# Murgon State High School

*Believe Challenge Strive*

# Year 9 Studies Handbook 2022

# CONTENTS

## 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 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 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 and learning teams a more complete picture of the student.

# LITERACY

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

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

All teaching staff undertake diagnostic assessment of students across the year. Teaching the literacy demands of the curriculum ensures all students learn how to read to learn and support academic achievement in all learning areas. Teaching staff have a deep knowledge and understanding of how reading occurs and plan effective engaging reading experiences that support students to become highly proficient readers. Teachers at Murgon State High School work with students to 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? WHERE DO WE GO TO?

| | |
|---|---|
| **Social and Emotional Support:** | Supporting students with friendship issues, resilience programs, stress and coping skills and other concerns:<br>• Guidance Officer (GO)<br>• Youth Support Coordinator (YSC)<br>• School Chaplain<br>• Year Level Coordinator (YLC)<br>• Community Education Counsellor/s (CEC's)<br>• Clontarf Academy |
| **Student Well-being: (Pastoral Care)** | • Daily contact in House groups. Students are randomly allocated on enrolment to either Crocodile, Eagle or Goanna<br>Pastoral Care program in 2022 promoting and supporting:<br>• Social & emotional skills<br>• Resilience<br>• Positive Behaviour for Learning (PBL)<br>• School Expectations – Participation, Respect & Responsible, Safe |
| **Special Education Services** | • Head of Diverse Learning (HODL)<br>• Special Education Program (SEP) teachers<br>• Advisory visiting teachers (AVT) and programs to support students |
| **Academic Support** | • Heads of Departments (HODs)<br>∗ Mathematics/Science<br>∗ English/Humanities<br>∗ HPE/Senior Schooling<br>∗ Technology/Arts<br>• Subject teachers |
| **Clontarf Academy** | • Director – Ryan Brown<br>• Officers – Dennis Sandow & Barwoo Fisher |
| **Out of Home Care Students** | • Engage with school staff, parent/carers and outside agencies to provide support |

# 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:<br>• School canteen volunteer workers<br>• Information evenings and interviews<br>• School sport and cultural activities<br>• Ready Reading volunteers<br>• Email, website updates, school facebook<br><br>Barambah Cluster School Principals hold regular meetings within our cluster of schools to ensure that there is closer reciprocal partnerships.<br>Connection with support agencies, such as CTC. |
| **Attendance and Absences** | • Rolls are marked every class.<br>• SMS messages are sent daily to parents / carers of unexplained or absent students.<br>• Students who are late or early need to present themselves to the office.<br>• 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.<br>• Contact from our attendance officer.<br>**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.<br>• Struddy's Sports and Mark Smiths Menswear Murgon are our uniform suppliers.<br>• Please refer to MSHS school uniform dress code on page 24 of this handbook. |
| **Text books and resources** | • Murgon State High School operates a Student Resource Scheme (SRS).<br>• Subjects that require textbooks are issued by teachers as the students require them.<br>• Other resources including but not limited to Online Resources are also used. |
| **Assemblies** | • Students have a weekly year level parade (Year 9/10 meet under H Block) or house assembly.<br>• 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.<br>• Students can trial in a variety of sports at South Burnett and Wide Bay level.<br>• Students can also become involved in school representative teams. |

**Canteen**
- The canteen operates every day at morning and afternoon breaks
- Healthy options are available for purchase
- Eftpos is available
- Qkr Online Ordering is the preferred method of ordering
  - 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

**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 and use 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: | Gifted and talented programs |
|---|---|
| ❖ Curriculum & Subject based excursions and field trips<br>❖ Year Level Camps<br>❖ Interact<br>❖ Student Council<br>❖ Agriculture: 42 hectare farm that specialises in beef cattle and a variety of cropping / Hoof & Hook / Farm Fest Excursion/ Cattle Team & Agricultural Shows<br>❖ University Visits<br>❖ Clontarf Academy<br>❖ Barambah Girls Academy<br>❖ NAIDOC Celebrations<br>❖ School Based Apprenticeships & Traineeships (SATs)<br>❖ School Magazine | ❖ ICAS Science Competition<br>❖ ICAS Maths Competition<br>❖ Science and Engineering Challenge<br>❖ Women in Mathematics and Science<br>❖ STEM Gala Days<br><br>**Excellence in the Arts:**<br>❖ Instrumental Music Program that students can elect to join. Please enquire at the office.<br>❖ Concert band<br>❖ Arts performances |

# 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.

# WHAT SUBJECTS WILL I CHOOSE IN YEAR 9

When making your elective selections, choose what you ENJOY.

***You need to consider the following points when selecting your subjects.***
   ❖ Your interests and ability – It is known that students do well in subjects they enjoy & are good at.
   ❖ Possible career directions.

***You should avoid selecting subjects based on:***
   ❖ One person saying it's no good – Everybody has different perceptions
   ❖ Your friends are taking it so you think you should – It's ***your*** future.
   ❖ Whether you like or dislike the teacher – This is never fully determined until the start of the school year and your opinions may change as you change.
   ❖ Whether you think it is only for boys or girls – There has been endless publicity to demonstrate that girls do well in areas such as Engineering and some top chefs in the world are men.

**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 9 CURRICULUM AT MURGON STATE HIGH SCHOOL

| SUBJECT | TERMS | LESSONS/WEEK | MINUTES/WEEK | CURRICULUM SOURCE |
|---|---|---|---|---|
| ENGLISH | | | 210 | |
| MATHEMATICS | | | 210 | |
| SCIENCE | | | 210 | |
| HISTORY | | | 210 | |
| GEOGRAPHY | | | 210 | |
| HEALTH AND PHYSICAL EDUCATION | | | 140 | |
| ELECTIVE 1* | | | 140 | |
| ELECTIVE 2* | | | 140 | |
| STUDENT WELLBEING | | | 70 | |

*Please note: Students will have the opportunity to reselect electives at the end of Semester One.

# Murgon State High School - Year 9 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: Examining different perspectives and representations of Australia's people, histories and culture | Unit 2: Evaluating characters in novels | Unit 3: Novel Study: Fantasy | Unit 4: Examining Perspectives on Issues |
| **Maths** | | Unit 1: Measurement / Unit 2: Geometric Reasoning | Unit 2: Pythagoras and Trigonometry / Unit 3: Linear and non-linear relationships | Unit 5: Data / Unit 6: Chance | Unit 7: Real Numbers / Unit 8: Algebra |
| **Science** | | Unit 1: Energy on the move / Unit 2: Making Waves | Unit 3: It's Elementary / Unit 4: Changing Earth | Unit 5: My Life in Balance / Unit 6: Responding to Change | Unit 7: Chemical Patterns / Unit 8: Heat and Eat |
| **HaSS** | History | Unit 1: Making a Better World (Industrial Revolution, Progressive Ideas and Movements or Movement of Peoples) / Unit 2: Australia and Asia (Asia and the World or Making a Nation) | Unit 3: World War I | | |
| | Geography | | | Unit 1: Biomes & Food Security | Unit 2: Geographies of Interconnections |
| | Elective Subjects - Bus/E Civic | Unit 1 (Economics & Business): Managing Financial Responsibilities, Risks & Rewards | Unit 2 (Civics & Citizenship): Change in Australia's Political & Legal System | Unit 3 (Economics & Business): MoneySmart Rookie | Unit 4 (Civics & Citizenship): Diversity & Identity in Australia |
| **HPE** | | Unit 1: Respectful Relationships / Unit 2: Space Invaders | Unit 3: Moving More Matters / Unit 4: Strike Out | Unit 5: My Social Responsibility / Unit 6: Games We Play | Unit 7: Active Aussies / Unit 8: Touch Football |
| **Tech** | Industrial Technology & Design | Unit 1: Breakfast at Grandma's | Unit 2: Cleaning up the Shed | Unit 3: Tool Tote | Unit 4: Speed Racer Electro-Mechanical Project |
| | Food & Textile Studies | Unit 1: Prevention is better than a cure | Unit 2: Upcycle it! | Unit 3: Culture Cuisine | Unit 4: Food Allergies |
| | Digital Technology | Unit 1: Connected via a network / Data-driven innovation | Unit 2: Creating a digital game | Unit 3: Wear IT! | Unit 4: Managing a group project: Augmented Reality |
| | Agricultural Studies | Unit 1 & 2: Agricultural Production | | Unit 3 & 4: Nutrition & Disease | |
| **The Arts** | Art | Unit 1: Crossing Cultures - East meets West | Unit 2: A Wash with Colour | Unit 3: Pop Art Portfolio | Unit 4: A Wash with Colour |
| | Music | Unit 1: Gods of Rock/Pop | Unit 2: Rock Around the Clock | Unit 3: Australian Music | Unit 4: Old Tunes, New Hits |
| | Media & Drama | Unit 1: The Genre Space | Unit 2: All The World's a Stage | Unit 3: The Musical Number | Unit 4: Improvisation |
| **Language - Japanese** (Elective Subjects from 2022) | | Unit 1: Oral Traditions | Unit 2: Community Celebrations | Unit 3: Social Issues | Unit 4: Youth Subcultures |
| **Language - Aboriginal and Torres Strait Islander Languages (Wakka Wakka)** (Elective Subjects from 2022) | | Unit 1: Social Issues | Unit 2: Youth Subcultures | Unit 3: Language Hunting | Unit 4: Connecting Youth with Culture |
| **Student Wellbeing** | | Content dependent on student and school needs | | | |
| | | 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 |

**Three**
Cross-curriculum
Priorities
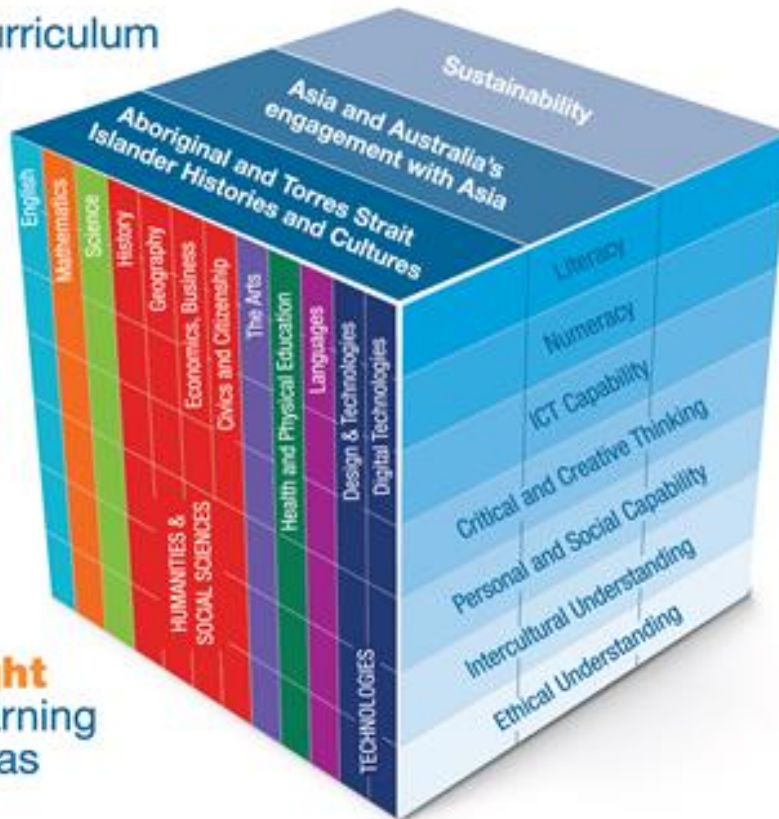
**Seven**
General
Capabilities

**Eight**
Learning
Areas

# YEAR 9 CORE SUBJECTS

## ENGLISH

| Unit 1 | Examining Different Perspectives and Representations of Australia's People, Histories and Cultures. |
|---|---|
| Unit Description | Students will:<br>• Listen to read and view literary and non-literary texts featuring different perspectives and representations of Australia's people, histories and cultures.<br>• Use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations in personal memoirs.<br>• Analyse and evaluate how text structures and language features engage an audience or evoke an emotional response.<br>• Respond creatively to memoirs and write and imaginative memoir. |
| Assessment | Imaginative Response - Memoir |
| Unit 2 | Evaluating Characters in a Novel |
| Unit Description | Students will:<br>• read extracts from a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues.<br>• read, listen to and view texts that build their understanding of the ways particular text structures and language features are used for specific purposes and effects.<br>• evaluate how an author has constructed representations of a character, ideas and issues in the novel. |
| Assessment | Written – Analytical Essay |
| Unit 3 | Novel Study - Fantasy |
| Unit Description | Students will:<br><br>• Read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice.<br>• Explore how the social, cultural and historical contexts of a text influence its construction, analysing and evaluating representations in a drama text.<br>• Create an interview script that interprets and integrates ideas from the focus text, to construct representations of characters and a point of view about an ethical issue raised in the text.<br>• Listen to, read and view a variety of literary and non-literary texts to understand the ways that text structures and language features are manipulated to construct meaning and position audiences to accept particular perspectives about social and ethical issues.<br>• Apply understandings about the manipulation of text structures and language features to edit texts for greater precision and persuasive effect. |
| Assessment | Short Response Exam |
| Unit 4 | Examining Perspectives on Issues |
| Unit Description | Students will:<br>• Listen to, read and view literary texts to examine how authors present different perspectives on issues.<br>• Examine persuasive text structures and language features that influence an audience to accept a particular perspective.<br><br>• Create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. |
| Assessment | Persuasive speech – multimodal presentation |

## MATHEMATICS

| TERM 1 | |
|---|---|
| Unit 1 | Measurement |
| Unit Description | Students Will:<br>• calculate the area of composite shapes<br>• calculate the surface area and volume of right prisms and cylinders,<br>• solve problems involving the surface area and volume of right prisms |
| Assessment | Rainwater Storage System Assignment |
| Unit 2 | Geometric Reasoning |
| Unit Description | Students will:<br>• describe the conditions of similarity<br>• draw scaled enlargements |

| | |
|---|---|
| | • determine scale factors, |
| | • interpret scale drawings, |
| | • assess the similarity of triangles using tests |
| | • investigate scale and area. |

| **TERM 2** ||
|---|---|
| Unit 3 | **Pythagoras and Trigonometry** |
| Unit Description | Students will:<br>• apply Pythagoras' Theorem<br>• determine unknown side lengths of right-angled triangles<br>• apply naming conventions for sides of right-angled triangles<br>• use similarity to investigate the constancy of the sin, cos and tan ratios<br>• calculate trigonometric ratios using known angle or side length values<br>• calculate unknown side lengths in right-angled triangles<br>• solve problems using trigonometry, and calculate unknown angles in right-angled triangles. |
| Unit 4 | **Linear and non-linear Relationships** |
| Unit Description | Students will:<br>• calculate gradient<br>• calculate the distance between two points on a Cartesian plane using Pythagoras' theorem<br>• calculate the midpoint of a line segment.<br>• model relationships between variables and link algebraic, graphical and tabular representations of those relationships. |
| Assessment | Geometry and Linear and Non-linear Relationships Exam |

| **TERM 3** ||
|---|---|
| Unit 5 | **Data** |
| Unit Description | Students Will:<br>• consolidate types of statistical variables<br>• collect primary and secondary data to investigate statistical questions<br>• calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources<br>• construct histograms and back-to-back stem-and-leaf plots use statistical knowledge to draw conclusions |
| Assessment | Bivariate Data PSMT Assignment |
| Unit 6 | **Chance** |
| Unit Description | Students will:<br>• determine outcomes of two-step chance experiments using tree diagrams and arrays<br>• assign probabilities to outcomes<br>• calculate relative frequencies<br>• determine probabilities of events (including those involving 'and' and 'or' criteria),<br>• organise data and determine relative frequencies in Venn diagrams and two-way tables investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used) |
| Assessment | Monitoring task: Chance Assignment |

| **TERM 4** ||
|---|---|
| Unit 7 | **Real Numbers** |
| Unit Description | Students Will:<br>• Real numbers —use index notation, convert index notation to expanded notation, investigate the index laws, simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form, use index laws to solve problems involving scientific notation<br>• Money and financial mathematics — use the simple interest formula, and solve problems using simple interest. |
| Unit 8 | **Algebra** |
| Unit Description | Students will:<br>• Patterns and algebra — expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion<br>• Patterns and algebra — expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions. |
| Assessment | Real Numbers and Algebraic Procedures Exam |

| SCIENCE | |
|---|---|
| **TERM 1** | |
| Unit 1 | **Energy on the move** |
| Unit Description | Students will:<br>• examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model.<br>• will form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy.<br>• will form conclusions using these findings, scientific knowledge, and prior understanding in order to make informed decisions about the influence of science and technology on agricultural practices. |
| Unit 2 | **Making Waves** |
| Unit Description | Students will:<br>• build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light.<br>• investigate wave motion and how different mediums affect sound and light transfer.<br>• explore ways in which humans have used and controlled sound and light energy transfer for practical purposes.<br>• design and conduct investigations to transmit a form of energy through a medium using available equipment and materials.<br>• analyse experimental and second-hand data and identify relationships within the data |
| Assessment | Exam: Energy on the move and Making Waves |
| **TERM 2** | |
| Unit 3 | **It's Elementary** |
| Unit Description | Students will:<br>• explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons.<br>• investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life.<br>• understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available.<br>• research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses.<br>• critically evaluate the sources of their researched information. |
| Assessment | Monitoring task: Radioactivity Assignment |
| Unit 4 | **Changing Earth** |
| Unit Description | Students will:<br>• explore the historical development of the theory of plate tectonics.<br>• model and investigate geological processes involved in Earth movement.<br>• compare different types of tectonic-plate boundaries and the tectonic events which occur at these boundaries.<br>• explore technological developments that have aided scientists in the study of tectonic-plate movement and consider how these assist societies living in tectonic-event areas.<br>• research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings. |
| Assessment | Plate Tectonics Exam |
| **TERM 3** | |
| Unit 5 | **My Life in Balance** |
| Unit Description | Students will:<br>• identify human body systems and the ways in which they work together in balance to support life.<br>• outline how essential requirements for life are provided internally through a coordinated approach.<br>• analyse and predict the effects of the environment on body systems<br>• discuss how the body responds to changes in the environment and to diseases.<br>• research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination.<br>• consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research.<br>• evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas. |
| Unit 6 | **Responding to Change** |
| Unit Description | Students will:<br>• engage in the exploration of concepts of change and sustainability within an ecosystem.<br>• focus on understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist.<br>• have an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems. |
| Assessment | Responding to Change Research Investigation |
| **TERM 4** | |
| Unit 7 | **Chemical Patterns** |

| Unit Description | Students will: |
|---|---|
| | • engage in the exploration of chemical reactions and the application of these in living and non-living systems. |
| | • develop understanding that chemical change involves the rearranging of atoms to form new substances. |
| | • examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. |
| | • engage in investigations that examine photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills. |
| | • apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives. |
| **Unit 8** | **Heat and Eat** |
| Unit Description | Students will: |
| | • engage in the exploration of chemical reactions and their application in everyday life. |
| | • investigate the application of the chemical concepts to methods used by Australian Indigenous peoples to detoxify food, food production and the use of acid/base indicators. |
| | • design and conduct investigations, assess risk and gather first-hand data. |
| | • analyse data, identifying inconsistencies and describe specific ways to improve the quality of data obtained in their investigations. |
| Assessment | Heat and Eat Student Experiment |

## HISTORY

| Unit Title | History - The Making of the Modern World |
|---|---|
| Year Level Focus | The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. Students will complete an overview of the period, followed by three depth studies. |
| Overview | Overview for the making of the modern world includes the following: |
| | • The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia. |
| | • The nature and extent of the movement of peoples in the period (slaves, convicts and settlers). |
| | • The extent of European imperial expansion and different responses, including in the Asian Region. |
| | The emergence and nature of significant economic, social and political ideas in the period, including nationalism. |
| Depth Studies | Students will be given the opportunity to complete three in-depth studies from the following selection: (A choice of one from each depth study will be made.) |
| | 1. Making a better world? |
| | a) The Industrial Revolution |
| | b) Progressive ideas and movements |
| | c) Movement of peoples |
| | 2. Australia and Asia |
| | a) Asia and the world |
| | b) Making a nation |
| | 3. World War 1 |
| Possible Assessment | • Short Answer Test |
| | • Research Assignment |
| | • Oral Presentation |
| | • Multimodal Presentation |

## GEOGRAPHY

| Unit 1 | Biomes and food security |
|---|---|
| Unit Description | Students will: |
| | • draw on studies at the national and global scales, including the geographical context of Australia, to investigate the role of the biotic environment and its role in food and fibre production |
| | • select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the word (now and in the future), and alteration and significance as a source of food and fibre |
| | • represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate |
| | • evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends and relationships and predict outcomes |
| | • apply geographical concepts to synthesise information from various sources to determine environmental challenges |
| Assessment | Exam |

| Unit 2 | Geographies of interconnections |
|---|---|
| Unit Description | Students will:<br>• draw on studies to investigate how people, through their choices and actions are connected to places throughout the world in a wide variety of ways<br>• collect, select, record and organise relevant geographical data and information from a range of appropriate primary and secondary sources to identify the connections between people, places and environments<br>• represent the spatial distribution of interconnections between people and places and the products they buy by constructing special purpose maps that conform to cartographic conventions<br>• draw conclusions based on the analysis of data and information on the ways transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally<br>• present information using geographical terminology in appropriate forms, selected for their effectiveness and suitability for audience and purpose |
| Assessment | Research assignment |

| HPE | |
|---|---|
| Unit 1 | Respectful Relationships |
| Unit Description | Students will:<br>• identify what respectful relationships are and how empathy and ethical decision making contribute. |
| Assessment | Examination |
| Unit 2 | Space Invaders |
| Unit Description | Students will:<br>• develop their teamwork skills and their capacity to apply and transfer concepts and strategies in Netball. |
| Assessment | Ongoing Practical Performance – Netball |
| Unit 3 | Moving More Matters |
| Unit Description | Students will:<br>• explore how the role of physical activity in daily life has changed over time.<br>• perform and evaluate an intervention/fitness workout that can be performed in a confined space and improve fitness and physical activity levels in their community. |
| Assessment | Project – Fitness Plan Design & Report |
| Unit 4 | Strike Out |
| Unit Description | Students will:<br>• evaluate their own and others' performance of movement skills and sequences that are used in a game that fits the striking/fielding category. |
| Assessment | Ongoing Practical Performance – Cricket, Hockey, Softball |
| Unit 5 | My Social Responsibility |
| Unit Description | Students will:<br>• investigate social norms, behaviours and stereotypes with regard to alcohol/drugs and identify the way adolescents think about risk taking behaviours. |
| Assessment | Investigation |
| Unit 6 | Games We Play |
| Unit Description | Students will:<br>• participate in a range of activities which play a part in the lives of Australians.<br>• investigate how participation in these activities has changed over time and determine intervention strategies to improve or maintain fitness levels. The activities may include the indigenous game: Marn Grook and its development into the current AFL game. |
| Assessment | Ongoing Practical Performance – Indigenous Games & AFL |
| Unit 7 | Active Aussies |
| Unit Description | Students will:<br>• examine health information and its appropriateness.<br>• examine external influences to their ability to make healthy and safe choices and their responses to these.<br>• critique behaviours and contextual factors that influence the health and wellbeing of their communities. |
| Assessment | Project |
| Unit 8 | Touch Football |
| Unit Description | Students will:<br>• develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games. This unit will extend upon the skills developed and demonstrated in the Term 1: Space Invaders unit and applied in an alternate context. |
| Assessment | Ongoing Practical Performance – Touch Football |

| 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. |

# YEAR 9 ELECTIVE SUBJECTS

## ELECTIVE CANCELLATIONS

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

## ELECTIVE – DESIGN & TECHNOLOGIES: AGRICULTURE STUDIES

| Units 1 & 2 | Agricultural Production |
|---|---|
| Unit Description | Students will:<br>• Explore types of products and production methods.<br>• Gain knowledge of the basic anatomy and physiology of plants.<br>• Gain knowledge of the external anatomy and breed identification of livestock.<br>• Gain exposure to animal care and handling.<br>• Experience growing plants and propagation methods.<br>• Develop an understanding of the ethical standards involved in livestock care. |
| Assessment | Student Experiment – Crop Production<br>Research Investigation – Livestock Production |
| Units 3 & 4 | Nutrition and Disease |
| Unit Description | Students will:<br>• Gain knowledge of animal nutrition.<br>• Apply understanding of the digestive systems of livestock.<br>• Investigate pests and diseases of crops.<br>• Investigate pests and diseases of livestock. |
| Assessment | Data test<br>Pests and Diseases Portfolio |

## ELECTIVE – DESIGN TECHNOLOGY: INDUSTRIAL TECHNOLOGY AND DESIGN

| Unit 1 | Breakfast at Grandma's |
|---|---|
| Unit Description | In this unit, students will test and apply various materials, tools and techniques to create a design product i.e. a breakfast tray. Students will explore issues with sustainability and current/past forestry management techniques. This unit introduces students to workshop practices, safety skills and aims to hone hand skill development whilst also introducing basic woodwork machines and techniques.<br>Students will:<br>• Study abrasive types of finishes as well as different types of finishes and stains.<br>• Complete a materials/cut list with an accurate costing for their project. |
| Assessment | Design Folio & Practical Demonstration |
| Unit 2 | Cleaning up the Shed |
| Unit Description | In this unit, students will test and apply various materials, tools and techniques to create a design product i.e. a dustpan and toolbox using sheet metal. The students will explore issues with sustainability and manufacturing processes consistent with sheet metal production. This unit introduces students to basic metalworking machines and production processes.<br>Students will:<br>• Study joining and fixing methods, shaping of sheet metal and surface protection of steel products.<br>• Designing an internal tool tray or shelf. |

| | |
|---|---|
| | • Complete planning and design process steps and complete tray development drawings using ICTs prior to production. |
| Assessment | Practical Demonstration & Presentation |
| **Unit 3** | **Tool Tote** |
| Unit Description | In this unit, students will test and apply various materials, tools and techniques to create a design product i.e. tool tote. Students will explore issues with sustainability and design specifications to meet specific criteria. Students will need to identify constraints from the design brief and develop criteria for success.<br>Students will:<br>• Research a chosen trade and identify standardised tools for this specific trade.<br>• Develop a list of specific tools for this trade and design a tool tote to accommodate tools.<br>• Identify appropriate materials to use in the production of the tool tote while adhering to sustainability requirements.<br>• Perform an initial reflection and evaluation and a final critical reflection. |
| Assessment | Practical Demonstration & Collaborative Activity |
| **Unit 4** | **Speed Racer Electro-Mechanical Project** |
| Unit Description | In this unit, students will follow the design process (define, ideate, prototype, build and analyse) to produce a working electro-mechanical vehicle designed to race and/or carry load within specific constraints. Students will have a choice to race their vehicles by maximising aerodynamic aspects and improving down draft and traction to reach top speed. The alternative is to design a truck on the base frame and also produce a cargo trailer to attach to the truck and carry a specific load of e.g. 500g and reach top speed by making it the most economic. Students will be exposed to new STEM concepts and apply this knowledge to design their vehicle of choice.<br>This task incorporates learnings and skill from the previous units and requires students to problem solve construction challenges. This unit will introduce students to low voltage electronics and rapid prototyping techniques.<br>Students will:<br>• Gain knowledge of low voltage electronics and rapid prototyping techniques.<br>• Develop their problem-solving skills through prototyping.<br>• Consolidate learning of design processes and production.<br>• Complete a portfolio recording all aspects of the task from initial investigations to reflection and evaluation.<br>• Incorporate STEM concepts and develop their understanding of engineering design cycles. |
| Assessment | Design Folio & Project |
| Ongoing Assessment | The students will be assessed continuously with particular emphasis on:<br>• Safety in the workshop<br>• Research of materials and processes<br>• Peer and self-evaluation of projects<br>• Originality of ideas<br>• Organisational skills |
| Safety Practices | Students must wear leather shoes as outlined in the Murgon SHS School Uniform Policy.<br>Failure to do so will lead to students being unable to enter the workshop. |

| ELECTIVE – DESIGN TECHNOLOGY: FOOD & TEXTILES STUDIES | |
|---|---|
| **Unit 1** | **"Prevention is better than a cure"** |
| Unit Description | In this unit, students will learn how preventative measures can avoid diet related health problems. They will investigate diet related illnesses and their impact on Australian society. Students will examine recipes and ingredients used in recipes that are suitable for people diagnosed with high cholesterol, diabetes, iron deficiency and heart disease.<br>Students will:<br>• Make judgments on how the principles of recipe design inform meal plans for people with diet related illnesses.<br>• Critically analyse the suitability of recipes and ingredients used in recipes for diet related illnesses.<br>• Design and produce a meal that is suitable for a diet related illness. |
| Assessment | Portfolio |
| **Unit 2** | **Upcycle it!** |
| Unit description | In this unit, students will investigate the characteristics and qualities of natural and manmade fibres. They will be required to design a clothing item, as well as developing and modifying production processes to incorporate recycled textiles. The focus areas of the unit will be the design process, sustainability, ethical, social and environmental considerations.<br>Students will:<br>• Develop their sewing skills.<br>• Learn design processes and production.<br>• Complete a sample that demonstrates a range of sewing techniques in preparation for their assessment. |
| Assessment | Portfolio |
| **Unit 3** | **Culture Cuisine** |

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|---|---|
| Unit Description | In this unit, students will explore a range of foods from the Pacific rim including Australian Indigenous culture. They will study a range of cooking techniques in a contemporary setting. Students will focus on flavour combinations and presentation.<br>Students will:<br>• Explore a range of foods from the Pacific Rim.<br>• Study and apply various cooking techniques.<br>• Focus on fusion cuisine, flavour combinations and presentation. |
| Assessment | Portfolio |
| **Unit 4** | **Food Allergies** |
| Unit Description | In this unit, students will study the effects of food allergies on the human body. They will investigate alternative recipes and ingredients to avoid food allergies. Students will gain knowledge of diet restrictions and adjustments required for the preparation of food for persons with food allergies.<br>Students will:<br>• Study the effects of food allergies on the human body.<br>• Investigate alternative recipes and ingredients to avoid food allergies.<br>• Gain knowledge of diet restrictions and adjustments required for preparation of food. |
| Assessment | Examination |

| ELECTIVE – DIGITAL TECHNOLOGIES | |
|---|---|
| **Unit 1** | **Connected via a network / Data-driven innovation** |
| Unit Description | Students will:<br>• Understand that digital systems must be robust and reliable.<br>• Learn that a computer network enables computers to exchange data and explore protocols such as HTTP, TCP, IP and SMTP.<br>• Investigate the compression of files to reduce file size and the advantages of this process.<br>• Compare the initial and end quality of compressed files.<br>• Understand data from individuals is used to inform society, businesses, industry and governments.<br>• Understand smartphones collect data and contribute to a person's digital footprint.<br>• Acknowledge the collection of data raises privacy concerns about personal information.<br>• Examine data-driven digital solutions to problems and challenges faced by society. |
| Assessment | Portfolio |
| **Unit 2** | **Creating a digital game** |
| Unit Description | A digital game gives students the opportunity to learn and refine their object-oriented programming (OOP) skills.<br>Students will:<br>• Follow a problem-solving process to design, build and evaluate a digital game.<br>• State the digital design problem and decompose it to develop a solution.<br>• Create an algorithm for the game and relate this to an OOP approach.<br>• Form working groups to implement a solution to build a computer game using OOP principles.<br>• Evaluate the end product i.e. the game and the solution. |
| Assessment | Portfolio |
| **Unit 3** | **Wear IT!** |
| Unit Description | The world is becoming more and more connected. Society is seeing persistent internet connections within devices as technology shrinks. The vast array of sensors means we can make wearable technologies that provide information to support improvements in our lifestyle.<br>Students will:<br>• Design and implement a piece of wearable technology.<br>• Identify the types of data to be collected by the wearable device.<br>• Identify how data will be stored as it moves between connected system components.<br>• Investigate, compare and adapt a range of algorithms used to receive and process data from various sensors.<br>• Construct a prototype of the wearable device.<br>• Evaluate the prototype identifying future uses and making recommendations. |
| Assessment | Portfolio |
| **Unit 4** | **Managing a group project: Augmented Reality** |
| Unit Description | Augmented Reality (AR) is a digital technology that combines real and virtual worlds. 'Augmented' means to add or enhance something. In the case of AR, graphics, sounds and touch feedback are added to our natural world to create an enhanced user experience. AR uses the existing natural environment and overlays virtual information on top of it.<br>Students will:<br>• Plan, implement and monitor an AR project.<br>• Develop their project management skills.<br>• Collaborate with their peers and perform a specific role |

| ELECTIVE – BUSINESS & ECONOMICS/ CIVICS & CITIZENSHIP | |
|---|---|
| Unit 1 | Economics & Business – Managing financial responsibilities, risks and rewards |
| Unit Description | Students will:<br>• Understand money choices so that financial needs are met throughout life.<br>• Identify types of consumer and financial risks to individuals, families and community, and ways of managing them.<br>• Create saving goals, budgets and a savings plan to achieve financial goals.<br>• Explore the differences between good and bad debt, including manageability of debt and its long-term impact.<br>• Investigate the means and impact of preparing for future financial needs. |
| Assessment | Examination |
| Unit 2 | Civics & Citizenship – Change in Australia's Political & Legal Systems |
| Unit Description | Students will:<br>• Explore how Australia's political system enables change.<br>• Examine the ways political parties, interest groups, media and individuals influence government, and their decision-making processes.<br>• Investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. |
| Assessment | Research Task |
| Unit 3 | Economics & Business – Money Smart Rookie |
| Unit Description | Students will:<br>• Explore rookie errors when purchasing products.<br>• Learn how to find a mobile phone that suits their needs.<br>• Investigate a range of mobile phone deal options.<br>• Explore the consumer needs associated with buying a car.<br>• Examine what is required to get their first job. |
| Assessment | Investigative Task |
| Unit 4 | Civics & Citizenship – Diversity & Identity in Australia |
| Unit Description | Students will:<br>• Explore how citizens participate in shaping Australia's identity.<br>• Examine the concept of a civil society and a cohesive society.<br>• Investigate the people and events that challenge law and order in our community.<br>• Look at the treatment of Indigenous Australians.<br>• Investigate if Australia has lost its identity. |
| Assessment | Research Task |

| ELECTIVE – MUSIC | |
|---|---|
| Unit 1 | Gods of Rock/Pop |
| Unit Description | Students will:<br>• Explore three key genres of music that define and guide the music of today: Rock, Pop, Rap.<br>• Develop their understanding of key characteristics of each style through analysis, evaluation, performance and composition of each of these styles.<br>• Choose which genre they will either respond, perform, or compose to in order to heighten their engagement and understanding. |
| Assessment | Summative - Performance<br>Summative - Reflective Journal (ongoing) |
| Unit 2 | Rock Around the Clock |
| Unit Description | Students will:<br>• Explore three key genres of music that define and guide the music of today: Rock, Pop, Rap.<br>• Develop their understanding of key characteristics of each style through analysis, evaluation, performance and composition of each of these styles.<br>• Choose which genre they will either respond, perform, or compose to in order to heighten their engagement and understanding.<br>• Learn how to create music using Garage Band , where they will record and create music using:<br>    • Instruments<br>    • Pre-recorded Loop<br>    • Special Effects |
| Assessment | Summative – Composition – Create a 12 Bar Rap<br>Summative - Reflective Journal (ongoing) |
| Unit 3 | Australian Music |

| Unit Description | Students will:<br>• Understand the history of Australian music through listening to a variety of styles, such as Traditional, Folk, Rock, and Popular.<br>• Analyse and evaluate how the musical elements are used to create different genres and meanings.<br>• Develop their instrumental skills through practicing and performing student chosen Australian song. |
|---|---|
| Assessment | Summative - Performance<br>Summative - Reflective Journal (ongoing) |
| **Unit 4** | **Old Tunes, New Hits** |
| Unit Description | Students will:<br>• Understand Baroque, Classical, and Romantic music to develop their understanding of how music began.<br>• Understand modern music making through Garage Band and listening to Popular Music<br>• Use a melody from the Baroque, Classical, and Romantic era and fuse it with modern music using music technology (Garage Band) to create a new hit. |
| Assessment | Summative – Composition – 12 Bars<br>Summative - Reflective Journal (ongoing) |

| ELECTIVE – VISUAL ARTS | |
|---|---|
| **Unit 1** | **Crossing of Cultures – East meets West** |
| Unit Description | Students will:<br>Explore the conjunctions between art forms and artists across time and cultures. They will investigate the ways in which Asian art has influenced the west in the past, and the ways that Western art has influenced contemporary Asian art in the present. |
| Assessment | **Making:** Produce a portfolio of artworks that include experimentation and a series of resolved artworks.<br>**Responding:** Students analyse and evaluate Asian and Western artworks. Student evaluate how they and others are influenced by artworks from different cultures, times and places. |
| **Unit 2** | **A Wash with Colour** |
| Unit Description | Students will:<br>Investigate watercolour techniques. The students will develop their range of painting skills through a sequence of experimental activities involving watercolours and other mediums. The students will apply these skills across a range of topics such as landscapes, seascapes and still life. |
| Assessment | **Making:** Produce a portfolio of watercolour artworks that include experimentation and a series of resolved artworks.<br>**Responding:** Students analyse and evaluate their own artworks. |
| **Unit 3** | **Pop Art Portfolio** |
| Unit Description | Students will:<br>Complete an experimental investigation into the Pop Art movement. Students will explore and develop their skills in experimenting with relevant Pop Art media and techniques; including appropriation and colour blocking. They will analyse, evaluate, and interpret meanings from influential works from within the Pop Art movement. They will utilise and apply their knowledge and understanding in creating a Pop Art portfolio throughout the term. Students will develop three pop art portraits and an Andy Warhol inspired Campbell Soup Can using various media and techniques. |
| Assessment | Making: Produce a Pop Art portfolio |
| **Unit 4** | **Clay** |
| Unit Description | Students will work with the medium of clay, exploring three dimensional artwork and art for private spaces, with the emphasis on creating functional and aesthetic items as a gift for a parent or other significant adult. Students will:<br>• Develop knowledge and understanding of aesthetic considerations in the production of ceramic vessels.<br>Research ceramics through history and different cultures. |
| Assessment | **Making:** Produce two sculptures, one with a functional focus, and one that is purely aesthetic. |

| ELECTIVE – MEDIA ARTS & DRAMA | |
|---|---|
| **Unit 1** | **The Genre Scene** |
| Unit Description | Students will:<br>Explore meaning making in film through film genre. Students extend their knowledge of Camera Shot Sizes through practical exercises and learn Camera Angles and Movement and how their use makes meaning for audiences. Students learn the concepts of Genre and Genre Conventions and extend their knowledge through analysing classic film genres through films including: Adventure – |

| | |
|---|---|
| | *Jumanji: Welcome to the Jungle* (2017), Action – *Zootopia* (2016), Drama – *The Fault In Our Stars* (2014), Comedy – *Dumb and Dumber* (1994). Students identify a film genre/subgenre they enjoy and research the Genre Codes and Conventions used in these films to create meaning and meet audience expectations. Students extend their knowledge and understanding of how technical and symbolic conventions are used to make meaning through engaging in the production of recreating a classic genre film scene. |
| Assessment | 9.1 Genre Project<br>Responding: 1-2 minute spoken response in class, 300-400 word written response<br>Making: 1-2 minute script, 45 second to 1 minute moving image media artwork |
| **Unit 2** | **All The World's a Stage** |
| Unit Description | Students will:<br>Explore the works of William Shakespeare through adaptations and performances in different settings. Students identify the relevance of Shakespeare's work today through engaging with various classic and contemporary interpretations and adaptations of his work including: *Romeo and Juliet* (1595), *Romeo + Juliet* (1996) and Warm *Bodies* (2013); *Hamlet: Prince of Denmark* (1609) and *The Lion King* (1994 & 2019); *The Taming of The Shrew* (1590) and *10 Things I Hate About You* (1999); and *Twelfth Night* (1601) and *She's The Man* (2006). Students extend their knowledge and understanding of the elements of drama and meaning making through devising a short performance that presents an alternative point of view of a familiar context. |
| Assessment | 9.2 Shakespeare Project<br>Responding: 1-2 minute spoken response in class, 300-400 word written reflection<br>Making: 1-2 minute script, 1-2 minute dramatic performance |
| **Unit 3** | **The Musical Number** |
| Unit Description | Students will:<br>Explore the fundamental human need for telling stories through song and dance, and the representation of teenagers. Students identify how social and cultural values and alternative points of view are portrayed in media artworks and dramatic performances through whole-class discussions. Students engage in film analysis of musical classics including: *Rebel Without a Cause* (1955), *Grease* (1978), *High School Musical* (2006), and *Bran Nue Dae* (2009). Students extend their knowledge and understanding of the musical film genre through collaboration on the production of a group musical number from a successful musical film, and reflection on the process of human collaborative storytelling. |
| Assessment | 9.3 Musical Project<br>Responding: 1-2 minute spoken response in class, 300-400 word written response and 300-400 word written reflection<br>Making: 8-12 shot storyboard, 45 second to 1 minute moving-image media artwork |
| **Unit 4** | **Improvisation** |
| Unit Description | Students will:<br>Extend their knowledge and understanding of The Elements of Drama and their dramatic performance skills through the exploration of improvisation. Students analyse and evaluate improvisational theatre performed by their peers and apply their understanding of this spontaneous form of theatre in dramatic performances they produce in response to an unseen stimulus. |
| Assessment | 9.4 Improvisation Project<br>Responding: 1-2 minute spoken response in class, 300-400 word written reflection<br>Making: 1-2 minute recording of devising through improvisation, directing, scriptwriting |

## ELECTIVE - LANGUAGES

Students can choose to study Japanese or Wakka Wakka for either a semester or a year. For Japanese - hiragana, katakana and kanji will be taught throughout the course.

**Japanese**

| Unit 1 | Oral Traditions |
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| Unit Description | In this unit, students explore the concept of identity and traditions through the analysis of imaginative texts of cultural significance passed down through generations over time. <br><br> Students will: <br> • explore a range of texts in Japanese and English <br> • understand cultural values behind texts <br> • reflect and apply language changes according to relationships with others |
| Assessment | Collection of work <br> Modes assessed: writing, speaking, reflecting |
| **Unit 2** | **Community Celebrations** |
| Unit Description | In this unit, students explore the concept of community celebrations and how they contribute to personal and community identity. <br><br> Students will: <br> • view and create texts about different community celebrations <br> • plan and present information about a local community celebration <br> • translate texts about community celebrations <br> • reflect on how community celebrations influence/contribute to a sense of belonging, group and individual identity. |
| Assessment | Collection of work <br> Modes assessed: speaking, writing, reflecting |
| **Unit 3** | **Social Issues** |
| Unit Description | In this unit, students will explore the ways in which people communicate about youth-related social issues in Japan and Australia. <br><br> Students will: <br> • encounter authentic language in a range of spoken and written texts about youth-related social issues <br> • use a range of language to discuss their own perspectives on youth and technology use <br> • analyse different perspectives on youth-related social issues <br> • investigate how globalisation influences language relating to technology. |
| Assessment | Collection of work: writing, speaking |
| **Unit 4** | **Youth Subcultures** |
| Unit Description | In this unit, students will explore how young people in Japan and Australia engage with subcultures as a form of self-expression. <br><br> Students will: <br> • discuss different youth subcultures and explore identity and self-expression <br> • analyse and present information about youth subcultures in Japan <br> • reflect on their own identity in relation to youth subcultures <br> • discuss cultural values that are evident in youth subcultures. |
| Assessment | Collection of work: speaking, reflecting |

**Wakka Wakka: Units for this subject are still under development**

| Unit 1 | Social Issues |
|---|---|
| Unit 2 | Youth Subcultures |
| Unit 3 | Language Hunting |
| Unit 4 | Connecting Youth with Culture |

*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 and the consequences of our Uniform Policy may be implemented.

### *What is not Permitted*

- Shorts or winter pants with visible commercial logos
- Denim or other jeans
- Beanies, knitted caps or balaclavas
- Any jewellery that dangles or protrudes or that is deemed a workplace health and safety risk for an area or activity
- Long sleeves under school shirts
- Any footwear that does not cover the upper part of the foot, thongs, scuffs or ugg boots, no 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 ABOUBTH THE IMPORTANCE OF ATTENDING SCHOOL

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

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

## RESPONSIBILITIES

**School responsibilities:**

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

**Student responsibilities:**

- Attend school every day, all day, and be on time and prepared for lessons.

- Never leave school grounds during school hours without permission from parent/carers or the school, and without Signing Out at the front office.

- Report to the front office if arriving late to school and sign in through ID Attend. If leaving school before the end of the day, sign out via the front office.

- Provide a written explanation from your parent/carer explaining the reason for your absence from school if contact via phone has not been previously made.

- Catch up on missed work whilst absent.

- Negotiate as necessary, a revised date for handing in assessment items if the due date has lapsed. In Years 11 & 12, a medical certificate may be required to support assessment extension of due dates.

**Parent/Carer's responsibilities:**

- Each parent/carer of a child of compulsory school age has the obligation to ensure their child is attending school every school day, for the educational program that their child is enrolled in.

- Promote their student's attendance at school by only allowing absences to occur for sickness, bereavement, or events of cultural significance.

- Engage regularly with school staff when your student has extended periods of absence, and notify the school of extenuating circumstances. A medical certificate will be required for extended periods of time due to illness/injury.

- Ensure all absence records are accurate and that all absences have been explained.

- Contact the school if your student's absence is to be for an extended period of time and request school work.

- Complete an exemption form if your student will be absent for more than 10 consecutive days.

- Contact the school if your child is refusing to attend school. Initiate or attend meetings to seek support and discuss your student's attendance or participation in his/her educational program. Engaging with outside service providers may be necessary.

- Immediately contact the school if your student moves to another school.

- Provide satisfactory explanation to the school (notes should be signed and dated; Medical Certificates should cover relevant periods):
  - If your student arrives late or needs to depart early from school
  - If your student is going to be, or has been, absent from school as a result of illness or injury.

## STRATEGIES

At Murgon SHS we promote 100% attendance by:

- Communicating attendance expectations to the school community.

- Use of ID Attend and daily mobile SMS messages for students who are absent.

- Consistently recording and following up student absences.

- Employment of an Attendance Officer and implementation of the Student Services Hub to monitor the school's attendance data and identify trends and individual students with high levels of absenteeism.

- Referring students and families to relevant professionals outside of school for example, counsellors, psychologists, support networks; according to individual needs.

- Ensure parents are aware of their legal obligations and the importance of attending school every day.

- Implementing the Murgon SHS Truancy Policy for students who attend school but not classes.

## RESPONSE TO ABSENCES

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

- By the end of period 1 a SMS text message is sent to the parent/carer if their student is absent (unexplained).

- The Attendance Officer contacts the parent/carer by phone if their student is absent for an extended period of time.

- The Attendance Officer will make contact with the school's CECs, YSC and Clontarf Foundation staff to make personal contact with Indigenous and non-Indigenous parents where phone contact cannot be made. All staff to record contacts on the Visitation and Contact parent/carer explanation and signature. Signed form kept on student file.

- Attendance Officer uses ID Attend student profile to alert if a student is absent or present at school for students in Care and at-risk students.

- The Head of Department Student Services meets weekly with Attendance Officer to action Attendance Policy. All records of actions and contacts are recorded in OneSchool

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

- Follow the Murgon SHS *Attendance Management Flowchart*

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

- Student not being permitted to attend school dances, field trips, end of term Rewards Days or end of year excursions.

- Student not being permitted to attend the Senior Formal.

- Cancelation of enrolment for post compulsory students.

- If after 3 weeks the student is still not attending school regularly, Murgon SHS will follow the processes for managing student absences as outlined in the *Education (General Provisions) Act 2006*. This includes the reporting of persistent and/or unexplained absences to Education Queensland, The Queensland Police Service and the Department of Child Safety.

# REPORTING AND MONITORING ATTENDANCE

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

- Phone Murgon SHS on 07 4169 9222

- SMS: 0429 328 457

- Correspondence with school administration in writing

## SOME RELATED RESOURCES

Murgon State High School:

- Attendance Management Steps

- Attendance Management Flowchart

- Student Attendance Profile

- Visitation and Contact Log

- Truancy Procedures

***Every Day Counts***
http://education.qld.gov.au/everydaycounts/index.html
***Departmental Policies and Procedures***
Managing Student Absences and Enforcing Enrolment and Attendance at State Schools
Roll Marking in State Schools