

Contents

Introduction	2
Vision and Values	3
Phases of Learning	3
Curriculum Structure and Organisation	4
Year 7 Curriculum Structure.....	4
Year 8 Curriculum Structure.....	4
Year 9 Curriculum Structure.....	5
Year 10 Curriculum Structure.....	5
Year 10 Work Experience	5
Student Resource Scheme and Levy	6
English	9
Health and Physical Education	10
Humanities and Social Sciences	11
Languages: Japanese.....	12
Mathematics	13
Science	14
Year 9 & 10 Elective Subject Structure	16
Geography (Year 10 only)	17
Health and Physical Education - Excellence	17
Design Technology: Home Economics	18
Design Technology: Industrial Technology and Design (ITD).....	19
Digital Technology: Information and Communication Technology Education (ICT).....	20
Languages: Japanese.....	21
Visual Arts	22
Vocational Education and Training – EDGE Café / EDGE Construction	24
EDGE Café Skills.....	24
EDGE Construction	24
Sport and Wellbeing.....	25
Sport.....	25
Careers and Relationships.....	25
Homework and Home Study.....	26
Assessment	27

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.

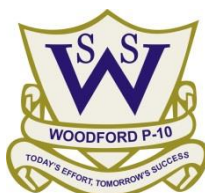
The Junior Secondary and Senior phases of learning will give you the opportunity to develop good personal organisation, self-discipline, positive work and study habits. You can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

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.

Ronnie Hill
Principal

Karli Drzystek
HOD Curriculum

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

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

- Technologies
- 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
- Technologies
- The Arts
- Health and Physical Education

Year 7 Curriculum Structure

English	4 lessons per week over 2 semesters
Health and Physical Education	1 lesson per week over 2 semesters
Humanities and Social Sciences	3 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	2 lesson per week over 1 semester

Year 8 Curriculum Structure

English	3 lessons per week over 2 semesters
Health and Physical Education	2 lesson per week over 2 semesters
Humanities and Social Sciences	3 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	2 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
Geography and History	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 up to 4 Elective Learning Areas*

Health and Physical Education: Extension	2 lessons per week over 2 semesters
Languages: Japanese – School of Distance Education	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 1 semesters
Maths	3 lessons per week over 2 semesters
Science	3 lessons per week over 2 semesters

Selection of up to 4 Elective Learning Areas*

Health and Physical Education: Extension	2 lessons per week over 2 semesters
Languages: Japanese – School of Distance Education	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 (must select Home Ec in Yrs 9 & 10)	3 lessons per week over 1 semester
EDGE Construction (must select ITD in Yrs 9 & 10)	3 lessons per week over 1 semester
Geography	3 lessons per week over 1 semester

Year 10 Work Experience

In Term 2, students have the option to complete a 1-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 will 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
- EFTPOS
- Centrelink Allowance
- 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 Even Year	Year 7	Year 8	Year 9/10	
			Semester 1	Semester 2
Home Economics	\$15.00	\$15.00	\$15.00	nil
ITD	\$15.00	\$15.00	\$35.00	\$55.00
Visual Art	\$20.00	\$20.00	\$35.00	\$35.00

Elective Subject Odd Year	Year 7	Year 8	Year 9/10	
			Semester 1	Semester 2
Home Economics	\$15.00	\$15.00	\$15.00	nil
ITD	\$15.00	\$15.00	\$40.00	\$40.00
Visual Art	\$20.00	\$20.00	\$20.00	\$20.00

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

- Student ID Cards can be issued
- Non-curriculum excursions can be attended
- Year 10 Graduation excursion

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

- Motivational Speaking
- Australian literature (*Black Snake: The Daring of Ned Kelly*)
- Biographies
- Examining representations of Australians in Literature
- Poetry/Song analysis

Year 8 COURSE OVERVIEW

- Positioning in media texts
- Representing human experience in songs and poems
- Moral and ethical questions (*Noah and Saskia*)
- Illustrated short story
- Understanding how texts communicate ideas about values

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 prepared 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

- Touch Football
- Athletics
- Basketball
- Volleyball

YEAR 8 COURSE OVERVIEW

- Positive relationships
- Harm minimisation
- Health and nutrition
- Body blast
- Athletics
- Touch Football
- Basketball
- Volleyball

YEAR 9 COURSE OVERVIEW

- Respectful relationships
- Sustainable health challenge
- My social responsibilities
- Volleyball
- Athletics
- Touch Football
- Basketball

YEAR 10 COURSE OVERVIEW

- Cultural connections
- I can influence others
- Excellence in health
- Volleyball
- Athletics
- Touch Football
- Basketball

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
- Place and liveability
- Water in the world

YEAR 8 COURSE OVERVIEW

- Medieval Europe
- The Spanish conquest of the Americas
- Landforms and landscapes
- Changing Nations (Urbanisation)

YEAR 9 COURSE OVERVIEW

- Making a nation
- World War I
- Industrial revolution
- 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. Various teacher prepared resources and worksheets 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

- Memorable Places - travel

YEAR 8 COURSE OVERVIEW

- Festivals and Celebrations

Year 9 & 10 Languages: Japanese – 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 ongoing in-class photocopies and teacher prepared 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

- Location and transformations, geometry, shapes and measurement
- Real number – fractions, decimals and percentages
- Integers, index notation, algebra
- Data, chance and finances

YEAR 8 COURSE OVERVIEW

- Real number, finances, number and place value
- Algebra
- Chance and data
- Measurement and geometric reasoning

YEAR 9 COURSE OVERVIEW

- Measurement and geometric reasoning
- Algebra and chance
- Pythagoras' Theorem, trigonometry and data
- Graphing equations and finances

YEAR 10 COURSE OVERVIEW

- Financial mathematics and algebraic and graphical techniques to solve problems
- Patterns and algebra - linear and non-linear relationships
- Probability, data, non-linear modelling, using units of measure
- Pythagoras' Theorem, trigonometry, angle relationships, similarity and congruence

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 and access to specialised Mathematical tools (measuring tapes, geometrical equipment, probability equipment). Various other commercial and teacher prepared 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 Properties
- Forces
- Space and seasons
- Organising and classifying organisms

YEAR 8 COURSE OVERVIEW

- Particle Theory
- Geology
- Transfer and Transformation of Energy
- Biology- The Cell

YEAR 9 COURSE OVERVIEW

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

YEAR 10 COURSE OVERVIEW

- Biology
- Chemistry
- Physics
- 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 prepared 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 the electives we offer throughout Years 7 and 8, students in Year 9 will select **up to 4 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.

Please note for 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.

	Semester 1 - Curriculum Course	Levy	Semester 2 - Curriculum Course	Levy
Elective 1	Health and Physical Education - Extension • Volleyball • Athletics	nil	Health and Physical Education - Extension • Touch Football • Basketball	nil
	Design and Technologies (Home Economics – Textiles) • Wearable Arts	\$15.00	Design and Technologies (Home Economics – Food Technology) • World on a Plate • Dinner Party	nil
	Design and Technologies (Industrial Technology and Design) • Footstool • Design Challenge	\$35.00	Design and Technologies (Industrial Technology and Design) • CO ₂ Dragster • Design Challenge	\$55.00
	Digital Technologies • Robotics • Media Campaign	nil	Digital Technologies • Control, management and security • Gaming	nil
	Visual Arts • Unit under Development • Skateboard Design	\$35.00	Visual Arts • Exploration of Theme • Visual Representation of Theme	\$35.00
Elective 2	Health and Physical Education - Extension • Volleyball • Athletics	nil	Health and Physical Education - Extension • Touch Football • Basketball	nil
	Design and Technologies (Home Economics – Textiles) • Wearable Arts	\$15.00	Design and Technologies (Home Economics – Food Technology) • World on a Plate • Dinner Party	nil
	Design and Technologies (Industrial Technology and Design) • Footstool • Design Challenge	\$35.00	Design and Technologies (Industrial Technology and Design) • CO ₂ Dragster • Design Challenge	\$55.00
	Digital Technologies • Robotics • Media Campaign	nil	Digital Technologies • Control, management and security • Gaming	nil
	Visual Arts • Unit under Development • Skateboard Design	\$35.00	Visual Arts • Exploration of Theme • Visual Representation of Theme	\$35.00
Year 10 Elective 3	Edge Café			
	Edge Construction	QLD Construction White Card		
	Geography			

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 report.

RESOURCES

Through membership in the Resource Scheme, students are provided with the opportunity to use text and reference books in class. Students will also be provided with relevant worksheets to enhance their involvement and understanding.

Health and Physical Education - Extension

COURSE OVERVIEW

Health and Physical Education - Extension is an elective that will build upon the skills taught in Year 9 and 10 HPE class. An extensive training and skill building routine aims to promote further physical fitness, sport understanding as well as prepare students to trial for district teams. This course will be a mix of both theory and practical tasks.

The course will also cover the following:

- Referee skills
- Training Programs
- Body Systems
- Sports nutrition
- Sports psychology

HOMEWORK

Homework is set as needed. Assessment 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 prepared resources to enhance student involvement and understanding. Students also have access to a wide range of sporting equipment.

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 to textiles

YEAR 8 COURSE OVERVIEW

- Introduction to Food and Nutrition

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.

NOTE – students who wish to study Edge Café in Year 10 must select the food technology semester in Year 9

Semester 1 (even year) – material and systems technology (textiles)

- Wearable arts

Semester 2 (even year) – food specialisations

- World on a plate (food trucks) and Buff-away
- Dinner Party

Semester 1 (odd year) – material and systems technology (textiles)

- Soft furnishings
- Recycled fashion

Semester 2 (odd year) – food specialisations

- Healthy Picnic
- Healthy Breakfast

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 prepared 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
- Design Project

YEAR 8 COURSE OVERVIEW

- Safety in the workshop
- Design Project

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.

Semester 1 (even year) – material and systems technology

- Foot stool
- Design challenge

Semester 2 (even year) – engineering principles/material and systems technology

- Co₂ Dragster
- Design challenge

Semester 1 (odd year) – material and systems technology

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

- Spinning top/Wooden toy
- LED Lamp

Semester 2 (odd year) – material and systems technology

- Cheeseboard
- Design Challenge

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

- Gaming

YEAR 8 COURSE OVERVIEW

- 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.

Semester 1 (even year)

- Robotics
- Media Campaign

Semester 2 (even year)

- Gaming

Semester 1 (odd year)

- e-Sports

Semester 2 (odd year)

- HTML website 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 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 Languages teacher. The online lessons are delivered through the EQ web-conference and teleconference. 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 have completed Year 8 Japanese, at BrisbaneSDE or a similar Australian Curriculum based course, with at least a C achievement. Ability to read and write Hiragana, some Katakana and some Kanji is essential. Students who wish this prerequisite to be waived must contact the Head of Department of Languages in writing. Note: Students wishing to study Japanese in Years 10 should achieve at least a C in Year 9 Japanese.

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 Languages – Japanese teacher is willing to help students with this task. Enrolments must be completed by 19 November.

YEAR 9 COURSE OVERVIEW – 1 SEMESTER ONLY

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.

Topics covered include:

- milestones in young people's lives
- uses of Katakana
- languages and how they are studied
- nationalities
- where you were born and grew up
- popular fast food in Australia and Japan
- where you shop and why
- department stores in Japan
- what you do in your free time
- making, accepting and declining invitations

YEAR 10 COURSE OVERVIEW — TWO SEMESTERS

This is a one year course. Students will be required to participate in three online lessons per week. In addition, students are required to work regularly in an online vocabulary learning program (Education Perfect) and to complete and submit homework tasks.

The topics studied include:

- leisure activities and school trips
- country and city living in Japan and Australia
- part-time work and future goals
- homestay in Japan and in Australia.

Students will have more extensive exposure to Kanji and will be introduced to useful online resources for learning and practice.

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

** Please note that the Visual Arts curriculum is currently under review to ensure alignment with the Australian curriculum and a seamless transition into senior schooling, because of this a number of units are still in development and are not finalised at this time.

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three-dimensional (3D) forms.

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks.

Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

Reference: Australian Curriculum, Assessment and Reporting Authority. (n.d.). *Visual Arts*. Retrieved 2020, from Australian Curriculum: <https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts>

Correct leather or vinyl footwear must be worn.

YEAR 7 COURSE OVERVIEW

1) Creative Clay - In this unit the students:

- Evaluate how artists influenced by artworks from different cultures, times and places.
- Use clay techniques to create original clay artworks that are influenced by artworks from different cultures, times and places.
- Demonstrate the use of visual conventions, techniques and processes to communicate meaning in their artworks.

2) Self-portrait - In this unit the students:

- Identify and analyse how other artists use visual conventions and viewpoints to communicate ideas about 'self'.
- Plan their art making in response to exploration of techniques and processes used in their own and others' artworks.
- Demonstrate use of visual conventions, techniques and processes to communicate meaning by creating a self-portrait.

YEAR 8 COURSE OVERVIEW

1) Print making: Lino print & Block print - In this unit the students:

- Identify and analyse how other artists use visual conventions and viewpoints to communicate ideas
- Plan their art making in response to exploration of techniques and processes used in their own and others' artworks
- Demonstrate use of visual conventions, techniques and processes to communicate meaning by creating a series of prints

2) Unit under development

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.

In Year 9/10 there may be an excursion to an art gallery (student to pay) associated with enrolment of this course.

Semester 1 (even year)

- Pop Art
- Surrealism

Semester 2 (even year)

- Power and Persuasion

Semester 1 (odd year)

- Drawing
- Environmental Art

Semester 2 (odd year)

- Print making
- Impressionism

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 have studied Home Ec – Food Technology units in Year 9 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 have studied ITD in Year 9 and be enrolled in ITD to take this course.**

Students will have the opportunity to gain a Queensland Construction White Card (this course is run by an external agency with an approximate cost to of \$55 to the student) as well as gain 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
- Partnership with school community

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 Wellbeing

Sport

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

- Athletics
- Basketball
- Volleyball
- 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
- Career Education
- Goal setting for Student Led Conference
- Digital Citizenship

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
- 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)
- Senior phase of learning
- Student Education Training (SET) Plans
- Completing a resume
- Applying job search and interview skills
- Goal setting for Student Led Conference
- Queensland Tertiary Admissions Centre
- Work experience and work placement
- 21st Century Skills

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.

Study Session

Study Session is held on Tuesdays from 3-4pm in G01 classroom. All students are welcome to attend. They must bring with them the classwork, homework or assessment task in which they require support. We do not provide resources or plan lessons for students to complete.

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: This policy has been developed to ensure students meet their obligations for completion of a course of study.

1. Assessment Guidelines

All students, at the start of each semester, receive an assessment calendar which lists due dates for major assessment within all subject areas so that students can plan their study program and take responsibility for managing their assignment schedule.

Teachers will ensure that students are given clear and detailed information regarding the nature and expectations of each task.

Assessment cover sheets will outline the purpose of the assessment, due dates, a task outline, a list of conditions of the task, a student reflection sheet and a Guide to Making Judgements sheet, outlining requirements for each achievement standard. In addition, students will be provided access to adequate resources and support to complete each assessment instrument. They may be provided with some class time to work on assignments.

2. Student Adjustments

All assessment items will be reviewed by the Endorsement Team (Learning Support Department, Special Education Program, Teachers and HOD) for curriculum alignment and adjustment recommendations to suit students' learning needs.

3. Exams

a) *Absent on the day of an exam*

- Students who are absent on the date of an exam, require parent/carer to inform the school on the day, or as soon as is reasonably possible.
- Students will sit the exam upon their return to school at a time deemed suitable by the teacher.
- Students in Year 10 (Semester 2 only) will require a medical certificate in order to sit the exam.

b) *Student does not achieve a C-standard or better on exam*

- ReSit policy applies
- Year 10 student will **not** be eligible for ReSit in Semester 2 only to align with QCAA requirements

4. Assignments

Assignments may take various forms, including research papers, essays, field study reports, write-up of experiments and practical investigations, reflective journals, construction tasks, compilation of folios and practical demonstrations. Assignments may have due dates for draft and final copies. **Students will be required to complete the work, outside of class time (as the consequence), in order to satisfy course requirements.**

a) *Submission*

- Assignments should be submitted in the subject lesson on the date indicated on the task sheet.
- The loss of data or failure of computer hardware will not be accepted as grounds for non-submission.

b) *Absent on due date*

- Deliver assignment to the class teacher or office via parent/carer/friend on or before the due date.
- If unable to do this, a parent/carer 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 extra class time will be provided.
- Year 10 Semester 2 only – students must present a medical certificate in order to submit late.

c) *Failure to Submit*

- When no special provision has been requested or applied for, and there has been no communication from the student or parent/carer, levels of achievement may be based on draft work or observations of classwork.
- Parent/Carer contact will be made.
- Students may not be able to participate in extracurricular activities if assignments have not been submitted.

d) *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 student/parent/carer to the class teacher prior to the due date.
- **Extension Request Form** to be signed by student/parent/carer/teacher and presented to HOD.
- Consultation between the Teacher/HOD will determine whether the extension is granted.
- Assignments, for which an extension has been granted, will be assessed and credited without consequence.

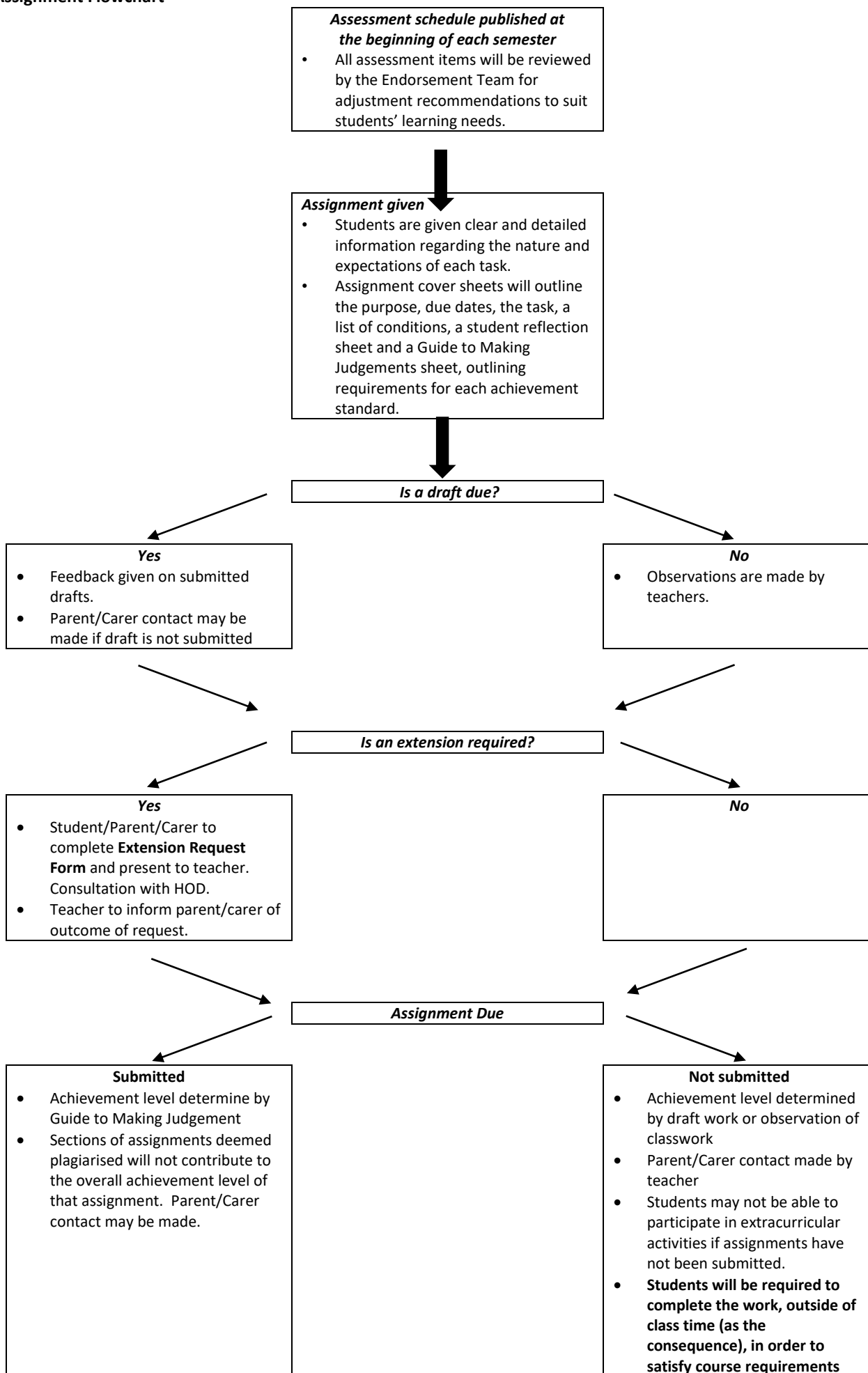
e) *Plagiarism*

- 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) are not to be copied from other sources. Assignments must not contain any *copy and paste* information.
- Sections of assignments deemed plagiarised will not contribute to the overall grade of that assignment. Parent/Carer contact may be made.

f) *Students on Suspension*

- Special provisions will not normally be granted to students on suspension. Where access has been hindered to resources essential for the completion of assignments, requests for *special provisions* may be considered. Where due dates occur during a student's suspension, it is the student's responsibility to make alternate arrangements for its timely submission using one of the approved methods mentioned earlier.

5. Assignment Flowchart



6. ReSit Policy and Procedure

Students who do not achieve a C or higher on a quiz/test/exam have the opportunity to resit it in an attempt to achieve a C. This process allows students to receive teacher feedback on the knowledge and skills demonstrated, and then use this feedback to improve their level of achievement, aligning these modes of assessment with drafts for a written task.

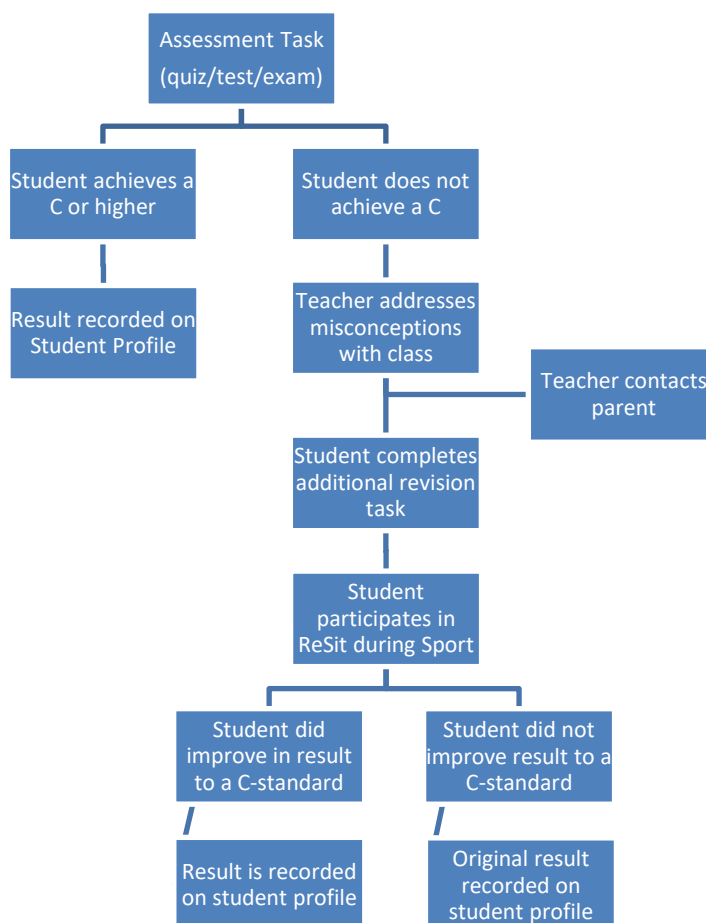
**please note that a ReSit student will not be provided with B- and A- standard questions

Procedure:

1. Assessment calendar will reflect assessment dates that allow for timely completion of ReSit process
2. Teacher marks assessment and identifies students for ReSit – submits student names to HOD
3. Teacher hands assessment back to class for feedback and unpacking of misconceptions
4. Teacher contacts parents to inform of failure of assessment task, ReSit opportunity and conditions
5. Teacher provides ReSit students with additional revision task to be completed and submitted before ReSit occurs
6. Teacher provides HOD with ReSit task, which may be the same or similar to the original task, with applicable questions clearly marked.

Students will be required to:

1. Complete additional revision task (can attend Study Session to receive support)
2. Attend ReSit session during Thursday Sport – HOD to supervise
3. Complete the ReSit task



** Year 10 student will **not** be eligible for ReSit in Semester 2 only to align with QCAA requirements



Feedback and Drafting Policy

Purpose: This policy has been developed to ensure students meet their obligations for completion of a course of study.

What is feedback?

Feedback can be either formal (written) or informal (verbal). Feedback is information provided by a teacher, peer or self on aspects of performance or understanding.

When can feedback occur?

There are two different phases when students receive feedback:

1. Learning Phase
2. Assessment Phase

Learning Phase Feedback

The learning phase occurs before the assessment is given E.g. Before an assignment is issued or before an exam takes place. Learning phase feedback can occur as a result of students completing in class tasks & homework. This feedback is detailed and can alert students to spelling, punctuation, grammar, understanding & content errors. It can be both formal and informal. This feedback enables students to develop their skills or correct their understanding.

Assessment Phase Feedback

The Assessment phase feedback occurs during or after an assessment item E.g. when students are handed their assignment task or exam. The purpose of assessment is to make judgement about how well students demonstrate a skill and or understanding, therefore detailed feedback similar to learning phase feedback is not appropriate in the assessment phase.

Drafts

Students completing assignments will have a draft due date. Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development.

Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Written feedback on a draft is:

- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark

Further information can be found at QCAA Academic Integrity Student course: <https://www.qcaa.qld.edu.au/senior/assessment/academic-integrity/students>