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A Message from the Principal – Mrs Felicity Roberts

Mackay State High School is proud to be a large, diverse school community and has grown to more than 1150 students and 120 staff. *Our mission is to provide educational excellence and diverse pathways for students, based on a culture of inclusion, high expectations and pride.* Our committed and caring staff focus on developing individual students to attain their full potential in academic, sporting, cultural and arts fields. In preparing students to be tomorrow's citizens, our curricula and co-curricula programs are infused with a focus on pathways that meet individual learning needs and career aspirations. We believe that this is best achieved when teachers, students, parents and the community work together to build positive and supporting relationships. At the heart of the school are the core values of *Respect, Responsibility and Resilience* and our 3 R's guide all of our practices and expectations for behaviour.

As Principal of the school, I am committed to developing a first-class education system that meets the unique needs of your child. This booklet has been compiled in an attempt to answer the many questions you may have about the philosophy of Junior Secondary and curriculum available at Mackay State High School.

For Year 8 Students, the choice of subjects for entry into electives in Years 9 and 10 must be made only after careful consideration of your ability, past achievement and future vocational and educational goals. You will find included in the booklet:

- * Information about our Secondary Programs, including Transition Programs, and the Australian Curriculum
- * A statement on all subjects by the Heads of Department/Subject Area Coordinators
- * A guide on how to pick Secondary Electives for Year 9 and 10

An *Education and Career Planning* (ECP) meeting will occur at Mackay State High School, every year, involving students, parents/ guardians and a school representative. These individual meetings aim to ensure that the best possible course of study is chosen by each student, and that support is given to students throughout their time at MSHS.

I hope that you find this booklet useful in answering your questions about the programs on offer in Junior Secondary. I encourage you to take the time to read the information and if you have any questions, please do not hesitate in contacting me.

We have a great school, fantastic students and I am proud to be leading such an amazing organisation.

A handwritten signature in black ink that reads "F. Roberts".

Felicity Roberts
Principal



Foreword from the Head of Middle School

Mackay State High School caters for a wide variety of clientele. We promote high quality teaching through a wide range of pedagogical and systemic processes, continually assessing what we offer, how we offer it, and how we can improve. Community plays a large part in providing quality education and recognition of achievement.

Emphasis is placed on students to do their best, planning pathways for their future. To this end, the whole school operates under 3 core values, which feed our ideology in all aspects of what we do. These three values are: Respect, Responsibility and Resilience.

Our school motto “Labor Vincit – Work Conquers” and our vision “We Believe, We Achieve” provide a focussed mantra which reflects our school ethos and is referred to in everything we do. They convey a simple but reflective reminder of why we’re here and where we are heading.

In the Year 10 Senior Secondary curriculum, a variety of mandated and elective subjects are offered which enables students to prepare for future pathways and prepare them for their selections available in Years 11 and 12. The range of subjects offered at Mackay State High School are designed to cater for students of all levels of ability, interests, and career aspirations. Selecting subjects across the next three years is a very important process. It is very important that students make correct choices. The major objective of this booklet is to provide you with as much information as possible.

When selecting subjects to study in Years 9 and 10, the best advice we can give is for students to pick subjects that they enjoy and where they are capable of success. Elective subjects have banded curriculums that stretch across year 9 and 10, so it is highly encouraged for students to complete two years of their electives. If students follow these guidelines they will enjoy the schoolwork and success will naturally follow.

As part of the Year 10 curriculum, all students will enrol in a Certificate II course. Two lessons per week will be provided in this subject to ensure that it is completed by the end of Year 10. The successful completion of this course will provide students with 4 QCE (Queensland Certificate of Education) credits. This is very important for a successful transition into the Year 11 and 12 curriculum.

The best decisions for subjects are based on good information. Good luck with your research and considerations. If you need more help, please see either me, the Transitions Officer, Guidance Officer, Curriculum HODS or your teachers.

Kind regards

Elizabeth O’Neill
Head of Middle School

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BYOx eLEARNING PROGRAM

Bring Your Own 'x' means students bringing their own digital devices to school for the purpose of learning. *BYOx* is a digital device which is privately-owned and is able to be used to access the departmental network and information systems in an educational setting.

Mackay State High School has been very successful at embedding technology in student learning and this has delivered many benefits to the school community. 2017 saw the commencement of **all students** being able to bring their privately-owned devices to school. At this school, technology is a tool that enhances teaching and learning, and allows differentiation in learning. Teachers as life-long learners, will continue to focus on developing their digital practices, pedagogical and content expertise; utilising technology in an educationally purposeful way.

Technology facilitates the creation and sharing of knowledge. It provides the ability for our students to share information both locally and across the globe. By utilising virtual classrooms and online learning environments, students can research, collaborate, create, refine, present, and represent knowledge and skills, in contemporary and meaningful ways. Access to technology allows students to transition seamlessly, their learning from school to home and in between. It provides opportunities for students to be challenged by tasks that were once inconceivable: truly transforming learning; and preparing students to be the life-long learners, innovators, entrepreneurs and leaders of tomorrow.

The *BYOx eLearning Program* allows parents to use an existing family-owned device or purchase a device of their choice that meets the minimum requirements* of the school. **Students are required to have the appropriate software** to meet the subject requirements they intend to study.**

Our school's *ICT Services Centre*, provides assistance to our students, with connecting to the wireless network, installation of software, basic triage and quick fixes to their devices. Access to the department's ICT network is provided only if the device meets the school's security requirements which requires that anti-virus software has been installed, is running and is kept updated.

Students and parents are responsible for the security, integrity, insurance and maintenance of privately-owned devices and their private network.

For families with financial hardship, Mackay State High School has established an *Equity Program* which can provide a limited amount of school-owned laptops throughout the year. Ask our Office staff for details of the school's *Equity Program* and application information.

Mackay State High School is committed to moving students and staff forward in a contemporary learning environment.

**For more details see the *2023 BYOx eLearning Program Guide for Parents and Students* available on school website or obtain a copy from General Office. As a part of our *BYOx* program Microsoft Office 365 is available to students free of charge.

Note: As technology is integral to the core curriculum it is highly recommended that students be part of the *BYOx eLearning Program* to support their learning

Special Features offered by Mackay State High School

Along with the Core Curriculum we are able to offer an extensive range of specialised learning areas and extracurricular opportunities. These include offerings in Academic Excellence, The Arts, and the Sporting arena.

ACADEMIC EXCELLENCE ACADEMY

Mackay State High School has a rich history in exemplary Academic performance. For the benefit of 'like' ability students the school offers high achievers the opportunity to apply for a position in the Academic Excellence Academy. Students in the Academic Excellence Academy will participate in the National Curriculum for core subjects, but will also have the opportunity to extend beyond this with a range of rich and inspiring tasks and activities designed to challenge and extend them. Students in this Academy from Year 7 will exist as an identifiable class and will then transition as such through to Year 9, where they will study the core subject areas as an ongoing part of the Academic Excellence Program. Further details about the Academic Excellence Academy class are contained in the School Subject section of the booklet.

SPORTS ACADEMIES

The Health and Physical Education (HPE) Department prides itself on providing many and varied opportunities for success for all students, whether it be in the academic or sporting fields. As part of an extensive extracurricular program students are offered opportunities to play and compete at local, Regional, State, National and International levels in sport. Some school sporting teams are also given the opportunity to be invited to be part of State and International Touring Teams. Three sports, **Rugby League, Football and Netball**, are offered as a specialised learning area as Sporting Academy classes, that are scheduled in the Curriculum offerings. These Sporting Academies are unique to Mackay State High School. One of the aims of the Sports Academies is to provide students with training and playing opportunities, above and beyond, what currently exists in the Mackay area for talented players. Students can apply to be enrolled in a Sporting Academy class as an alternative to their HPE class. Further details about the Academy classes are contained in the *School Subject* section of the booklet.

CREATIVE ARTS ACADEMY

The school also offers students opportunities to develop and excel in a range of extra-curricular Arts activities and encourages students to develop their passion in the Arts.

Our highly regarded Instrumental Music Program provides a continuation of music development for continuing students from primary school with weekly tuition with a specialist teacher and multiple ensembles and bands to join. There are many performance opportunities within the school and wider community throughout the year.

The Instrumental Music Program is a co-curricular program funded by the Education department that both extends and supports the classroom music course and is worth QCE points. It is encouraged that Instrumental Music students take classroom Music to help them develop technical skills in the following years of study. Students will also work on developing performance skills on a variety of instruments.

Other Arts excellence programs include **Arts Camps/Tours, Creative Industries Masterclasses, vocal/choral singing** and after school extension Arts programs, **XL:Arts, Media and Drama clubs** for CAA students.

Mackay State High School students have participated with success in a range of school and community Arts events, including **Mackay Eisteddfod, Creative Generation, Excellence Awards in Visual Art, Mackay Orchestras and Bands Competition, Fanfare, CQCM Jazz Festival, MECC Theatre workshops.**

The Arts at Mackay State High School provide an energetic, creative and supportive learning environment that encourages students' educational and personal development through participation.

ACCESS CENTRE for DIVERSE LEARNERS

Alternate and Cross Curricular Educational Student Support

Mackay State High School can cater for students with verified learning disabilities and learning difficulties through programs offered via the Access Centre. This facility contains qualified and trained specialist staff to support and cater for students with highly diversified needs. Staff at the centre can create individualised learning programs that not only cater for a student's educational needs but also their social and emotional needs, work and life skills. Staff will work with parents on the creation of Individual Curriculum Plans and Alternative programs that can see students supported all the way through their secondary education and to the successful attainment of a QCIA (Queensland Certificate for Individual Achievement) or a QCE (Queensland Certificate of Education). Details of the classes available are contained in the pages in this booklet. Additional information can be available by making an appointment with our HOSES (Head of Special Education Services).

LIBRARY RESOURCE CENTRE

Mackay State High School has an extensive collection of print and audio-visual resources to support the curriculum and for recreational reading, located within a large and welcoming Library.

Opening hours

Every day:

8:00am – 3:15pm

And daily during both breaks.

Books can be borrowed, using the Student's Identification Card, for two weeks and then they need to be renewed or returned at the due date.

IT SUPPORT

Students will have access to Technology support staff in the library resource centre before school and at lunch times.

Our technology staff can assist students with a whole range of troubleshooting issues with BYOx devices including internet access, email, onenote and generalised technology advice.

There are two dedicated student printer/copiers which can be accessed in the Resource Centre using the Student's Identification Card and ONLY outside of class times.

ENGLISH		ENG	
This subject includes a fee?	YES	NO	
			✓
<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.</p> <p>Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.</p> <p>The range of literary texts for Foundation to Year 10 comprises of Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.</p> <p>Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.</p>			
Where will this subject lead?	Year 11 & 12 English / English Essentials / English as an Additional Language		

MATHEMATICS		MAT	
This subject includes a fee?	YES	NO	
		✓	
YEAR 9			
<p>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. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> • understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles • fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms • problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue • reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs. <p>Students that achieve to a high standard by the completion of Year 9 mathematics may be invited to attempt Extension Mathematics in year 10.</p>			
YEAR 10			
<p>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. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> • understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments • fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets • problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events • reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets. <p>Year 10 Mathematics is offered as two courses. Core Mathematics (MAT) and Extension Mathematics (MAX). Students that are highly motivated and/or achieve to a high standard by the completion of year 9 may be invited to attempt MAX.</p> <p>Although the proficiency strands and achievement standards are the same as those taught in Core Mathematics, students in Extension Mathematics complete these quicker so that the topics can be extended. This additional material is assessed using different assessment instruments.</p>			
Where will this subject lead?	Year 11 & 12 General Mathematics / Mathematical Methods / Specialist Mathematics / Essential Mathematics		

SCIENCE		SCI	
This subject includes a fee?	YES	NO	
		✓	
YEAR 9			
<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.</p> <p>Incorporating the key ideas of science Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.</p> <p>In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.</p> <p>Students that achieve to a high standard by the completion of Year 9 Science may be invited to attempt Extension Science in year 10.</p>			
YEAR 10			
<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.</p> <p>Incorporating the key ideas of science In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.</p> <p>Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.</p> <p>Year 10 Science is offered as two courses. Core Science (SCI) and Extension Science (SCX). Students that are highly motivated and/or achieve to a high standard by the completion of Year 9 may be invited to attempt SCX. Although the proficiency strands and achievement standards are the same as those taught in Core Science, students in Extension Science complete these quicker so that the topics can be extended. This additional material is assessed using different assessment instruments.</p>			
Where will this subject lead?	<p>Year 11 & 12 Agricultural Sciences / Biological Science / Chemistry / Earth & Environmental Science / Physics / Psychology / Marine Science / Aquatic Practices / Science in Practice</p>		

HUMANITIES		
This subject includes a fee?	YES	NO
		✓
YEAR 9		
HISTORY (Semester 1 only)	HIS	
<p>The making of the modern world The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p> <p>The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 9 are:</p> <ul style="list-style-type: none"> • What were the changing features of the movements of people from 1750 to 1918? • How did new ideas and technological developments contribute to change in this period? • What was the origin, development, significance and long-term impact of imperialism in this period? • What was the significance of World War I? 		
GEOGRAPHY (1 Semester only - elective)	GEG	
<p>There are two units of study in the Year 9 curriculum for Geography: ‘Biomes and food security’ and ‘Geographies of interconnections’.</p> <p>‘Biomes and food security’ focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.</p> <p>‘Geographies of interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.</p> <p>The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 9 are:</p> <ul style="list-style-type: none"> • What are the causes and consequences of change in places and environments and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments? 		

ECONOMICS AND BUSINESS (1 Semester only - elective)	ECB
<p>The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.</p> <p>The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.</p> <p>Key inquiry questions</p> <p>A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none">• How do participants in the global economy interact?• What strategies can be used to manage financial risks and rewards?• How does creating a competitive advantage benefit business?• What are the responsibilities of participants in the workplace and why are these important?	

YEAR 10	
HISTORY (Semester 1 only)	HIS
<p>The modern world and Australia</p> <p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p> <p>The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions</p> <p>A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 10 are:</p> <ul style="list-style-type: none"> • How did the nature of global conflict change during the twentieth century? • What were the consequences of World War II? How did these consequences shape the modern world? • How was Australian society affected by other significant global events and changes in this period? 	
Where will this subject lead?	<p>Year 11 & 12</p> <p>Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered</p>
GEOGRAPHY (1 Semester only - elective)	GEG
<p>There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.</p> <p>'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.</p> <p>'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.</p> <p>The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 10 are:</p> <ul style="list-style-type: none"> • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do world views influence decisions on how to manage environmental and social change? 	
Where will this subject lead?	<p>Year 11 & 12</p> <p>Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered</p>

CIVICS AND CITIZENSHIP (1 Semester only - elective)		CIV
<p>This Year 10 program contains content from Year 9 in Term 3 and Year 10 in Term 4.</p> <p>The Term 3 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.</p> <p>The Term 4 curriculum also develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.</p> <p>The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> • What influences shape the operation of Australia's political system? • How does Australia's court system work in support of a democratic and just society? • How do citizens participate in an interconnected world? • How is Australia's democracy defined and shaped by the global context? • How are government policies shaped by Australia's international legal obligations? • What are the features of a resilient democracy? 		
Where will this subject lead?	<p>Year 11 & 12 Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered</p>	
ECONOMICS AND BUSINESS (1 Semester only - elective)		ECB
<p>The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p> <p>The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.</p> <p>Key inquiry questions A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> • How is the performance of an economy measured? • Why do variations in economic performance in different economies exist? • What strategies do governments use to manage economic performance? • How do governments, businesses and individuals respond to changing economic conditions? 		
Where will this subject lead?	<p>Year 11 & 12 Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered</p>	

HISTORY EXTENSION (1 Semester only - elective)	HIS
<p>Having completed all requirements for History in the Australian Curriculum, students can choose to extend their studies in History in Semester 2 by selecting this subject. It aims to introduce skills for both Senior Ancient & Modern History. Students may choose this subject to help prepare them for the Senior Histories or just because they love the subject.</p> <p>Semester 2 of Year 10 History allows students to explore particular areas from the ancient and modern world. Students will further develop their historical skills through the process, analysis and synthesis of information from primary and secondary sources. They will engage in a historical inquiry of their choice that focusses on the significance of either a key person or event through research, discussion and historical argument.</p>	
<p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> • How do historians research, develop, evaluate and modify questions to frame a historical inquiry? • How did the nature of a key person/event change or cause change within the ancient or modern world? • What were the consequences of the key event/person's actions and how did these shape the time period? 	
<p>Where will this subject lead?</p>	<p>Year 11 & 12 Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered</p>

HEALTH AND PHYSICAL EDUCATION		HPE	
This subject includes a fee?	YES	NO	
			✓
<p>The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.</p> <p>In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.</p> <p>Students complete lessons.</p> <ul style="list-style-type: none"> - 1 x Theory/ The Resilience Project - 1 x Practical <p>Focus areas to be addressed in Years 9 and 10 include:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). 			
Where will this subject lead?	<p>Year 11 & 12 Physical Education / Health / Sport & Recreation / Certificate III in Fitness / Certificate II in Health / Early Childhood Studies</p>		

LOTE – ITALIAN		ITL	
This subject includes a fee?		YES	NO
			✓
YEAR 9			
Learning Experiences	<p>This course continues the Year 7 Entry course studied in Year 7 and 8 and continues to develop foundational skills in Italian. Year 9 Italian (Year 7 Entry) is recommended for students who are planning to study Italian in Year 10 and beyond and have an interest in international relationships, culture, history and linguistics or merely enjoy engaging with languages.</p> <p>Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the <i>BYOx eLearning Program</i> to support their learning</p>		
Semester Outline	Semester 1		Semester 2
	<ul style="list-style-type: none"> How do youth cultures represent themselves? How big is the generation gap? 		<ul style="list-style-type: none"> What are social issues? What are life stories?
Assessment	Students are assessed in the four skills of language learning: reading, writing, listening and speaking.		
Where will this subject lead?	<p>Year 10 Italian</p> <p>Year 11 & 12 ATAR Italian</p>		
YEAR 10			
Learning Experiences	<p>This course continues the Year 7 Entry course studied in Year 7, 8 and 9 and continues to develop skills in Italian according to national curriculum achievement standards. Year 10 Italian (Year 7 Entry) is recommended for students who are continuing from Year 9 as well as students new to the subject who are interested in languages.</p> <p>Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the <i>BYOx eLearning Program</i> to support their learning</p>		
Semester Outline	Semester 1		Semester 2
	<ul style="list-style-type: none"> What is the best job in the world? What is advertising? 		<ul style="list-style-type: none"> What is environmental conservation? What are our global connections?
Assessment	Students are assessed in the four skills of language learning: reading, writing, listening and speaking.		
Where will this subject lead?	<p>Year 11 & 12 ATAR Italian</p>		

TECHNOLOGY		
This subject includes a fee?	YES	NO
	✓	
SAFETY REQUIREMENTS FOR ALL TECHNOLOGY SUBJECTS Students must be in closed in shoes (Leather upper, recommended for kitchen and workshop) as per the school uniform policy. Students will be instructed in various safety procedures and must comply with all safety requirements and procedures to be able to participate in practical lessons in this subject.		
ENGINEERING PRINCIPLES AND SYSTEMS (Elective)		TES
Engineering principles and systems is focused on how forces can be used to create light, sound, heat, movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions.		
YEAR 9		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Safety • Design Project • Gear Systems Project 	<ul style="list-style-type: none"> • Safety • Electronics Project • Gear Systems Project
YEAR 10		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Safety • Gear Systems Project • Electronics Project 	<ul style="list-style-type: none"> • Safety • Gear and Electronic Systems Project • Design Project
Where will this subject lead?	Year 11 & 12 Construction Skills / Engineering Skills / Furnishing Skills / Industrial Technology Skills / Design	

FOOD AND FIBRE PRODUCTION (Elective)		TFF
<p>Food and fibre are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments such as farms and plantations or harvested from wild stocks. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students need to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally produced raw materials. Students will progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions (Food and fibre production includes food specialisations from Foundation to Year 6).</p>		
YEAR 9		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Safety • Upcycling • Poultry 	<ul style="list-style-type: none"> • Composting • Fibre (wool, cotton, timber)
YEAR 10		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Safety • Aquaculture/Seafood • Meat processing 	<ul style="list-style-type: none"> • Vegetables • Bees/insects
Where will this subject lead?	Year 11 & 12 Agricultural Practices.	

FOOD SPECIALISATIONS (Elective)		TFD
<p>Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.</p>		
YEAR 9		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Hygiene and Safety • Food and Nutrition Basics • Proteins, Carbohydrates, Fats and Australian Cuisine 	<ul style="list-style-type: none"> • Fast Foods • Celebrations
YEAR 10		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Hygiene and Safety • Diet and Disease • Introduction to Hospitality 	<ul style="list-style-type: none"> • Preservation Techniques • International Cuisine
Where will this subject lead?	Year 11 & 12 Early Childhood Studies / Health / Certificate II in Hospitality / Fashion / Design	

MATERIALS AND TECHNOLOGIES SPECIALISATIONS FASHION (Elective)		TTZ
<p>The course aims to provide students with the skills and confidence to design, produce and evaluate quality textile projects.</p> <p>Students will be given the opportunity to design and create their own products through project-based units which may include areas in apparel, furnishing, costume and non-apparel. The practical skills students will learn include experimentation, drawing, a range of fabric decoration techniques, construction and the design and evaluation of textile items.</p> <p>While some materials will be supplied students choosing textiles must be prepared to supply additional sewing equipment and materials for various units of work. <i>Students are permitted to do both Materials – Textiles and Food Specialisation in Year 9 and 10.</i></p>		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Sewing Machines – equipment and safety • Fibre production and use • Fabric decoration techniques 	<ul style="list-style-type: none"> • Reuse, reduce, recycle • Textile Construction and use • Introduction to Interior design
Where will this subject lead?	Year 11 & 12 Design / Fashion / Visual Art / Early Childhood	

MATERIALS AND TECHNOLOGIES SPECIALISATIONS (Elective)		TMT
<p>Materials and technologies specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes.</p>		
YEAR 9		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Safety • Design Project • Timber Project 	<ul style="list-style-type: none"> • Safety • Electronics • Metal Project
YEAR 10		
Semester Outline	Semester 1	Semester 2
	<ul style="list-style-type: none"> • Safety • Timber Projects 	<ul style="list-style-type: none"> • Safety • Metal Projects
Where will this subject lead?	Year 11 & 12 Construction Skills / Engineering Skills / Furnishing Skills / Industrial Technology Skills Design	

DIGITAL TECHNOLOGIES (Elective)	DIG
<p>Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.</p>	
YEAR 9	
<p>In Year 9 students will:</p> <ul style="list-style-type: none"> • investigate the secure transmission of data across internetworks • develop skills for collecting, managing and analysing appropriate data from a range of sources to meet client requirements, including considering privacy and security requirements • apply computational thinking skills including abstraction and specification to address complex problems • interview stakeholders to identify needs that can be addressed by a data-driven webpage or web app • design the user experience of a solution for a data-driven webpage or web app using storyboards and mock-ups • use diagrams (flowcharts) and structured English (pseudocode) to design algorithms and validate them through tracing and test cases • apply an object-oriented programming language to implement interactive features • plan and manage a client-based software development project using an iterative project development cycle • investigate indicators of economic success for their digital solutions considering safety and sustainability 	
YEAR 10	
<p>In Year 10 students will:</p> <ul style="list-style-type: none"> • Define and decompose complex problems in terms of functional and non-functional requirements • Design and evaluate user experiences and algorithms for a context • Design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. • Identify privacy and security requirements when selecting and validating data of a context. • Test and predict results of the context and implement digital solutions • Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. • Share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects 	
<p>Where will this subject lead?</p>	<p>Year 11 & 12 Design / Building and Construction Skills / Digital Solutions / Information and Communication Technology</p>

THE ARTS		
This subject includes a fee?	YES	NO
	✓	
DRAMA (Elective)	DRA	
<p>In Drama, students:</p> <ul style="list-style-type: none"> refine and extend their understanding and use of role, character, relationships and situation extend the use of voice and movement to sustain belief in character maintain focus and manipulate space and time, language, ideas and dramatic action experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences draw on drama from a range of cultures, times and locations as they experience drama explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform maintain safety in drama and in interaction with other actors build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances. 		
MEDIA ARTS (Elective)	MED	
<p>In Media Arts, students:</p> <ul style="list-style-type: none"> refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions extend the use of time, space, sound, movement and lighting as they use technologies analyse the way in which audiences make meaning and how audiences interact with and share media artworks draw on media arts from a range of cultures, times and locations as they experience media arts explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies learn that over time there has been further development of different traditional and contemporary styles as they explore media forms explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts as they make and respond to media artworks consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks evaluate the social and ethical implications of media arts maintain safety in use of technologies and in interaction with others, including the use of images and works of others maintain ethical practices and consider regulatory issues when using technology build on their understanding from previous bands of the roles of artists and audiences as students engage with more diverse media artworks. 		

MUSIC (Elective)	MUS
<p>In Music, students:</p> <ul style="list-style-type: none"> • continue to develop their aural skills as they build on their understanding and use of the elements of music • extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms • extend their use of and identification of timbre to discriminate between different instruments and different voice types • build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques • extend technical and expressive skills in performance from the previous band • draw on music from a range of cultures, times and locations as they experience music • explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • learn that over time there has been further development of different traditional and contemporary styles as they explore music forms • reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music • explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform • maintain safety, correct posture and technique in using instruments and technologies • build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music. 	
VISUAL ARTS (Elective)	ART
<p>In Visual Arts, students:</p> <ul style="list-style-type: none"> • build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints • refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience • identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints • research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints • adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form • draw on artworks from a range of cultures, times and locations as they experience visual arts • explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts • identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts • use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks • adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience • extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies • build on their experience from the previous band to develop their understanding of the roles of artists and audiences. 	
Where will these subjects lead?	<p>Year 11 & 12 Visual Arts in Practice / Drama / Media in Practice / Music</p>

ACCESS CENTRE for DIVERSE LEARNERS

Alternate and Cross Curricular Educational Student Support

This subject includes a fee?		YES	NO
		✓	
Learning Experiences	<p><u>Special Education Programs</u> are arranged for students typically with verified disabilities. Each student has an individually designed program that takes into consideration their access to support, while maintaining the freedom to participate in the subjects that most interest them.</p> <p><u>Individual Curriculum Plans</u></p> <ul style="list-style-type: none"> • Some students may be provided with a lower or higher year-level curriculum in one or more learning areas. This is always done in consultation with parent(s) and requires an Individual Curriculum Plan. <p><u>Learning Support Programs</u></p> <ul style="list-style-type: none"> • Students with Learning Support difficulties participate in all curriculum subjects with differentiating levels of support. <ul style="list-style-type: none"> ○ Level 1 – Support Provided within Quality Differentiated Teaching Practice Level. ○ Level 2 - Supplementary Adjustment Level ○ Level 3 - Substantial Adjustment Level ○ Level 4 - Extensive Adjustment Level <p>Staff work collaboratively to provide focused teaching to monitor and review student progress each Semester.</p> <p>For a small number of students who continue to display behaviours that are deemed complex and/or challenging, individualised, function-based behaviour assessment and support plans along with multi-agency collaboration, may be provided to support these students.</p>		
Semester Outline	Semester 1 & 2	Programs	
	<ul style="list-style-type: none"> • Intensive Teaching Classes – English, Maths, Science, Humanities • Literacy Classes • Numeracy Classes 	<ul style="list-style-type: none"> • Challenge/Teambuilding Day Trips • Strength/ACCESS Camp • Work Education – Ugly Duckling Café, Junior Transition Program, Senior Transition Program • Reading/Comprehension Program – Decoding • Speech Language Program • Work Studies – Optional Curriculum 	
Assessment	<ul style="list-style-type: none"> • As per school curriculum - Oral Presentations, Written exams, Practical evaluations • Direct observation of students • Diagnostic tests • Folio of Work – journal 		
Networking	<ul style="list-style-type: none"> • Parent/Guardian Communication and Support • Whole School Staff • Student Support Services: Guidance Officer, Nurse, Chaplain and Youth Support Coordinator • Outside Agencies – Mental Health/Headspace; Community Solutions, CYMHS, NDIS, MADEC, YIRS, Youth Support Workers, PCYC etc 		

CERTIFICATE II OPTIONS

Additional details will be provided when RTO's have finalised their 2023 programs.

YEAR 10 VET COURSES 2023 (PROPOSED)

The following courses may run in 2023 for Year 10 students. Options will be finalised in Term 3 prior to Set Plan Interviews.

There may be opportunity for students to continue their studies in Year 11 and 12 leading into higher qualifications.

Course Code and Title	Duration	Course Costs	Registered Training Organisation	Year 11/12 Option
Certificate II in Sport and Recreation (SIS20115)	12 months	\$265 + \$55 first aid (VETIS funding applies)	Binnacle Training RTO Code 31319	Certificate III in Fitness (SIS30321)
Certificate II in Health Support Services (HLT23215)	12 months	\$499 (VETIS funding applies)	Connect 'n' Grow RTO Code 40518	Certificate III in Health Services Assistance (HLT33115)
Certificate II in Hospitality	2 years	\$1200 + course costs (VETIS funding applies)	Blueprint Career Development RTO Code 30978	N/A
Certificate II in Tourism (SIT20116)	12 months	VETIS Funded Course	Central Queensland University RTO Code 40939	N/A
Certificate II in Sampling and Measurement (MSL20118)	12 months	\$1900 (VETIS funding applies)	ABC Training and Development RTO Code	Possibility of Completing Certificate III in Sampling and Measurement (MSL30118) in the same year
Certificate II in Skills for Work and Vocational Pathways (FSK20119)	12 months	Nil	Mackay State High School RTO Code 30393	N/A

NOTE: VETIS Funding

The VET investment budget will provide funding for students to complete one VETiS qualification listed on the Priority Skills List while attending secondary school (in Years 10, 11 and 12). VETIS Funding can only be used on one qualification.

To be eligible to access a VETiS qualification funded by the Queensland Government, prospective students must:

- Be currently enrolled in a secondary school, in Year 10, 11 or 12;
- Permanently reside in Queensland;
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residence, or a New Zealand citizen.

NOTE: Mackay Engineering College

If your student intends to enrol at the Mackay Engineering College in Year 11/12, then they will not be required to complete a VET course in Year 10. The MEC courses qualify for VETIS funding, which significantly reduces the cost of the course. The qualifications offered by the MEC are:

AUR20716 Certificate II in Automotive Vocational Preparation

UEE22011 Certificate II in Electro-technology (Career Start)


MEM20413 Certificate II in Engineering Pathways

NOTE: Start TAFE Now – Central Queensland University

Your student may wish to enrol in one of the many VET courses available through Central Queensland University's Start TAFE now program. To be eligible to enrol in a course, the following requirements must be met:

- Have a sound achievement result in Year 10 Maths and English subjects prior to enrolling in the program
- Be a minimum of 15 years of age

For more information, please refer to their website: www.cqu.edu.au/stn

CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS FSK20119			CSW		
RTO: 30390		Does this course include a fee?		YES	NO
					✓
Prerequisite	Students do not need to have completed any particular subjects to enter this course. Students selecting the Furnishing stream require Steel Cap work boots. (Further details will be provided upon confirmation of enrolment in the course.)				
Learning Experiences	<p>This course is offered to Year 10 students. Students study both core and elective units of competency to achieve a Certificate II in Skills for Work and Vocational Pathways based on the training package, FSK Foundation Skills Training Package. To achieve this qualification, students must achieve 14 competencies. Successful completion of the Certificate II will credit the student with 4 QCE points.</p> <p>The Certificate provides students with a range of personal and interpersonal skills which will assist in their personal and work life. Specific knowledge and skills related to employment within a chosen industry is the focus of this course. Students will develop employability skills required broadly by industry, such as: communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology. A practical approach is taken in this study.</p> <p>Students will choose from the following industry areas:</p> <ul style="list-style-type: none"> • Business - Careers displays for fellow students and small business idea generation • Furnishing – Wooden Jewellery Box (or similar) building and finishing • Hospitality – Following general recipes and small business idea generation • Sports and Recreation – Preparing for a Sports Carnival or activity and small business generation <p>(Limited spaces will be available in some courses based on teacher availability.)</p>				
Assessment	Students will be assessed using a range of practical projects, written questioning and observations.				
Units of Competency	Code	Description			
ALL STREAMS	FSKLRG011	Use routine strategies for work-related learning			
	FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work			
	FSKNUM015	Estimate, measure and calculate with routine metric measurements for work			
	FSKNUM018	Collect data and construct routine tables and graphs for work			
	FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work			
	FSKLRG009	Use strategies to respond to routine workplace problems			
	FSKLRG010	Use routine strategies for career planning			
	FSKOCM004	Use oral communication skills to participate in workplace meetings			
	FSKOCM007	Interact effectively with others at work			
	FSKRDG010	Read and respond to routine workplace information			
	BSBTEC201	Use Business Software Applications			
	BSBWHS211	Contribute to the health and safety of self and others			
	MSFFF1001	Complete a basic furniture finishing project			
	MSFFM1002	Operate basic woodworking machines			
BUSINESS, SPORT & REC AND HOSPITALITY	BSBPEF202	Plan and apply time management			
	BSBTEC203	Research using the internet			
FURNISHING	MSFFF1001	Complete a basic furniture finishing project			
	MSFFM1002	Operate basic woodworking machines			

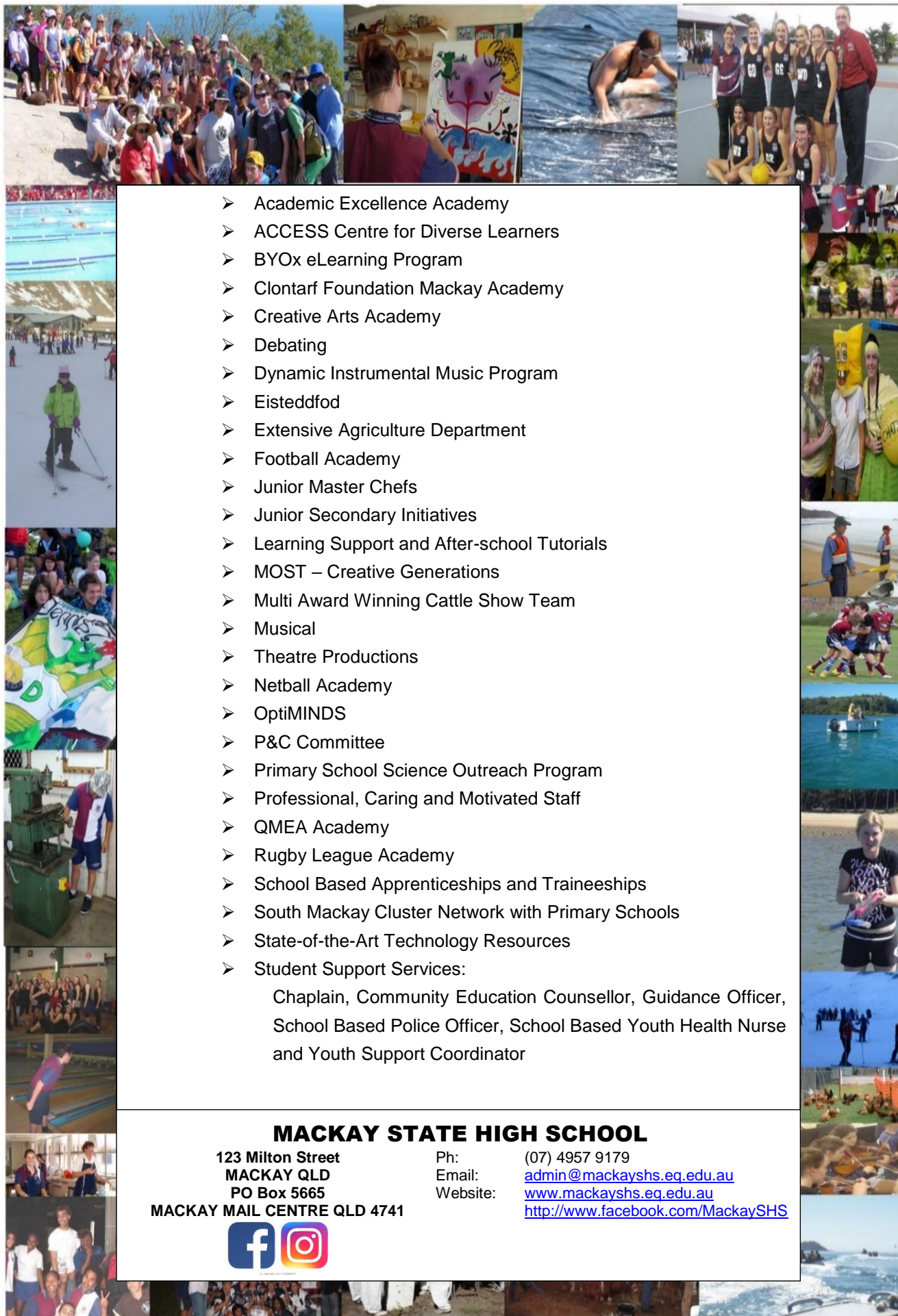
Special Variations on Core Subjects

The following pages contain descriptions of the School Subjects offered at the school.

ACADEMIC EXCELLENCE ACADEMY		
YEAR 9		
This subject includes a fee?	YES	NO
		✓
Learning Experiences	<p>Mackay State High School has a rich history in exemplary Academic performance. For the benefit of 'like-ability' students, the school offers high achievers the opportunity to apply for a position in the Academic Excellence Academy. To be considered for entry to this Academy students need to have demonstrated high levels of performance in multiple areas of their learning program, and participate in an interview.</p> <p>Students in the Academic Excellence Academy participate in the National Curriculum for Core Subjects, but often at an accelerated rate. Students will have the opportunity to extend beyond this with a range of rich and inspiring tasks and activities designed to challenge and extend them (e.g. STEM Projects). Academy students will also be invited to participate in a range of extracurricular activities, excursions, external tests and national competitions.</p> <p>Ongoing participation in the Academic Excellence Academy is determined through continued high academic performance and exemplary effort and behaviour. Upon acceptance into this program students sign an Agreement that requires they maintain a Grade Point Average (GPA) based on their Academic Performance, Effort and Behaviour. Failure to meet this requirement will result in removal from the Academic Excellence Academy. In addition, as members of the Academy students must consistently demonstrate a high commitment to all aspects of school life and embrace the core values of Pride, Respect, Dedication and Consideration.</p> <p>Students may belong to the Academic Excellence Academy and also one of the Sporting Academies.</p> <p>It is a requirement that students will purchase Academic Excellence Academy uniform shirts through the school uniform shop.</p>	
Program Outline	Semesters 1 & 2	Semester 1
	Core Subjects <ul style="list-style-type: none"> • English • History and Geography • Mathematics • Science 	<ul style="list-style-type: none"> • Year 9 AEA Camp to Brisbane (approx. - \$700) 3 days, 2 nights – Voluntary (exposed to STEAM extension opportunities, tours and workshops)
Assessment	Students will be exposed to a range of assessment tasks as per subject specific work programs.	
Where will this subject lead?	Year 10 Academic Excellence Academy / Academic Academy Personal Pursuit (AAPP)	

SPORTING EXCELLENCE ACADEMY		HRG / PFB / HNL
This subject includes a fee?	YES	NO
	✓	
Sporting Specialities: Football, Netball & Rugby League		
<p>Mackay State High School has three Sporting Excellence Academies. Our coaches focus on developing the academic and athletic capacities of all of the students in the program and player wellbeing is a top priority. We strive to produce young people who can make positive contribution to their communities, who are of strong character and are dynamic role models and leaders within the school. We provide a cutting edge, professional training environment where a culture of high expectations helps us to deliver results on and off the sporting ground.</p> <p>The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.</p> <p>In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.</p> <p>Students complete 2 x 70minutes lessons.</p> <ul style="list-style-type: none"> - 1 x Theory/ The Resilience Project - 1 x Practical <p>Program Requirement:</p> <p>To gain entry into the program students must complete the Sporting Academy application form addressed to the Head of Department (Physical Education). Students continue their enrolment in the program based on commitment and application to their classes and team.</p> <p>EXPECTATIONS</p> <ul style="list-style-type: none"> • Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Further, students are encouraged to participate in local sporting competitions • Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury • Failure to consistently participate in the sports programs may result in removal from the program • Students should always be courteous and respectful and their behaviour should be of the highest standard when travelling and representing the school • Students will be expected to sign a Sports Academy contract, hold 98% attendance and maintain a B standard in their Sporting Academy subject, 		
Assessment	<ul style="list-style-type: none"> • Skill Assessment • Assignments • Written Exam • Training Program Development 	
Where will this subject lead?	<p>Year 11 & 12</p> <ul style="list-style-type: none"> • Certificate III in Fitness / Physical Education / Senior Academy 	

NOTES



- Academic Excellence Academy
- ACCESS Centre for Diverse Learners
- BYOx eLearning Program
- Clontarf Foundation Mackay Academy
- Creative Arts Academy
- Debating
- Dynamic Instrumental Music Program
- Eisteddfod
- Extensive Agriculture Department
- Football Academy
- Junior Master Chefs
- Junior Secondary Initiatives
- Learning Support and After-school Tutorials
- MOST – Creative Generations
- Multi Award Winning Cattle Show Team
- Musical
- Theatre Productions
- Netball Academy
- OptiMINDS
- P&C Committee
- Primary School Science Outreach Program
- Professional, Caring and Motivated Staff
- QMEA Academy
- Rugby League Academy
- School Based Apprenticeships and Traineeships
- South Mackay Cluster Network with Primary Schools
- State-of-the-Art Technology Resources
- Student Support Services:
 - Chaplain, Community Education Counsellor, Guidance Officer,
 - School Based Police Officer, School Based Youth Health Nurse
 - and Youth Support Coordinator

MACKAY STATE HIGH SCHOOL

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