



Murgon State High School

Believe Challenge Strive

Year 7 Studies Handbook 2022



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DEPUTY PRINCIPAL'S MESSAGE: WELCOME TO MURGON STATE HIGH SCHOOL

Welcome to Murgon State High School. The information that is in this booklet will assist you in becoming familiar with your new school. It is designed to give you a brief overview of the subjects that you will be studying, along with some of the other important information, such as how we teach, and who you to go to for information.

A smooth transition into our school is important to us and benefits students in several ways. The outcomes of a smooth transition include:

- Improved academic achievement
- Increased sense of belonging and wellbeing
- Increased participation in school events and activities

Our school website is also another important source of information, and has links to the many activities and programs students can become involved in. It is recommended that you also join our Facebook page so that you are becoming familiar with what is happening in our school and what is coming up next year.

We welcome your contact if you would like to speak with us, or have any concerns.

Regards

Morgan Suchoronczak (Deputy Principal – Junior School)

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:
 - 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.

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, HPE and Languages 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

All students entering Year 7 will study a broad range of subjects from all KLAs. Digital Technologies are integrated across all KLAs.

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 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?

EXTRACURRICULAR PROGRAMS AT MURGON STATE HIGH SCHOOL

Excellence in Education:

- ❖ Excellent results in various Mathematics, Science and English Competitions
- ❖ A computer student ratio of 1:3 with technology embedded throughout the curriculum
- ❖ The establishment of the Trade Training Centre (TTC) and associated curriculum programs
- ❖ Partnerships with TAFE and other training organisations

Excellence in Sport:

- ❖ Wide Bay and Queensland 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 ❖ Barambah Girls Academy ❖ NAIDOC Celebrations ❖ School Based Apprenticeships & Traineeships (SATs) ❖ School Magazine 	<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 <p>Excellence in the Arts:</p> <ul style="list-style-type: none"> ❖ Instrumental Music Program that students can elect to join. Inquire at the office ❖ Concert band ❖ Arts performances
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ADDITIONAL PROGRAMS & 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 Head of 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.

YEAR 7 CURRICULUM AT MURGON STATE HIGH SCHOOL

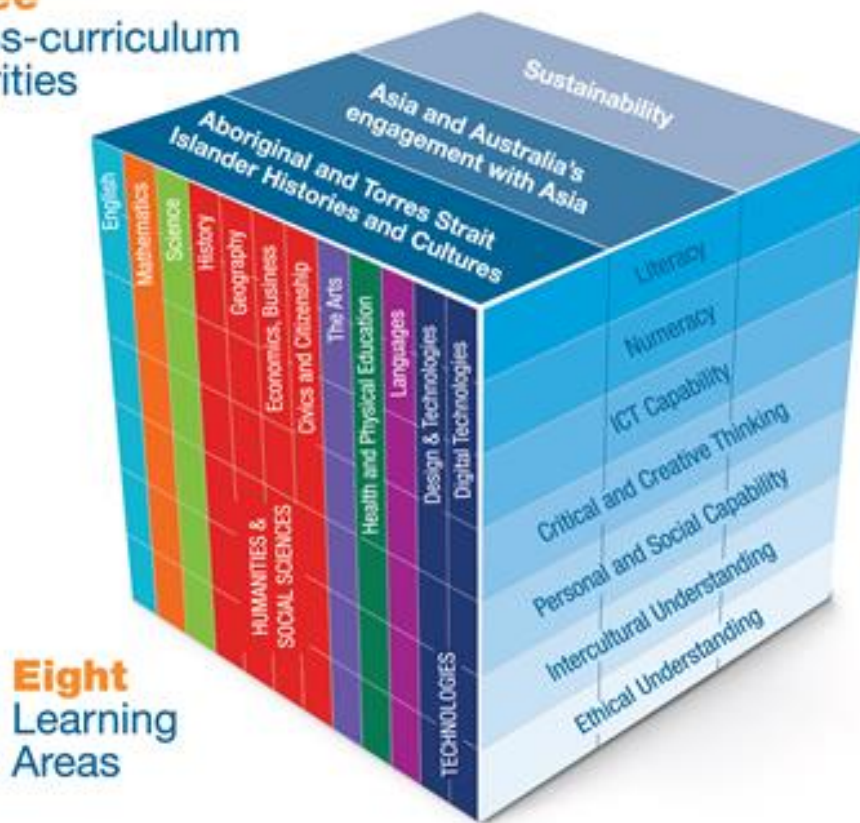
SUBJECT	TERMS	LESSONS/ WEEK	MINUTES/ WEEK	CURRICULUM SOURCE
ENGLISH	   	  	210	
MATHEMATICS	   	  	210	
SCIENCE	   	  	210	
HISTORY	 	 	140	
GEOGRAPHY	 	 	140	
HEALTH AND PHYSICAL EDUCATION	   	 	140	
LANGUAGE	   	 	140	
ROTATION 1 AGRICULTURAL SCIENCE		 	140	
ROTATION 2 DESIGN TECHNOLOGY – INDUSTRIAL TECHNOLOGY & DESIGN (ITD)		 	140	
ROTATION 3 DESIGN TECHNOLOGY – FOOD & TEXTILE STUDIES		 	140	
ROTATION 4 BUSINESS & ECONOMICS / CIVICS & CITIZENSHIP		 	140	
ROTATION 5 DIGITAL TECHNOLOGY		 	140	
ROTATION 6 MUSIC		 	140	
ROTATION 7 VISUAL ART		 	140	
ROTATION 8 MEDIA & DRAMA		 	140	
STUDENT WELLBEING	   		70	



Murgon State High School - Year 7 40 Week Plan

		Term 1										Term 2										Term 3										Term 4									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
English		Unit 1: Life Writing					Unit 2: Novel Study: Australian Stories					Unit 3: Teen Issues: My Opinion					Unit 4: Songs of Protest																								
	Maths	Unit 1: Number and Place Value		Unit 2: Real Numbers			Unit 3: Real Numbers & Financial Mathematics		Unit 4: Chance and Data Representation & Interpretation			Unit 5: Shape, Using units of Measurement & Real Numbers		Unit 6: Geometric Reasoning			Unit 7: Patterns and Algebra		Unit 8: Linear and Non-Linear Relationships & Location and Transformation																						
Science		Unit 1: Water: Waste Not, Want Not		Unit 2: Waste Not, Want Not (continued)			Unit 3: Moving right along - exploring motion		Unit 4: Moving right along - applications in real systems			Unit 5: Heavenly Bodies		Unit 6: Sensational Seasons			Unit 7: Organising organisms		Unit 8: Affecting organisms																						
	History	Unit 1: Investigating the Ancient Past			Unit 2: The Asian World (India or China)			Unit 3: The Mediterranean World (Egypt, Greece or Rome)																																	
HaSS	Geography											Unit 1: Water in the World					Unit 2: Place and Liveability																								
	Rotation Subjects											Business & Economics / Civics & Citizenship: Getting into the Shark Tank and creating YOUR brand!					Business & Economics / Civics & Citizenship: Getting into the Shark Tank and creating YOUR brand!																								
		Business & Economics / Civics & Citizenship: Getting into the Shark Tank and creating YOUR brand!																																							
							Business & Economics / Civics & Citizenship: Getting into the Shark Tank and creating YOUR brand!																																		
HPE		Unit 1: Approaching Adolescence		Unit 2: Thrown Together			Unit 3: I can make good decisions		Unit 4: In the running			Unit 5: Super snacks		Unit 6: Masters of Control			Unit 7: Generations		Unit 8: Shoots and Scores!																						
	Tech	Agriculture - Introduction to Agriculture					Digital Technology - Space Invaders for the 21st Century					Industrial Technology & Design - Building Bridges					Food & Textiles Studies - Food Specialisation: Healthy School Lunches																								
The Arts	Rotation Subjects	Food & Textiles Studies - Food Specialisation: Healthy School Lunches					Agriculture - Introduction to Agriculture					Digital Technology - Space Invaders for the 21st Century					Industrial Technology & Design - Building Bridges																								
		Industrial Technology & Design - Building Bridges					Food & Textiles Studies - Food Specialisation: Healthy School Lunches					Agriculture - Introduction to Agriculture					Digital Technology - Space Invaders for the 21st Century																								
		Digital Technology - Space Invaders for the 21st Century					Industrial Technology & Design - Building Bridges					Food & Textiles Studies - Food Specialisation: Healthy School Lunches					Agriculture - Introduction to Agriculture																								
		Music - Modern Rock Music					Visual Art - Styles of Painting										Media & Drama - Introduction to Media Arts & Drama																								
Languages (Japanese)	Rotation Subjects	Media & Drama - Introduction to Media Arts & Drama					Music - Modern Rock Music					Visual Art - Styles of Painting																													
							Media & Drama - Introduction to Media Arts & Drama					Music - Modern Rock Music					Visual Art - Styles of Painting																								
		Visual Art - Styles of Painting										Media & Drama - Introduction to Media Arts & Drama					Music - Modern Rock Music																								
		Meeting New People - Greetings & Introductions					Numbers - Using Numbers in Conversation					Please be advised that students in year seven will study this subject on a semester rotation. Depending on the class group the student is enrolled will depend whether they study this subject in Semester One or Two.																													
Languages (Wakka Wakka)		Please be advised that students in year seven will study this subject on a semester rotation. Depending on the class group the student is enrolled will depend whether they study this subject in Semester One or Two.										All About Me					Connections to Community																								
	Student Wellbeing	Content dependent on student and school needs																																							

Three
Cross-curriculum
Priorities



Seven
General
Capabilities

Eight
Learning
Areas

YEAR 7 CORE SUBJECTS

ENGLISH	
Unit 1	Life writing
Unit Description	Students will: <ul style="list-style-type: none"> • Read biographies to identify text structures and language features. • Demonstrate their knowledge of the language features of a range of texts connected to storytelling. • Develop an understanding of the importance of oral language, through storytelling and yarnning. • Study of life writing by reading and analysing autobiographical narratives, including picture books • Identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event
Assessment	Imaginative text - written
Unit 2	Novel Study - Australian Stories
Unit Description	Students will: <ul style="list-style-type: none"> • Listen to, read and view literature about Australia and Australians, including the close study of a literary text. • Examine the ways events, issues and characters have been represented in texts. • Demonstrate their understanding of the literary text by responding to comprehension questions • Explore ideas and viewpoints about events, issues and characters represented in the text • Examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers • Create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition • Identify and use language choices which influence a reader to form opinions or judgments
Assessment	Create an imaginative transformation of a text (written).
Unit 3	Teen issues: My Opinion
Unit Description	Students will: <ul style="list-style-type: none"> • Understand how text structures and language features combine in media texts to influence audiences. • Analyse teen issues and identify text and language features that persuade an audience. • Understand how persuasive elements are combined in multimodal texts to inform and influence the emotions and opinions of an audience. • Examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. • Write and share a point of view and justify it, using evidence from a variety of textual sources • Participate in class and digital discussions to present a personal viewpoint.
Assessment	Part A: Participate in both class and digital forums to provide personal comment on an issue. Part B: Present an opinion to an electronic audience regarding a teen issue.
Unit 4	Songs of Protest
Unit Description	Students will: <ul style="list-style-type: none"> • Listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues • Analyse the text structure and language devices used in each poem to create particular effects and meaning • Select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed through the poem in groups • Create and present a persuasive response to a song to promote a point of view • Participate in discussions to evaluate the effectiveness of a particular song in making a comment on a social issue
Assessment	Multimodal analysis (discussion in the form of a vlog)

MATHEMATICS

TERM 1	
Unit 1	Number and Place Value
Unit Description	Students will: <ul style="list-style-type: none"> Investigate the relationship between index notation, square roots and square numbers Apply the associative, commutative and distributive laws to aid computation Revise prime factors; express numbers as a product of their primes using index notation Compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers
Assessment	Number and Place Value Mental Maths Exam
Unit 2	Real numbers
Unit Description	Students will: <ul style="list-style-type: none"> Compare fractions using equivalence Locate and represent fractions on a number line Solve problems involving addition and subtraction of fractions Express one quantity as a fraction of another Add and subtract fractions with unrelated denominators
Assessment	Fractions Exam
TERM 2	
Unit 3	Real numbers and Financial mathematics
Unit Description	Real numbers - students will: <ul style="list-style-type: none"> Multiply decimals using written strategies Round, multiply and divide decimals in a money context Multiply and divide fractions, add and subtract mixed numbers with unrelated denominators Solve problems involving decimals, fractions and the four operations and solve problems involving ratios Explore the relationship between fractions, decimals and percentages, express one quantity as a percentage of another Interpret, represent and simplify ratios Financial mathematics – students will: <ul style="list-style-type: none"> Calculate and compare unit prices, and investigate and calculate best buys with and without digital technology
Assessment	NAPLAN Great Murgon Bake Off PSMT Assignment
Unit 4	Chance and Data representation & interpretation
Unit Description	Chance – students will: <ul style="list-style-type: none"> Identify sample spaces for single-step events Conduct one-step chance experiments, record observed frequencies in a table Calculate probabilities from experimental data Compare experimental and theoretical probabilities Data representation & interpretation – students will: <ul style="list-style-type: none"> Construct stem-and-leaf plots and dot-plots Calculate mean, median, mode and range Compare a range of data displays Describe and interpret data displays using mean, median and range, identify Investigate issues involving numerical data collected from primary and secondary sources
TERM 3	
Unit 5	Shape, Using units of measurement and Real numbers
Unit Description	Shape – students will: <ul style="list-style-type: none"> Construct 3D objects, draw 3D objects from different viewpoints Using units of measurement – students will: <ul style="list-style-type: none"> Develop a formula to find the area of a rectangle, calculate the area of rectangles Investigate the relationship between volume, the area of the base and the number of layers Calculate volume Solve problems involving area and volume Real Numbers – students will: <ul style="list-style-type: none"> Review index notation and standard notation Explore the powers of ten and convert numbers to expanded notation
Unit 6	Geometric reasoning
Unit Description	Students will: <ul style="list-style-type: none"> Revise triangles, quadrilaterals and types of angles Classify triangles and quadrilaterals by comparing sides and angle Make generalisations about the sum of angles in triangles and in quadrilaterals
Assessment	Shape and Geometric Reasoning Exam
TERM 4	
Unit 7	Patterns and algebra

Unit Description	Students will: <ul style="list-style-type: none"> • Use variables to represent numbers • Create algebraic expressions • Evaluate algebraic expressions by substitution • Analyse graphs from authentic data
Unit 8	Linear and non-linear relationships & Location and transformation
Unit Description	Linear and non-linear relationships – students will: <ul style="list-style-type: none"> • Plot points on a Cartesian plane, find coordinates for points on a Cartesian plane • Solve simple linear equations and create • Analyse graphs from authentic data Location & transformation – students will: <ul style="list-style-type: none"> • Describe and create translations, reflection and rotations on the Cartesian plane
Assessment	Patterns and Linear relationships Assignment

SCIENCE

TERM 1

Unit 1 Water: Waste not, want not

Unit Description	Students will: <ul style="list-style-type: none"> • consider the importance of water and the water cycle. • investigate mixtures, including solutions, pure substances and a range of separation techniques. • consider everyday applications of the separation techniques and relate their use in a variety of occupations. • plan and conduct investigations into the separation of mixtures and use their data to draw conclusions
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Assessment	Monitoring task: Measurement and Equipment Quiz
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Unit 2 Water: Waste not, want not (continued)

Unit Description	Students will: <ul style="list-style-type: none"> • investigate the application of filtration systems in water treatment and recycling processes. • compare and contrast artificial treatment process and the water cycle to understand how humans have impacted on and mimic natural processes. • explore Australian Indigenous peoples' values about water. • conduct a water audit for the home and school and suggest ways to manage water use. • calculate their own water footprint.
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Assessment	Separation of A Mixture Assessment Item
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TERM 2

Unit 3 Moving right along- exploring motion

Unit Description	Students will: <ul style="list-style-type: none"> • investigate balanced and unbalanced forces and the effect these have on the motion of an object. • explore the effects of gravity and consider the difference between mass and weight • investigate the impact of friction on a moving object and the forces involved in simple machines • consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations
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Unit 4 Moving right along — applications in real systems

Unit Description	Students will: <ul style="list-style-type: none"> • Consider the application of forces in everyday life • Apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle • Build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems • Investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety
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Assessment	Balloon Powered Vehicle Student Experiment
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TERM 3

Unit 5 Heavenly Bodies

Unit Description	Students will: <ul style="list-style-type: none"> • learn about the interrelationships between the sun, Earth and moon system. • explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. • examine how science and technology have contributed to the issue of solar storms and their effects on Earth. • explore and compare cultural beliefs related to phases of the moon and eclipses.
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Unit 6 Sensational Seasons

Unit Description	Students will: <ul style="list-style-type: none"> • Examine different cultural understandings of the seasons • Explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management
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	<ul style="list-style-type: none"> Examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours such as farming and fishing
Assessment	Heavenly Bodies and Sensational Seasons Exam
TERM 4	
Unit 7	Organising organisms
Unit Description	Students will: <ul style="list-style-type: none"> classify organisms based on their physical characteristics. construct and use dichotomous keys to assist and describe classification. analyse the effectiveness of dichotomous keys and suggest improvements. explore feeding relationships between organisms in an environment using food chains and food webs
Unit 8	Affecting organisms
Unit Description	Students will: <ul style="list-style-type: none"> identify how human activity can impact food webs in the marine environment examine the work of scientists in Antarctica. explore native food webs and how these were understood and used by Aboriginal peoples Students construct food webs, predict the effect of change on food webs and identify and propose solutions to problems
Assessment	Classifying Organisms and Affecting Organisms Exam

HISTORY

Unit 1	The Ancient to the Modern World
Unit Description	Students will: <ul style="list-style-type: none"> 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.) <ol style="list-style-type: none"> Investigating the ancient past The Asian world <ol style="list-style-type: none"> India China The Mediterranean world <ol style="list-style-type: none"> Egypt Greece Rome
Assessment	Short Answer Test - Research Assignment

GEOGRAPHY

Unit 1	Water in the World
Unit Description	Students will: <ul style="list-style-type: none"> Examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the World develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa
Assessment	Short Response test Response to Stimulus Test Research/Multimodal task.
Unit 2	Place and Liveability
Unit Description	Students will: <ul style="list-style-type: none"> How people's reliance on places and environments influence their perception of them The affects that the uneven distribution of resources and services has on the lives of people The approaches that are needed in order to improve the availability of resources and access to service
Assessment	Short Response test Response to Stimulus Test Research/Multimodal task

HEALTH AND PHYSICAL EDUCATION

Unit 1	Approaching adolescence
Unit Description	Students will: <ul style="list-style-type: none"> Focus on the individual as they grow from childhood to adolescence
Assessment	Investigation
Unit 2	Thrown together
Unit Description	Students will: <ul style="list-style-type: none"> Apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports
Assessment	Practical Performance - Newcombe/Volleyball
Unit 3	I can make good decisions
Unit Description	Students will: <ul style="list-style-type: none"> Investigate alcohol and drugs, the laws associated with their use, and the long and short term effects these have on the body
Assessment	Project
Unit 4	In the running
Unit Description	Students will: <ul style="list-style-type: none"> Participate in a variety of activities to demonstrate control and accuracy when performing specialised jumping and throwing movement skills
Assessment	Practical Performance – Track & Field Events
Unit 5	Super snacks
Unit Description	Students will: <ul style="list-style-type: none"> Engage in a variety of learning experiences regarding nutritional information and its interpretation
Assessment	Examination
Unit 6	Masters of control
Unit Description	Students will: <ul style="list-style-type: none"> Participate in a range of physical activities that develop health-related and skill-related fitness components, as well as movement concepts and strategies in both Yoga & Touch Football
Assessment	Practical Performance – Touch Football
Unit 7	Generations
Unit Description	Students will: <ul style="list-style-type: none"> Identify what are respectful relationships with family and friends and how empathy and ethical decision making contribute to these
Assessment	Investigation
Unit 8	Shoots and scores!
Unit Description	Students will: <ul style="list-style-type: none"> Apply and refine modified hockey, netball & basketball skills, movement concepts and offensive and defensive strategies to suit different modified game contexts
Assessment	Practical Performance – Hockey, Netball & Basketball

LANGUAGES

The *Languages* learning area is studied for a complete year. This is divided into a semester of Japanese and a semester of Wakka Wakka Revival Language. For Japanese - hiragana, katakana and kanji will be taught throughout the course.

Japanese

Unit 1	Meeting new people – Greetings and introductions
Unit Description	Students will <ul style="list-style-type: none"> learn to greet others, both formally and informally and to introduce themselves
Assessment	Spoken task – Students will greet and introduce themselves – speaking a planned introduction for about 45 seconds.
Unit 2	Numbers – Using Numbers in conversation
Unit Description	Students will <ul style="list-style-type: none"> learn the different words for numbers and how they are used in everyday life from counting to phone numbers.
Assessment	Exam – focusing on numbers and their uses
Wakka Wakka	
Unit 1	All About Me
Unit Description	Students will: <ul style="list-style-type: none"> revise sounds and vocabulary that differ from English historical knowledge of reasons why the language ceased and the importance of the languages revival respectful mannerisms for interacting.
Assessment	Collection of work

Unit 2	Connections to Community
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> • Find words using dictionary • Recall words • Pronounce familiar and unfamiliar words with accuracy • Create a short text in Wakka Wakka • know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.
Assessment	Creation of an illustrated short story using Wakka Wakka and English

YEAR 7 ROTATION SUBJECTS

ROTATION 1 – DESIGN & TECHNOLOGIES: AGRICULTURE SCIENCE

Unit 1	Introduction to Agriculture
Unit Description	<p>In this unit, students are introduced to food and fibre production through the exploration of basic crop growing and livestock care and management. Students will investigate the Alpaca industry and consider social, ethical and sustainability factors.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Consider aspects of farm safety to ensure the safety of themselves and others. • Participate in growing vegetable crops. • Be able to differentiate between monocotyledons and dicotyledons. • Care for livestock and be able to describe aspects of animal welfare. • Be able to use correct animal production terminology. • Describe breeds of livestock. • Explain how alpacas are farmed.
Assessment	Portfolio

ROTATION 2 – DESIGN & TECHNOLOGIES: INDUSTRIAL TECHNOLOGY & DESIGN (ITD)

Unit 1	Building Bridges
Unit Description	<p>In this unit, students will investigate the construction of bridges and consider factors, which include materials and structural forces. In pairs, students will design, make, test, and appraise two model bridges. The second bridge must be refined and be more efficient than the original bridge. Students are exposed to various learning experiences via a design process that promotes creative thinking and problem-solving skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate the history of bridge development; structural forces; impacting technologies which include materials, tools, machinery and equipment required to produce their model bridges. • Complete a design folio, which includes a design brief, specification or constraints, success criteria, concept sketches, design solution, test results, and evaluations. • In pairs, produce two model bridges, with the second bridge being more efficient than the original product.
Assessment	Project

ROTATION 3 – DESIGN & TECHNOLOGIES: FOOD & TEXTILE STUDIES

Unit 1	Healthy School Lunches
Unit Description	<p>In this unit, students will gain essential knowledge and skills related to safe use of the kitchen to prepare healthy food items suitable for teenagers. Learning experiences are informed by the Australian Guide to Healthy Eating and the Australian Dietary Guidelines.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. • Design, produce and evaluate a well-balanced lunch box that includes raw, fresh and processed contents for an adolescent. • Examine hygiene and safety standards. • Apply basic cookery techniques and knife skills. • Follow recipes and implement time management. • Examine basic nutrition to ensure good health.
Assessment	Examination

ROTATION 4 - BUSINESS & ECONOMICS / CIVICS & CITIZENSHIP

Unit 1	Getting into the Shark Tank and creating YOUR brand!
Unit Description	<p>In this unit, students will be exploring the business world through the creation and making of their own product. This will enable students to explore the interdependence of consumers and producers in the marketplace. They will also explore the importance of short and long-term planning to gain individual and business success, identifying different strategies to improve their product. Students will develop a knowledge of the characteristics found in a successful business, explaining how entrepreneurial capabilities contribute to this success. They should be able to identify the reasons individuals choose to work and describe various sources of income that exist.</p> <p>Students will:</p> <ul style="list-style-type: none"> • The relationship between consumers and producers in the market. • Types of work that exist and ways to derive an income. • Saving and investing. • Entrepreneurial behaviour that contributes to a successful business. • Collecting evidence-based market research. • Profitability and consumer behaviour. • Personal, organisational and financial planning both in the short and long term. • Discovering entrepreneurial capabilities.
Assessment	Project & Multimodal Presentation

ROTATION 5 – DIGITAL TECHNOLOGY

Unit 1	Space Invaders for the 21st Century
Unit Description	<p>In this unit, students will become enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Apply computational systems and design thinking to evaluate educational information systems and create digital solutions using a general purpose programming language. • Develop knowledge and understanding of digital systems and the representation of data. • Gain skills in production, collecting, managing and analysing data to create digital solutions. • Produce a model of a real-world system and game. • Apply key concepts of digital technologies.
Assessment	Project

ROTATION 6 – MUSIC

Unit 1	Modern Rock Music
Unit Description	<p>In this unit, students are introduced to Music through performing and creating modern music. Students will begin to:</p> <ul style="list-style-type: none"> • Develop their instrumental skills, rehearse, and perform on <ul style="list-style-type: none"> ○ Cahons (Drums) ○ Keyboards ○ Guitars ○ Voice • Read music in different forms: Treble Clef, Bass Clef, Tablature and Chords. • Learn how to create music on modern technology through Garage Band, where they will record and create music using: <ul style="list-style-type: none"> ○ Instruments ○ Pre-recorded Loops ○ Special Effects ○ Modern songs • Learn about the elements of music including: <ul style="list-style-type: none"> ○ Pitch, Duration, Timbre, Texture, Structure, and Dynamics & Expressive Devices, • Respond to a range of recorded and live music.
Assessment	<p>Summative - Portfolio – Making and Creating Modern Music. Making- In groups, present a musical performance of a class chosen song, demonstrating your use of the elements of music alongside your technical, aural, memorisation, and expressive skills. Making – In pairs, create modern music using Garage Band. (Formative) Responding – Journal entries exploring the musical elements heard modern music (Formative)</p>

ROTATION 7 - VISUAL ART

Unit 1	Styles of Painting
Unit Description	<p>The unit focuses on the context of painting and the creation of artworks for display at an exhibition. Students investigate how the elements and principles of design can be used effectively to create meaning and achieve purpose in an artwork.</p> <ul style="list-style-type: none"> • Students investigate the elements and principles of art <ul style="list-style-type: none"> ○ Tone, Shape, Colour, Line, Texture and Space ○ Balance, Emphasis, Movement, Proportion, Rhythm, Unity, and Variety; • And investigate styles of painting such as <ul style="list-style-type: none"> ○ Realism ○ Abstraction ○ Impressionism ○ Expressionism ○ Street Art ○ Minimalism
Assessment	<p>Summative – Project Making- Produce a portfolio of painting artworks that include experimentation and resolved artworks. Responding –Multimodal. 4-7 slides, 1-2 minutes. Research 3-5 examples of different painting styles and prepare a short presentation, choose one artwork to analyse the use of visual conventions.</p>

ROTATION 8 – MEDIA ARTS & DRAMA

Unit 1	Introduction to Media Arts & Drama
Unit Description	<p>This is a ten-week unit that combines studies of media and drama. The anti-bullying short film, introduces students to the Representation and Story Principles of Structure, Character, Setting and Intent. Students develop an understanding of the composition of film through the production of a short film focusing around anti-bullying messages. Through the acting side of the filming process it introduces students to the Elements of Drama – Role, Character, Relationships and Situation. Students learn how the imaginary world of drama uses aspects of the real world to make meaning and purpose. Students engage in Drama Games to develop their voice and movement skills.</p>
Assessment	<p>Anti-bullying Film and Script Summative – Project Making – 1-2 minute film & 2-4 minutes devising and improvising in class Responding - 100 - 200 word written script</p>

STUDENT WELLBEING

Unit Description	Student Wellbeing allows students to access important topics that are relevant in their everyday lives. Our program allows students to strengthen their cognitive, physical, social, emotional and spiritual wellbeing by seeking advice and developing strategies with their teachers and peers.
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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
- Tailored 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 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 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.
- 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](#)