



BEENLEIGH STATE HIGH SCHOOL

JUNIOR SECONDARY

The Junior Secondary years are vital for the educational development of students between years 7 and 9. These key years are the fundamental building blocks for lifelong learning and improved outcomes. The Junior Secondary Agenda at Beenleigh State High School aims to increase the capacity in pupils and develop positive and enriching learning experiences tailored to develop and engage our clients.

At Beenleigh High the Junior Secondary years are a unique phase of learning with cohorts integrated within a whole school context. We believe that this group of students requires a pedagogical model separate from both primary and senior schooling phases but also transitions students between the two. While our Junior Secondary students will undertake many traditional secondary schooling activities the entire philosophy of this phase of learning is underpinned by a transformative and engaging pedagogical strategy of delivering students a positive learning experience. Our learning environment is based on strong traditional values, it features an innovative and dynamic curriculum, rich digital learning experiences and it is enhanced by excellent teaching and resources.

Schooling at Beenleigh High seeks to extend and develop our students to give them the best possible foundation for success, lifelong learning, well being and self pride. From 2015 Junior Secondary will also include year 7 and continue through to year 9. The Junior Secondary Agenda is underpinned by six guiding principals, under these six guiding principles, Beenleigh High will provide challenging educational offerings that engage young adolescents, while giving them a sense of belonging and support through the changes they face.

Distinct identity

Junior Secondary students will be encouraged and supported to develop their own group identity within the wider high school. This can involve dedicated school areas and events.

Quality teaching

Teachers working with students in the Junior Secondary years will be given the skills they need through additional professional development, so they can support young teens through these crucial early high school years.

Student wellbeing

We will meet the social and emotional needs of Junior Secondary students with a strong focus on pastoral care. For example, schools could provide a home room to support students as they adjust to new routines and greater academic demands.

Parent and community involvement

We want parents to stay connected with their students' learning when they enter high school. Parent involvement in assemblies, special events, award ceremonies and leadership presentations will be welcomed.



Leadership

Schools will be encouraged to create leadership roles for students in Years 7, 8 and 9. Dedicated teachers experienced with teaching young adolescents will lead Junior Secondary supported by the principal and administration team.

Local decision-making

The needs of each school community will influence how Junior Secondary is implemented in each school.

What will Junior Secondary look like?

Between years 7 and 9 Beenleigh High will implement a distinct program of instruction based on flexibility and adaptation to identified student needs. Junior Secondary students will undertake a transitional model that links primary schooling and senior schooling. The aim of Beenleigh's Junior Secondary model is to provide students with an authentic secondary schooling experience while at the same time gradually moving students into the next phase of schooling.

Subjects will be manipulated so that in early Junior Secondary, students will access all learning areas the school offers. The core elements of this timetable (English, Maths, Humanities and Science) will be taught by a core pairing of teachers and will be implemented through a team teaching approach that will give teachers the greatest amount of flexibility, while still being based on a familiar Primary school model. As students progress into later junior secondary years, students will transition into a senior schooling based timetable structure.

Curriculum

In 2013, the Australian Curriculum has been introduced from Prep to Year 10 in English, Mathematics, Science, Geography and History. In other subject areas the Essential Learning's from the Queensland Curriculum, Assessment and Reporting Framework will continue to be used. The Australian Curriculum, Assessment and Reporting Authority (ACARA), an independent statutory body, is responsible for the development and administration of this national curriculum, the national assessment of student achievement and the reporting of school educational outcomes.

The Australian Curriculum has been introduced in response to an agreement between all Australian Ministers for Education in which they commit 'to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens' and to promoting equity and excellence in education.

The following subjects are compulsory for all students in the Junior Secondary years of schooling (Years 7 to 9):

- English
- Mathematics
- Science
- History and Geography
- Health and Physical Education

In years 7 and 8 students will also study:



- Literacy and Numeracy
- Japanese (Literacy and Numeracy standards must be met)

Junior Secondary students also have access to two exciting Academy classes within the Physical Education Department and an excellence program through the Arts. These classes are through an application process:

- Rugby League Academy
- Multi Sorts Academy
- Music Excellence

Elective subjects will be held in rotation, giving all students access to each subject area through the first half of the Junior Secondary years. Midway through year 8 students will select two elective subjects to further explore and develop. Elective subjects include:

- Performing Arts
- Visual Arts
- Industrial Design and Technology
- Agriculture
- Horticulture
- Home Economics
- Business Studies
- Drama
- Media Studies
- Art
- Music
- Dance
- Information Technology Studies

Leadership Program

Leadership plays a strong role in the development of a cohesive and united group of students. Accessibility to leadership positions is paramount to the success of these programs. Our students will have access to leadership opportunities throughout the Junior Secondary years.

Leadership roles will be through an application process and open to all students for nomination. Student Leaders and Junior Captains will play a fundamental role in creating an atmosphere of wellbeing through extra-curricular activities. All leaders will nominate a specific Department (e.g Arts, Physical Education) with which they would like to work. Student leaders will then work as teams to create experiences that enrich wellbeing and support our school and wider community.

Junior Secondary leadership positions:

- Junior Secondary Captains (Year 9)
- Junior Secondary Vice Captains (Year 9)
- Junior Leaders



YEAR 7

A FLYING START

At Beenleigh State High School Year 7 will be a unique beginning to the first phase of the Junior Secondary years and Secondary school as a whole. As part of a Flying Start for students into Secondary Schooling we are excited to provide a graduated program that bridges the gap between Upper Primary and Senior Schooling.

We Care, We Are Responsible, We Achieve

The Junior Secondary school identity at Beenleigh State High School is built around a caring, supportive environment enabling students to feel a strong sense of belonging. In such an environment strong teacher/student relationships are fostered cultivating shared decision-making and active participation, valuing life-long learning. Based in year level Care groups, students are progressively exposed to a wide range of teachers in preparation for Years 10-12. The Care class, however, remains a unifying thread through the majority of subjects, ensuring the best possible chance of a productive, efficient routine during the school day. Each morning the students meet with their Care class teacher who creates a positive and friendly environment for students and provides daily information and support when required. Once per fortnight the Engagement Co-ordinator and Care teachers meet with students at a Year Level Parade. This time provides ongoing opportunities for staff and students to celebrate success and talk about the issues that matter most at Beenleigh State High School.

Course Structure

To ease the transition into Senior Secondary school our students will be based around a small class grouping with a core teacher. This grouping will be paired with another similar group and between the two teachers the core essential learning areas will be delivered. These learning areas are:

- English
- Science
- Literacy and Numeracy
- Math
- Humanities
- Wellbeing

While this will be similar to the experience that students have in Primary School, our students will also have access to all parts of the curriculum, and through the first three semesters of the Junior Secondary phase will be given an opportunity to experience all elective areas that our school has to offer. These elective areas are:

- Industrial Technology and Design
- Performing Art Studies
- Visual Art Studies
- Media Studies
- Home Economics
- Agricultural Science
- Physical Education

Through application process we will also offer our year 7 students the following Academy and Excellence programs:

- Rugby League Academy
- Multi Sports Academy
- Music Excellence
- Agricultural Excellence



Year 8 Subject Selection Sheet

Student Name: _____

Course Structure

The following subjects are **compulsory** and will be studied throughout year:

Mathematics

English

Science

History & Geography (One semester each)

Literacy & Numeracy or Japanese (for extension students)

Health & Physical Education or Sports Academy Classes (for successful applicants)

Electives

Students will be given the **choice of four** elective subjects to complete over the course of the year. These Subjects are listed below:

Elective Subject	Preference 1-4
Performing Arts (Music, Drama, Dance)	
Home Economics	
Industrial Technology and Design	
Agriculture	
Visual Arts (Visual Art, Film & Television)	



YEAR 9 PROGRAM

Beenleigh State High School is united in its pursuit of excellence in the Junior Secondary years. Junior Secondary recognises the early phase of adolescence as a distinct stage of development, by understanding Year 7-9 students' developmental and learning needs. Students will be engaged in age-appropriate and content-appropriate teaching and learning practices, providing future work and study opportunities for students in the context of a rapidly changing external environment.

Our challenge is:

- ◆ to connect with and engage students in Junior Secondary;
- ◆ to understand their distinctive needs.

To enable our students to maximise engagement with the curriculum, the Year 9 program allows for some elective subjects whilst still maintaining focus on the CORE (COMPULSORY) SUBJECTS of

- ◆ ENGLISH
- ◆ HISTORY AND GEOGRAPHY
- ◆ MATHEMATICS
- ◆ SCIENCE

In addition to the above core (compulsory) subjects, students in Year 9 will select 4 electives (2 per semester).

Subject	Code	Semester Offered
<u>Agriculture</u>		
Agriculture	AGR	1 and 2
<u>The Arts</u>		
Art	ART	1 and 2
Drama	DRA	1 and 2
Dance	DAN	1 and 2
Music	MUS	1 and 2
Media Studies	MES	1 and 2
<u>Health Science:</u>		
Home Economics	HEC	1 and 2
Food and Hospitality Studies	FSS	1 and 2
<u>LOTE:</u>		
Japanese	JAP	Semester 2 only
<u>Physical Science:</u>		
Health and Physical Education	HPE	1 or 2 (compulsory)
Beenleigh Sports Academy:		
Multi-Sports Academy	MSA	Full year program
Rugby League Academy	RLA	Full year program
<u>Technology:</u>		
Business Studies	BST	1 and 2
Info Technology	ICT	Semester 2 only
Industrial Technology and Design	MAN	1 and 2



SUBJECT NAME	AGRICULTURAL SCIENCE (AGR)
COURSE SCHEDULE	Students may choose this subject in either semester one or semester two, but not both . Two classes will be scheduled for each semester.
COURSE DESCRIPTION	<p>This subject involves students in the Agriculture and Horticulture.</p> <p>Topics include: Agriculture, Aquaculture and Horticulture.</p> <p>The subject also includes studies of Animal Welfare and Behaviour of an extensive range of companion, domestic farm animals,(i.e. cattle, sheep, horses, goats, poultry) and exotic animals.</p> <p>Where possible, learning will involve practical activities and projects involving the care and handling of these animals.</p> <p>Specific animal production subjects include: A study in Poultry Production which includes growth and development as an integrated project with the Poultry association Rescuing baby animals, Raising and Animal Husbandry of TEYS Bros day-old calves Machinery Maintenance and Operation</p>
TYPES OF ASSESSMENT	<ul style="list-style-type: none"> • Assignments – Written and practical • Work Books • Exams – Practical and written
SPECIALIST EQUIPMENT	<p>Fully enclosed shoes, impervious shoes are essential due to the practical nature of this subject.</p> <p>(A notebook and folder are essential for daily class work.)</p>
SUBJECT LEVY	Nil
ADDITIONAL REQUIREMENTS	<p>An excursion may form part of the learning in this subject and will be an additional cost.</p> <p>Internal and external excursions or visits by Poultry Association.</p> <p>Farm visits to the Demonstration Farm and Feedlot Beenleigh High.</p>

SUBJECT NAME	ART (ART)
COURSE SCHEDULE	Students may choose this subject in either semester one or semester two, but not both . (This is a half-year course). Leads to studies in Senior Art.
SUGGESTED PREREQUISITES	No prerequisites
COURSE DESCRIPTION	<p>Art develops innovative problem-solving, lateral thinking and provides students with the opportunity to express their individuality and creativity.</p> <p>Students will produce four folios of practical work. Practical work is researching, developing and resolving an art work. This may include some of</p>



	<p>the following:</p> <ul style="list-style-type: none"> • 2D - Drawing, Painting, Printmaking • 3D - Ceramics, Sculpture, Fibre-Art <p>Students will produce one Appraising task. Appraising is the study of art in different cultures and the work of different artists.</p> <p>Visual diaries are used for planning work, researching, sketching and home work tasks.</p>
TYPES OF ASSESSMENT	<ul style="list-style-type: none"> • 4 practical assignments • 1 Written or oral assignment • 1 Visual Diary
SPECIALIST EQUIPMENT	<p>Visual Diary (Available at Bookroom for \$4.00)</p> <p>Old Shirt or apron</p> <p>Pencils (2B and 6B), eraser</p>
SUBJECT LEVY	To be advised
ADDITIONAL REQUIREMENTS	Nil
CAREER OPTIONS	<p>Art is invaluable preparation for many vocations including Architecture, Engineering, Town Planning, Teaching, Fashion, Advertising, Film and Television, Industrial Design. Art also develops problem-solving skills and creativity which are valuable assets to most employers.</p>

SUBJECT NAME	DRAMA (DRA)
COURSE SCHEDULE	Leads to studies in Senior Drama
SUGGESTED PREREQUISITES	No prerequisites
COURSE DESCRIPTION	<p>Drama is an exciting combination of improvisation, creative movement and expression. In Drama you learn things that will be valuable throughout your whole life. You will create effective performances both on and off stage. This is one way of gaining confidence. You will study the following styles for other experiences in Year 9 Drama.:</p> <ul style="list-style-type: none"> • Improvisation • Theatresports • Performing a script • Creative Folio • Indigenous • Soap Opera/Melodrama • Asian Theatre • Surrealism
TYPES OF ASSESSMENT	Practical assessment occurs in the three areas of forming, presenting and responding. As part of this group work, there will be times outside of regular



	school hours when you will be required to rehearse. While the emphasis is on practical skill development, there are assessment tasks, which will encompass written submissions/assignments.
SPECIALIST EQUIPMENT	You don't need any special equipment except your own imagination. You may be required to wear 'basic blacks' for performance tasks.
SUBJECT LEVY	To be advised.
ADDITIONAL REQUIREMENTS	\$8 - \$10 Professional Performances
CAREER OPTIONS	The study of Drama can lead to many vocations including Actor, Technician, Stage Manager, Director, Playwright, Stunt Performer, Entertainer and Teacher. Drama also develops communication skills and initiative for jobs in public relations and management.

SUBJECT NAME	DANCE (DAN)
COURSE SCHEDULE	Leads to studies in Senior Dance
SUGGESTED PREREQUISITES	No prerequisites
COURSE DESCRIPTION	This is a fun, practical introductory subject that gives the students a taste of dance. Students will develop their coordination, fitness, strength, flexibility and confidence. Students will learn a variety of dance styles such as funk, hip hop, ballet, contemporary, dance crazes throughout history and dances from other cultures. Students will learn how to choreograph, perform and appreciate dances.
TYPES OF ASSESSMENT	In small groups, students will choreograph their own dances and will be taught a variety of dances by their teacher that they will perform for their peers. Students will also critique their dances, learn how to analyse dances and research dances from around the world.
SPECIALIST EQUIPMENT	Each student requires a dance notebook, plain black dance pants and a black shirt (performance clothes). Students may also like to have a blank CD to record their assessment songs.
SUBJECT LEVY	To be advised
CAREER OPTIONS	Dance is invaluable preparation for TAFE, University and many vocations within the entertainment industry including teacher, professional dancer, dance instructor, choreographer, artistic director, and producer. It also has links to areas such as fashion, aerobics, gymnastics, ballet, jazz, funk, advertising, modelling, film and television performances, stage shows and video performances. Career options are not the only reason for studying this course; it may simply be studied for the experience. It is an enjoyable, energetic and interesting subject and can be beneficial for female and male students.



SUBJECT NAME	MUSIC (MUS)
COURSE SCHEDULE	Leads to studies in Senior Music
SUGGESTED PREREQUISITES	No prerequisites
COURSE DESCRIPTION	<p>Music plays a vital role in the lives of most adolescents. They listen to it on the radio, play it on their stereo systems or hear it on television. Listening to music can be a great source of relaxation and even motivation. Many students also derive enjoyment from performing music. They may be studying an instrument in the instrumental music program, learning the piano from a private teacher or just teaching themselves to play a few chords on the guitar. There are also students who want to express themselves artistically by writing their own songs. This subject will cater for the needs of <i>all</i> students from the raw beginner to the more experienced musician. Students should experience success if they have a willingness to learn, along with a genuine love of music.</p> <p>The subject "Music" will be taught as a number of 'stand alone' modules, to allow students to develop skills in a variety of areas.</p> <p>Performing:</p> <ul style="list-style-type: none"> • Modules will be in guitar, keyboard, percussion and voice. There will also be opportunities for students who are involved in the instrumental music program to utilise their skills within this subject. <p>Music Technology:</p> <ul style="list-style-type: none"> • Modules will be offered in creating music using the most recent digital sequencing software programs. Students will also access computer programs to develop their listening and music literacy skills.
TYPES OF ASSESSMENT	There will be an emphasis on practical and computer-generated tasks but some written assessment will also be necessary.
SPECIALIST EQUIPMENT	Headphones
SUBJECT LEVY	Nil
CAREER OPTIONS	The study of music can lead to a wide variety of job opportunities such as a performer in a rock band, a classical musician, a TV/Film Music Composer, a Music Therapist, a Sound Technician/Engineer, A copyright Lawyer, a Music Retailer, an Instrument Repairer or a Music Teacher. Most importantly, music provides the student with an enjoyable leisure activity for life.

SUBJECT NAME	MEDIA STUDIES (MES)
COURSE SCHEDULE	Leads to studies in Film, Television and Media/ Art
SUGGESTED PREREQUISITES	No prerequisites
COURSE DESCRIPTION	Media Studies is a visual subject that encompasses both photography and the filming of moving images. The course is developed to give students an



	<p>introduction into the use of cameras and the techniques incorporated by professionals to get the best out of the images they capture. Students participating in the course will have the opportunity to learn about some of the following topics:</p> <ul style="list-style-type: none"> • Composition of images • Editing of film • Use of lighting • Codes and conventions of genre • Development of scripts • Digital manipulation of images • Photographic Correction • Storyboarding
TYPES OF ASSESSMENT	Students will be assessed through the practical design and production of media within genres as well as the written critiquing of media and its production.
SPECIALIST EQUIPMENT	Headphones, USB stick
SUBJECT LEVY	To be advised
CAREER OPTIONS	The study of media can lead to numerous occupational possibilities. It teaches students about the development of media including camera operations, directing and production of films. Media Studies also develops pathways into photography and visual arts using media.

SUBJECT NAME	Food and Services Studies (FSS)
COURSE SCHEDULE	Students may choose this subject in either semester one or semester two, but not both.
COURSE DESCRIPTION	<p>This subject is a practical and theoretical course for students allowing them to develop their skills across a range of hospitality contexts. From tracking food from the farm to the table, the students learn to use basic culinary skills to organise and prepare for functions. Students must be committed to participation in theoretical and practical lessons.</p> <p>This course will run providing Beenleigh State High can meet the human resource requirements.</p> <p>This course is designed as a launching pad into Year 10 Hospitality and senior hospitality certificates.</p>
TYPES OF ASSESSMENT	Written and practical assessment in class.
SPECIALIST EQUIPMENT	Year 9 students will require enclosed shoes as per school uniform policy and are essential for all practical lessons.
SUBJECT LEVY	\$40
ADDITIONAL REQUIREMENTS	Some cost for ingredients outside of what is provided by the Home Economics Department. A full list of requirements is given to students at the start of each semester.



SUBJECT NAME	Food and Fashion (HEC)
COURSE SCHEDULE	Students may choose this subject in either semester one or semester two, but not both .
COURSE DESCRIPTION	<p>Junior Home Economics focuses on a practical approach to investigating everyday living issues / problems, through the development of theoretical knowledge and practical management skills. In Home Economics, practical skills are extended to include the planning and execution of complex tasks in the areas of food and textiles, as well as the development of attitudes and skills required for promoting the wellbeing of individuals and families.</p> <p>Course Outline:</p> <p>Semester 1:</p> <p>Students are given the opportunity to improve on their basic food preparation ability developed in year 8, and enlarge and develop new skills through :</p> <ul style="list-style-type: none"> • Developing an understanding of food nutrients, nutritional value / content of food. • Assessing pros and cons of weight loss programs, fast foods, food labelling. • Developing and improving on textile skills from Yr 8 to incorporate machine and hand sewing on textile item (animal pillow) <p>Semester 2:</p> <p>Students are given the opportunity to investigate family types and needs through :</p> <ul style="list-style-type: none"> • Developing life skills – supermarket / budget shopping / convenience foods vs. fresh foods • Recognising elements of healthy eating for teens • Improving and developing sewing skills – simple garment construction • Investigating elements of design in cake decorating – novelty cake
TYPES OF ASSESSMENT	<p>Assessment for each semester of Home Economics is completed through a combination of:</p> <ul style="list-style-type: none"> • written exams • assignments and reports • practical skill assessment
SPECIALIST EQUIPMENT	Laced, impervious shoes must be worn in the practical areas
SUBJECT LEVY	Nil
ADDITIONAL REQUIREMENTS	Some costs for ingredients / materials outside of what is provided by the Home Economics department are required. Responsible behaviour is required to ensure safety of the individual and fellow students.

SUBJECT NAME	Japanese
COURSE SCHEDULE	Students may choose this subject in semester 2 only.
COURSE DESCRIPTION	What is Japanese?



	<p>The study of languages is an integral part of education and Japanese has an important place in the curriculum offerings of Queensland schools. Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character based scripts. Being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.</p> <p>Why Study a language?</p> <p>There is more to a foreign language than being able to speak it. It is also about:</p> <ul style="list-style-type: none"> - Engaging with the global community - Widening cultural understanding and experiences - Developing new perspectives and opportunities - Gaining a competitive edge in the job market - Being able to travel through parts of the world more <p>How do students learn?</p> <p>Learning a language requires communicating in meaningful and realistic situations. Students will use the skills of listening, reading, speaking and writing in activities such as:</p> <ul style="list-style-type: none"> - Listening to radio broadcasts, television programs, webcasts and podcasts - Viewing videos and films - Communicating with students in other schools and countries - Holding debates or participating in discussions - Reading cartoons, short stories, poems and lyrics
TYPES OF ASSESSMENT	<p>Japanese at Beenleigh State High School is assessed in the macro skills of listening, reading, speaking and writing. Students may be assessed by:</p> <ul style="list-style-type: none"> - Answering questions about spoken and written texts and language - Engaging in conversations and interviews - Writing letters, emails and articles
SUBJECT LEVY	Nil
ADDITIONAL REQUIREMENTS	Folder required for note keeping, handouts and assignments.

SUBJECT NAME	HEALTH & PHYSICAL EDUCATION (HPE)
COURSE SCHEDULE	Students will do this subject in either semester one or semester two, but not both . Students involved in the Beenleigh Sports Academy do not choose this subject.
COURSE DESCRIPTION	<p>Junior Health and Physical Education is based upon the idea that a person requires a number of essential skills in order to pursue a lifestyle best suited to the individual's needs. Physical skills offer a personal challenge to the individual by:</p> <ul style="list-style-type: none"> • Improving one's body co-ordination • Building self confidence • Developing social skills through participation • Instilling healthy attitudes towards exercise, sport and the use of leisure.



	<p>Theory studies promote a greater understanding of body functions and their relationships to the environment.</p> <p>Outline The Year 9 Health and Physical Education provides a fundamental basis for studies in Year 10 Health and Physical Education and Senior Physical Education.</p> <p>Health and Physical Education is studied through an integration of written work and practical activity. Sample practical activities may include:</p> <ul style="list-style-type: none"> • <u>Games and Sports</u> - Team Handball, Indoor Hockey, Basketball, Touch, Softball and Volleyball. • <u>Athletics</u> - relay, discus, high jump, hurdles, running. • <u>Gymnastics</u> - floor work and equipment. <p>Written work involves the study of Healthy Lifestyles and Drug Education.</p>
TYPES OF ASSESSMENT	<p>Assessment for each unit is completed through a combination of:</p> <ul style="list-style-type: none"> • written exams • assignments • practical skill assessment
SPECIALIST EQUIPMENT	<p>Sports uniform must be worn to each lesson. Laced impervious shoes are required. An interest in sport, personal health and exercise is beneficial. Students also must be willing to participate at all times.</p>
SUBJECT LEVY	Nil
ADDITIONAL REQUIREMENTS	Nil

SUBJECT NAME	<p>BEENLEIGH SPORT ACADEMY</p> <ul style="list-style-type: none"> • Multi Sports (MSA) • Rugby League (RLA)
COURSE SCHEDULE	Suitable students can elect to take this full year Sports Enhancement Program which will then continue into Year 10.
COURSE DESCRIPTION	<p>This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students in one of two streams, Rugby League and Multi Sports.</p> <p>The rugby league program will be focused for boys wanting to improve in the sport while representing the school, district, region and hopefully state.</p> <p>The Multi Sports class will allow both male and female athletes to develop in a variety of sports to also represent the school at district, regional and hopefully state teams.</p> <p>The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports</p>



	<p>will include:</p> <ul style="list-style-type: none"> • Healthy Lifestyles • Training Programs • Sports Nutrition • Psychology in Sport • Biomechanics in Sport • Rugby League • Soccer • Touch • Volleyball • Gymnastics <p>The course will continue into Year 10 during which they will learn specific training techniques, how to manage psychological factors and sports nutrition.</p>
TYPES OF ASSESSMENT	<p>Assessment for each unit is completed through a combination of:</p> <ul style="list-style-type: none"> • Written exams • Assignments • Practical skill assessment
SPECIALIST EQUIPMENT	<p>Sports uniform must be worn to each lesson. Suitable laced impervious shoes are required. Specialty boots may be required for some practical lessons.</p>
SUBJECT LEVY	<p>\$75 (this cost will cover a shirt, shorts/socks, some travel to carnivals and other sports specific requirements)</p>
ADDITIONAL REQUIREMENTS	<p>Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities. Students will need to maintain a 'C' grade for all subjects for effort and behaviour. Students must also attend after-school training, where required, and homework club.</p>

SUBJECT NAME	BUSINESS STUDIES (BST)
COURSE SCHEDULE	<p>Students may choose this subject in semester one OR two, but not both. The course runs for one semester.</p>
COURSE DESCRIPTION	<p>This subject is designed to provide the student with an introduction to the activities of a business – in particular small business. The course is divided into two areas. Both areas will be studied over the duration of one semester.</p> <ol style="list-style-type: none"> 1. Entrepreneurs and Business <ul style="list-style-type: none"> • Entrepreneurship • Coming up with a business idea • The business plan • 4 P's (product, price, place & promotion) 2. The Accounting Process <ul style="list-style-type: none"> • Nature of accounts & the accounting equation

	<ul style="list-style-type: none"> • Balance sheet • Income statement • Cash journals <p>This subject provides a good background for students planning to study Business or Accounting in the future.</p>
TYPES OF ASSESSMENT	<ol style="list-style-type: none"> 1. Oral presentation on an entrepreneur 2. Participate in Trade Expo for a new or existing business idea. Written report is to be completed for Trade Expo. 3. Practical and Theoretical Exam on The Accounting Process.
SPECIALIST EQUIPMENT	Folder required for note keeping, handouts and assignments
SUBJECT LEVY	Nil
ADDITIONAL REQUIREMENTS	Nil

SUBJECT NAME	INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
COURSE SCHEDULE	Students may choose this subject in either semester one or semester two, but not both . Only one class will be scheduled for each semester.
COURSE DESCRIPTION	<p>This subject is designed to develop a mastery of computer skills required by our technological society. Students will develop skills that are appropriate and transportable in the information age.</p> <p>Some or all of the topics below will be studied:</p> <ul style="list-style-type: none"> • Word Processing • Desktop Publishing • Spreadsheets • Databases • Multimedia Presentations • Webpage Development • Photo Editing • Internet and Email • Social and Ethical Issues
TYPES OF ASSESSMENT	<p>A range of practical tasks which are completed in class will be submitted for assessment</p> <p>Multimedia presentations which include a literacy component will also be used for assessment</p>
SPECIALIST EQUIPMENT	Folder required for note keeping, handouts and assignments



SUBJECT LEVY	Nil
ADDITIONAL REQUIREMENTS	Nil

SUBJECT NAME	INDUSTRIAL TECHNOLOGY & DESIGN
COURSE SCHEDULE	Students may choose this subject in either semester 1 or 2 but not both. Students will study the general areas relating to Industrial Technology and Design, touching on design processes (technology studies), wood work (furnishing), metal work (engineering) and graphics content.
COURSE DESCRIPTION	<p><u>ITD- Furnishing (including design processes)</u></p> <p>This is essentially the study of woodwork combined with elements of mixed materials. While this subject has practical content, students must understand that theory is an essential part of this subject.</p> <p><u>FOUNDATION UNITS WILL INCLUDE:</u></p> <ul style="list-style-type: none"> • Woodwork Basic skills • Woodwork Design • Plastics Basic Skills, Design, Forming, Shaping and Laser Cutting • Workplace Health and Safety regulations • Knowledge and Understanding, Investigation and Design, Producing, Evaluation and Reflection <p><u>SUGGESTED PROJECTS</u></p> <ul style="list-style-type: none"> • Fruit bowl • Games box <p><u>ITD- Engineering (including design processes)</u></p> <p>This is essentially the study of metal work combined with elements of machining. Students will work through various projects, designed to develop practical skills and theoretical knowledge relating to materials, tools and processes.</p> <p>While this subject has practical content, students must understand that theory is an essential part of this subject.</p> <p><u>FOUNDATION UNITS WILL INCLUDE:</u></p> <ul style="list-style-type: none"> • Basic Tools and Skills

	<ul style="list-style-type: none"> • Sheet Metal • Fitting and Fabrication • Workplace Health and Safety Regulations • Knowledge and Understanding, Investigation and Design, Producing, Evaluation and Reflection <p>SUGGESTED PROJECTS</p> <ul style="list-style-type: none"> • Repoussé • Candle Holder <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> • Related safety • Project design and planning • Materials and application – tin plate, galvabond, copper • Joining sheet metals – soldering, rivets, seams • Folded and wired edges • Surface finishes • Jig design <p><u>ITD- GRAPHICS (Covered in Woodwork and Metalwork)</u></p> <p>The ability to communicate effectively is an essential requirement in every field of endeavour. Graphics communication sketches and rendered illustrations often overcome communication difficulties experienced with the written or spoken word.</p> <p>Consequently students will gain a basic knowledge of and develop skills in various means of graphical communication as preparation for everyday life.</p> <p><u>FOUNDATION UNITS WILL INCLUDE:</u></p> <ul style="list-style-type: none"> • Understanding Graphics • Technical Drawing • Applied Drawing Techniques • Engineering graphics • Workshop Graphics • Presentational Graphics • Computer Graphics
TYPES OF ASSESSMENT	<p>Students are assessed continually during their practical work with a final rating given to each completed project. Theory work is assessed through technology briefs, design application in student work booklets. Graphics is assessed through examination, presentation of class work, homework and assignments.</p> <p>Each project is marked on students ability to meet the 5 assessment criteria- Knowledge and Understanding, Investigation and Design, Producing, Evaluating and Reflecting.</p>
SPECIALIST EQUIPMENT	Impervious laced up shoes
SUBJECT LEVY	To be advised.



Year 9

Subject Selection Sheet

Student Name: _____

Course Structure

- Every student will study ENGLISH, MATHEMATICS & SCIENCE for the whole year.
- Every student will study HISTORY for a Semester and GEOGRAPHY for the other Semester
- Every student will select 1 ELECTIVE from each box.
- Students selecting Japanese will be approved by Humanities HOD
- The RUGBY LEAGUE and MULTI-SPORTS classes in the Beenleigh Sports Academy are whole year courses.
- Entry into the Sports Academy classes is through a selection process

Electives

Please select 1 Subject ELECTIVE and circle from each box below:

Semester 1 (Elective 1)	Semester 1 (Elective 2)
Industrial Technology & Design (ITD)	Industrial Technology & Design (ITD)
Physical Education	Home Economics
Business Studies	Physical Education
Food & Hospitality Studies	Agriculture
Media Studies	Drama
Rugby League Academy (full year)	Japanese (full year)
Multi Sports Academy(full year)	Information Technology Studies
Dance	Music
Horticulture	Art

THE CURRICULUM

All teachers in all learning areas and all phases of learning are required to confidently identify and explicitly teach and assess literacy in the learning area for which they are responsible.

RESPONSIBILITIES OF ALL TEACHERS

Every teacher has an expectation to be active and responsible in the teaching of literacy regardless of their subject area.

These responsibilities include:

- Design, resource, facilitate, monitor and evaluate **literacy within the work units** and curriculum organisers of their curriculum areas – ie. find opportunities within their units to specifically address literacy
- **Model** appropriate and accurate written and spoken skills
- **Review and correct** student written work
- Demonstrate **explicit knowledge of literacy** for the genres relevant to their curriculum
- Deliver a balanced program which incorporates **strategies chosen specifically to enhance literacy**
- Display knowledge and understanding about current literacy requirements
- Incorporate **Common Curriculum Elements (CCEs)** into their pedagogical discourse
- Recognise and identify **students in need** of diagnostic assessment, intervention and monitoring
- **Involvement** in whole school literacy planning, implementation and evaluation
- Participate in **professional learning** about literacy

Specific Literacy Requirements

ALL teachers need to:

- **Enforce basic literacy rules**
 - Capital letters for the start of sentences and for proper nouns
 - Full stops and other punctuation marks to be used appropriately
 - Sentences to be full and complete
 - Correct spelling
 - Accurate and consistent punctuation
- **Review and monitor students' class work in terms of literacy skills**
 - Explicitly address literacy mistakes during class activities
 - Review and mark drafts of written assignments
- **Explicitly teach and model the specific genres to be assessed**
 - Provide models and examples of the genres to the students
 - Provide scaffolding where necessary so that students understand the structure of genres
 - Provide examples of language suitable and not suited to particular genres
- **Extend students' literacy abilities**
 - Be responsible for teaching the vocabulary relevant to particular subject areas
 - Expose students to difficult and/or challenging texts to read and comprehend
 - Teach students critical literacy skills relating to subject specific material (eg. Critical analysis of web sites)
 - Use a range of comprehension strategies to assist students to decode texts relevant to subject areas (eg. Graphic organisers, 3 level guides)
 - Set literacy based tasks and homework activities set in subject specific contexts.



BEENLEIGH STATE HIGH SCHOOL

UNIFORM AND DRESS CODE

All students are required to wear the school uniform and the uniform policy has been decided by the Parents and citizens association. The school colours are maroon and white.

Girls' Uniform

Maroon day skirt/culottes/shorts
White blouse – School emblem on pocket
Tie – to be worn with white blouse only
White or Maroon collared shirt – School emblem on pocket
Long grey college trousers, white shirt and tie

Boys' Uniform

Maroon shorts
White or Maroon collared shirt – School emblem on pocket
Long grey college trousers or shorts, white shirt and tie (formal occasions).

Cold weather Uniform for all Students

Maroon track suit
Maroon track pants with maroon or white long sleeve fleecy sweater
Long grey college trousers
(Please note: Jeans {blue, black or grey denim} are not allowed)

Footwear

Education Department safety regulations require that all students wear closed-in, lace up shoes while at school. The safety regulations also require that in practical classes, appropriate footwear will be worn. School shoes should be of a sturdy construction not soft cotton or with no cover on the instep. Please select normal joggers/runners when purchasing school shoes for your student.

Jewellery

We advise that jewellery should not be worn for reasons of:-

- Safety (especially during sport, HPE and other practical subjects) and
- Value (loss or theft)

Students choosing to wear jewellery for religious or personal reasons should ensure the item/s are unobtrusive. Facial piercing is not allowed and will be covered by a plastic strip.

UNIFORM SHOP – The P & C Association runs a Uniform Shop at the school situated under Block 2. This is staffed by the convenor and volunteers and any enquiries should be directed to the school on 3442 3745. Uniforms are also available from shops in Beenleigh.

LAY-BYS AND BANKCARD ACCEPTED. Some second-hand uniforms are available.



Student Support at Beenleigh State High School

At Beenleigh State High School, we have a large number of support staff including:

- ② Student Engagement Team
- ② Guidance Officer
- ② School Health Nurse
- ② School Chaplain
- ② Youth Support Coordinator
- ② Jigsaw

Jigsaw is our Student Services support centre which is co-ordinated by a Head of Department – Student Services. It is situated in the E-Learning Centre and is a designated space for students who need or desire support, with their learning. Jigsaw aims to empower students to reach their goals and to succeed.

Jigsaw provides student support in the following areas:

- Learning Support (Literacy/Numeracy)
- ESL (English as a Second Language)
- Aboriginal and Torres Strait Islander
- Gifted and Talented
- Enrichment/Challenge Programs
- Group work – eg. Team Up (PCYC), Living Relationships

Students needing support can attend Jigsaw before school, during the breaks and after school for assistance with the following:

- ✓ Homework
- ✓ Class work
- ✓ Time management

Homework Club is held in the E-Learning Centre on Wednesday and Thursday afternoons, after school for students to access assistance with their school work.