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Introduction

We extend a welcome to all students commencing or continuing their secondary study at Woodford P-10 State School. The Junior Secondary and Senior phases of learning will provide you with the opportunity to build strong foundations for your future.

Our school motto is "Today's Effort, Tomorrow's Success" and we offer a range of subjects that will help you to build success. Our subject range, combined with excellent teachers, quality resources and a wide range of learning experiences, provides ample opportunity for every student to experience success and to develop multiple pathways to the future.

In both the Junior Secondary and Senior phases of learning you must take responsibility for your own learning and strengthen your commitment to lifelong learning.

A lifelong learner is:

- A knowledgeable person with deep understanding
- A complex thinker
- An active investigator
- A responsive creator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner.

Woodford P-10 State School will provide you with many opportunities to build the foundations for your future, but ultimately the responsibility for your success rests with you.

The Junior Secondary and Senior phases of learning will give you the opportunity to develop good personal organisation, self-discipline, positive work and study habits. You can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

We trust that you will enjoy the challenges of Junior Secondary and Senior schooling and that you will reap the benefits for your future. Sound foundations in the Junior Secondary phase will see you make a smooth transition into the Senior phase of learning.

Karli Drzystek
HOD Curriculum

Ronnie Hill
Principal

Vision and Values



BEHAVIOUR MATRIX

***Every child has a right to learn
Every teacher has the right to teach
Everyone at our school has the right to feel safe***

TODAY'S EFFORT IS TOMORROW'S SUCCESS

Being Respectful	We speak kindly and politely to each other We follow directions promptly and positively We care for each other, our school and environment
Being Responsible	We are accountable for our actions, consequences and belongings We make amends We make decisions that help us be successful and happy
Being Resilient	We choose our attitude We reflect on all experiences We are open to critical feedback
Seeing Results	We set goals We are organised and Pared We participate and give our best

Phases of Learning

JUNIOR SECONDARY (Years 7-9)

Junior Secondary provides students with a distinct identity within the school including classes and break times in the Secondary area of the school grounds. We offer quality teaching from teachers with experience working with students in this age range who can support young teens through these crucial early high school years. We will meet the social and emotional needs of Junior Secondary students with a strong focus on pastoral care.

To cater for this our teachers have developed a range of strategies that enhance the nature of learning and student engagement. Our aim is for students to develop higher order thinking and deep knowledge. Our teachers provide the leadership and direction to facilitate and develop learning opportunities.

SENIOR PHASE (Year 10)

Year 10 students belong to the Senior Phase of Learning and through their studies develop knowledge and skills to assist their transition into Years 11 and 12.

Curriculum Structure and Organisation

In the development of a Curriculum for the compulsory years of schooling in Queensland (Years 1 to 10), the concept of a common curriculum framework for all schools and systems was adopted.

The following Curriculum Areas are mandatory in the Junior Secondary years of schooling.

- English
- Health and Physical Education
- Humanities and Social Sciences
- Mathematics
- Languages: Japanese **Note Year 7 and 8 only
- Science

In Years 7 and 8 all students will have to opportunity to study subjects within the Key Learning Areas of:

- Technology
- The Arts

In Years 9 and 10 all students can choose to study subjects within the Key Learning Areas of:

- Languages **through School of Distance Education
- Technology
- The Arts
- Science

Year 7 Curriculum Structure

English	5 lessons per week over 2 semesters
Health and Physical Education	1 lesson per week over 2 semesters
Humanities and Social Sciences	2 lessons per week over 2 semesters
Maths	4 lessons per week over 2 semesters
Science	2 lessons per week over 2 semesters
Languages: Japanese	2 lessons per week over 1 semester
Technology: Information and Communication Technology	2 lessons per week over 1 semester
Technology: Home Economics	2 lessons per week over 1 term
Technology: Industrial Design and Technology	2 lessons per week over 1 term
The Arts: Visual Arts	1 lesson per week over 1 semester

Year 8 Curriculum Structure

English	4 lessons per week over 2 semesters
Health and Physical Education	2 lesson per week over 2 semesters
Humanities and Social Sciences	2 lessons per week over 2 semesters
Maths	4 lessons per week over 2 semesters
Science	2 lessons per week over 2 semesters
Languages: Japanese	2 lessons per week over 1 semester
Technology: Information and Communication Technology	2 lessons per week over 1 semester
Technology: Home Economics	2 lessons per week over 1 term
Technology: Industrial Design and Technology	2 lessons per week over 1 term
The Arts: Visual Arts	1 lesson per week over 1 semester

Year 9 Curriculum Structure

English	3 lessons per week over 2 semesters
Health and Physical Education	2 lessons per week over 2 semesters
Humanities and Social Sciences	3 lessons per week over 2 semesters
Maths	3 lessons per week over 2 semesters
Science	3 lessons per week over 2 semesters

Selection of 2 Elective Learning Areas*

Languages: Japanese – School of Distance Education	2 lessons per week over 2 semesters
Science: Farm	2 lessons per week over 2 semesters
Technology: Home Economics	2 lessons per week over 2 semesters
Technology: Industrial Design and Technology	2 lessons per week over 2 semesters
Technology: Information and Communication Technology	2 lessons per week over 2 semesters
The Arts: Visual Arts	2 lessons per week over 2 semesters

Year 10 Curriculum Structure

English	3 lessons per week over 2 semesters
Health and Physical Education	2 lessons per week over 2 semesters
History (Semester 2 only)	3 lessons per week over 2 semesters
Maths	3 lessons per week over 2 semesters
Science	3 lessons per week over 2 semesters

Selection of 2 Elective Learning Areas*

Languages: Japanese – School of Distance Education	2 lessons per week over 2 semesters
Science: Farm	2 lessons per week over 2 semesters
Technology: Home Economics	2 lessons per week over 2 semesters
Technology: Industrial Design and Technology	2 lessons per week over 2 semesters
Technology: Information and Communication Technology	2 lessons per week over 2 semesters
The Arts: Visual Arts	2 lessons per week over 2 semesters

Selection of 1 Elective Learning Areas

EDGE Café	3 lessons per week over 1 semester
EDGE Construction	3 lessons per week over 1 semester
Geography	3 lessons per week over 1 semester

Year 10 Work Experience

In semester 2, students have the option to complete a 2-week work placement block. Students are required to source their work experience provider themselves. This program enables students to gain an insight into the world of work as well as develop their “employability” skills (communication, teamwork, planning and organisation, problem solving, etc.). It also provides students with the opportunity to decide if that occupation is a good fit for them before completing their SET plan and making their Senior School subject selections.

* Year 9 and 10 electives (excluding EDGE Café, EDGE Construction and Geography) will run at the same time meaning classes may consist of both Year 9 and 10 students. Electives are scaffolded as pre-requisites for the next level, meaning level 1 must be achieved before moving on to level 2, etc. Students select two different electives each semester. There are four levels of each elective area. It is therefore possible for a student to complete a 2-year program (all four levels) in an elective area.

Student Resource Scheme and Levy

A *parent/carer* is directly responsible for providing the student in Years 7 through 10 with textbooks and other resources for a student's use while attending school. As a service to assist parents with the cost of these educational resources, the school has chosen to operate a Student Resource Scheme. The purpose of the scheme is to provide the parent/carer with a cost effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes. The operation of the scheme is supported annually by the Parents and Citizens Association. On lodgement of the completed Participation Agreement Form with the school and payment of the participation fee in accordance with the agreement arrangement, the school shall provide the items to the student when due for the student's use. Optional activities such as excursions, camps, performances and formals are not included.

A parent/carer who does not wish to join the scheme is responsible for providing their student with the items that would otherwise have been provided to the student by the scheme as detailed on the Year Level Requirements List and/or Subject Requirements list, to enable the student to engage with the curriculum. Parents of secondary school-aged students who choose not to participate in the scheme will receive the textbook and resource allowance directly from the school.

The scheme does not cover student's personal requisites such as stationery, writing materials or workbooks.

TO PARTICIPATE IN THE STUDENT RESOURCE SCHEME:

1. Complete the Student Resource Scheme Participation Agreement Form
2. Return the form with your school payment/information. (This legal document is held on file at the school).

Payments can be made by:

- BPoint
- Credit Card – Please call our school office on 5422 5333
- Centrelink Allowance
- Cash or Cheque
- For parents suffering hardship – payment plans can be organised. Please contact the Business Services Manager.

IF YOU CHOOSE NOT TO PARTICIPATE IN THE STUDENT RESOURCE SCHEME:

1. Tick NO when you complete the Agreement form.
2. Return the form to the school to indicate your choice.
3. You will be provided with a detailed list of textbooks and resources which must be purchased for each student to allow the student to engage in their selected classes.
4. You will be refunded the Government Textbook and Resource Allowance for each eligible student (once this allowance has been paid to the school).

RESOURCE LEVY FOR ELECTIVE SUBJECTS

Elective subjects where students produce a product to take home using consumable resources will incur a levy. This levy covers the cost of the materials used in the product. Students who do enrol in the class but do not pay the resource levy will learn the techniques and procedures taught as part of the unit and will be given materials to practice on. These students, however, will not complete the full product and will not take home their practice materials.

Elective subject levies ARE NOT REFUNDABLE should the student change class or leave the school.

Elective Subject	Year 7	Year 8	Year 9	Year 10
Home Economics	\$15.00	\$15.00	\$15.00	\$15.00
ITD	\$15.00	\$15.00	\$80.00	\$90.00
Visual Art	\$20.00	\$20.00	\$40.00	\$70.00

PLEASE NOTE: The Student Resource Scheme, levies and outstanding debts must be paid in full before:

- Lockers can be issued
- Text books can issued
- Year 10 Senior Jersey can be ordered
- Non-curriculum excursions can be attended

Core Subjects

English

The English curriculum is built around the three interrelated strands of **Language, Literature** and **Literacy**. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on the concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

YEAR 7 COURSE OVERVIEW

- Analysing media texts
- Motivational Speaking
- Biographies
- Australian literature (*Black Snake: The Daring of Ned Kelly*)
- Poetry/Song analysis

Year 8 COURSE OVERVIEW

- Teen representations in the media
- Teen journal
- Australian Indigenous texts
- Moral and ethical questions (*Noah and Saskia*)
- Illustrated short story

Year 9 COURSE OVERVIEW

- Persuasive speech
- Memoirs and comprehension skills
- Comprehending information texts
- Speculative fiction
- Drama texts
- Novel study

Year 10 COURSE OVERVIEW

- Satire – Text analysis
- Romeo and Juliet – Analytical response
- Romeo and Juliet – Film analysis
- Novel study
- Media analysis

HOMEWORK

Homework is set on a regular basis and students will be expected to apply themselves consistently. These tasks are related to essential literacy skills and assessment work. Homework is considered important to consolidate student understanding.

It is highly recommended that students read for approximately 30 minutes a day. This should be encouraged across a broad variety of text types, for example: newspapers, magazines, reviews and set school texts. A regular reading habit fosters improved literacy skills.

While students will be given adequate time in class to complete assessment to a C standard, all students are encouraged to improve upon their work at home and complete if necessary.

ASSESSMENT

Students will have the opportunity to demonstrate their knowledge and understanding of explicitly taught language, literacy and literary skills and concepts. This will be achieved through a variety of written and spoken assessment tasks.

RESOURCES

Through membership in the Resource Scheme, students are provided with access to plays, novels, news and media texts as well as ongoing in-class photocopies and teacher made resources.

Health and Physical Education

Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, actively engage in physical activity and enhance personal development.

YEAR 7 COURSE OVERVIEW

- Water Safety / Rescue
- Athletics
- Softball
- Volleyball

YEAR 8 COURSE OVERVIEW

- Positive Relationships
- Harm Minimisation
- Health and Nutrition
- Body Blast
- Swimming
- Athletics
- Softball
- Volleyball

YEAR 9 COURSE OVERVIEW

- Respectful relationships
- Sustainable health challenge
- My social responsibilities
- Diseases
- Water polo I
- Athletics
- Softball
- Archery

YEAR 10 COURSE OVERVIEW

- Movement Principles
- Diet Perceptions
- Human Development
- Harm Minimisation
- Water polo II
- Athletics
- Softball
- Archery

HOMEWORK

Homework is set as required in both theoretical and practical aspects of the course. These tasks are related to in-class learning and assessment work. This is considered essential to consolidate student understanding and further develop the practical skills covered in class.

ASSESSMENT

Students will have the opportunity to demonstrate their knowledge and application of concepts in both written and practical areas. Assignments, examinations and practical tasks are varied throughout each year to consolidate students learning.

RESOURCES

Through membership in the Resource Scheme, students are provided with the opportunity to use Health and Physical Education text books, access a large variety of practical equipment and utilise a variety of environmental contexts throughout the course.

Humanities and Social Sciences

Humanities and Social Sciences include the learning areas of History and Geography. Students use their knowledge about the complex interactions between people, and between people and their environments, to investigate social, political, economic, environmental and cultural ideas and issues. They clarify their personal values and acknowledge others' values and world views in a range of contexts and settings. They develop their capacity for effective community participation and meaningful responses to social and environmental issues.

YEAR 7 COURSE OVERVIEW

- Investigating the ancient past
- Ancient Egypt (Excursion)
- Place and liveability (Town visits)
- Water in the world

YEAR 8 COURSE OVERVIEW

- Medieval Europe (Excursion)
- Japan under the Shoguns
- Landforms and landscapes
- Changing Nations (Urbanisation)

YEAR 9 COURSE OVERVIEW

- The industrial revolution
- The making of a nation
- World War I
- Biomes and food security
- Geographies of interconnections

YEAR 10 HISTORY OVERVIEW (1 semester only)

- World War II
- Rights and freedoms
- Popular Culture

Year 10 Geography – See Elective Sections

HOMEWORK

Homework is set as needed. Exam Preparation and some assignment work are expected to be completed at home.

ASSESSMENT

Assessment items throughout the course consist of a variety of written and spoken pieces, and may include: written analysis, informative/persuasive orals, response to stimulus, journal entries, practical exercises, multi-modal presentations, exams and reports.

RESOURCES

Through membership in the Resource Scheme, students are provided with the opportunity to use text and reference books in class. Students also have access to digital media and resources that the school has membership to. Various other commercial and teacher Pared resources will also be used to enhance student involvement and understanding.

Languages: Japanese

The Japanese LOTE Course in Year 7 and 8 is designed to rebuild on the competence and confidence attained by the end of primary school studies, improving their level of competency in the language itself. It also builds new knowledge and a level of competency in language communication for those students who have not studied Japanese previously. It will also promote greater cultural understanding of another culture, noting similarities and differences, which can positively affect future career opportunities.

Other language study supports the study of our own language, English, as we compare and build on previous knowledge through translation and learning of new sentence patterns.

YEAR 7 COURSE OVERVIEW

- Places
- Tours and Shopping

YEAR 8 COURSE OVERVIEW

- Getting to know you, getting to know me
- My dream house

Year 9 & 10 LOTE – See Elective section of Curriculum Guide

HOMEWORK

Homework is rarely set but students are expected to apply themselves consistently when it is. These tasks are related to in-class learning and assessment work. This is considered essential to consolidate student understanding.

ASSESSMENT

Students will have the opportunity to demonstrate their knowledge and understanding. This will be achieved through a variety of written and spoken assessment tasks.

RESOURCES

Through membership in the Resource Scheme, students are provided with access to texts as well as ongoing in-class photocopies and teacher made resources.

Mathematics

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

YEAR 7 COURSE OVERVIEW

- Operations, index notation, integers, fractions, decimals, percentages and ratio
- Linear and non-linear equations, financial maths, area and volume
- Algebra, data, shape properties
- Angle relationships, chance, location and transformation

YEAR 8 COURSE OVERVIEW

- Operations, profit and loss, index laws
- Measurement, geometric reasoning
- Algebra, chance, decimals and fractions
- Time, rates, ratio, data

YEAR 9 COURSE OVERVIEW

- Ratio, scale factor, similarity, rates, index notation, scientific notation, distributive law
- Data, Pythagoras, trigonometry
- Algebra, area, volume, surface area, chance
- Graphing equations, gradient, midpoint, distance between two points, financial maths

YEAR 10 COURSE OVERVIEW

- Patterns and algebra and Linear and non-linear relationships
- Pythagoras' theorem, trigonometry, angle relationships, similarity and congruence
- Probability
- Algebra, linear modelling, and variation
- Financial mathematics and algebraic and graphical techniques to solve problems
- Algebraic and graphical techniques to solve problems, and volume and surface area

HOMEWORK

Homework will be set on a regular basis and students will be expected to apply themselves consistently. Homework will be a practice of basic facts, concepts learnt the previous week as well as time spent on assignments and exam Preparation.

ASSESSMENT

There are multiple opportunities for students to demonstrate their Mathematical knowledge in both assignment and exam form each semester. Monitoring tasks will also be used within each unit of work to gauge student understanding to further inform teacher planning. Together, these summative and formative tasks will determine the achievement rating.

RESOURCES

Through membership in the Resource Scheme, students are provided with the opportunity to use Maths textbooks in class, digital graphing software (Maths Helper Plus) and access to specialised Mathematical tools (measuring tapes, geometrical equipment, probability equipment). Various other commercial and teacher Pared resources will also be used to enhance student involvement and understanding.

Science

The Science curriculum is organised into three content strands; Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. These strands reinforce the significance of applying knowledge, investigating and drawing conclusions based on evidence and application of science in everyday problems and global issues. **Correct leather or vinyl footwear must be worn.**

YEAR 7 COURSE OVERVIEW

- Water
- Balloon powered
- Space and seasons
- Organising and affecting organisms

YEAR 8 COURSE OVERVIEW

- Particles and materials
- Earth Science
- Energy
- Living things

YEAR 9 COURSE OVERVIEW

- Lives in the balance
- The changing Earth
- Waves and particles
- The patterns of chemistry

YEAR 10 COURSE OVERVIEW

- Life blueprints
- Chemistry isn't magic
- Moving Along, Energy of Motion
- Global Systems and the Universe

HOMEWORK

Homework will be set on a regular basis and students will be expected to apply themselves consistently. Homework will be a practice and application of concepts learnt the previous week as well as time spent on assignment and exam Preparation.

ASSESSMENT

There are multiple opportunities for students to demonstrate their scientific knowledge in assignment, practical experiment and exam form each semester.

RESOURCES

Through membership in the Resource Scheme, students are provided with the opportunity to use Science textbooks in class, a vast variety of laboratory equipment as well as the chemicals/biological matter required for laboratory based experiments. Various other commercial and teacher Pared Resources will also be used to enhance student involvement and understanding.

Elective Subjects

Year 9 & 10 Elective Subject Structure

Woodford P-10 State School offers a 2 year program of study for elective subjects. After receiving instruction in most of the electives we offer throughout Years 7 and 8, students in Year 9 will select **2 electives** to study for their Year 9 year. Students may continue in that program of study through year 10 *or* select 1 or 2 new electives to study for their Year 10 year. If the study persists for the full four semesters of study, the exit knowledge, understanding and practical skills will be at an extension level. Year 10 students have a third elective option for semester 1.

Year Level	7	8	9 and/or 10		10 only	
Elective Level	01	02	03	04	05	06
Farm			FRR	FRF	FRV	FMS
Design Technology: Home Economics	HEO	HET	HER	HEF	HEV	HES
Design Technology: Industrial Technology & Design	ITO	ITW	ITR	ITF	ITV	ITS
Digital Technology: Information Communication & Technology	ICO	ICT	ICR	ICF	ICV	ICS
Languages: Japanese	JAP07	JAP08	JPO	JPF	JPV	JPS
Visual Art	ARO	ART	ARR	ARF	ARV	ARS
Year 10 Edge (Semester 1 only)					Café Construction	
Year 10 Geography (Semester 1 only)					GEG	

Please note for Farm, Home Economics ITD & Visual Art **correct leather or vinyl footwear must be worn**. Students who **consistently** wear the incorrect shoes to school will not be permitted to select these subjects or may be withdrawn from the course. This is a Queensland Workplace Health and Safety legislature we must abide by. A note from a parent will not negate the withdrawal from a course of study.

HOW TO COMPLETE THE SUBJECT SELECTION FORM

Students entering Years 9 and 10 will receive a subject selection form like the example below. They **MUST** ensure they have selected the correct level of course. Level 03 must be studied before level 04 and level 04 before level 05, etc. Level 03 and 04 classes may be composite classes consisting of both Year 9 and 10 students.



WOODFORD PREP-10 STATE SCHOOL SUBJECT SELECTION FOR YEAR 9 IN 2019

Student Name:

Please choose **one elective on each line** by placing an **X** in the box next to your choice – do this for Semesters 1 and 2. Please consult the Curriculum Guide for course outlines.

SEMESTER 1 & 2					
	LINE 1	Elective Levy		LINE 2	Elective Levy
<input checked="" type="checkbox"/>	ICT (03/04)			Farm (03/04)	
	Home Economics (03/04)	\$15.00		ITD (03/04)	\$80.00
			<input checked="" type="checkbox"/>	Visual Arts (03/04)	\$40.00

Farm

These units aim to introduce students to a variety of topics that fall within the broad scope of Agriculture. The course will involve students studying a combination of practical and theoretical units. From paddock to plate, students will apply an understanding of safe and ethical Agricultural practices, animal husbandry, business skills and planning to meet community requirements. **Correct leather or vinyl footwear must be worn.**

YEAR 9 & 10 COURSE OVERVIEW:

FRM03

- Let's get started
- Creating healthy soil
- Planning a garden
- Planting and mulching

FRM04

- Caring for your garden
- Propagating and seed saving

FRM05

- Australian agriculture
- Farm enterprise

FRM06

- Market garden
- Re-growing from vegetable scraps

HOMEWORK

Homework is set as needed. Exam preparation and some assignment work are expected to be completed at home.

ASSESSMENT

Various types of assessment instruments including exams, assignment, practical tasks and oral presentations should be expected.

RESOURCES

Through membership in the Resource Scheme, students are provided with commercial and teacher Pared resources to enhance student involvement and understanding. Students also have access to a wide range of farm equipment and machinery as well as seeds, seedlings, soils, mulches and fertilisers.

Geography (Year 10 only)

Geography uses an inquiry approach to assist students to make meaning of their world. The focus of Year 10 Geography is regional and global places in an environmental and human geography context.

YEAR 10 GEOGRAPHY OVERVIEW (1 semester only)

- Geographies of human wellbeing
- Environmental change and management

HOMEWORK

Homework is set as needed. Exam preparation and some assignment work are expected to be completed at home.

ASSESSMENT

Assessment items for this subject include a written exam and a multimodal presentation.

RESOURCES

Through membership in the Resource Scheme, students are provided with the opportunity to use text and reference books in class. Students also have access to digital media and resources that the school has membership to. Various other commercial and teacher Pared resources will also be used to enhance student involvement and understanding.

Design Technology: Home Economics

Home Economics is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion and the built environment. In Home Economics education, students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. **Correct leather or vinyl footwear must be worn.**

YEAR 7 COURSE OVERVIEW

- Introduction of Food and nutrition
- Introduction to textiles

YEAR 8 COURSE OVERVIEW

- Food and Nutrition
- Textile

YEAR 9 & 10 COURSE OVERVIEW

NOTE – a minimum of a C achievement is required in the previous year of study to enroll in this subject. If this has not been achieved the student must seek teacher consent before selecting this subject.

HEC03

- Healthy breakfast
- Soft furnishings

HEC04

- Picnic Party
- Recycled Fashion

HEC05 (Students who are enrolling in the Edge Café program must be enrolled in this elective.)

- World on a Plate

HEC06

- Wearable Arts and Buffaway
- Dinner Party

HOMEWORK

Homework is set as needed. Exam preparation and some assignment work are expected to be completed at home.

ASSESSMENT

Various types of assessment instruments including exams, assignments, and practical tasks will be considered when compiling an achievement rating.

RESOURCES

Through membership in the Resource Scheme, students are provided with commercial and teacher Pared resources to enhance student involvement and understanding. Students also have access to a wide range of cooking utensils and equipment as well as sewing machines and overlockers.

RESOURCE LEVY

NOTE – this course attracts a levy on top of the resource scheme payment for the textiles component of the course.

Design Technology: Industrial Technology and Design (ITD)

Industrial Technology has several core areas; woodwork, metalwork, plastics and design sketching. Throughout the semester students will be taught the knowledge and skills necessary to manipulate materials, tools and equipment to produce simple projects. Students are introduced to the design process as part of this course and apply this knowledge to several real life situations to produce products that meet restraints and needs. The finished projects are evaluated against the design brief to determine their suitability. Safety also plays a key role with regard to working techniques, attitudes and behaviour in the workshop environment. All students will undertake a general safety induction that is signed by the student and then countersigned by the teacher. **Correct leather or vinyl footwear must be worn.**

YEAR 7 COURSE OVERVIEW

- Safety in the workshop
- Hand tools
- Tiled mosaic picture frame

YEAR 8 COURSE OVERVIEW

- Wooden pencil case with plastic sliding lid

YEAR 9 & 10 COURSE OVERVIEW

NOTE – a minimum of a C achievement is required in the previous year of study to enroll in this subject. If this has not been achieved the student must seek teacher consent before selecting this subject.

ITD03 & ITD04

- Sheet metal
- Bookend design
- Clock face design
- Wooden Toy design

ITD05 & ITD06

(Students who are enrolling in the Edge Construction program must be enrolled in this elective.)

- Simple manufacturing
- Hall table
- Aluminium Sheet metal toolbox design

HOMEWORK

Homework is set as needed. Exam Preparation and some assignment work are expected to be completed at home.

ASSESSMENT

Various types of assessment instruments including individual practical projects, written theory, research assignments and design folio will be considered when compiling an achievement rating.

RESOURCES

Through membership in the Resource Scheme, students are provided with commercial and teacher Pared resources to enhance student involvement and understanding. Students also have access to a wide range of machinery and equipment both electric and manual as well as the metals, woods and plastics necessary for the practical tasks.

RESOURCE LEVY

NOTE – this course attracts a levy on top of the resource scheme payment.

Digital Technology: Information and Communication Technology Education (ICT)

Information and communication in the twenty-first century are increasingly interlinked and mediated by technology. Information and communication technology enables individuals to access, construct and publish information for particular purposes and audiences. It also allows communication and collaboration with others in real and virtual spaces. Individuals can use information and communication technology as a medium to express ideas and be creative.

YEAR 7 COURSE OVERVIEW

- Desktop publishing design
- Photography: A day in the life of...

YEAR 8 COURSE OVERVIEW

- Binary coding and basic gaming
- Robotics

YEAR 9 & 10 COURSE OVERVIEW

NOTE – a minimum of a C achievement is required in the previous year of study to enroll in this subject. If this has not been achieved the student must seek teacher consent before selecting this subject.

ICT03

- Symbolic meaning
- Fake News

ICT04

- My App
- Social Issues

ICT05

- Digital systems
- Websites

ICT06

- Computer games
- Project Management

HOMEWORK

Homework is set as needed. Exam Preparation and some assignment work are expected to be completed at home.

ASSESSMENT

Various types of assessment instruments are used in ICT Education. These include exams, assignments and practical tasks.

RESOURCES

Through membership in the Resource Scheme, students are provided with commercial and teacher Pared resources to enhance student involvement and understanding. Students also have access to computers and other IT devices. It is a requirement for students to complete and abide by the ICT agreement.

Languages: Japanese

This course will be delivered by the Brisbane School of Distance Education and mentored by both the SDE instructor and our own LOTE teacher. The online lessons are delivered through the EQ web-conference and teleconference. Once a week students are required to participate an online class lesson, which will run for approximately 50 minutes. In addition to the online lessons, students are required to complete and submit send-in tasks regularly as per the Work Rate Calendar for this subject.

Students must write a 150 word self-introduction in hiragana as part of their application. This is to be handed in with their signed Subject Selection form. The school's LOTE – Japanese teacher is willing to help students with this task.

YEAR 9&10 COURSE OVERVIEW

NOTE – a minimum of a C achievement is required in the previous year of study to enroll in this subject. If this has not been achieved the student must seek teacher consent before selecting this subject.

JAP03

- Personal identity
- School routines
- Family and friends
- Expressing likes and dislikes

JAP04

- Place and time
- Daily routines
- Holidays and festivals

JAP05 - Students will have more extensive exposure to Chinese characters (Kanji).

- Holiday planning
- Giving and receiving directions
- Discussing issues about health
- Japanese and Australian fashions

JAP06 - Students will have more extensive exposure to Chinese characters (Kanji).

- Tourist destinations in Japan and Australia
- Japanese arts and etiquette
- Families and pets

HOMEWORK

Homework is set as needed. Exam Preparation and some assignment work are expected to be completed at home.

ASSESSMENT

Formative Assessment: Students must complete and submit send-in tasks regularly, as per the Work Rate Calendar for this subject. Failure to fulfil these requirements puts academic credit at risk. Regardless of language proficiency, history and/or background, all students are required to submit set tasks regularly.

Summative Assessment: Students are required to complete a total of eight summative tests during the year. There are four summative tests per semester. Students are assessed in listening, speaking, reading and writing.

RESOURCES

Through membership in the Resource Scheme, students are provided with commercial and teacher Pared resources to enhance student involvement and understanding. Students also have access to computers and other IT devices to provide access for the telephone conferences required.

Visual Arts

Through Visual Arts students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts. They extend their aesthetic understandings of arts elements

and languages; exploring various techniques and enhancing skills through active engagement, both individually and collaboratively.

In Years 9 and 10, students develop knowledge, understanding and skills to 'make' and 'respond' to art works in increasing depth and complexity through their exploration of different perspectives and practices. Investigating history and culture, students make meaning of their own world and understand the world view of others. There may be an excursion associated with enrolment of this course to GOMA (Gallery of Modern Art) in Brisbane. Travel costs will apply to students.

Correct leather or vinyl footwear must be worn.

YEAR 7/8 COURSE OVERVIEW (Even Calendar Years)

- Drawing
- Creative Clay

YEAR 7/8 COURSE OVERVIEW (Odd Calendar Years)

- Repeat pattern designs
- Block prints

NOTE – a minimum of a C achievement is required in the previous year of study to enroll in this subject. If this has not been achieved the student must seek teacher consent before selecting this subject.

ART03

- Art theory – elements and principals of design
- Screen printing
- Recycled art – junk sculptures
- Textured paper design

ART04

- Popular culture in art
- Collaborative installation
- Synthetic cubism – painting and collage on canvas

ART05

- Clay sculptures
- Surrealism and/or Impressionism – research and painting project
- Commercial design: skateboards

ART06

- Artistic movement – research project
- Creating a 'social statement'

HOMEWORK

Relevant research, resourcing of found materials and conceptualisation of in-class project work can be done as homework throughout the year. However, practical work is mostly completed in class as observation of technique and ability to problem solve difficulties encountered with various materials is an assessable process.

ASSESSMENT

A variety of practical and theory based assessment instruments will be offered across the different artistic strands of this course.

RESOURCES

Through membership in the Resource Scheme, students are provided with a range of art supplies such as cutting mats, Stanley knives, hammers, chisels, brushes and rollers.

RESOURCE LEVY

NOTE – this course attracts a levy on top of the resource scheme payment for the visual arts component of the course.

The resource levy allows the students to access consumable products such as: canvases, wire, clay, paint, ink, glue, paper and wood.

For Visual Art it is expected that students supply a hard cover A3 sketch book that can be used continuously over the duration of their studies, years 7-10.

Vocational Education and Training – EDGE Café / EDGE Construction

Vocational education and training (VET) is "education and training for work" and is about gaining practical work-related skills to equip you for the world of work while at school. VET programs are designed for students who may be planning to leave school at the end of Year 10 to enter the trade industry.

Entry into the EDGE program is based on **student application** and an **interview process**. Numbers are limited in each course. **Correct leather or vinyl footwear must be worn.**

EDGE Café Skills

The Edge Café course will provide the students with practical skills and experience at establishing and running a small café. Students will have the opportunity to work cooperatively with others and develop their skills in basic cooking, presentation and service of food, coffees and other beverages. **Students must be enrolled in HEC05 to take this course.**

HOMEWORK

Homework is set as needed. Exam Preparation and some assignment work are to be completed at home.

ASSESSMENT

There are multiple opportunities for students to demonstrate their knowledge in exam and assignment form as well as continuous teacher observations of operations in the Coffee Shop.

RESOURCES

Membership in the Resource Scheme provides students with a range of cooking utensils and equipment.

EDGE Construction

The course is largely hands on and centred on a simple construction project and provides an introduction to the construction industry, its culture, occupations and work expectations. **Students must be enrolled in ITD05 to take this course.**

Upon completion of this course students will receive a nationally recognised qualification and real world skills including:

- Planning, designing and constructing a project
- Handling building materials and tools
- Writing incident and accident reports
- Industry terminology and culture
- Compliance with applicable regulations and codes of practice

HOMEWORK

Homework is set as needed. Exam Preparation and some assignment work are to be completed at home.

ASSESSMENT

There are multiple opportunities for students to demonstrate their knowledge in test and practical tasks.

RESOURCES

Membership in the Resource Scheme provides students with access to a wide range of machinery and equipment both electric and manual as well as the materials necessary to complete the set project.

Sport and Well Being

Sport

One lesson per week is dedicated to sport skills and fitness. Activities undertaken in this lesson could include:

- Netball
- Basketball
- Yoga
- Soccer/futsal
- Touch football
- Co-operative skills games

Throughout the year students at Woodford P-10 State School participate in a variety of sporting pursuits including inter-house swimming, athletics and cross-country.

In addition to these, students are able to attend district and regional trial days held at various locations in an attempt to represent the district in a wide range of both team and individual sports.

Lunchtime competitions and training sessions further create opportunities for students to be involved in physically challenging sport-related activities.

Careers and Relationships

This course is studied one lesson per week. Its subject matter includes Career Education and skill building to help students access the careers they desire and human relationship topics.

YEAR 7 & 8 COURSE OVERVIEW

Across Years 7 and 8 students work through a selection of the following topics to help them develop skills to become resilient and organised adolescents:

- Study skills
- Goal setting for Student Led Conference
- Literacy and Numeracy
- NAPLAN Preparation

YEAR 9 COURSE OVERVIEW

Across Year 9 students work through a selection of the following topics to help them develop skills to become resilient and organised adolescents:

- Study skills
- Drugs and alcohol education
- Leadership
- Goal setting for Student Led Conference
- Literacy and Numeracy
- NAPLAN Preparation
- Career Education
- Student Education Training (SET) Plans

YEAR 10 COURSE OVERVIEW

The Year 10 CAR program focuses on career development and transition to Years 11 and 12.

Program topics include:

- Queensland Certificate of Education (QCE)
- Completing a resume
- Applying job search and interview skills
- Goal setting for Student Led Conference
- Senior phase of learning
- Queensland Tertiary Admissions Centre
- Work experience and work placement

Homework and Home Study

Regular homework and home study are valuable aspects of the learning process:

- a) building confidence and success in subjects;
- b) re-enforcing class work;
- c) motivating students to achieve and to become more independent learners;
- d) developing regular study habits, and
- e) providing information about each student's progress

What is Homework?

Homework is set by teachers for students to practise work already dealt with in class or for them to cover a certain section of the course on their own.

What is Home Study?

Home Study is set by the students themselves. It is in this area that the students show responsibility by developing good habits. Developing consistent home study habits will pay off in the long run.

Types of Homework

The amount of homework set in each subject will vary according to age and learning needs.

While the amount of homework will vary according to age and learning needs, every student will be assigned some homework regularly, with an emphasis on the curriculum in Years 8, 9 and 10.

Different subjects often have the need to set different types of homework, and at different intervals. The focus in Years 7, 8, 9 and 10 however, is the development of literacy and numeracy. Also, depending on the theoretical or practical nature of the unit or subject being studied, the amount of "written" homework will vary.

Types of Home Study

The main areas of home study requiring student application are:

1. Reading
2. Revising work covered that day (e.g. making summaries).
3. Revising work done in previous weeks.
4. Preparing for tests and exams (not left to the last few days).
5. Learning formulae, rules etc. (this is a continual process).
6. Doing extra reading (research) and note-taking to support information learnt in class.

How Much Homework and Home Study?

As a general rule the following are the recommended MINIMUM amounts of homework and home study that a student can be expected to do each night.

- Year 7 & 8 1 hour
- Year 9 & 10 1 ½ hours

****NOTE** – students and parents must complete a Homework / Home Study form each year. This form is part of this curriculum package and is also available at the school office.

Assessment

A variety of different assessment instruments are used. In some subjects, students may be required to complete assignments as well as sit for tests. Each subject in this booklet indicates the type of assessment used.

The most important reason for assessment is for students to learn from their mistakes. We call this *formative assessment*. This assessment also gives the teacher direction in their planning.

Some assessment is also used to decide the level of achievement the student will be awarded for a subject. We call this *summative assessment*.

Reports: A Progress Report is issued at the end of term 1 and the end of term 3. Two end of semester reports are also issued. Parents are welcome to contact the school at any time to enquire about the progress of their student.

Each semester students will receive an *assessment calendar* outlining all assessment items for the student that semester.

Assessment Policy

Purpose: The purpose of this policy is to provide students with a fair and equitable learning environment.

- 1. On the due date:** Assignments must be submitted to the class teacher by 3.00pm on that date or handed in to the school office if the teacher is unavailable. Students will receive a Gotcha! Reward card for being responsible and being an active learner.
- 2. Absence on the due date:** Deliver assignment to the class teacher or office via parent/friend on or before the due date.
 - If unable to do this, a parent is to make contact with the school to explain absence. Genuine illness or extenuating circumstances acceptable to HOD will incur no consequence if the assignment is presented on the day of return to school.
 - No parental contact with the school (or provision of an acceptable explanation for absence) will result in a **consequence**.
- 3. Late assignments or failure to submit assignments:** Students will be required to complete the work, **outside of class time** (as the consequence), in order to satisfy course requirements.
 - Work will be marked and feedback provided.
 - The assessment must show reasonable effort as negotiated with the teacher.
 - Students may not be able to participate in extracurricular activities if assignments have not been submitted.
 - A letter of concern will be mailed to the family outlining the assessment task and its due date, if the teacher feels extra effort and support is needed for students to meet the deadline.
- 4. Extensions:** Prior to the due date, an extended absence, bereavement or extenuating personal circumstance, would be grounds for requesting an extension.
 - All requests need to be made by a parent to the class teacher prior to the due date. Consultation with the HOD will determine whether the extension is granted.
 - Assignments, for which an extension has been granted, will be assessed and credited without consequence.
- 5. Task Sheets:** A criteria sheet must be attached to all assignments to allow for detailed feedback. Task sheets will detail length, time, and method of presentation; dates for presentation of rough draft & final draft; guidelines; marking criteria.
- 6. Student Adjustments:** All assessment items will be reviewed by the Learning Support Department and the Special Education Program, for adjustment recommendations to suit students' learning needs.
- 7. Plagiarism:**
 - *Definition:* Plagiarism is the copying of material without appropriate sourcing or citation. It involves (A) Copying of the work of others in whole or in part without due acknowledgment (B) The use of material which is changed in a minor way.
 - Students must use their own words when writing assignments. The assignment (or parts thereof) is not to be copied from other sources.
 - **Consequence:** For any plagiarism penalties will apply and parents may be contacted. Those sections deemed plagiarised will not contribute to the overall grade of that assignment.

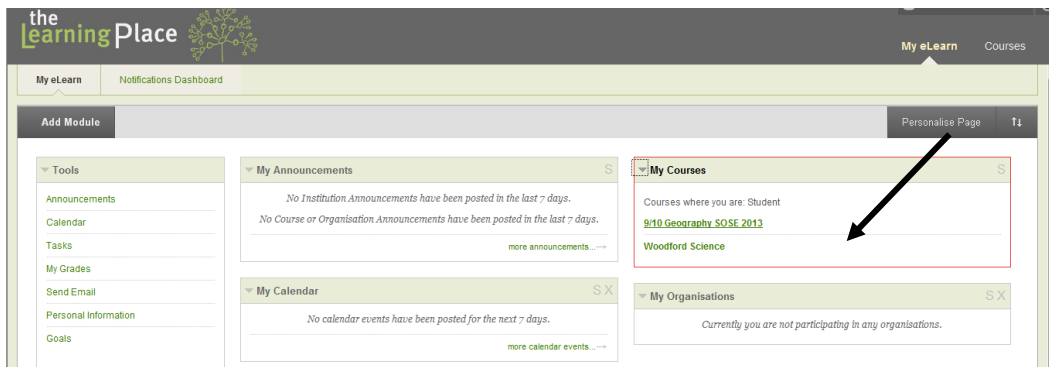
eLearn

ACCESSING eLEARN ONLINE CLASSROOMS THROUGH THE LEARNING PLACE

With each unit, teachers will upload independent learning materials for students to access from home if they are absent from school or to use as additional home learning materials. Assessment items may also be made available.

To go to your online classroom (eLearn)

1. In the address bar type in elearn.eq.edu.au
2. Students use their school username and password to prove your identity. Parents can also access the site. A parent username and password will be available from the beginning of each new school year.
3. On the right side you will see a box called My Courses. Select the course you wish to enter.



- Click on the Announcements button for information from teachers.
- Click on the Course Information button to access the Curriculum Guide, Assessment Schedules and other school documents.
- Click on the Course Documents button to access school work.



- In Course Documents, search for your classes and click on the links to access course work. Links may take up to 1 minute to load.

