation: 4–7 minutes. |

# Visual Arts in Practice

## Applied senior subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

### Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

### Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

### Structure

The Visual Arts in Practice course is designed around core and elective topics.

| Core | Electives |
|---|---|
| <ul><li>Visual mediums, technologies, techniques</li><li>Visual literacies and contexts</li><li>Artwork realisation</li></ul> | <ul><li>2D</li><li>3D</li><li>Digital and 4D</li><li>Design</li><li>Craft</li></ul> |

## Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections

- at least one product (composition), separate to an assessable component of a project.

| Project | Product | Extended response | Investigation |
|---|---|---|---|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the application of idenified skills to the production of artworks. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| A project consists of:<br>- a product component: variable conditions<br>- at least one different component from the following<br>  - written: 500–900 words<br>  - spoken: 2½–3½ minutes<br>  - multimodal<br>    ▪ non-presentation: 8 A4 pages max (or equivalent)<br>    ▪ presentation: 3–6 minutes. | - variable conditions | Presented in one of the following modes:<br>- written: 600–1000 words<br>- spoken: 3–4 minutes<br>- multimodal<br>  - non-presentation: 10 A4 pages max (or equivalent)<br>  - presentation: 4–7 minutes. | Presented in one of the following modes:<br>- written: 600–1000 words<br>- spoken: 3–4 minutes<br>- multimodal<br>  - non-presentation: 10 A4 pages max (or equivalent)<br>  - presentation: 4–7 minutes. |

# *Vocational Education & Training*

(VET) Courses offered by:

Murgon State High School

External RTO's

# **BSB10115** Certificate I in Business

RTO Provider: Murgon State High School

RTO Number: 30336

Status: VET

## Qualification Description
This qualification prepares students to perform basic business skills and knowledge in a business context under direct supervision. Job roles include administration assistant, receptionist.

Refer to http://training.gov.au website for specific information about the qualification.

## Duration and Location
This is a One-year course delivered in Year 10 on site at Murgon State High School.

Core and Elective units for the completion of Certificate 1 in Business

| Unit Code | Title |
|---|---|
| BSBWHS201 | Contribute to Health & Safety of Self & Others |
| BSBITU111 | Operate a Personal Digital Device |
| BSBITU112 | Develop Keyboard Skills |
| ICTICT104 | Use Digital Devices [imported unit] |
| BSBSUS201 | Participate in Environmentally Sustainable Work Practices |
| BSBLED101 | Plan Skills Development |

Development of skills is to be project based in a live-work type situation with theory elements and research assignments included to develop and test knowledge and understanding.

Course Structure:
This is a one year course, with a strong 'hands on' focus. The projects are designed to embed the units and modules so whilst the students are completing their projects they are working towards Certificate I Business.

## Delivery Modes
A range of delivery modes will be used during the teaching and learning of this qualification.

Face to face instruction
Simulated Work-based learning
Guided learning
## Fees
There are no additional costs involved in this course.

Assessment:
Competency based assessment is the ability to **consistently** demonstrate knowledge, understanding and skill to complete a defined task.

Students are **not** marked A-E, they are either able to demonstrate competency to the national standards or they continue to develop knowledge and understanding until they are able to demonstrate competency through practical skills.

During the course of study a variety of assessment techniques will be used including: short answer or response tests, written responses, oral presentations, assignments, practical work and teacher observation of skills and group participation.

## RTO Obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

# MEM20413 Certificate II Engineering Pathways – RTO Blue Dog Training

| Code:MEM20413 | Course Title: Certificate II Engineering Pathways | QCE Points: 4 |
|---|---|---|
| Subject Type: VET | Duration: 2 Years | Funding: VETIS |

RTO:          Blue Dog Training – RTO Code 31193
Number of Participants:  Maximum 14
Dates:        2 Year Delivery
Duration:    This is a two year course, with a strong 'hands on' focus.

Murgon State High School staff deliver and support students, however Blue Dog Training and their trainers determine Competitive Award Certificate and are the training providers.

## Course Outline & Content

This course aims to provide students with an introduction to metal work and Engineering Industries.
The projects, theory and practical tasks have the above units of competency embed within them. As the students complete the set tasks they are gaining the skills, knowledge and understanding to successfully demonstrate the competencies required in Certificate I Engineering.
Set projects that complete core and elective competencies include an engineer's vice, folding shovel, sash cramp and meat tenderiser.
This is a VETIS funded subject.

| Content |
|---|
| **Year 11 & 12** |
| Students study the units below: <ul><li>To achieve the nationally recognised qualification MEM20413 Certificate II in Engineering Pathways students have to demonstrate competency in the four Core competency units and the Elective competency units shown below.</li></ul> Table 1: Core Competencies (all to be completed) <ul><li>Apply principals of occupational health and safety in the work environment</li><li>Participate in environmentally sustainable work practices</li><li>Develop a career plan for the engineering and manufacturing industry</li><li>Undertake a basic engineering project</li></ul> Table 2: Elective competencies <ul><li>Interact with computing technology</li><li>Organise and communicate information</li><li>Use oxy-acetylene and soldering equipment</li><li>Use electric welding machines</li><li>Use engineering workshop machines</li><li>Work in a team</li><li>Use hand tools</li><li>Use power tools/ hand held operations</li></ul> |

## Assessment

Competency based assessment is the ability to consistently demonstrate knowledge, understanding and skill to complete a defined task. Students are not marked A-E, they are either able to demonstrate competency to the national standards or they continue to practice skill or develop knowledge and understanding until they are able to demonstrate competency.
During the program of study a variety of assessment techniques will be used including:  short answer or response tests, written responses, oral presentations, assignments, practical work and teacher observation of skills and group participation.

## Course Award

Each student will receive a Statement of Attainment indicating the units / modules in which competency has been achieved. Where the full requirements of the relevant certificate courses have been met, the certificate will be awarded.

**NOTE:**
Students **cannot** choose both Engineering Skills and Certificate II Engineering Pathways (MEM20413).

# SIS30315 Certificate III in Fitness / SIS20115 Certificate II in Sport & Recreation
## Binnacle Training

### REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

### DELIVERY OVERVIEW

SIS30315 Certificate III in Fitness (with entry qualification SIS20115 Certificate II in Sport and Recreation) is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

### ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

### LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

### COURSE OUTLINE

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients. This program also includes the following:

- First Aid qualification and CPR certificate
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.

### ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility

Evidence contributing towards competency will be collected throughout the course.

### COURSE SCHEDULE – YEAR 1

- The Sport, Fitness and Recreation Industry
- Developing Coaching Practices
- Delivery of Community Fitness Programs
- First Aid and CPR Certificate
- Anatomy and Physiology – Body Systems, Terminology
- Client Screening and Health Assessments
- Plan and Deliver Exercise Programs

*Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation*

### COURSE SCHEDULE – YEAR 2

- Anatomy and Physiology – Digestive System and Energy Systems
- Nutrition – Providing Healthy Eating Information
- Specific Populations – Training Older Clients, Client Conditions
- Training Other Specific Population Clients
- Community Fitness Programs

*Finalisation of qualification: SIS30315 Certificate III in Fitness*

### PATHWAYS

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit** https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

### COST

- **$265.00** = Binnacle Training Fee - Certificate II entry qualification
- **$100.00** = Binnacle Training Fee - Certificate III Gap Fee
- **$55.00** = First Aid Certificate costs

### PROGRAM DISCLOSURE STATEMENT

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

# VET offered through TAFE Queensland South West, Nurunderi Campus, Cherbourg (RTO – 0275)

## Certificate II in Salon Assistant

| Code: SHB20216 | Course Title: Salon Assistant | QCE Points: 4 |
|---|---|---|
| Subject Type: VET | Duration: 1 Year | Funding: VETIS |

**Number of Participants:**  Maximum 14
**Dates:**  1 Year Delivery in 2021
**Venue:**  Cherbourg TAFE Campus
**Duration:**  Terms 1, 2, 3 & 4 in 2021
**Delivery:**  Delivery 1 day per week/ per cohort

## Certificate I in Construction

| Code: CPC10111 | Course Title: Construction | QCE Points: 3 |
|---|---|---|
| Subject Type: VET | Duration: 1 Year | Funding: VETIS |

**Number of Participants:**  Maximum 14
**Dates:**  1 Year Delivery in 2021
**Venue:**  Cherbourg TAFE Campus
**Duration:**  Terms 1, 2, 3 & 4 in 2021
**Delivery:**  Delivery 1 day per week/ per cohort

## Certificate II in Health Support Services

| Code: HLT23215 | Course Title: Health Support Services | QCE Points: 4 |
|---|---|---|
| Subject Type: VET | Duration: 1 Year | Funding: VETIS |

**Number of Participants:**  Maximum 14
**Dates:**  1 Year Delivery in 2021
**Venue:**  Cherbourg TAFE Campus
**Duration:**  Terms 1, 2, 3 & 4 in 2021
**Delivery:**  Delivery 1 day per week/ per cohort

# Brisbane School of Distant Education

## Specialist Mathematics

| General Subject | Credits: 4 |
|---|---|

**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**<br>• Combinatorics<br>• Vectors in the plane | **Complex numbers, trigonometry, functions and matrices**<br>• Complex numbers 1 | **Mathematical induction, and further vectors, matrices and complex numbers** | **Further statistical and calculus inference**<br>• Integration and applications of integration |

| | | | |
|---|---|---|---|
| • Introduction to proof | • Trigonometry and functions <br> • Matrices | • Proof by mathematical induction <br> • Vectors and matrices <br> • Complex numbers 2 | • Rates of change and differential equations <br> • 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): <br> • Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3): <br> • Examination | 15% |
| Summative internal assessment 2 (IA2): <br> • Examination | 15% | | |
| Summative external assessment (EA): 50% <br> • 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 <u>highly independent and motivated</u> 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 recognises 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.<br><br>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:<br>• at enrolment interviews<br>• during SET planning<br>• when the assessment schedule is published (commencement each term)<br>• when each task is handed to students |
| **Expectations about engaging in learning and assessment**<br>Section 1.2.4<br>Section 2<br>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).<br><br>**Student responsibility**<br>Students are expected to:<br>• engage in the learning for the subject or course of study<br>• produce evidence of achievement that is authenticated as their own work<br>• submit responses to scheduled assessment on or before the due date.<br><br>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. |
| **Due dates**<br>Section 8.5.2<br>Section 8.5.3 | **School responsibility**<br>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.<br><br>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.<br><br>The assessment schedule will:<br>• align with syllabus requirements<br>• provide sufficient working time for students to complete the task<br>• allow for internal quality assurance processes<br>• enable timelines for QCAA quality assurance processes to be met (senior only)<br>• be clear to teachers, students and parents/carers<br>• be consistently applied<br>• be clearly communicated by the end of Week 3 each semester<br>• give consideration to allocation of workload.<br><br>**Student responsibility**<br>Students are responsible for:<br>• planning and managing their time to meet the due dates<br>• 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**<br>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.<br><br>Identified junior and all senior assessment evidence, including draft responses, will be submitted by their due date using *Turnitin* [refer to page 97 for further information] Murgon State High School's Academic Integrity software.<br><br>In the instance where a student does not submit assessment to the teacher in person or through *Turnitin* program the teacher will assess the evidence.<br><br>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.<br><br>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 *on balance judgement* 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 *on balanced judgement* to be applied.<br><br>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.<br><br>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.<br><br>All assessment must be marked within 2 school weeks of the due week. |
| **Appropriate materials**<br>Section 7.1<br>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**<br>Section 7.2.1 | Scaffolding is:<br>• an intentional instructional strategy<br>• supports students to develop greater independence<br>• may be provided to individuals or to class of students<br>To develop students' knowledge and skills, teachers gradually reduce support and responsibility to students over a course of study.<br><br>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:<br>• maintain the integrity of the requirements of the task or assessment instrument<br>• allow for unique student responses and not lead to a predetermined response.<br><br>Scaffolding may include:<br>• breaking a complex task, learning experience, concept or skill into discrete parts<br>• modelling thought processes required to complete parts of an assessment instrument<br>• pre-teaching vocabulary specific to the subject and assessment instrument<br>• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response<br>• showing examples of responses and demonstrating the match to performance descriptors<br>• using visual frameworks or graphic organisers to plan responses.<br><br>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.<br><br>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: |
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| | • 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**<br>Section 8.5.3 | Checkpoints will:<br>• be detailed on student task sheets<br>• monitor student progress<br>• be used to establish student authorship<br>• require a full draft submission on the final checkpoint. Seniors must submit this via *Turnitin.*<br><br>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.<br><br>Teachers will use these checkpoints to identify and support students to complete their assessment.<br><br>The subject area Head of Department and parents/carers will be contacted by the classroom teacher if checkpoints are not met. |
| **Drafting**<br>Section 7.2.2<br>Section 8.3 | Definition: A draft is a preliminary version of a student's response to an assessment instrument.<br><br>A draft:<br>   1. can be used to provide feedback<br>   2. assists in authentication student work<br>   3. is expected on one of the assessment items checkpoints.<br><br>At Murgon SHS, the expectation is that students will submit quality drafts to enable quality feedback to be provided.<br><br>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.<br><br>Where practical all drafts are to be submitted through<br><br>Turnitin. Feedback on a draft is:<br>• provided on a maximum of one draft of each student's response.<br>• a consultative process that indicates aspects of the response to be improved or further developed<br>• delivered in a consistent manner and format for all students<br>• provided within one week of a submission of a draft.<br><br>Feedback on a draft must not:<br>• compromise the authenticity of a student response<br>• introduce new ideas, language or research to improve the quality and integrity of the student work<br>• edit or correct spelling, grammar, punctuation and calculations<br>• allocate a mark.<br><br>Feedback should encourage a student to:<br>• consider other aspects of the text, report, performance or activity they are creating or responding to<br>• develop their response to show more awareness of the audience<br>• give priority to the most important points by rearranging the sequence and structure of ideas<br>• conduct further investigation to support an argument or communicate meaning<br>• adhere more closely to the referencing style selected by the school and what is the minimum amount of referenced research required for the subject<br>• consider style and structure of writing/presentation of diagrams and graphs. |

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

- 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<br>• title, headings and subheadings<br>• tables, figures, maps and diagrams containing information other than raw or processed data<br>• quotations<br>• footnotes and endnotes (unless used for bibliographical purposes) | • all pages that are used as evidence when marking a response |
| **Exclusions** | • title pages<br>• contents pages<br>• abstract<br>• raw or processed data in tables, figures and diagrams<br>• bibliography<br>• reference list<br>• appendixes*<br>• page numbers<br>• in-text citations | • title pages<br>• contents pages<br>• abstract<br>• bibliography<br>• reference list<br>• 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.

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| **Access Arrangements and Reasonable Adjustments, including illness and misadventure (AARA)**<br><br>Section 6 | **Applications for AARA (senior only)**<br>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.<br><br>The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-<br><br>2019. The school principal manages all approval of AARA for students.<br><br>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.<br><br>Students are not eligible for AARA on the following grounds:<br>• unfamiliarity with the English language<br>• teacher absence or other teacher-related issues<br>• matters that the student could have avoided<br>• matters of the student's or parent's/carer's own choosing<br>• matters that the school could have avoided.<br><br>**Applications for extensions to due dates for unforeseen illness and misadventure (junior and senior)**<br>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.<br><br>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**<br><br>Section 8.5 | Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.<br><br>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.<br><br>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:<br>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this<br>• 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.<br><br>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. |
| **Internal quality assurance processes**<br><br>Section 8.5.3<br>(senior only) | Murgon State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:<br>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA<br>• quality assurance of judgments about student achievement.<br><br>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.<br><br>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. |
| **Review**<br><br>Section 9.1<br>Section 9.2<br>Section 9.5<br>(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**<br><br>Section 7.1.2<br>Section 7.3.2<br>Section 10.3<br>Section 10.4<br><br>See also: *External assessment — administration guide* (provided to schools each year) | See the *QCE and QCIA policy and procedures handbook* (Section 7.3.2)<br>Murgon State High School is governed by the requirements of the QCAA.<br><br>The QCAA publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. The *External assessment – administration guide* 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.<br><br>The school will:<br>• communicate rules and expectations for external assessment to our school community, including teachers, students and parents/carers<br>• maintain the security of external assessment materials<br>• provide supervision and conditions that comply with the external assessment schedule and guidelines<br><br>School external assessment (SEA) coordinators:<br>• ensure that all external assessment guidelines and rules are shared with and understood by teachers and students<br>• supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response<br><br>Teachers:<br>• comply with rules and expectations when supervising the external assessment<br>• inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct<br>• report incidents of suspected or observed academic misconduct to the SEA coordinator.<br><br>Students:<br>• read and comply with the external assessment student rules and information provided by the school<br>• understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct<br>• 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<br><br>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:<br>• permit the student to complete the assessment<br>• inform the student that an academic misconduct incident report must be completed and submitted to QCAA<br>• report an alleged incident of academic misconduct to the QCAA<br>• - 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<br>• a seating plan of each assessment room at all assessment venues<br>- return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner.<br><br>Non-compliance of External Assessment guidelines will be investigated by the QCAA. Examples of non- compliance include:<br>• rescheduling an external assessment without authorisation from the QCAA<br>• not keeping the external assessment materials secure prior to the scheduled assessment time<br>• accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA<br>• opening external assessment packages before the time appointed by the QCAA<br>• providing a student with undue assistance in the production of any work that contributes to their external assessment response<br>• leaving students unsupervised or inadequately supervised during external assessment<br>• allowing additional time for external assessment without authorisation from QCAA<br><br>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:<br>• begins to write during perusal time or continues to write after the instruction to stop writing is given<br>• uses unauthorised equipment or materials<br>• has any notation written on the body, clothing or any object brought into an assessment room<br>• 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**<br>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.<br><br>**For all instances of academic misconduct**<br>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:<br>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students<br>• 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**<br>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. |
| **Contract cheating** | A student:<br>• pays for a person or a service to complete a response to an assessment<br>• sells or trades a response to an assessment. | |
| **Copying work** | A student:<br>• deliberately or knowingly makes it possible for another student to copy responses<br>• looks at another student's work during an exam<br>• copies another student's work during an exam. | |
| **Disclosing or receiving information about an assessment** | A student:<br>• 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<br>• 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<br>• lists incorrect or fictitious references. | |
| **Impersonation** | A student:<br>• 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.<br>• 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:_____
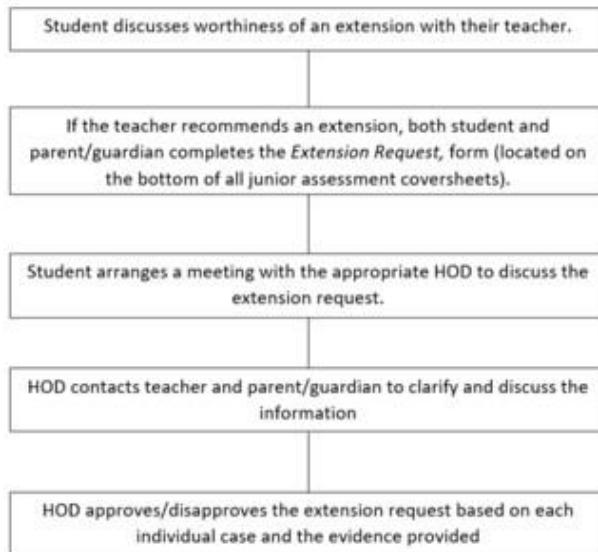
# Murgon State High School

## Illness & Misadventure
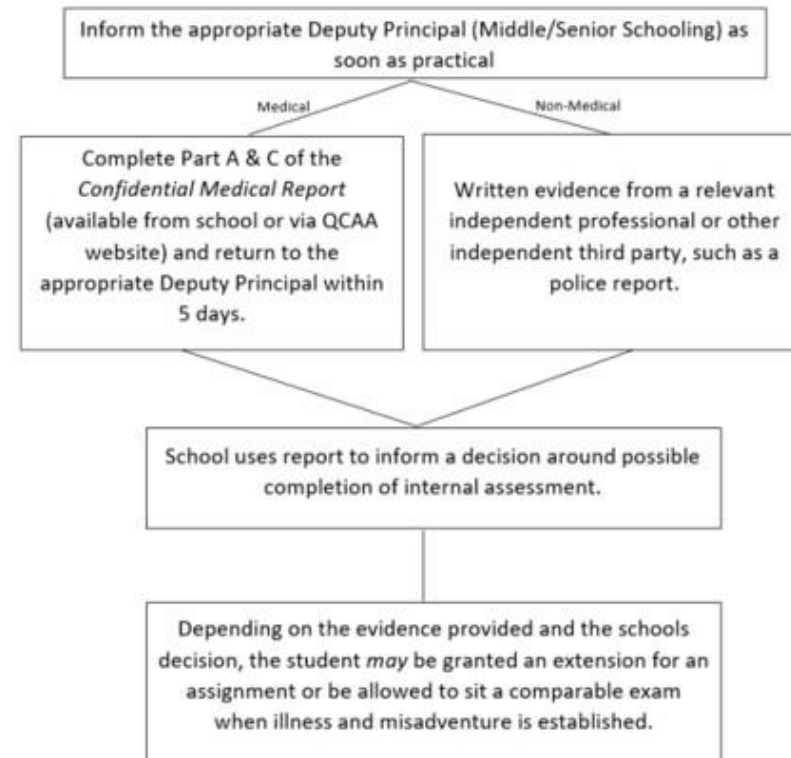## Process for Internal Assessments

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. Cicumstances such as planned holiday will not receive approval of an extension request, instead will need to be completed prior to the due date.*

Student discusses worthiness of an extension with their teacher.

If the teacher recommends an extension, both student and parent/guardian completes the *Extension Request,* form (located on the bottom of all junior assessment coversheets).

Student arranges a meeting with the appropriate HOD to discuss the extension request.

HOD contacts teacher and parent/guardian to clarify and discuss the information

HOD approves/disapproves the extension request based on each individual case and the evidence provided

### Senior (10-12) Process

Inform the appropriate Deputy Principal (Middle/Senior Schooling) as soon as practical

Medical | Non-Medical

Complete Part A & C of the *Confidential Medical Report* (available from school or via QCAA website) and return to the appropriate Deputy Principal within 5 days.

Written evidence from a relevant independent professional or other independent third party, such as a police report.

School uses report to inform a decision around possible completion of internal assessment.

Depending on the evidence provided and the schools decision, the student *may* be granted an extension for an assignment or be allowed to sit a comparable exam when illness and misadventure is established.

### 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*.

### 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* ...............................

# TURNITIN
## *Academic Integrity Software*

**Overview**

From 2020 onwards, it is strongly recommended that all 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 files 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 then 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.

## 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). *Bowling for Columbine* [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). *Commemoration, ritual and performance: the Iberian connection: medieval and renaissance music from the St Laurence Chamber Choir* [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). *Tackling bullies: An Australian perspective* [Video recording]. Melbourne, VIC: Video Classroom. |
| **YouTube/Vimeo Video** | (NRK, 2007) | NRK. (2007, February 26). *Medieval helpdesk with English subtitles*. [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.), *Engendering social policy* (pp. 180-195). Philadelphia, PA: Open University Press. |
| **Article in an Encylcopedia** | (Ford-Martin, 2003) | Ford-Martin, P. (2003). Cognititve-behavioral therapy. In E. Thackery & M. Harris (Eds.), *Gale encylopedia of mental disorders* (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). *Metacognitive therapy for anxiety and depression in psychology*. New York, NY: Guiford Press. |
| **Book: Single Author** | (Mattews, 1999) | Matthews, J. (1999). *The art of childhood and adolescence: The contruction of meaning*. London, England: Falmer Press. |
| **Book: Two Authors** | (Colcough & Colcough, 1999) | Colclough, B., & Colclough, J. (1999). *A challenge to change*. 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). *Contrasts and effect sizes in behavioral research: A correlational approach*. 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). *Social stigma: The psychology of marked relationships*. New York: W. H. Freeman. |
| **Book: Different Works by Same Author in Same Year** | Kubler-Ross, 1993a) (Kubbler-Ross, 1993b) | Kubler-Ross, E. (1993a). *AIDS: The ultimate challenge*. New York, NY: Collier Books. Kubler-Ross, E. (1993b). *Questions and answers on heath and dying.* New York, NY: Collier Books. |
| **Book: Organisation as Author** | (American Educational Research Association, 1985) | American Educational Research Association. (1985). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association. |
| **Book: Governmnet Agency as Author** | (Australia. Department of Health and Ages Care, 1998) | Australia. Department of Health and Aged Care. (1999). *Mental health: A report focusing on depression*, 1998. Canberra, ACT: AGPS. |
| **Book: No Author** | (The Blackwell Dictionary of Cognitive Psychology, 1991) | *The Balckwell Dictionary of cognitive psychology*. (1991). Oxford, England: Blackwell. |

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

## *E-Books*

| Material Type | In Text Citation | Reference List Entry |
|---|---|---|
| **E-book** | (Eckes, 2000) | Eckes, T. (2000). *The developmental social psychology of gender*. 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.), *Empathy in mental illness*. Retrieved from EBL: http://reader.eblib.com.au |
| **Article from an Electronic Encyclopedia** | (Lai, 1999) | Lai, M. C.C. (1999). Hepatitist delta virus. In A. Granoff & R. Webster (Eds.), *Encyclopedia of virology (2$^{nd}$ ed.).* doi :10.1016/B978-012374410-4.00417-9 |
| **Article from and Electronic Reference Work : No author** | ("Alka-Seltzer", 2019) | Alka-Seltzer. (2019). *In MIMS online*. 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., Hoeskstra, F., & Reijneveld, S.A. (2009). Comparing three short questionaires to detect psychosocial dysfuntion among promary school children : a randomized method. *BMC Public Health, 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 mor than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Reseach, 6,* 249-267. Doi: 10.1080/1462220041001676305 |
| **Journal Article from a Full Text Database with no DOI** | (Altobelli, 2009) | Altobelli, T. (200() Family viloence and paretning : Future directions in practice. *Australian Journal of Family Law, 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 casue emotional problems? A prospective study of young teenagers. *BMJ*, 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 paretnal love and adult happiness. *E-journal of Applied Psychology, 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 DOI Including Paragraph Number** | (Munro, 1999, para. 12) | Munro, C (1999). Facing grief. *Synergy, 3*(3). Retrieved from 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). *Olympic potraits*. 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). *McCulloch's contemporary Aboriginal Art: The complete guide* (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.). *Encyclopedia of digital governement* (pp. 1300-1305). Hershey, PA : Idea Group Reference. Retrieved from IGI Global, http:// www.igi-global.com/ |
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## Internet Documents

| Material Type | In Text Citation | Reference List Entry |
|---|---|---|
| **Electronic Document** | (Murray, 2005) | Murray, G. (2005). *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.* Retrieved from Western Australia, Department of Child Protection website: http://www.community.wa.gov.au/NR/rdonIyres/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). *National youth suicide prevention strategy.* Retrieved from http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm |
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| Material Type | In Text Citation | Reference List Entry |
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|---|---|---|
| **Podcast** | (Robertson, 2010) | Robertson, R. (Speaker). (2010). *Leadership at the Bottom of the Earth… Where No One Hears You Scream, 2010 Sir Walter Murdoch Lecture* [Podcast]. Murdoch, WA: Murdoch University. Retrieved from https://lectures.murdoch.edu.au/lectopia/lectopia.lasso?ut=1369&id=71101 |
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| **Podcast Radio Programme** | (Gary, 2007) | Gary, S. (Presenter). (2007, December 23). Black hole death ray. *StarStuff* [Podcast radio programme]. Sydney, NSW: ABC Television. Retrieved from http://abc.net.au/newsradio/podcast/STARSTUFF.xml |
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# 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

### 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.)

### 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 10 to 12 (assembly day 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 leather shoes

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

Blouses, shirts, shorts and pants can be purchased at Mark Smiths Menswear 87 Lamb St Murgon QLD 4605. Ph. (07) 4168 1355

Murgon State High School library provides students with a blazer for special occasions that require formal attire.

Each student will be issued with a Murgon SHS scarf or tie. It is the responsibility of the student to ensure they are wearing either the scarf or tie on assembly day. If the student loses their scarf or tie it is their responsibility to pay for a replacement. These can be purchased through the Administration Office.

**NON-ASSEMBLY DAY SCHOOL UNIFORM OPTIONS**

Items can be purchased through:

- Mark Smiths Menswear 87 Lamb St Murgon QLD 4605. Ph. (07) 4168 1355
- Struddys Sports Murgon 73 Lamb St Murgon QLD 4605 Ph. (07) 4168 2965

# 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 ABOUTH 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 truanting 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.
- Cancelation 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