



# Murgon State High School

*Believe Challenge Strive*

## Year 8 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 –
  - We strive:
    - For students to achieve their full potential
    - For authentic success
    - To take personal accountability

## POSITIVE BEHAVIOURS 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 Framework.

Students in Years 7, 8, 9 and 10 will undertake units in Mathematics, Science, English, History, Geography 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

## 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 team 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 cocreate 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?

## HOW DO WE HELP: WHO DO WE GO TO?

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

## DAY TO DAY

### Connecting with the community

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:

- School canteen volunteer workers
- Information evenings and interviews
- School sport and cultural activities
- Ready Reading volunteers
- Email, website updates, school facebook

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.

### Attendance and Absences

- 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.
- There is a student sign in computer, located in the main office. Students need to obtain a 4-digit code from office staff, which is unique to them.
- Contact from our Attendance Officer

**If your student is going to be absent please contact the school on 07 4169 9222 or SMS your absence to 0429 328 457**

### Uniforms

- 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 MSHS school uniform dress code in the MSHS Policies & Procedures Handbook in your enrolment pack.

### Text books and resources

- 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.

### Assemblies

- Students have a weekly year level parade (Year 7/8 meet under the wave) or house assembly.
- Full school assembly on Wednesday mornings (under the wave).



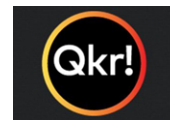
### Sport

- 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

## DAY TO DAY CONTINUED

### Canteen

- The canteen operates every day at morning and afternoon breaks
- Healthy options are available for purchase
- Eftpos is available
- Qkr Online Ordering is preferred
  - 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](http://www.murgonshs.eq.edu.au)



### Lunchtime activities

- 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 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

### Opportunities available to students:

- ❖ 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

### Gifted and talented programs:

- ❖ ICAS Science Competition
- ❖ ICAS Maths Competition
- ❖ Science and Engineering Challenge
- ❖ Women in Mathematics and Science
- ❖ STEM Gala Days

### Excellence in the Arts:

- ❖ Instrumental Music Program that students can elect to join. Please enquire at the office
- ❖ Concert band
- ❖ Arts performances

### 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.

### 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. Students who are interested should complete the form in the enrolment package and return it to the office staff who will pass it on to the teacher. If your child is already enrolled and interested in joining the program, please contact the office.



## YEAR 8 CURRICULUM AT MURGON STATE HIGH SCHOOL

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

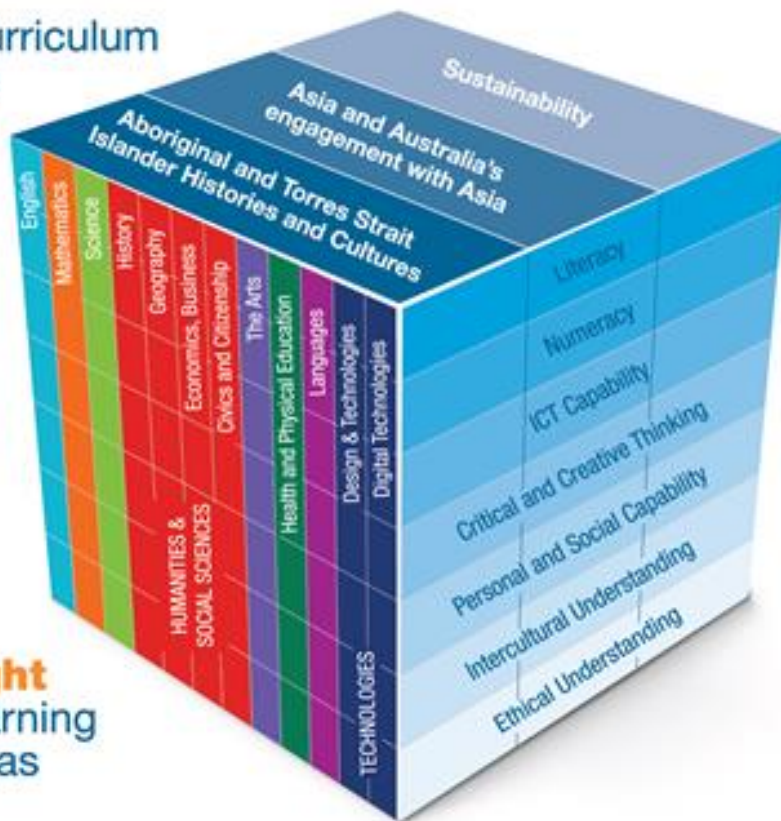
YEAR 8 2022 OVERVIEW



Murgon State High School - Year 8 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: News media and new technology					Unit 2: Representations of Human Experiences - Poetry, film clips, historical narratives, art works and documentaries					Unit 3: Novel Study - Fantasy					Unit 4: Power of Pictures																								
Maths		Unit 1: Number and Place Value					Unit 2: Real Numbers					Unit 3: Measurement					Unit 4: Measurement					Unit 5: Geometric Reasoning					Unit 6: Real Numbers Linear and Non-Linear Relationships					Unit 7: Real Numbers					Unit 8: Data Representation and Interpretation				
Science		Unit 1: Particles Matter					Unit 2: Chemistry of Common Compounds					Unit 3: Rocks Never Die					Unit 4: Rocks my World					Unit 5: Energy for my Lifestyle					Unit 6: What's Up					Unit 7: Building Blocks of Life					Unit 8: Reproduction				
History		Unit 1: The Western & Islamic World (Ottoman Empire, Renaissance Italy, Vikings or Medieval Europe)					Unit 2: The Asia-Pacific World (Anghor/Khmer Empire, Japan or Polynesian Expansion)					Unit 3: Expanding Contacts (Mongol Expansion, Black Death or Spanish Conquest)																													
Geography																	Unit 1: Landforms & Landscapes					Unit 2: Changing Nations																			
HaSS	Rotation Subjects	Civics & Citizenship: Influences that shape Australia's Democracy / Economics & Business: Operation Financial Literacy																																							
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																						Civics & Citizenship: Influences that shape Australia's Democracy / Economics & Business: Operation Financial Literacy																			
HPE		Unit 1: My decisions, my life					Unit 2: Different Strokes (Swimming and Golf)					Unit 3: Get your motor running and Fitness Plans and Touch Football					Unit 4: My Adolescent Relationships					Unit 5: Athletics and Hardcore Handball					Unit 6: Cultural Understandings					Unit 7: Dance & Soccer									
Tech	Rotation Subjects	Industrial Technology & Design: Coasters					Agriculture: Plant & Livestock Production					Food & Textile Studies: Protect It (Bag)					Digital Technology: What's that App?																								
		Digital Technology: What's that App?					Industrial Technology & Design: Coasters					Agriculture: Plant & Livestock Production					Food & Textile Studies: Protect It (Bag)																								
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		Agriculture: Plant & Livestock Production					Food & Textile Studies: Protect It (Bag)					Digital Technology: What's that App?					Industrial Technology & Design: Coasters																								
The Arts	Rotation Subjects						Media & Drama: Audiences					Music: A Musical Journey					Visual Art: Sensational Still Lives																								
		Visual Art: Sensational Still Lives										Media & Drama: Audiences					Music: A Musical Journey																								
		Music: A Musical Journey					Visual Art: Sensational Still Lives										Media & Drama: Audiences																								
		Media & Drama: Audiences					Music: A Musical Journey					Visual Art: Sensational Still Lives																													
Languages (Japanese)		What is School Like?					Important Places					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.										Building Language & Culture					Important Places																								
Student Wellbeing		Content dependent on student and school needs																																							

**Three**  
Cross-curriculum  
Priorities



**Seven**  
General  
Capabilities

**Eight**  
Learning  
Areas

# YEAR 8 CORE SUBJECTS

<b>ENGLISH</b>	
<b>Unit 1</b>	<b>News media and new technology</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Read a range of media texts to identify text structures and language features.</li> <li>• Demonstrate their knowledge of the language features of a range of texts connected to news media.</li> <li>• Develop an understanding of the importance of persuasive language and bias in reporting.</li> <li>• Identify the feature article structure and the language features used to persuade others.</li> </ul>
Assessment	Persuasive text – Written Feature Article
<b>Unit 2</b>	<b>Representations of Human Experiences – Poetry, Film clips, historical narratives, art works and documentaries</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Understand how text structures and language features combine in a range of mediums to influence audiences.</li> <li>• Analyse and identify text and language features that persuade an audience.</li> <li>• Understand how persuasive elements are combined in multimodal texts to inform and influence the emotions and opinions of an audience.</li> <li>• Examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts.</li> <li>• Write and share a point of view and justify it, using evidence from a variety of textual sources</li> <li>• Respond to stimulus material to present a personal viewpoint.</li> </ul>
Assessment	Exam – Response to stimulus
<b>Unit 3</b>	<b>Novel Study - Fantasy</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Listen to, read and view literature in the fantasy genre, including the close study of a literary text.</li> <li>• Examine the ways events, issues and characters have been represented in texts.</li> <li>• Demonstrate their understanding of the literary text by responding to comprehension questions</li> <li>• Explore ideas and viewpoints about events, issues and characters represented in the text</li> <li>• Examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers</li> <li>• Create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition</li> <li>• Identify and use language choices which influence a reader to form opinions or judgments</li> <li>• Identify and use visual features to add to creative writing</li> </ul>
Assessment	Create an imaginative illustrated text (multimodal).
<b>Unit 4</b>	<b>Power of Pictures</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• View and discuss a range of visual texts that put forward different perspectives on a variety of issues</li> <li>• Analyse the text structure, language devices and visual devices used in visual texts to create particular effects and meaning</li> <li>• Create and present a persuasive response to a song to promote a point of view</li> <li>• Participate in discussions to evaluate the effectiveness of a visual text in making a comment on a social issue</li> </ul>
Assessment	Analytical Essay - Written

# MATHEMATICS

## TERM 1

<b>Unit 1</b>	<b>Number and Place Value</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Apply the four operations to rational numbers and integers and solve problems</li> <li>• Make connections between percentages, fractions and decimals</li> <li>• Calculate a percentage of a quantity</li> </ul>
Assessment	Monitoring tasks - Mental Maths
<b>Unit 2</b>	<b>Real Numbers</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Percentage increase and decrease, discount, profit, loss and GST</li> <li>• Problem solve in a range of contexts including financial situations</li> <li>• Solve a range of problems involving rates and ratios</li> <li>• Model situations involving proportional relationships</li> </ul>
Assessment	Number and financial maths exam
<b>TERM 2</b>	
<b>Unit 3</b>	<b>Measurement</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Convert units of measure</li> <li>• Revise perimeter and area of parallelograms and triangles</li> <li>• Develop formulas for rhombuses, kites, trapeziums and circles</li> <li>• Calculate the perimeter and area of rhombuses, kites, trapeziums</li> <li>• Investigate the relationship between features of a circle such as radius, diameter, circumference and area</li> <li>• Problem solve and reason involving perimeter, circumference and area.</li> </ul>
<b>Unit 4</b>	<b>Measurement continued</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Convert units of measure</li> <li>• Develop formulae for volume of rectangular and triangular prisms and prisms in general</li> <li>• Use formulae to calculate volume</li> <li>• Use 12-hour and 24-hour time within a single time zone</li> <li>• Problem solve and reason involving time and volume</li> </ul>
Assessment	Measurement PSMT Assignment
<b>TERM 3</b>	
<b>Unit 5</b>	<b>Geometric Reasoning</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Geometric reasoning - revise angle properties (co-interior, corresponding, alternate and vertically opposite), explore congruence, establish and apply the congruence tests (SAS, AAS, SSS, RHS)</li> <li>• Extend congruence of triangles to identify the properties of quadrilaterals and solve problems using the properties of congruent figures, reasoning and generalisations.</li> <li>• Apply understanding and reasoning of congruence and plane shapes to develop properties of quadrilaterals.</li> </ul>
<b>Unit 6</b>	<b>Real Numbers Linear and Non-linear Relationships</b>
Unit Description	Real numbers Linear and non-linear relationships <ul style="list-style-type: none"> <li>• Express numbers in index notation</li> <li>• Establish the index laws with whole number bases and positive integral indices</li> </ul> Linear and non-linear relationships <ul style="list-style-type: none"> <li>• Interpret, model and formulate patterns and relationships</li> <li>• Represent patterns and relationships as rules, functions, tables and graphs</li> <li>• Solve linear equations, using algebraically and graphical techniques</li> <li>• Connect patterns, linear functions, tables of values, graphs and worded statements, plot coordinates on the Cartesian plane and solve realistic problems.</li> </ul>
Assessment	Geometric Reasoning and Transformations, real numbers and linear relationships Exam
<b>TERM 4</b>	
<b>Unit 7</b>	<b>Real Numbers</b>
Unit Description	Real numbers – Students will: <ul style="list-style-type: none"> <li>• Identify terminating and recurring decimals</li> <li>• Link fractions to terminating and recurring decimals</li> <li>• Explore irrational numbers in relation to Pi</li> </ul> Chance – students will: <ul style="list-style-type: none"> <li>• Describe and calculate the probability of ‘and’, ‘or’, and ‘not’ events</li> <li>• Represent events in Venn diagrams and two-way tables and solve related problems</li> <li>• Identify complementary events and use the sum of probabilities to solve problems.</li> </ul>

<b>Unit 8</b>	<b>Data Representation and Interpretation</b>
Unit Description	<ul style="list-style-type: none"> <li>Collect, organise and display data, interpret data displayed in tables and graphs</li> <li>Connect samples and populations, explore the effect of sample size</li> <li>Calculate measures of centrality, identify outliers and their effect on measures of centrality</li> <li>Identify sources of bias and apply this knowledge to make hypotheses and support conclusions.</li> </ul>
Assessment	Chance, data collection and analysis PSMT Assignment

<b>SCIENCE</b>	
<b>TERM 1</b>	
<b>Unit 1</b>	<b>Particles Matter</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>Investigate physical properties of materials and the relationship between these and the use of materials.</li> <li>Investigate changes in state and the Particle Model of Matter which will be applied to explain physical changes.</li> <li>Relate the physical properties of material to their use in everyday applications</li> <li>Evaluate the effectiveness of the material for its identified purpose.</li> </ul>
<b>Unit 2</b>	<b>Chemistry of Common Compounds</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>Investigate physical and chemical properties of materials and the relationship between these and the use of materials.</li> <li>Investigate elements of the Periodic Table including symbolic representation of elements.</li> <li>Identify, represent and explain chemical change using the particle model of matter.</li> </ul>
Assessment	Investigation: The Properties of Slime
<b>TERM 2</b>	
<b>Unit 3</b>	<b>Rocks Never Die</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>Explore different types of rocks and the minerals of which they are composed.</li> <li>Compare the different processes and timescales involved in their formation as part of the rock cycle.</li> <li>Construct and interpret models and representations to aid in the analyses of patterns and relationships in data.</li> <li>Investigate properties of rocks and analyse data to identify patterns and relationships.</li> <li>Identify rock specimens and model processes of rock formation.</li> </ul>
<b>Unit 4</b>	<b>Rock My World</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>Consider the science roles involved in the production of resources from rocks and minerals and their use in the community.</li> <li>Consider the scientific roles involved in managing the environmental impact of mining and using a mineral resource.</li> </ul>
Assessment	Rocks, Mining and its Impact Research Investigation
<b>TERM 3</b>	
<b>Unit 5</b>	<b>Energy For My Lifestyle</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>Classify energy forms.</li> <li>Investigate different forms of potential energy, make predictions and conduct fair and safe experimental tasks.</li> <li>Process and analyse experimental data and information and evaluate the experimental method used.</li> <li>Use models and representations to examine kinetic energy and its relationship with potential energy and to communicate how energy is transferred and transformed through systems.</li> <li>Recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system.</li> <li>Discuss the use and influence of science on the utilisation of energy sources and consider how the efficiency of these sources in the production of energy could influence their use by society.</li> </ul>
<b>Unit 6</b>	<b>What's Up</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>Identify different forms of energy and investigate how it can be transferred and transformed and cause change within systems.</li> <li>Plan and conduct an investigation into the operating sequence, energy transfers and transformations of a Rube Goldberg machine.</li> <li>Reflect on the initial design of the machine and identify improvements to the method considering safety.</li> </ul>



	<ul style="list-style-type: none"> <li>Examine Australia's energy production and use of renewable and non-renewable energy resources.</li> <li>Examine the impact of solar technology in Australian Indigenous communities and consider how scientific knowledge can help make decisions into renewable resource use across the country.</li> </ul>
Assessment	The Hurler Student Experiment
<b>TERM 4</b>	
<b>Unit 7</b>	<b>Building Blocks of Life</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify cells as the basic units of living things and their specialised structures.</li> <li>Use microscopes and digital images to distinguish between multicellular and unicellular organisms.</li> <li>Understand how to prepare wet mount slides and correctly draw scientific specimen diagrams from microscopic observations.</li> <li>Compare similarities and differences between plant and animal cell structure.</li> <li>Understand the advantages and disadvantages of cell specialisation e.g. specialised reproductive cells and structures.</li> <li>Examine the relationship between the structure and function of specialised plant and animal cells.</li> <li>Examine scientific work about cell formation and the processes of cell division via mitosis in organisms.</li> <li>Analyse the development of the cell theory as a result of historical scientific work and use the findings to validate the tenets of the theory.</li> <li>Develop questions and identify problems that can be investigated scientifically.</li> </ul>
<b>Unit 8</b>	<b>Reproduction</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Investigate sexual reproduction and immunity, with a focus on organ systems that allow multicellular plant or animal organisms to reproduce and survive.</li> <li>investigate the structure of reproductive organs and the function of each organ in relation to the overall function of the organ system</li> <li>Compare the basic structure of the human reproductive system with the reproductive system of other animals and the structure of animal reproductive systems compared with that of flowering plants.</li> <li>Examine the use of assisted reproductive technologies (ART) and their impact on the livestock industry, with special consideration to the ethical issues and guidelines involved.</li> <li>Explore the functions of the immune system particularly ways in which diseases can be prevented as a result of individual and societal behaviours and understanding.</li> </ul>
Assessment	Cells & Reproduction Exam

<b>HISTORY</b>	
<b>Unit 1</b>	<b>The Ancient to the Modern World</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Be given the opportunity to complete three in-depth studies from the following selection: (A choice of one from each category will be made.)</li> </ul> <ol style="list-style-type: none"> <li>The Western and Islamic World <ol style="list-style-type: none"> <li>The Ottoman Empire</li> <li>Renaissance Italy</li> <li>The Vikings</li> <li>Medieval Europe</li> </ol> </li> <li>The Asia-Pacific World <ol style="list-style-type: none"> <li>Angkor/Khmer Empire</li> <li>Japan under the Shoguns</li> <li>The Polynesian expansion across the Pacific</li> </ol> </li> <li>Expanding Contacts <ol style="list-style-type: none"> <li>Mongol expansion</li> <li>The Black Death of Asia, Europe and Africa</li> <li>The Spanish conquest of the Americas</li> </ol> </li> </ol>
Assessment	<p>Short Answer Test</p> <p>Research Assignment</p>

## GEOGRAPHY

<b>Unit 1</b>	<b>Landforms and Landscapes</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Focus on investigating geomorphology through a study of landscapes and their landforms. Students examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Students will develop an understanding of the concept of environment and explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.</li> </ul>
Assessment	<p>In-Class Test Research Report</p>
<b>Unit 2</b>	<b>Changing Nations</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Investigate the changing human geography of countries, as revealed by shifts in population distribution. Students will explore the process of urbanisation and draw on a study of a country of the Asian region to show how urbanisation changes the economies and societies of low and middle-income countries. Students will investigate the reasons for the high level of urban concentration in Australia and compare Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia.</li> </ul>
Assessment	<p>In-Class Test Research Report</p>

## HEALTH AND PHYSICAL EDUCATION

<b>Unit 1</b>	<b>My decisions, my life</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour.</li> <li>Identify the family's role in decision-making and how to communicate and support peers in situations using alcohol and drugs as well as the steps to follow in an emergency situation.</li> </ul>
Assessment	Project
<b>Unit 2</b>	<b>Different Strokes (Swimming &amp; Golf)</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations.</li> <li>Develop their skills in golf strokes and strategies in order to apply these in a variety of situations.</li> </ul>
Assessment	Practical Performance – Swimming & Golf
<b>Unit 3</b>	<b>Get your motor running – Fitness Plans &amp; Touch Football</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Focus on participation in physical activity promoting lifelong health and wellbeing.</li> <li>Investigate fitness principles, fitness activities and design a training program for a specific activity.</li> <li>Use Touch Football as a context and basis for different aspects of the Fitness Plans.</li> </ul>
Assessment	Project – Ongoing Practical Performance: Touch Football
<b>Unit 4</b>	<b>My Adolescent Relationships</b>
Unit Description	<p>Students will</p> <ul style="list-style-type: none"> <li>Recognise that they are becoming independent and explore risk taking behaviours, rules, rights and responsibilities as they grow up.</li> <li>Explore respectful relationships with peers and how to conduct these relationships in life and online.</li> <li>Explore bullying, its effect on adolescents and seeking help.</li> </ul>
Assessment	Examination
<b>Unit 5</b>	<b>Athletics and Hardcore Handball</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>Apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity.</li> <li>Participate in a variety of track &amp; field events as well as Team Handball.</li> <li>Apply and refine movement concepts and strategies to suit different movement situations in these activities.</li> </ul>



Assessment	Ongoing Practical Performance: Athletics & Hardcore Handball
<b>Unit 6</b>	<b>Cultural Understandings</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Explore family and kinship groups in own and other cultures and the values and beliefs in various cultures.</li> <li>• Explore the historical significance of physical activities in various cultures and their health practices.</li> <li>• Identify behaviours and resources to enhance health and wellbeing of communities.</li> </ul>
Assessment	Investigation
<b>Unit 7</b>	<b>Dance &amp; Soccer</b>
Unit Description	Students will: <ul style="list-style-type: none"> <li>• Develop movement skills related to dance from a variety of cultures. They will investigate the hip hop genre and modify elements to form a sequence.</li> <li>• Develop their teamwork skills and their capacity to apply and transfer concepts and strategies in the invasion games category, focusing on Soccer context.</li> </ul>
Assessment	Ongoing Practical Performance: Soccer and/or Dance

## 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

<b>Unit 1</b>	<b>What is School Like</b>
Unit Description	In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.  Students will: <ul style="list-style-type: none"> <li>• interact with others to discuss school life and routines</li> <li>• engage with a range of texts about school in Japan</li> <li>• use a range of language to discuss school experiences</li> <li>• discuss translations for items included in a Japanese school lunch</li> </ul>
Assessment	Collection of work
<b>Unit 2</b>	<b>Important Places</b>
Unit Description	In this unit, students use language to explore important places around Japan.  Students will: <ul style="list-style-type: none"> <li>• interact with others to share ideas about important places</li> <li>• engage with a range of spoken and written texts about iconic and memorable places</li> <li>• describe the significance of memorable places</li> <li>• understand the use of adjectives and noun phrases to describe memorable places</li> </ul>
Assessment	Spoken task – using short sentences in Japanese, present a 2 min information session on an important place.
<b>Wakka Wakka ; Units for this subject are still under development</b>	
<b>Unit 1</b>	<b>Building Language and Culture</b>
<b>Unit 2</b>	<b>Important Places</b>

## 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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# ROTATION SUBJECTS

## ROTATION 1 – DESIGN & TECHNOLOGIES: AGRICULTURAL STUDIES

Unit 1	Plant & Livestock Production
Unit Description	<p>In this unit, students will develop their knowledge and skills in food and fibre production through the management of a cropping project. Students will also investigate the poultry industry and consider social, ethical and sustainability factors.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to describe types of crops</li> <li>• Understand the structure of seeds and the process of germination</li> <li>• Be able to participate in designing and growing vegetable crops</li> <li>• Be able to list products that are produced from plants</li> <li>• Be able to describe types of livestock</li> <li>• Be able to list products that are produced from livestock</li> <li>• Be able to explain the five freedoms and how they relate to animal welfare</li> </ul>
Assessment	Portfolio & Examination

## ROTATION 2 – DESIGN TECHNOLOGIES: INDUSTRIAL TECHNOLOGY AND DESIGN (ITD)

Unit 1	Coasters
Unit Description	<p>Over the course of this unit of study students will utilise the design process to produce a set of coasters on a stand/holder from available materials. These could include: acrylic, plywood, and/or timber. Students will explore the use of a laser cutter/etcher, and basic techniques for fitting/joining timber or manufactured boards.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyse how motion, force and energy are used to manipulate and control electromechanical systems (Laser cutting/etching)</li> <li>• Produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment</li> <li>• Critique needs or opportunities for designing investigating, and analysing to develop design ideas</li> <li>• Generate, develop, test and communicate design ideas, plans and processes for various audiences</li> <li>• Select and justify choices of materials, components, tools, equipment and techniques</li> <li>• Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability</li> </ul>
Assessment	Design Project and Folio

## ROTATION 3 – DESIGN TECHNOLOGIES: FOOD & TEXTILE STUDIES

Unit	Protect it - bag
Unit Description	<p>The focus of the unit is learning basic sewing skills. Students learn to use the sewing machine and equipment. With the removal of plastic carry bags to protect the environment, students will make a simple tote bag for everyday use. They will be afforded the opportunity to personalise their bag.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyse methods to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, and equipment.</li> <li>• Apply design thinking as they develop a solution to protect a valued item from damage.</li> <li>• Explore factors, including sustainability, that impact on designs that meet community needs.</li> <li>• Explain the contribution of design and technology innovations and enterprise to society.</li> </ul>
Assessment	Project & Examination

## ROTATION 5 – DIGITAL TECHNOLOGY

<b>Unit 1</b>	<b>What's That App</b>
Unit Description	<p>In this unit, students will have an opportunity to extend their computational thinking skills whilst investigating their health. The students will track their fitness as data. They will work individually to create an interactive app to solve the problem of identifying risks to their health and wellbeing. Students will collect and evaluate health data using a resource that they have coded. They will document how they have managed the project as a webpage.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Work in groups to develop a prototype digital app to provide expert information to a school community member.</li> <li>• Collect and evaluate data from a range of databases.</li> <li>• Collaborate online to share data using agreed ethical, social and technical protocols.</li> <li>• Design a compact user interface to present data in a visual format.</li> </ul>
Assessment	Portfolio

## ROTATION 4 – BUSINESS & ECONOMICS / CIVICS & CITIZENSHIP

<b>Unit 1</b>	<b>Influences that Shape Australia's Democracy</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Study the responsibilities and freedoms of citizens, looking particularly at how Australians can actively participate in the democratic society in which they live.</li> <li>• Consider how laws are created, as well as studying the types of laws and policies used within Australia.</li> <li>• Place emphasis on personal, national and regional issues within our community.</li> </ul>
Assessment	Research Task
<b>Unit 2</b>	<b>Operation Financial Literacy</b>
Unit Description	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Complete modules based on goal setting i.e. having a financial plan. The aim is to alert students to the need for a planned approach to financial management.</li> <li>• Identify their personal goals, how they will achieve those goals and how their decisions can improve their future.</li> <li>• Investigate income – where does it come from? The aim is to build students' capacity to plan and make informed decisions around meeting the future income needs.</li> </ul>
Assessment	Examination

## ROTATION 6 – MUSIC

<b>Unit 1</b>	<b>A Musical Journey – In this unit students are introduced to Musicals through performance</b>
Unit Description	<p>Students will begin to:</p> <ul style="list-style-type: none"> <li>• Understand how musicals were created and what purpose they share with modern music.</li> <li>• Watch a musical to understand how the musical elements are manipulated.</li> <li>• Analyse and evaluate how Musicals use the musical elements to tell a story and develop characters.</li> <li>• Develop their expressive and instrumental skills through practicing and performing pieces from Musicals.</li> <li>• Continue to develop and review their understanding of how to read music (Treble Clef, Bass Clef, and Tablature)</li> </ul>
Assessment	<p><b>Summative - Portfolio – Making a Musical Performance</b></p> <p><b>Making-</b> In groups, present a musical performance of a class chosen song, demonstrating your story telling ability through the use of the elements of music alongside your technical, aural, memorisation, and expressive skills.</p> <p><b>Responding</b> – Journal entries exploring the musical elements heard modern music. (Formative)</p>

## ROTATION 7 – VISUAL ART

<b>Unit 1</b>	<b>Sensational Still Lifes</b>
Unit Description	<p>In this unit, students will complete investigations into various two-dimensional media and techniques. They will develop a folio of experimental drawings, sketches and collaged paintings in response to Still Life compositions and stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Complete a reverse chronological investigation into the history of Still Life composition.</li> <li>• Create their own resolved reconstruction of a still life composition using various collaged techniques.</li> <li>• Adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a resolved collage.</li> <li>• Produce an artist’s statement that requires students to reflect on their experimentation, development and research in producing their resolved work.</li> </ul>
Assessment	<p><b>Summative: Project</b></p> <p><b>Making:</b> Produce a portfolio of sketch artworks that include experimentation and one resolved piece.</p> <p><b>Responding:</b> Students write an artist’s statement communicating their artistic intentions. They analyse connections between visual conventions, practices and viewpoints that represent their ideas. They identify influences of other artists on their own artworks.</p>

## ROTATION 8 – MEDIA & DRAMA

<b>Unit 1</b>	<b>Audiences</b>
Unit Description	<p>The Audiences unit is divided into two five-week subunits.</p> <p>Unit 1a: Points of View, introduces students to the Representation of Points of View, and to the concept of Audience. Students develop their understanding of the ethical responsibilities of media art makers through an analysis of the Department of Education’s Information and Communication Technologies (ICT) user agreement. Students learn the eight main Camera Shot Sizes used to make meaning in media artworks. Students create a portfolio of digital media artworks that demonstrate their understanding of how the images in their world can be manipulated to make meaning.</p> <p>Unit 1b: Voice and Movement, introduces students to the Elements of Drama – Focus, Tension, Space and Time. Students analyse dramatic performances from different cultures, times and places and apply this knowledge in their own performances. Through short performances, students learn how to consider their audience and sustain belief in their character and situation through voice and movement.</p>
Assessment	<p><b>Summative: Project</b></p> <p><b>Making:</b> 5-8 slide PowerPoint , 45 second to 1½ devising through improvising, directing, scriptwriting</p> <p><b>Responding:</b> 1-2 minute spoken response in class</p>

### ***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,
- 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 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, 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 eg: 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

## 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](#)