2023 Junior Secondary Information

Working together to deliver a great education centred on

A Commitment to Achievement
Showing Respect
Taking Responsibility

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Junior Secondary Information

Dear Students and Parents,

Welcome to the Junior Secondary Handbook for 2023. Planning future pathways is an exciting phase of the education journey for our students. The following pages contain valuable information about the range of options available for junior students at Toogoolawah SHS.

Our school aims to provide relevant and engaging learning pathways for all students, whilst maintaining a strong focus on academic achievement leading to tertiary entrance or the workplace. The school prides itself on having high expectations in terms of student behaviour and learning achievement.

We recognise that our students are preparing for varied and ever changing futures. We provide a breadth of offerings across Maths, English, Science, Health and Physical Education, Technology and The Arts. Along with these skills is a need to commit to achieving to the very best that you can do. Excellence in performance and a positive attitude towards yourself, your work, your community and your school will give you the skills and abilities to meet the complex demands that you will meet. We value respectful, open and supportive relationships between teachers, students and caregivers.

Please work through this book with your parent/guardian, to help you in understanding the choices available to you. Please ask for any advice you or they need, and encourage them to contact teachers for further information on the subjects listed in this handbook.

Yours sincerely

Ross Jardine
Principal

Table of Contents

Year 7, 8 and 9 Junior Secondary Program

Our Junior Secondary school program is based on a combination of the new Australian Curriculum. All subjects are designed to provide students with basic knowledge and skills, and to provide opportunity for students to apply this knowledge and skills to real-life situations.

The subjects offered through our junior school curriculum include:-

1. English
2. Maths
3. Science
4. Humanities and Social Science (HASS)
5. Health and Physical Education (HPE)
6. The Arts (Art, Drama)
7. Technology (Home Economics, Industrial Design and Technology, Agricultural Studies, ICT Business Studies, STEM)
8. AUSLAN (Australian Sign Language)

A **Personal Development Program** (PDP) has been incorporated to develop the social and emotional well-being of our students through a variety of programs that encourage better communication, human relationships, teamwork, leadership capacity and self-regard.

The school program for Year 8 students is a set program designed to introduce students to all subjects and for students to experience what these subjects have to offer. When students enter Year 9 they have the opportunity to specialise in four subjects of their choice, as well as their core program.

The Australian Curriculum

The Australian Curriculum describes the knowledge, skills and understanding expected for each learning area at each level of schooling. It is designed to allow flexibility in how it is taught. It also acknowledges that the needs of students vary, and that schools and teachers work with the curriculum in ways that respond to those needs.

Queensland schools teach English, Mathematics, Science and History using the Australian curriculum in Prep to Year 10. If you have an interest in obtaining more details about ACARA and the Australian Curriculum initiatives then visit the website, www.australiancurriculum.edu.au.

Whole School Curriculum Sequence

Learning Area	Junior Secondary		Senior Secondary Pathways		Post School Path
	Year 7 & 8	Year 9	Foundation Course Year 10	Senior Course Year 11 & 12	
English	English or Extension English Australian Curriculum English		Senior English Prep	English	University
			Senior Essential English Prep	Essential English	TAFE / Full Time Work Apprenticeship/Traineeship
Maths	Maths or Extension Maths		Essential Mathematics Prep	Essential Mathematics	Full Time Work Apprenticeship/Traineeship University/TAFE
			General Mathematics Prep	General Mathematics	
			Mathematics Methods Prep	Mathematical Methods	Electrical Apprenticeship University
				Specialist Mathematics (Distance Education)	
Science	Science		Science	Cert II Rural Operations	Full Time Work Apprenticeship/Traineeship University/TAFE
			Senior Science Prep	Biology	University
				Physics	
				Chemistry	
Humanities	Humanities and Social Science (HASS)	History		Legal Studies and Geography Prep	Geography	University/TAFE
			History		Legal Studies	
				Social and Community Studies	TAFE / Full Time Work Apprenticeship/Traineeship
HPE	Health & Physical Education		Physical Education Prep	Physical Education	University/TAFE
			Sport & Recreation Prep	Cert II Sport & Recreation/Cert III Fitness	TAFE / Full Time Work Apprenticeship/Traineeship
The Arts	Instrumental Music and Junior Band Program		Instrumental Music	Instrumental Music	University/TAFE Full Time Work
	Semester Rotations of: *Drama *Art	Drama	Drama	Drama	University
				Drama in Practice	TAFE / Full Time Work Apprenticeship/Traineeship
		Art	Art	Art	University
				Visual Arts in Practice	TAFE / Full Time Work Apprenticeship/Traineeship
Technology	*Semester Rotations of:* *Industrial Design and Technology *ICT *STEM	Agricultural Studies	Agricultural Studies Cert II Rural Operations	Cert II Rural Operations	Full Time Work Apprenticeship/Traineeship University/TAFE
				Agricultural Practices	
		Business Studies	Business Studies	BCT	Apprenticeship/Traineeship University/TAFE
				Accounting	
				Certificate III Business	TAFE / Full Time Work Apprenticeship/Traineeship
		Industrial Design and Technology	Industrial Design and Technology	Engineering Skills	
				Furnishing Skills	
				Industrial Technology Skills	
				Industrial Graphics Skills	
		Home Economics	Home Economics Cert II Hospitality	Cert II Hospitality	
Languages	AUSLAN				
Health and Well-being	Personal Development Program PDP – weekly lesson and Positive Behaviour for Learning focus				

Specialised Programs

Our school offers a range of specialised programs designed to enrich the schooling experience for our students and cater for their individual strengths and learning requirements.

Enrichment Program

- Duke of Edinburgh
- Equestrian Team
- Cattle Show Team
- STEM challenges
- Extended Writers' Program
- Instrumental Music

Special Education Program

The Special Education Program is located within the campus of the Toogoolawah State High School. It responds to the needs of individual students who have a verified disability (Intellectual Impairment, Speech Language Impairment, Autistic Spectrum Disorder, Physical Impairment and Hearing Impairment). The Special Education Program is committed to promoting the holistic development of each student through an inclusive curriculum.

SEP staff support students with disabilities with inclusion into mainstream classes. Special Education teachers meet with classroom teachers to discuss each student's individual needs and support the teacher in planning adjustments to the program within each particular subject.

Alternate programs may be offered within the SEP to accommodate each individual's needs. These program needs are a result of liaising with parents and, if appropriate, students to meet their individual needs. The SEP's have a strong focus on life skills, Numeracy, Literacy, communication and social skills. As a foundation for these programs the students have "hands on" experiences. Our central focus in service delivery is the promotion of independence to allow each student to reach his or her maximum potential. These programs compliment more traditional teaching methods – depending on the capabilities of the individual.

The ethos of the High School Special Education Program encompasses the knowledge that each one of its members is a valued and respected individual who is capable of contributing positively to the school's community and obtaining success in his/her personal endeavours.

Core Learning Areas

English (ENG)

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society; to its contemporary literature and its literary heritage, through their distinctive ways of representing and communicating knowledge, traditions and experience. English values, respects and explores this invaluable contribution while also emphasising Australia's links to Asia and Europe.

Content Structure

English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:

1. Language: knowing about the English language
2. Literature: understanding, appreciating, responding to, analysing and creating literature
3. Literacy: expanding the repertoire of English usage.

What do students learn?

Students will learn how to communicate in many of the styles of English they can expect to encounter in the course of their lives. They will learn how to write and speak in a variety of genres for a range of audiences. In literary genres such as prose, verse and drama they learn to entertain and move others. In non-literary genres, such as formal letters or factual speeches; they exchange or present information to achieve functional purposes.

How do students learn?

Students will learn through practical activities integrated into units of work. After language skills are modelled and developed through conferencing, students will demonstrate these skills through practical writing or speaking. They will write and speak in a variety of genres (creatively, formally & informatively) building up the wide repertoire of communication skills they will use for the rest of their lives.

How are students assessed?

A combination of formal tests, class tests, written assignments and presentations develop a profile of a student's abilities in the subject. The expectations and criteria for assessment are made explicit to students in all assessment pieces.

Mathematics (MAT)

Learning Mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

The curriculum ensures all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts.

It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Content Structure

Mathematics is organised around the interaction of three content strands and four proficiency strands.

The three content strands are:

1. Number and Algebra,
2. Measurement and Geometry, and
3. Statistics and Probability.

The four proficiency strands are:

1. Understanding,
2. Fluency,
3. Problem Solving
4. Reasoning

They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above.

How are students assessed?

Students are assessed using a variety of assessment methods to test all mathematical skills. Assessment tasks include written tests and a range of alternative assessment tasks such as folios, field assignments, investigations, oral reports, practical tests and computer based activities.

Science (SCI)

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and the physical/chemical processes that explain the behaviour of material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Content Structure

Science has three interrelated strands:

1. Science Understanding,
2. Science as a Human Endeavour *and*
3. Science Inquiry Skills.

Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

How do students learn?

Students may be involved in many different learning activities during the three-year program in Science. These include teacher-led discussion, films, written work, practical laboratory work, excursions, library research and use of computers. Whatever the learning activity, the students will be expected to be actively involved rather than merely taking in knowledge. They will be encouraged to think logically and to approach problems in a methodical way.

How are students assessed?

Students studying Science will have their progress assessed by a number of different methods. As well as written tests, students may be asked to do practical projects, give talks, make collections, write library assignments, make models or write up reports of excursions and field trips. Students will have to show that they have mastered a number of laboratory skills.

Humanities and Social Science (HUM)

The humanities and social sciences are the studies of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

The Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

How do students learn?

Students are provided with opportunities to engage in the "doing" of history, such as investigating historical sites, re-enacting historical events from differing perspectives or researching an aspect of historical significance.

How are students assessed?

Students develop their understanding of how to use sources effectively. Students also develop reports, arguments, descriptions and historical narratives in a range of modes (e.g. spoken, visual, and written).

Content Structure

Humanities has four interrelated strands:

1. *Knowledge and Understanding*
2. *Questioning and Researching*
3. *Analysing & interpreting*
4. *Communicating*

Health & Physical Education (HPE)

Health and Physical Education is a course designed to encourage students to develop knowledge that should help them make informed decisions about their health. Studies in this subject should assist them to become involved in, as participants and spectators, sports and sport related activities. Students should also acquire knowledge and skills through active participation to help them develop their own physical performance in various sporting activities as individuals and as team members.

How does Health and Physical Education benefit students?

Health and Physical Education should help students acquire knowledge about healthy lifestyles so that they may make informed decisions about everyday living and develop skills in a number of lifelong activities. Since sport is a part of the Australian way of life, students should learn the values of being a spectator as well as a participant. Further, because physical fitness is an integral component of personal health and physical performance in any activity, emphasis is given to regular active participation.

Course requirements

Students are required to wear correct footwear i.e. joggers/sandshoes and to wear hats at all times when participating in the sun. Sunscreen will also be provided for students use, if a student is sensitive to normal sunscreen they can bring their own. If a student cannot participate in practical activities due to injury or illness, written advice is requested from parents.

Elective Learning Areas – The Arts

Art (ART)

Art has existed since the very beginning of civilisation and predates language in the written form as a means of communication. Art is one of the most important means by which men, women, and children express their innate creativity and communicate visually in their daily lives. Art is the study of this aspect of human existence.

Art offers a diverse range of experiences in the practical and theoretical aspects of the visual arts. All students are involved in creative learning experiences in the following areas: drawing, painting, print making, collage, ceramics, sculptures, computer generated images, graphic design, spoken and written activities.

Who should study Art and why?

Art should be seen as an important part of the development of all students. A significant study of art should be included in the middle years of schooling for every subject as Art develops general learning abilities such as visual perception, problem solving, pattern recognition, and the undertaking of spatial relationships. It also develops aesthetic sensitivity and the enjoyment of making art.

Art is an invaluable preparation for many vocations including: architecture, film and tv, fashion, town planning, performing arts, teaching, engineering, industrial design, advertising, photography, and preparation for further study at Senior School and Tertiary levels.

How are students assessed?

Students are assessed on their ability to make art and understand how the elements of art can be utilised to express an idea or concept. Assessment includes practical work and a variety of written tasks and examinations.

Subject fees

Students who elect to study Art in years 8-10 are required to contribute towards the costs of consumable Art products used by students.

Drama (DRA)

A major function of The Arts in society is to recreate and gel together experience. Drama is one of the oldest art forms known, and appears to have its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them.

Drama is a unique way for students to blend intellectual and emotional experience in order to define their identity in the context of their immediate community and of the broader society. Its role is to provide both a medium of celebration and of social criticism.

Students will explore the following areas: voice and movement, staging, scripting, improvisation, process drama, elements of drama, characterisation, non-realistic theatre, musical theatre, commedia dell'arte, shadow puppetry, ritualistic mask and movement, clowning/physical comedy, collage drama, documentary drama and Australian theatre.

Drama education is designed to:

- Develop an awareness of the senses and the knowledge, understanding attitudes and skills necessary for expression in the art form of drama;
- Provide opportunities for students to achieve their full potential in drama;
- Build self-confidence, self-awareness, respect and consideration for others through the exploration of creative and fictional worlds.
- Extend learning in drama to learning in other curriculum areas and to life generally;
- Empower students to act in, act upon and influence their world through the exploration of a wide range of life-roles in real-life, lifelike and fictional situations;
- Develop essential skills in communication, interpersonal relationships, teamwork, problem solving and decision making;
- Enable students to take part in dramatic activity and as audience members.

How are students assessed?

Assessment is criteria based, with each criterion weighted equally. Students are given criteria sheets well in advance of their due date and the criteria are explained in detail so that all students know what they are actually being marked on. Students will study all of the Elements of Drama at some stage of their course with a range of contents, styles and forms: e.g. Australian drama, student devised drama and world forms of drama

Subject Fees

Students must have a genuine interest in the subject and be willing to participate and commit to a wide range of practical activities. This can involve some out-of-school time and significant lunch time rehearsals.

Elective Learning Areas – Technology

Home Economics (HEC)

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

The units of work will cover the following topics:

- Food Basics
- Cultural foods
- Foods for Celebrations
- Textiles

These are suggested units of work and may vary according to student's interests and learning abilities.

How are students assessed?

Students are assessed on their performance of practical skills as well as written tests and research tasks. Non-written presentations such as orals may also be used.

Subject fees

Students who elect to study Home Economics are required to contribute towards the costs of ingredients used by students.

Industrial Design & Technology (IDT)

This subject includes the design and manufacture of products, industrial systems and graphical representations. **Industrial Technology** refers to the procedures and techniques used to combine and process materials. **Industrial Design** focuses on the creation and development of concepts and specifications of products.

Students design and create products using contemporary materials, tools, equipment, processes and techniques that are specific to industrial design and technology.

Students will work independently and collaboratively when engaged in self-managed activities that will require them to meet real life constraints such as time, cost and the availability of resources. Included in their learning will be an understanding of the appropriateness of products, as well as the social and ethical issues associated with their use and the disposal of waste.

It is envisaged that students who complete this course will become informed and responsible users of products and innovative developers of solutions to real life problems. This will be a subject for both the practical and creative student.

How is the work assessed?

Assessment will be based on the Technology Essential Learnings which is based on a collection of evidence of the student's abilities.
This process involves:

- Providing students with opportunities to demonstrate learning outcomes.
- Gathering and recording evidence of each student's demonstration of these learning outcomes.
- Using the evidence to make overall judgements about student's demonstration of the learning outcomes.

Subject fees

Students who elect to study IDT are required to contribute towards the costs of consumable products used by students

Agricultural Studies (AGS)

Agriculture is Australia's oldest and most diversified industry and for a long time agriculture has been an important part of Australia's development and wealth. Today it is an industry undergoing rapid change as it faces tough competition from overseas producers, meets increasing environmental safe guards and develops a sustainable system that can cope with Australia's harsh environment.

Australian agriculture needs well-trained, innovative and creative people. To achieve this, students will study scientific methods and research techniques as well as successful traditional methods of farming. Student studies in Agricultural Studies will draw upon a wide range of basic sciences (Biology, Chemistry) and will develop an understanding of the function and management of plants, animals and soils.

Students who have an interest in Agriculture as a career are encouraged to take up the subject but for others the value will be in developing a better understanding of our environment and appreciation of the importance to manage our resources carefully.

The course tries to show the range and importance of agriculture within Australia. Topics will include:

- The history of and the contribution the industry has made to Australia's development.
- Different types of plant and animal systems.
- Crop and animal production.
- Soil and water resources and management.
- Farm management and machinery.
- Major Australian agricultural industries.

What will lessons be like?

Students who have taken up Agricultural Studies have tended to come from a variety of backgrounds. Some have 'farm experience' while others have had only limited opportunities in this area. Lessons are designed therefore to provide students with a range of different experiences and opportunities. They will include:

- Class instruction; use of AV and computer resources.
- 'Hands on' practical work.
- Field trips and farm visits.
- Visits by industry and interest group representatives.
- Project work involving design and production and problem solving.
- Research and reporting tasks.

How are students assessed?

The assessment program is designed to allow you to demonstrate understanding of the 'theory' of agriculture as well as practical skills.

Business Studies (BST)

What is Business Studies?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, income and opportunities for personal enterprise.

Business Studies is an important subject for students in Year 9 and 10 as they gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens. Students who choose Business Studies will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy.

What is studied?

Students in Business Studies will gain a knowledge and understanding in a range of areas, including:

- Workplace documents (letters, brochures, business cards, websites etc.)
- Financial documents and procedures (petty cash, purchase orders, cheques, receipts, accounts payable, receivable, accounting journals, ledger, etc.)
- Entrepreneurial skills
- Economics and financial decisions
- Consumer rights and responsibilities.

How do students learn?

Students will develop knowledge and skills in these areas through a range of approaches, including:

- Individual and group work
- Inquiry-based research
- Real-life case studies
- Guest speakers
- Business simulations.

How are students assessed?

In Business Studies, students are assessed using the following criteria:

- *Questioning and research*
- *Analysis and interpreting*
- *Communication*
- Using appropriate technologies and presentation *skills* and to record business *procedures*.

Information & Communication Technology (ICT)

What is ICT?

ICT 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.

What is studied?

Students in ICT will gain a knowledge and understanding in a range of areas, including:

- Word Processing
- Spreadsheets
- Multimedia Presentations
- Internet and Email

How do students learn?

Students will develop knowledge and skills in these areas through a range of approaches, including:

- Individual and group work
- Inquiry-based research

How are students assessed?

In ICT, students are assessed using the following criteria:

- *Knowledge and understanding*.
- *Reasoning processes* in analysing and evaluating ideas and proposals.

Science Technology Engineering and Maths (STEM)

What is STEM?

The acronym STEM refers to these not as stand-alone subjects, rather as a way of thinking. STEM is about the skills required to learn science, technology and mathematics, and how engineering and design processes and principles are used to achieve an outcome.

What is studied?

Students in STEM will gain a knowledge and understanding in a range of areas, including:

- Aerospace engineering
- Civil engineering
- Computer science
- Physics
- Robotics

How do students learn?

Students will develop knowledge and skills in these areas through a range of approaches, including:

- Evaluating solutions in relation to elements of the problem
- Drawing conclusions and making recommendations based on investigations
- Organising and presenting information in modes relevant to the situation, whether mathematical, written, graphical, oral, multimedia or by modelling

By the end of the course students should:

- Recall and explain relevant facts, terms, principles and techniques, including mathematical and scientific concepts and techniques relevant to various situations
- Identify the elements of engineering and aerospace problems
- Select and apply knowledge, data, concepts and techniques to engineering and aerospace problems

LANGUAGES

***Auslan* -Australian Sign Language (ALN)**

Auslan aims to develop the knowledge, understanding and skills to enable students to:

- communicate in Auslan
- understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators
- develop a knowledge and an understanding of the diversity of Deaf experience and the nature of identity.

Benefits of learning Auslan

The benefits for students learning Auslan:

- neural and cognitive processes, ways of thinking and idea expression development
- curriculum access and meaningful cross-curricular integration
- enhanced development of literacy capabilities
- interpersonal skills developed through communicating with other Auslan users
- interest, engagement and challenge
- develop and reinforce values about social justice, understanding of inclusion, diversity and language
- awareness of deafness as difference rather than as disability
- appreciation of the notions of Deafhood, cultural identity and community membership.

How are students assessed?
Students are assessed on their performance of practical skills as well as written tests and research tasks. Non-written presentations such as orals may also be used.

Subject fees
Students who elect to study Auslan are required to contribute towards the costs of resources used by students.

PERSONAL DEVELOPMENT PROGRAM (PDP)

PDP is the name of a broad education program that focuses on developing human relationships. All students in Years 7 through to 12 take part in this weekly program. This program is part of a whole school approach that aims to enhance the development of where young people feel safe, valued, engaged and purposeful. The curriculum units are designed to enhance student social and emotional wellbeing via the promotion of communication, participation, positive self-esteem, teamwork, leadership, and a sense of belonging and connectedness to the school and wider community.

An overview of the Junior Secondary program is as follows. Please note that order of topics may change from year to year.

Year	Term 1	Term 2	Term 3	Term 4
7	**Introduction to High School:** Orientation and Organisation	**Unleashing Personal Potential** 'Step Up Thrive 1' - Leadership and Resilience	**Mental Health and Wellbeing:** Beyond Blue Program	**Combatting Bullying and Harassment**
8	**Mental Health and Wellbeing:** Climate Schools/My Futures	**Unleashing Personal Potential** **'Step Up Thrive 2' -** Leadership and Resilience	**Alcohol and Cannabis Program** Climate Schools/My Futures	**Digital Awareness:** Cyberbullying Cyber Safety
9	**The Rite Journey** Adolescent Development – Journey to Adulthood			

Topics subject to change and student interest.

STRATEGIES FOR SUCCESS IN YOUR SUBJECTS

Effective learning occurs with organisation and lots of practice. Behaviours of successful students include:

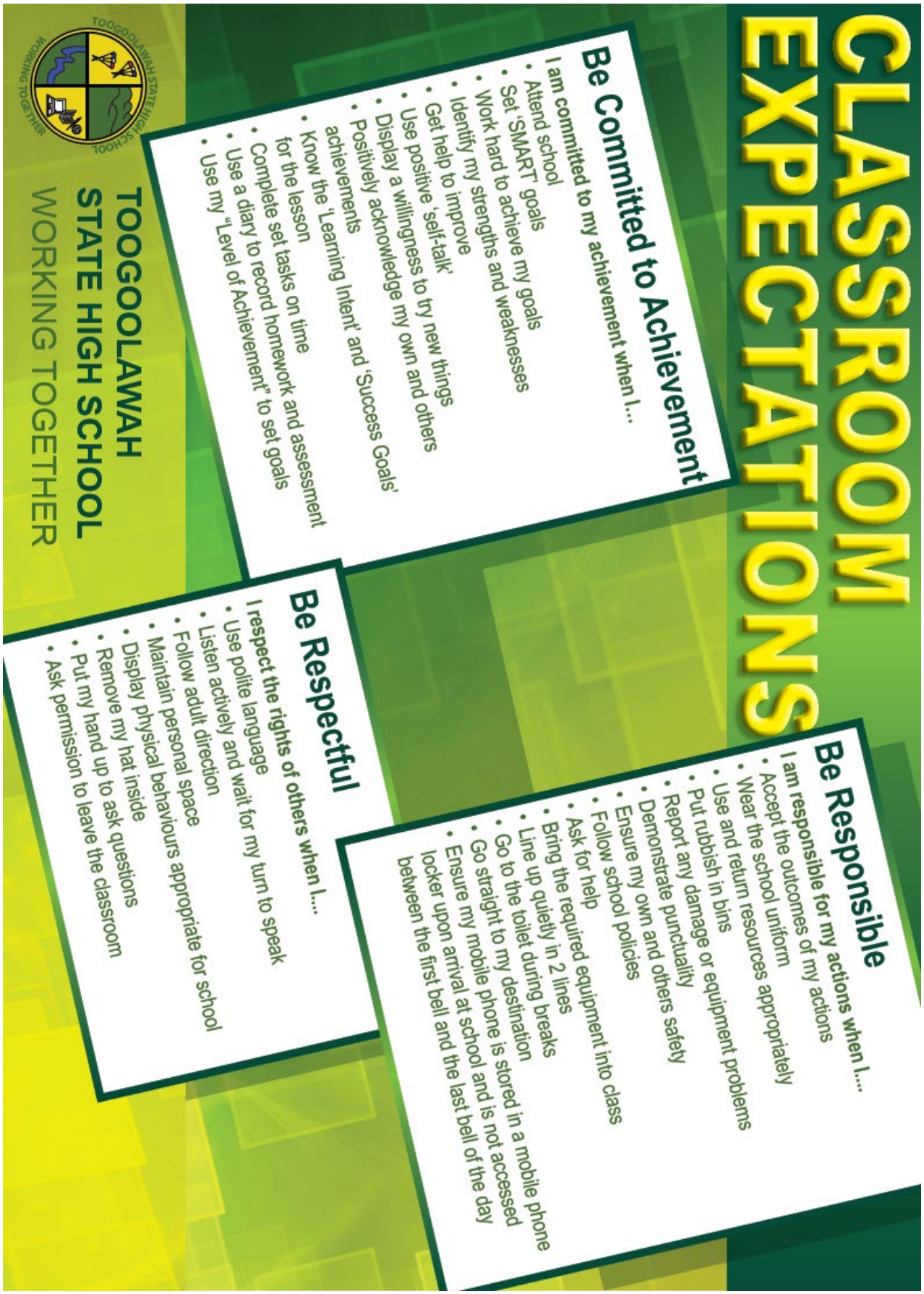
In class	At home
• Bring **all** equipment (especially text, writing equipment and calculators) • Check Daymap **and** email for messages, notices and tasks • Listen attentively and concentrate fully • Use class time effectively • Copy all notes and examples with full setting out • Ask your teacher (specific questions) if you don't understand • Do the activities/questions set in class, with full working. Check your answers and ask if you have difficulties. Redo any questions that were incorrect. • Ensure homework is written in your diary	• Go over notes and make sure you understand all steps in the examples • Check Daymap **and** email • Highlight important rules or points • Do all set homework, marking any sections you cannot complete • Mark your homework, and correct any errors • Get to know your text book; it has extra worked examples and a list of mathematical terms. • Revise regularly

How Can Parents Help?

Parents are a valuable source of information and experience. You are encouraged to share this information with your teachers and class. Advice and practical support with materials and resources is always appreciated.

SUBJECT	Parents can help their children in the following ways:
English	• Keep in contact with the English teacher about your student's work. • Encourage a positive attitude to the subject, and try to assist with homework if possible. • Support students' academic success in English by praising their work. • Emphasise **the importance of reading and writing for students' own pleasure**, while also appreciating the importance of these skills throughout life.
Maths	• Familiarise yourself with your son's or daughter's mathematics course and with the various mathematics options offered by the school (e.g. competitions, maths tutoring). • Check that children are doing all the set homework and assist them if possible. • Support students' mathematics success by praising their work. • Encourage students to set themselves short-term and long-term goals so that they have reasons to do well in Mathematics. • Emphasise the importance of mathematical skills and appreciate the importance of these skills throughout life.
Science	• Check study habits and standards of work produced at school and at home. Even if you don't know much 'Science,' you can still be of assistance. • Display an active interest in your child's progress in the subject. • Be aware of deadlines for homework tasks and assist when possible. • Encourage your child to participate in science competitions and any extra extension activities that are offered.

Art	• Support the Art program in your child's school and keep informed about the objectives of the Art program. • Encourage students to talk about and explain what they are doing in the course. • Encourage students to practise Art skills, by giving them Art materials and providing a conductive environment. • Take students to Art Exhibitions. • Discuss and talk about the visual environment.
Drama	• Encourage students to rehearse at home, perhaps being their 'gentle critic' as they learn lines and practise their dramatic techniques. • Any other support; whether it be as a driver on a play excursion or as an audience member for a production, is encouraged but not mandatory. • All written work should be checked before submission.
Home Economics	• Provide a supportive environment in the home and by showing an interest in what the students are doing daily. • Students can be encouraged to practise their skills at home, including those of team-work and cooperation.
Industrial Design & Technology (IDT)	• Encourage your child to discuss their present design, product or project. • Keep up to date with the course structure from the school's work program. • Value the projects that the student constructs and make a place for them in your home. • Ask your child's opinion about the design of household purchases. • Take your child to interesting public events and institutions that can act as motivation, such as museums, machinery and historical displays. • Ensure that your student has the appropriate gear for this subject. Substantial shoes are compulsory and an apron is a preferable option.
Science, Technology, Engineering & Maths (STEM)	• Encourage your child to discuss their project and how they are creating it. • Students can be encouraged to study their STEM skills at home using the internet if available, or literature from the library at school. • Take your child to any STEM-related workshops or events that can motivate and inspire their work in the programme.
Humanities and Social Science (HASS)	• Keeping abreast of current events, issues and news items and talking about them with your child. • Building up a store of books and magazines and home reference materials and/or encouraging your child to make use of them and of community resources (eg. local libraries). • Showing a personal interest in finding out about different cultures, places, people, customs and problems in the world; by attending public events and visiting museums, libraries and other places of interest while on holidays.
Literacy, Numeracy & ICT	• Encourage students to read widely and to further develop their digital technology skills. • Encourage students to use correct and safe computer practices. • Discuss with students issues relating to various technological changes and improvements. • Discuss with students social and ethical issues relating to the use of computers, such as internet security.


CLASSROOM EXPECTATIONS
Be Committed to Achievement
I am committed to my achievement when I...
• Attend school
• Set 'SMART' goals
• Work hard to achieve my goals
• Identify my strengths and weaknesses
• Get help to improve
• Use positive 'self-talk'
• Display a willingness to try new things
• Positively acknowledge my own and others achievements
• Know the 'Learning Intent' and 'Success Goals' for the lesson
• Complete set tasks on time
• Use a diary to record homework and assessment
• Use my "Level of Achievement" to set goals
Be Responsible
I am responsible for my actions when I....
• Accept the outcomes of my actions
• Wear the school uniform
• Use and return resources appropriately
• Put rubbish in bins
• Report any damage or equipment problems
• Demonstrate punctuality
• Ensure my own and others safety
• Follow school policies
• Ask for help
• Bring the required equipment into class
• Line up quietly in 2 lines
• Go to the toilet during breaks
• Go straight to my destination
• Ensure my mobile phone is stored in a mobile phone locker upon arrival at school and is not accessed between the first bell and the last bell of the day
Be Respectful
I respect the rights of others when I....
• Use polite language
• Listen actively and wait for my turn to speak
• Follow adult direction
• Maintain personal space
• Display physical behaviours appropriate for school
• Remove my hat inside
• Put my hand up to ask questions
• Ask permission to leave the classroom
TOOGOOLAWAH STATE HIGH SCHOOL
WORKING TOGETHER