



Murgon State High School

Believe Challenge Strive

Year 10 Studies Handbook 2022



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INTRODUCTION

Schools have been given the flexibility to respond to the range of abilities, interests and needs of students in their local and wider communities, whilst meeting the requirements of various frameworks and imperatives. Murgon State High School has developed its curriculum offerings in line with the Australian Curriculum and the P-10 Curriculum Assessment and Reporting Framework.

Students in Years 7, 8, 9 and 10 will undertake units in Mathematics, Science, English, History, Geography and HPE based on the Australian Curriculum.

The range of options in this handbook has been informed by teachers, parents, community and students. The following guidelines were used:

- ❖ The curriculum is developed around key learning areas (KLAs)
- ❖ Students individual strengths and talents are important
- ❖ Students' progress at different rates and different students need varying amounts of time to learn
- ❖ A good coverage of a broad range of subjects is necessary

OUR VISION & VALUES

At Murgon SHS 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

POSITIVE BEHAVIOUR FOR LEARNING

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

PARTICIPATION * RESPECTFUL AND RESPONSIBLE* 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

HOW DO WE DECIDE ON CLASS STRUCTURES?

We collect information about students that helps us to place them in the best learning space whilst at Murgon State High School. The information that we use includes:

- Academic progress – reports and levels of achievement from their previous school
- Feedback and information from their previous teachers if applicable, through such things as their reports
- Attendance, behaviour, leadership, awards and achievements
- Their past interests and involvement in programs and activities
- Testing records such as NAPLAN, diagnostic tests such as the PAT tests and PM tests

This information assists us in giving our teaching and learning teams a more complete picture of the student.

LITERACY

Literacy is an important focus at Murgon State High School with particular emphasis on reading and reading comprehension in the junior years of high school. As part of our literacy journey, teachers have ongoing training in strategies to teach and enhance reading.

Students will be explicitly taught reading behaviours, skills and strategies through all learning areas.

All teaching staff undertake diagnostic assessment of students across the year. Teaching the literacy demands of the curriculum ensures all students learn how to read to learn and support academic achievement in all learning areas. Teaching staff have a deep knowledge and understanding of how reading occurs and plan effective engaging reading experiences that support students to become highly proficient readers. Teachers at Murgon State High School work with students to co-create reading goals and success criteria, and provide regular timely and descriptive feedback to students about their reading progress.

Teaching and Learning at Murgon State High School is guided by Lyn Sharratt's five Questions:

- Teacher Questions:**
1. What am I teaching?
 2. Why am I teaching it?
 3. How will I teach it?
 4. How will I know when students have learned it or not?
 5. What is next...if this works? If it doesn't? Where do I go for help?

- Student Questions:**
1. What are you learning?
 2. How are you going?
 3. How do you know?
 4. How can you improve?
 5. Where do you go for help?

In Year 10, the use of Cognitive Verbs becomes a focal point of lesson structure that will be carried through into Years 11 and 12.

These Cognitive Verbs, referred to as academic vocabulary, signal the type of mental operations that students are expected to perform in class tasks and assessment items.

<p>Social and Emotional Support:</p>	<p>Supporting students with friendship issues, resilience programs, stress and coping skills and other concerns:</p> <ul style="list-style-type: none"> • Guidance Officer (GO) • Youth Support Coordinator (YSC) • School Chaplain • Year Level Coordinator (YLC) • Community Education Counsellor/s (CEC's) • Clontarf Academy
<p>Student Well-being Program</p>	<ul style="list-style-type: none"> • Daily contact in Year Level groups via roll marking. Students are also randomly allocated on enrolment to House Groups: Crocodile, Eagle or Goanna <p>The Wellbeing program in 2022 promoting and supporting:</p> <ul style="list-style-type: none"> • Social & emotional skills • Resilience • Positive Behaviour for Learning (PBL) • School Expectations – Participation, Respect & Responsible, Safe
<p>Special Education Services</p>	<ul style="list-style-type: none"> • Head of Diverse Learning (HODL) • Special Education Program (SEP) teachers • Advisory visiting teachers (AVT) and programs to support students
<p>Academic Support</p>	<ul style="list-style-type: none"> • Heads of Departments (HODs) <ul style="list-style-type: none"> * Mathematics/Science * English/Humanities * HPE/Senior Schooling * Technology/Arts • Subject teachers
<p>Clontarf Academy</p>	<ul style="list-style-type: none"> • Director – Ryan Brown • Officers – Dennis Sandow, Barwoo Fisher
<p>Out of Home Care Students</p>	<ul style="list-style-type: none"> • Engage with school staff, parent/carers and outside agencies to provide support

<p>Connecting with the community</p>	<p>Parents are welcome at our school and are vital partners in education. There are a range of opportunities for parents and community members to keep up to date with events and activities and be involved with our school through:</p> <ul style="list-style-type: none"> • School canteen volunteer workers • Information evenings and interviews • School sport and cultural activities • Reading volunteers • Email, website updates, school facebook <p>Barambah Cluster School Principals hold regular meetings within our cluster of schools to ensure that there is closer reciprocal partnerships. Connection with support agencies, such as CTC and Child Safety.</p>
<p>Attendance and Absences</p>	<ul style="list-style-type: none"> • Rolls are marked every class • SMS messages are sent daily to parents / carers of unexplained or absent students • Students who are late or early need to present themselves to the office for a late or early leaving note. • Contact from our Attendance Officer <p>If your student is going to be absent please contact the school on 07 4169 9222 or SMS your absence to 0429 328 457</p>
<p>Uniforms</p>	<ul style="list-style-type: none"> • We are a uniform school and expect all of our students to be in full school uniform every day with closed in shoes. • Struddy’s Sports and Mark Smiths Menswear Murgon are our uniform suppliers • Please refer to the MSHS school uniform dress code on page 26 of this handbook.
<p>Text books and resources</p>	<ul style="list-style-type: none"> • Murgon State High School operates a Student Resource Scheme (SRS). • Subjects that require textbooks are issued by teachers as the students require them • Other resources including but not limited to Online Resources are also used.
<p>Assemblies</p>	<ul style="list-style-type: none"> • Students have a weekly year level parade (Year 9 & 10 meet under H Block) or house assembly. • Full school assembly on Wednesday mornings (under the wave). 
<p>Sport</p>	<ul style="list-style-type: none"> • The school participates in inter-house and inter-school sporting events such as Bjelke-Peterson Shield, athletics, swimming and cross-country. • Students can trial in a variety of sports at South Burnett and Wide Bay level. • Students can also become involved in school representative teams
<p>Canteen</p>	<ul style="list-style-type: none"> • The canteen operates every day at morning and afternoon breaks • Healthy options are available for purchase • Eftpos is available • Qkr Online Ordering is the preferred method of ordering <ul style="list-style-type: none"> - Parents can pre-order/pre-pay for their lunches via the Qkr app, orders close at 9am each day. - Qkr Online Ordering information can be found on the school website: www.murgonshs.eq.edu.au 
<p>Lunchtime activities</p>	<ul style="list-style-type: none"> • There are facilities available for students to engage in physical activity at lunch breaks • The library is open at lunchtimes. • Ovals are active zones. Students can borrow sports equipment from the sports room during lunch breaks.

EXTRACURRICULAR PROGRAMS AT MURGON STATE HIGH SCHOOL

Excellence in education:

- ❖ Excellent results in various Maths, Science and English Competitions
- ❖ Technology embedded throughout the curriculum
- ❖ Establishment of the 1 to 1 laptops/computers in the Senior School.
- ❖ The establishment of the Trade Training Centre (TTC) and associated curriculum programs

Excellence in Sport:

- ❖ Wide Bay representatives in Athletics, Football, Rugby League, Cross country, Swimming, Cricket, Squash, Rugby Union
- ❖ Proud record of Australian representatives in Rugby League and Cricket
- ❖ High level of success in the Inter-school BP Shield Summer & Winter Competitions

<p>Opportunities available to students:</p> <ul style="list-style-type: none"> ❖ Curriculum & Subject based excursions and field trips ❖ Year Level Camps ❖ Interact ❖ Student Council ❖ Agriculture: 42-hectare farm that specialises in beef cattle and a variety of cropping / Hoof & Hook / Farm Fest Excursion/ Cattle Team & Agricultural Shows ❖ University Visits ❖ Clontarf Academy ❖ NAIDOC Celebrations ❖ School Based Apprenticeships & Traineeships (SATs) ❖ School Magazine ❖ Work Placement opportunities 	<p>Gifted and talented programs</p> <ul style="list-style-type: none"> ❖ ICAS Science Competition ❖ ICAS Maths Competition ❖ Science and Engineering Challenge ❖ Women in Mathematics and Science ❖ STEM Gala Days ❖ Education Perfect Competition ❖ Creative Writing ❖ National Chemistry Competition <p>Excellence in the Arts:</p> <ul style="list-style-type: none"> ❖ Instrumental Music Program that students can elect to join. Please enquire at the office. ❖ Concert band ❖ Singing Group ❖ Arts performances
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ADDITIONAL PROGRAMS AND SUPPORT

STUDENTS with DISABILITIES and the SEP TEAM:

Every Student Succeeding – State School Strategy – 2021 - 2025

Our commitment at Murgon SHS is to work collaboratively towards an Inclusive Education System at all year levels and as part of everyday practice. This includes in educational setting and classrooms, ensuring ALL students succeed and receive the support needed to belong to the school community, engage purposefully in learning and experiences with academic success. This supports the shared vision and rights for ALL students who have diversity in social, cultural, community and family backgrounds, and of all identities and abilities to receive a high quality education.

Our purpose is that students:

1. **Attend** their local state school and be welcomed
2. **Access and Participation** to high quality curriculum and fully engage with their peers
3. **Learn** in a safe, supportive environment free from bullying, discrimination or harassment
4. **Achieve** academically and socially with reasonable adjustments and support tailored to meet individual learning needs.

Murgon SHS is committed to ensuring that all students, including students with disability, can access, participate and succeed in education on the same basis as other students. Students who have specialised educational support needs may be eligible for additional targeted resources if they are identified as meeting criteria for one of six Education Adjustment Program (EAP) disability categories. The Diverse Learning (HODL) coordinates and manages the staff and resources of these specialised services. The SEP Team work closely with students and collaborate with parents/carers and external advisory staff to identify and respond to the individual needs of students. If you require a copy of the 'Education for Children with a Disability – a Guide for Parents' P-12, please see the HODL.

INSTRUMENTAL MUSIC

A Specialist Instrumental Music teacher comes to the school each week. Students can elect to join the program if they have an interest in learning an instrument or joining a band. Currently there are vacancies for 2022. Students who are interested should ask at the office for more information

WHAT SUBJECTS WILL I CHOOSE IN YEAR 10



KEY LEARNING AREA	SUBJECT	COMMENTS
The Arts	<ul style="list-style-type: none"> Visual Arts in Practice Music 	Students may specialise in one or more strands in Year 10.
English	<ul style="list-style-type: none"> English 	Students will study 2 semesters of English
Health & Physical Education	<ul style="list-style-type: none"> Health & Physical Education 	10 HPE – Every Student 1 Semester
Mathematics	<ul style="list-style-type: none"> Mathematics Extension Mathematics 	Students will study 2 semesters of Mathematics.
Science	<ul style="list-style-type: none"> Applied Science Extension Science 	All students will study 2 semesters of Science.
Humanities	<ul style="list-style-type: none"> History Geography 	All students will study 1 semester of History and 2 semesters of Geography
Technology	<ul style="list-style-type: none"> Media Arts and Drama Food and Textiles Industrial Technology and Design 	In Year 10 students will have the opportunity of selecting one or more strands.

When making your selections, choose what you enjoy and subjects you achieve in. Remember you are on the journey to your Senior Studies and you have the opportunity, through your subject selection, to start to specialise in your chosen field of study.



























You need to consider the following points when selecting your subjects.

- ❖ Your interests and ability – it is known that students do well in subjects that they enjoy & are good at.
- ❖ Possible career, TAFE or University pathways.
- ❖ Major studies for certain senior subjects - although there are no prerequisites to continue to Year 11 you should consider this e.g. to successfully study an Arts subject in the Senior School you should have studied this strand in Year 9 or 10 (at least).

You should avoid selecting subjects based on:


- ❖ One person saying the subject is 'no good' – everybody has different perceptions
- ❖ Your friends are taking it so you think you should – it's ***your*** future.
- ❖ Whether you like or dislike the teacher – this is never fully determined until the start of the school year and your opinions may change as you change.

YEAR 10 CURRICULUM AT MURGON STATE HIGH SCHOOL

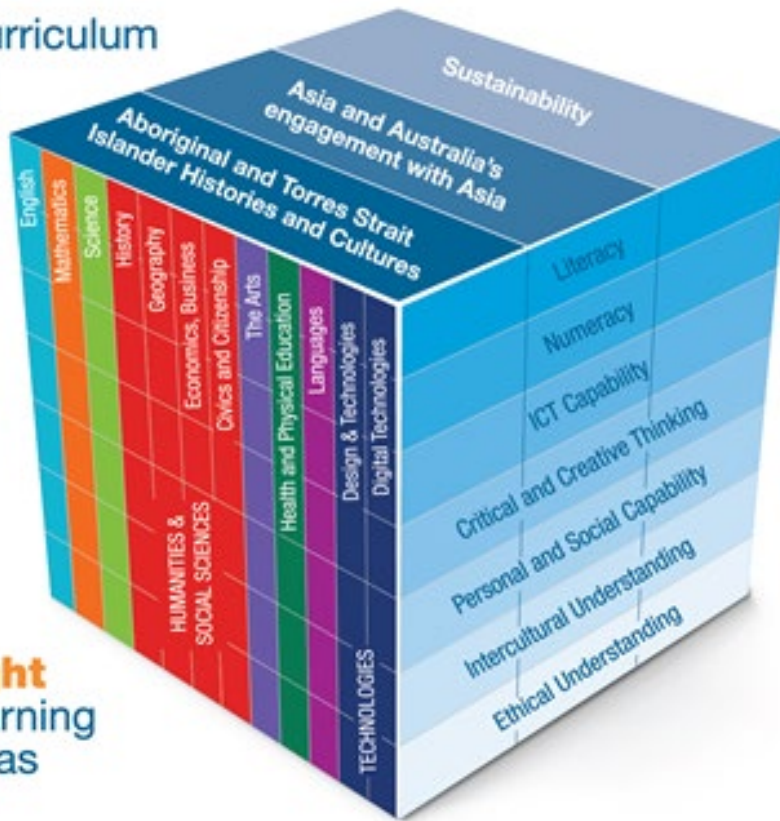
SUBJECT	TERMS	LESSONS/WEEK	MINUTES/WEEK	CURRICULUM SOURCE
ENGLISH			210	
MATHEMATICS			210	
SCIENCE			210	
HISTORY			210	
GEOGRAPHY			70	
HEALTH & PHYSICAL EDUCATION (HPE)			210	
ELECTIVE			210	
ELECTIVE			210	
SENIOR PATHWAYS PROGRAM & STUDENT WELLBEING PROGRAM			70	

*Please note: Students will select electives for the entire year

YEAR 10 2022 OVERVIEW

		Murgon State High School - Year 10 40 Week Plan																																							
		Term 1					Term 2					Term 3					Term 4																								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																				
English	Unit 1: Evaluation of a Literary Text					Unit 2: Persuasive Presentation (Poetry)					Unit 3: Creative Writing					Unit 4: Novel Study																									
	Unit 1: Pythagoras and Trigonometry		Unit 2: Chance			Unit 3: Linear and Non-Linear Relationships		Unit 4: Patterns and Algebra, Linear and Non-Linear Relationships			Unit 5: Data Representation and Interpretation		Unit 6: Using Units of Measurement			Unit 7: Money and Financial Mathematics		Unit 8: Linear and Non-Linear Relationships																							
Maths Extension	Unit 1: Algebraic Fractions, Linear and Non-Linear Relationships, Chance					Unit 2: Financial Mathematics, Pythagoras' Theorem and Trigonometry					Unit 3: Linear and Non-Linear Relationships, Data Representation and Measurements					Unit 4: Exam Preparation and Yearly Review																									
Science	Unit 1: Global Systems		Unit 2: The Universe			Unit 3: DNA and Genes		Unit 4: Evolution and Natural Selection			Unit 5: Chemistry isn't Magic		Unit 6: Reactions Matter			Unit 7: Moving Along		Unit 8: Energy of Motion																							
Science Extension	Unit 1: Global Systems		Unit 2: The Universe			Unit 3: Cells, DNA and Genes		Unit 4: Evolution and Natural Selection			Unit 5: Chemistry isn't Magic		Unit 6: Reactions Matter			Unit 7: Moving Along		Unit 8: Energy of Motion																							
Elective Subjects Agriculture Studies	Unit 1: Agricultural Systems and Animal Reproduction					Unit 2: Plant Anatomy, Physiology and Growth					Unit 3: Resources, Climate and Sustainable Resources					Unit 4: Livestock Production																									
Humanities History Geography	The Modern World and Australia (<i>A choice of one in depth study from the following will be made - World War II, Rights and Freedoms, The Globalizing World, Popular Culture, The Environment Movement and Migration Experiences</i>)										History is studied for one semester in year ten.																														
	Unit 1: Geographies of Human Wellbeing										Unit 2: Environmental Change and Management																														
HPE	HPE is studied for one semester in year ten.										Unit 1: 'Just another cog in the machine' - Motor Learning & Coaching + Swimming/Water Polo					Unit 2: 'Changing our Game' - Equity: Barriers and Enablers + Netball																									
Technology Elective Subjects Industrial Technology & Design Food & Textile Studies	Unit 1: Toolbox					Unit 2: Guitar/Coffee Table					Unit 3: Metalcraft					Unit 4: Electro-mechanical Aircraft or Truck																									
	Unit 1: Food & Nutrition					Unit 2: Delicious Desserts					Unit 3: Fashion for the Sun					Unit 4: Party On																									
The Arts Elective Subjects Media & Visual Arts Drama	Unit 1: World Music					Unit 2: Songs with Meaning/Music of the 20th Century					Unit 3: Musicals					Unit 4: All that Jazz and 20th Century Music																									
	Unit 1: Print Making					Unit 2: Clay Sculpture					Unit 3: Sketching					Unit 4: Painting Appropriation																									
	Unit 1: Documentary vs Mockumentary					Unit 2: The History of Performance					Unit 3: Official Music Videos					Unit 4: Process Drama																									
Language Elective Subject	Languages will be offered as electives in year ten from 2023.																																								
Pastoral Care	Content dependent on student and school needs																																								
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																					

Three
Cross-curriculum
Priorities



Seven
General
Capabilities

Eight
Learning
Areas

YEAR 10 CORE SUBJECTS

ENGLISH

ENGLISH	
Unit 1	Evaluation of a Literary Text
Unit Description	Students will: <ul style="list-style-type: none"> • read and interpret a Shakespearean tragedy. • Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play. • Students will then produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. • evaluate an interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author.
Assessment	Written – Informative response
Unit 2	Persuasive Presentation (poetry)
Unit Description	Students will: <ul style="list-style-type: none"> • students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. • they examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. • students also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts.
Assessment	Assessment – Written – Imaginative transformation
Unit 3	Creative Writing
Unit Description	Students will: <ul style="list-style-type: none"> • listen to, read and view literary texts to examine how authors present different perspectives on issues. • examine persuasive text structures and language features that influence an audience to accept a particular perspective. • create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract
Assessment	Assignment – Short Story
Unit 4	Novel Study
Unit Description	Students will: <ul style="list-style-type: none"> • students read, analyse and evaluate a novel that explores issues relevant to contemporary society. • they examine narrative viewpoint, characterisation and plot structures in literature. • they consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. • examine elements of creative writing and the stylistic features of authors. • respond to one of two questions in essay format, to be sat in exam conditions
Assessment	Short Response Exam

Mathematics is aimed at students who aim to complete a traineeship or apprenticeship or to attend University. Extension Mathematics is an extension course for those students who choose a pathway to further Science and Mathematics study in Years 11 and 12 and then at University. Students who have achieved at least a B in Year 9 Mathematics will be completing Extension Mathematics.

MATHEMATICS

TERM 1

Unit 1	Pythagoras and Trigonometry
Unit Description	Student will: <ul style="list-style-type: none"> revise Pythagoras' theorem and solving contextualised problems, apply the trigonometric ratios to solve problems by substituting into formulas, in two and three dimensions, and solving contextualised trigonometric problems including surveying and orienteering.
Assessment	Exam
Unit 2	Chance
Unit Description	Students will: <ul style="list-style-type: none"> describing the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability, and investigating the concepts of dependence and independence.
Assessment	Target Games PSMT

TERM 2

Unit 3	Linear and Non-linear Relationships
Unit Description	Students will: <ul style="list-style-type: none"> explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems.
Unit 4	Patterns and Algebra, Linear and non-linear relationships
Unit Description	Students will: <ul style="list-style-type: none"> apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, formulate and solve problems involving algebraic fractions, apply the rules of expanding and factorising to quadratics, choose appropriate methods to factorise quadratic expressions formulate and solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their transformations, represent relations and their transformations accurately using graphical techniques and extend application of graphing techniques from linear functions to parabolas, circles and exponential functions.
Assessment	Exam

TERM 3

Unit 5	Data Representation and Interpretation
Unit Description	Students will: <ul style="list-style-type: none"> develop an understanding of statistical measures, recall and apply knowledge of measures of centre and spread readily investigate & describe data sets effectively, analyse data displays (box plots, histograms and scatter plots) to make generalisations, make connections between statistical measures & data displays, interpret composite data displays to analyse data, apply mathematical reasoning when making comparisons, make connections between variables in scatter plots, graphically represent relationships, compare data sets and justify conclusions, select appropriate methods to display data, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.
Assessment	Data Interpretation PSMT

Unit 6	Using units of measurement
Unit Description	Students will: <ul style="list-style-type: none"> recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids. Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties.
	Exam

TERM 4

Unit 7	Money and Financial Mathematics
Unit Description	Students will: <ul style="list-style-type: none"> recall simple and compound interest formulas, calculate simple and compound interest, connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans.
Assessment	Exam

Unit 8	Linear and non-linear relationships
Unit Description	Students will: <ul style="list-style-type: none"> represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically.

EXTENSION MATHEMATICS

Term 1	Algebraic Fractions, Linear and Non-Linear Relationships, Chance
Unit Description	Students will: <ul style="list-style-type: none"> apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, formulate and solve problems involving algebraic fractions expanding and factorising quadratics and choose appropriate methods to factorise monic and non-monic quadratic expressions, including the quadratic formula formulate and solve real life problems involving monic and non-monic quadratic equations describe the results of two- and three-step chance experiments assign and determine probabilities including conditional probability and the concepts of dependence and independence
Assessment	PSMT: Non-Linear Relationships
Term 2	Financial Mathematics, Pythagoras' Theorem and Trigonometry
Unit Description	Students will: <ul style="list-style-type: none"> recall and rearrange simple and compound interest formulas, calculate simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans solve financial problems involving the use of logarithms apply the trigonometric ratios to solve problems involving Pythagoras' Theorem apply the trigonometric ratios to calculate angles of elevation and depression apply the concept of the unit circle to measure angles in degrees and radians establish and apply the sine and cosine rules
Assessment	Exam: Algebraic Fractions, Linear and Non-Linear Relationships, Chance and Financial Mathematics
Term 3	Linear and Non-Linear Relationships, Data Representation and Measurement
Unit Description	Students will: <ul style="list-style-type: none"> develop linear equations, substitute into and solve linear equations, make generalisations in relation to parallel and perpendicular lines solve linear equations, represent and solve with linear inequalities graphically represent linear and non-linear relationships identify the solution to two intersecting linear equations, apply graphical, elimination and substitution methods to find solutions and solve contextualised problems use statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations calculate statistical measures of data sets, use statistical measures to analyse data and reports calculate and use standard deviation to describe the spread of a data set, compare data sets using the mean and standard deviation find and use an equation for the line of best fit to describe the relationship between two variables recall formulas to calculate area and volume, calculate the surface area and volume of prisms, pyramids, cylinders, cones and spheres 10
Assessment	Exam: Pythagoras' Theorem, Trigonometry, Linear and Non-Linear Relationships, Data Representation and Measurement
Term 4	Exam Preparation and Yearly Review
Unit Description	Students will: <ul style="list-style-type: none"> prepare themselves for a mock 'External Exam' based on the exam format for Year 11 and 12 Mathematics conduct and complete investigations and extensions tasks for topics studied during the year
Assessment	Exam: All content from Term 1 – Term 3

All students must study Science. Applied Science is a course delivering the Australian Curriculum across the range of science disciplines. Extension Science is a pathway to further study in the areas of Science and/or Mathematics in Years 11 and 12 and then University. Students who have achieved at least a B in Year 9 Science will be completing Extension Science. Those who complete Extension Science will be completing the same content but with different assessment items that mirror the senior science assessment items in Years 11 and 12.

APPLIED SCIENCE (SCI)	
TERM 1	
Unit 1	Global Systems
Unit Description	Students will: <ul style="list-style-type: none"> • explore how the Earth is composed of four interacting and dynamic spheres, within which the global systems and cycles operate. • consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced these systems, resulting in change. • design and conduct reliable and fair fieldwork investigations to collect, analyse and evaluate data related to carbon emissions produced by traffic and the potential of carbon offsetting from trees. • analyse approaches used to minimise carbon emissions and methods of sequestering carbon. • consider whether ethical decision making in relation to the environment could improve the state of the planet.
Unit 2	The Universe
Unit Description	Students will: <ul style="list-style-type: none"> • understand that the universe is made up of features, including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. • outline the Big Bang theory and review evidence supporting the theory. • identify the limitations of the Big Bang theory and recognise that theories are revised and scientific ideas change over time, as new evidence is gathered. • examine different types of star lifecycles and investigate the contributions that technology has made to increased knowledge of stars over time. • understand that light from stars provides information about composition and relative motions of galaxies. • examine information related to theories about the origin and fate of the universe. • summarise how understandings of the universe have changed through new discoveries due to improved technologies. • develop an understanding of Indigenous peoples' use of astronomical knowledge and link selected spin-offs from space research to everyday applications. • examine recent developments in astronomy and identify new career opportunities from many of these recent developments.
Assessment	Exam: Global systems and The Universe
TERM 2	
Unit 3	DNA and Genes
Unit Description	Students will: <ul style="list-style-type: none"> • explore genetics and heredity. • examine the relationship between DNA, genes and the physical characteristics of an organism. • analyse monohybrid crosses and use patterns and trends to predict genotypes and phenotypes of offspring. • construct pedigrees to track heritable traits through generations. • examine the cause and effect of mutations on individuals and their offspring. • research genetic diseases and evaluate claims surrounding the genetic testing of humans.
Unit 4	Evolution and Natural Selection
Unit Description	Students will: <ul style="list-style-type: none"> • build on their knowledge of genetics and inheritance gained in Unit 3. • develop an understanding of how the diversity of life on Earth can be explained by the theory of evolution by natural selection. • review models and mechanisms that have been developed and refined over time by a range of scientists to explain evolution and evaluate the evidence that supports these. • assess representations of how the Earth's biological diversity has branched out from a single origin, and consider how technology and scientific knowledge has affected scientific research and people's lives through genetically modified foods. • critically analyse the validity of evolutionary evidence found in secondary sources and communicate their understanding of the theories and processes of evolution using scientific language, conventions and representations.

Assessment	Evolution Research Investigation
TERM 3	
Unit 5	Chemistry isn't Magic
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the Periodic Table. use scientific knowledge of an atom's electron arrangement to predict the formation of ions, and make predictions and draw conclusions from experimental data about the products of chemical reactions. examine how scientific understanding of the atomic model has been refined over time and explain the role of technology in advancing this model.
Unit 6	Reactions Matter
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> explore the factors that affect reaction rates through observation and experimentation. plan, conduct, evaluate and report on an investigation into reaction rate of a chemical process. examine different types of reactions and consider the usefulness of the products. consider how the development of useful products and chemical processes, particularly polymers and pharmaceuticals, have been driven by societal needs, and the impact this has had on society and the environment. explore how traditional knowledge has led to the development of new pharmaceuticals, and issues related to intellectual ownership of the knowledge of these products.
Assessment	Exam: Chemistry isn't magic and Chemical reactions matter
TERM 4	
Unit 7	Moving Along
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> explore the effect of forces on the motion of objects. consider technologies that allow measurement of forces and motion. conduct a range of different investigations to collect quantitative data and apply the laws of physics including Newton's Laws of Motion to predict and describe motion
Unit 8	Energy of Motion
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> investigate the impact of forces and energy on the motion of objects. use the Laws of Motion and the Conservation of Energy to predict, describe and explain the consequences of the rapid changes in forces and energy acting during collisions. evaluate the effectiveness of the use of safety features to minimise their impact. use their understandings to design a vehicle and investigate the effectiveness of the design in minimising the consequences of impacts.
Assessment	Student Experiment: Investigate changes in motion and energy

EXTENSION SCIENCE

TERM 1

Unit 1	Global Systems
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> explore how the Earth is composed of four interacting and dynamic spheres, within which the global systems and cycles operate. consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced these systems, resulting in change. design and conduct reliable and fair fieldwork investigations to collect, analyse and evaluate data related to carbon emissions produced by traffic and the potential of carbon offsetting from trees. analyse approaches used to minimise carbon emissions and methods of sequestering carbon. consider whether ethical decision making in relation to the environment could improve the state of the planet.
Unit 2	The Universe
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> understand that the universe is made up of features, including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. outline the Big Bang theory and review evidence supporting the theory. identify the limitations of the Big Bang theory and recognise that theories are revised and scientific ideas change over time, as new evidence is gathered. examine different types of star lifecycles and investigate the contributions that technology has made to increased knowledge of stars over time.

	<ul style="list-style-type: none"> understand that light from stars provides information about composition and relative motions of galaxies. examine information related to theories about the origin and fate of the universe. summarise how understandings of the universe have changed through new discoveries due to improved technologies. develop an understanding of Indigenous peoples' use of astronomical knowledge and link selected spin-offs from space research to everyday applications. examine recent developments in astronomy and identify new career opportunities from many of these recent developments.
Assessment	Data Test
TERM 2	
Unit 3	Cells, DNA and Genes
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> explore genetics and heredity. examine the relationship between DNA, genes and the physical characteristics of an organism. analyse monohybrid crosses and use patterns and trends to predict genotypes and phenotypes of offspring. construct pedigrees to track heritable traits through generations. examine the cause and effect of mutations on individuals and their offspring. research genetic diseases and evaluate claims surrounding the genetic testing of humans. Understand that cells are the basic units of living things and that they have specialised structures and functions
Unit 4	Evolution and Natural Selection
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> build on their knowledge of genetics and inheritance gained in Unit 3. develop an understanding of how the diversity of life on Earth can be explained by the theory of evolution by natural selection. review models and mechanisms that have been developed and refined over time by a range of scientists to explain evolution and evaluate the evidence that supports these. assess representations of how the Earth's biological diversity has branched out from a single origin, and consider how technology and scientific knowledge has affected scientific research and people's lives through genetically modified foods. critically analyse the validity of evolutionary evidence found in secondary sources and communicate their understanding of the theories and processes of evolution using scientific language, conventions and representations. Understand that multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
Assessment	Research Investigation
TERM 3	
Unit 5	Chemistry isn't magic
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> Classify substances Understand the properties and structure of atoms and materials Understand how the Periodic Table is arranged collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the Periodic Table. use scientific knowledge of an atom's electron arrangement to predict the formation of ions, and make predictions and draw conclusions from experimental data about the products of chemical reactions. <p>examine how scientific understanding of the atomic model has been refined over time and explain the role of technology in advancing this model.</p>
Unit 6	Reactions matter
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> Write word and symbol equations to represent chemical reactions Investigate the factors that affect the rates of chemical reactions explore the factors that affect reaction rates through observation and experimentation. plan, conduct, evaluate and report on an investigation into reaction rate of a chemical process. examine different types of reactions and consider the usefulness of the products. consider how the development of useful products and chemical processes, particularly polymers and pharmaceuticals, have been driven by societal needs, and the impact this has had on society and the environment. <p>explore how traditional knowledge has led to the development of new pharmaceuticals, and issues related to intellectual ownership of the knowledge of these products.</p>
Assessment	Student Experiment
TERM 4	
Unit 7	Moving Along

Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> • explore the effect of forces on the motion of objects. • consider technologies that allow measurement of forces and motion. • conduct a range of different investigations to collect quantitative data and apply the laws of physics including Newton's Laws of Motion to predict and describe motion • understand the processes underlying convection and conduction in terms of the particle model
Unit 8	Energy of Motion
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> • investigate the impact of forces and energy on the motion of objects. • use the Laws of Motion and the Conservation of Energy to predict, describe and explain the consequences of the rapid changes in forces and energy acting during collisions. • evaluate the effectiveness of the use of safety features to minimise their impact. • use their understandings to design a vehicle and investigate the effectiveness of the design in minimising the consequences of impacts. • use models to describe how energy is transferred and transformed within systems investigate factors that affect the transfer of energy through an electric circuit • recognise that a stationary object, or a moving object with constant motion, has balanced forces acting on it • gather data to analyse everyday motions produced by forces, such as measurements of distance and time, speed, force, mass and acceleration • understand Newton's laws of motion • use Newton's Second Law to predict how a force affects the movement of an object • recognise and apply Newton's Third Law to describe the effect of interactions between two objects
Assessment	Mock External Examination

HISTORY – Studied for 1 semester

Unit Title	The Modern World and Australia
Unit Description	<p>The Year 10 curriculum provides a study of the history of the making modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will complete an overview of the period, followed by three depth studies.</p> <p>Overview for The Modern World and Australia includes the following:</p> <p>The years between World War 1 and World War 2.</p> <p>Continuing efforts post World War 2 to secure peace, including Australia's involvement in UN peacekeeping.</p> <p>The major movements for rights and freedom in the world and the achievement of independence by former colonies.</p> <p>The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts, including the rising influence of Asian nations since the end of the Cold War.</p> <p>Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability.</p> <p>Students will be given the opportunity to complete three in-depth studies from the following selection: (A choice of one from each depth study will be made.)</p> <ol style="list-style-type: none"> 1. World War II 2. Rights and Freedoms 3. The globalizing world 4. Popular culture (1945-present) 5. The Environment movement (1945-present) 6. Migration experiences
Assessment	<ul style="list-style-type: none"> • Short Answer Test • Research Assignment • Oral Presentation • Multimodal Presentation

GEOGRAPHY

Unit 1	Geographies of Human Wellbeing
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> investigate global, national and local differences in human wellbeing between places. This unit allows students to examine the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.
Assessment	<ul style="list-style-type: none"> Short response exam Research Reports
Unit 1	Environmental Change and Management
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> investigate environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. Students will apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.
Assessment	<ul style="list-style-type: none"> Short response exam Research reports Multi-modal presentations

PHYSICAL EDUCATION (HPE) – Studied for 1 semester

Unit 1	<i>“Just another cog in the machine”</i> Motor Learning & Coaching + Swimming/Water Polo
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> begin to learn about concepts of motor learning and how knowledge of such techniques can improve coaching. Once students have an initial understanding of the fundamental skills of motor learning they will be asked to apply this to their own coaching style and justify their decisions in a performance analysis report. This unit of work will be integrated with water polo. <p>ACARA standards:</p> <ul style="list-style-type: none"> Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (ACPMP102). Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105). Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106) Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations (ACPMP100).
Assessment	Project: Ongoing Practical Performance
Unit 2	<i>“Changing our game”</i> Equity – Barriers and Enablers + Netball

Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> examine different barriers and enablers that different populations may face when being involved in different sports have the chance to input their views on the equity debate in sport. be assessed on how well they can gather credible evidence to support their argument in a classroom debate context. This task will be integrated with Netball. <p>ACARA standards:</p> <ul style="list-style-type: none"> Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104). Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107). Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095) Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)
Assessment	Investigation - Ongoing Practical Performance

YEAR 10 ELECTIVE SUBJECTS

ELECTIVE CANCELLATIONS

All elective subjects are dependent on sufficient numbers of students selecting the subject. If an elective 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 elective subject. This is standard practice in all schools.

ELECTIVE – MUSIC (MUS)

Unit 1	World Music
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> Explore music from different countries such as New Zealand, Africa, Japan, the Caribbean, Ireland, and South American. Develop their instrumental skills through practicing and performing songs from different countries. Analyse and evaluate how different countries use the musical elements and traditional instruments to create music.
Assessment	Summative – Performance Formative - Analytical Journal
Unit 2	Songs with Meaning/Music of the 20th Century
Unit Description	<p>Songs with Meaning</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand songs with political, social, environmental comment. Understand key compositional factors through the elements of music Compose a song about an issue which is important to you. <p>20th Century</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand music from 1950-1999 including Country, Dance/Disco, Rap, and Rhythm & Blues. Develop their instrumental skills through practicing and performing 20th Century Music Create 20th Century Music using modern recording technology.
Assessment	Summative - Composition Formative - Analytical Journal
Unit 3	Musicals

	<p>Students will:</p> <ul style="list-style-type: none"> • Understand how musicals were created and what purpose they share with modern music. • Watch a musical to understand how the musical elements are manipulated. • Analyse and evaluate how Musicals use the musical elements to tell a story and develop characters. • Develop their instrumental skills through practicing and performing pieces from Musicals.
Assessment	<p>Summative – Performance Formative - Analytical Journal</p>
Unit 4	All That Jazz/20th Century Music
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> • Explore Jazz music with different focuses on artists, styles, and key features. • Through composition and performance students will create, arrange and perform jazz music whilst also fusing it with modern music. • They will compare and analyse different forms of Jazz through listening to a variety of different styles.
Assessment	<p>Summative – Arrangement Formative - Reflective Analytical Journal</p>

ELECTIVE – VISUAL ARTS IN PRACTICE (VAP)

Unit 1	Print Making:
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> • focus on the exploration of print making techniques to produce a folio of works based on a particular theme. • develop knowledge and understanding of various art-making techniques, within the print making medium, and demonstrate appropriate display and curatorial skills for each.
Assessment	<p>Making: Design and create an edition of prints based around the theme of connection to the land. Prepare prints for display within the school environment. Responding: Artists statement explaining and interpreting the artwork intent, design considerations. Analysing and evaluating the finished work.</p>
Unit 2	Clay Sculpture
Unit Description	<p>This unit focuses on building the techniques and skills students require when working with sculptural mediums. Students will:</p> <ul style="list-style-type: none"> • focus on the exploration of clay-based sculpture to produce a resolved sculptural work. • Develop knowledge and understanding of various art-making techniques when working with clay and how they have evolved and changed throughout art history.
Assessment	<p>Making: Submit a resolved clay sculpture that demonstrates the application of various sculptural skills and techniques. Responding: Artists statement explaining and interpreting the artwork intent and the design considerations. Students will analyse and evaluate their process, and the resolved work.</p>
Unit 3	Sketching
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> • explore techniques used in sketching using, pens, pencils and inks. It covers expressionism, impressionism and realism in drawings and the different techniques associated with these
Assessment	<p>Making: Submit a folio of work including sketches, experimentation and notes and a final resolved A4 sized drawing. Demonstrate use of a range of drawing techniques</p>
Unit 4	Painting Appropriation
Unit Description	<p>This module focuses on appropriation in contemporary and modern art. Students will:</p> <ul style="list-style-type: none"> • Build knowledge and understanding of appropriation techniques and skills through investigations into modernism and art movements post 1945. • Develop and create a resolved painting, that demonstrates the appropriation and reproduction of key influential artists.
Assessment	<p>Making: Create a painting (at least A3 in size), that appropriates the visual styles, symbolism and iconography of at least three modern artists.</p>

ELECTIVE – MEDIA ARTS & DRAMA (MDR)

ELECTIVE – MEDIA ARTS & DRAMA (MDR)	
Unit 1	Documentary vs Mockumentary
Unit Description	Students will: Explore the history of Documentaries in Australia and the invention of the Mockumentary through analysis of media artworks including: <i>Cane Toads: An Unnatural History</i> (1988), <i>Tiger King: Murder, Mayhem and Madness</i> (2020), the work of Louis Theroux (1993-present), <i>This is Spinal Tap</i> (1984), and the work of Sacha Baron Cohen (1995-present). Students respond to the ABC TV Independent Production: Factual & Documentary and create a pitch for a commission of their proposed documentary. Students also devise and produce a mockumentary to a professional standard.
Assessment	10.1 Doco/Mocko Project Responding: 1-2 minute spoken response in class, 400-500 word written response Making: 400-500 word written treatment, 45 second to 1 minute moving image media artwork
Unit 2	The History of Performance
Unit Description	Students will: Explore the history of performance through drawing on the drama they experience from a range of cultures, times and locations. Students will explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region, and learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. Through their exploration of drama forms, students will learn, that over time, there has been further development of different traditional and contemporary styles of drama, and that dramatists can be identified through the style of their work. Students will explore meaning and interpretation, forms, elements and social, cultural, and historical influences of drama as they make and respond to drama.
Assessment	10.2 Performance Project Responding: 1-2 minute spoken response in class, 300-400 word written reflection Making: 1-2 minute devising through improvising, directing, scriptwriting; 1-2 minute dramatic performance
Unit 3	Official Music Videos
Unit Description	Students will: Explore official music videos through identifying a music genre they connect with and researching official music videos in their chosen music genre. Students analyse and evaluate live performances and official music videos including: <i>AC/DC's Long Way to the Top</i> (1975), Michael Jackson's epic Thriller (1983), Peter Gabriel's Sledgehammer (1986), Nirvana's <i>Smells Like Teen Spirit</i> (1991), Michael Jackson's <i>Black or White</i> (1991), Silverchair's <i>Tomorrow</i> (1994), Spice Girls <i>Wannabe</i> (1996), and OK Go's <i>Here It Goes Again</i> (2005). Students demonstrate their knowledge and understanding of genre codes and conventions, and their filmmaking skills, by devising and producing a music video in a professional style.
Assessment	10.3 Music Video Project Responding: 1-2 minute spoken response in class, 400-500 word written response Making: 8-12 shot storyboard, 45 second to 1 minute moving-image media artwork
Unit 4	Process Drama
Unit Description	Students will: Explore social and cultural values through a series of process dramas, and use their experience to devise a process drama with a focus on a social and/or cultural value they identify with. Students will refine and extend their understanding and use of role, character, relationships and situation. Students will extend the use of voice and movement to sustain belief in character, maintain focus and manipulate time, language, ideas and dramatic action. Students also experiment with mood, atmosphere, and use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.
Assessment	10.4 Process Drama Project Responding: 1-2 minute spoken response in class, 300-400 word written reflection Making: 1-2 minute devising through improvisation, directing, scriptwriting; 1-2 minute performance

ELECTIVE – AGRICULTURE STUDIES (AGS)

ELECTIVE – AGRICULTURE STUDIES (AGS)	
Unit 1	Agricultural Systems and Animal Reproduction
Unit Description	Students will: <ul style="list-style-type: none"> • Define agricultural systems. • Investigate animal anatomy and physiology particularly in relation to reproduction. • Understand genetics and inheritance of traits in animals. • Investigate animal breeding and reproductive technologies. • Examine the importance of nutrition in growth and development. • Review the management of renewable resources in relation to production.
Assessment	Data Test
Unit 2	Plant Anatomy, Physiology and Growth
Unit Description	Students will: <ul style="list-style-type: none"> • Understand plant anatomy and plant processes. • Relate plant anatomy and processes to growing crops. • Investigate plant anatomy and physiology particularly in relation to growth and development. • Examine the importance of plant nutrition in growth and development. • Review the management of renewable resources in relation to production.
Assessment	Student Experiment
Unit 3	Resources, Climate and Sustainable Resources
Unit Description	Students will: <ul style="list-style-type: none"> • Investigate managing ecosystems and renewable resources. • Understand how farmers use renewable resources. • Investigate soil properties and classification. • Understand climate and weather in relation to agricultural production. • Investigate developments in agricultural technologies. • Understand how farmers adopt technologies in agriculture.
Assessment	Research Investigation
Unit 4	Livestock Production
Unit Description	Students will: <ul style="list-style-type: none"> • Understand how nutrition influences animal production. • Investigate animal growth and development. • Investigate factors affecting animal health. • Understand the importance of animal ethics and welfare in agricultural production. • Investigate enterprise management.
Assessment	Examination

ELECTIVE – FOOD & TEXTILE STUDIES (FTS)

ELECTIVE – FOOD & TEXTILE STUDIES (FTS)	
Unit 1	Food and Nutrition
Unit Description	This unit focuses on nutritious food and healthy eating habits. Students will: <ul style="list-style-type: none"> • Identify macronutrients and micronutrients within the diet and where sourced. • Produce recipes that contain high nutritional value. • Understand how to retain the nutritional value of food during food preparation. • Investigate the role of proteins, carbohydrates, fats, vitamins, minerals and water in a healthy diet.
Assessment	Examination
Unit 2	Delicious Desserts
Unit Description	This unit examines the theory and develops practical skills required for the preparation of desserts. Students will: <ul style="list-style-type: none"> • Examine dessert preparation techniques. • Develop skills to create restaurant standard desserts. • Investigate the presentation of desserts, costings and service. • Appreciate creating restaurant standard desserts requires skill and economy, as resources are often allocated to labour intensive entrée and main meal preparation.
Assessment	Portfolio – Practical and Written
Unit 3	Fashion for the Sun
Unit Description	This unit investigates the design and production of fashion items that offer sun protection. Students will: <ul style="list-style-type: none"> • Research the suitability of natural and synthetic fibres for the production of sun protective clothing. • Investigate a need or opportunity to create a design solution using sustainable materials. • Develop their creative skills in the design of fashion items for an intended purpose. • Incorporate aesthetic and functional requirements into the production of a fashion item.

	<ul style="list-style-type: none"> Develop their textile and sewing skills.
Assessment	Portfolio – Practical and Written
Unit 4	Party On
Unit Description & focus	<p>This unit focuses on unhealthy eating patterns and provides opportunities to investigate healthier options. Students will:</p> <ul style="list-style-type: none"> Produce recipes that are healthier alternatives to traditional snacks and party foods. Create snacks and party foods that are both nutritious and delicious. Investigate a need or opportunity to create healthy food solutions. Develop skills in snack and party food preparation.
Assessment	Portfolio – Practical and Written

ELECTIVE – INDUSTRIAL TECHNOLOGY & DESIGN (ITD)

Unit 1	Toolbox
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> Produce a sheet metal toolbox for storing project materials for the year. Design, make and appraise a removable, internal feature to go inside the toolbox. Participate in a design process that promotes creative thinking and problem-solving skills. Fabricate, fit and fix sheet metal material to create designed solutions.
Assessment	Portfolio & Project
Unit 2	Guitar / Coffee Table
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> Produce a wood guitar using various woodworking techniques and fine design skills. Be exposed to project management techniques. Gain exposure to STEM concepts associated with acoustics. Participate in a design process that promotes creative thinking and problem-solving skills. Continue to develop their hand skills and operation of woodwork machines. <p>OR</p> <ul style="list-style-type: none"> Produce a small coffee table of their own design. Conduct market research and develop a brochure to market their finished product. Be exposed to the concepts of sustainability and the economics of manufacturing. Participate in a design process that promotes creative thinking and problem-solving skills. Continue to develop their hand skills and operation of woodwork machines.
Assessment	Portfolio & Project
Unit 3	Metalcraft
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> Manufacture a small metalcraft project with a scroll bender, using flat mould steel. Manufacture a plastic torch using thermoforming fabrication techniques. Design basic electronics for the plastic torch. Participate in a design process that promotes creative thinking and problem-solving skills.
Assessment	Portfolio & Project
Unit 4	Electro-mechanical Aircraft or Truck
	<p>Students will:</p> <ul style="list-style-type: none"> Follow the design process to produce a working electro-mechanical vehicle or aircraft. Be offered a choice to create an aircraft or truck. Design the aircraft to fly at specified altitude and speed. Design the truck to carry load within specific constraints. Be exposed to new STEM concepts and apply this knowledge to design their vehicle of choice. Participate in a design process that promotes creative thinking and problem-solving skills.
Assessment	Portfolio & Project
Safety Requirements	Students are required to follow teacher instructions, safe operating procedures, wear closed in shoes and personal protective equipment (i.e. safety glasses). Failure to comply with safety requirements will result in students denied access to the workshop.

SENIOR PATHWAYS PROGRAM (SPX)

Year 10 is a time when students are starting to consider the variety future pathways available to them, as well as transitioning from the Junior School into the Senior Phase of Schooling. As such, the Senior Pathways Program will focus on developing skills to enable success in their senior subjects.

Student will

- students will investigate their own study habits
- explore curriculum specific 'Cognitive Verbs', which will give them greater capacity to succeed throughout their Senior Pathway.
- throughout this program students will focus on working out what they want their Senior Pathway to look like, and the steps they can take to help make it happen

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)

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



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 and 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 slippers
- 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.

MURGON SHS ATTENDANCE POLICY

RATIONALE

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

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

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

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

SCHOOL COMMUNITY BELIEFS ABOUT THE IMPORTANCE OF ATTENDING SCHOOL

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

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

RESPONSIBILITIES

School responsibilities:

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

Student responsibilities:

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

Parent/Carer's responsibilities:

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

STRATEGIES

At Murgon SHS we promote 100% attendance by:

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

RESPONSE TO ABSENCES

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

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

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

- Follow the Murgon SHS *Attendance Management Flowchart*

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

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

REPORTING AND MONITORING ATTENDANCE

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

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

SOME RELATED RESOURCES

Murgon State High School:

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

Every Day Counts

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

Departmental Policies and Procedures

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

[Roll Marking in State Schools](#)