“Personal Excellence ~ Successful Futures”

Subject Information Booklet

Junior Secondary 2018 - Year 9

PO Box 66 / 85 Sheppards Street
GORDONVALE QLD 4865
W: gordonvalehigh.eq.edu.au
T: (07) 4043 3222
F: (07) 4056 3990
E: admin@gordonvalehigh.eq.edu.au
ADMINISTRATION

PRINCIPAL
Jan Carr

DEPUTY PRINCIPALS
Warren Brown
Davida Laney

HEADS OF DEPARTMENT

<table>
<thead>
<tr>
<th>Subject</th>
<th>Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>English &amp; LOTE</td>
<td>Janet Van Rijssen</td>
</tr>
<tr>
<td>Humanities &amp; Business</td>
<td>Lyle Fredericksen</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Alister Gehrmann</td>
</tr>
<tr>
<td>HPE &amp; Manual Arts</td>
<td>Mel Craig</td>
</tr>
<tr>
<td>Sciences &amp; Agriculture</td>
<td>Ashleigh Batterham</td>
</tr>
<tr>
<td>HOD IT &amp; eLearning</td>
<td>Mechelle Zucco</td>
</tr>
<tr>
<td>Junior Secondary</td>
<td>Todd Chatterton / Matt Sperring</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>Robbie Williams</td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
<td>Travers Toohey</td>
</tr>
<tr>
<td>Special Education Services</td>
<td>Margie More</td>
</tr>
<tr>
<td>The Arts &amp; Hospitality</td>
<td>Tennille Farnsworth</td>
</tr>
</tbody>
</table>

BUSINESS SERVICES MANAGER
Sharlene Brosseuk

SUPPORT STAFF

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Jenny Wilson</td>
</tr>
<tr>
<td>Community Education Counsellor</td>
<td>Thecla Matthew / Neal Teale</td>
</tr>
<tr>
<td>Youth Support Coordinator</td>
<td>Lily Palmer / Francesca Perez</td>
</tr>
<tr>
<td>School Based Youth Health Nurse</td>
<td>Cassie Carter</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Francesca Perez</td>
</tr>
</tbody>
</table>

SCHOOL CONTACT DETAILS

<table>
<thead>
<tr>
<th>Details</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td>PO Box 66, Gordonvale Qld 4865</td>
</tr>
<tr>
<td>Street Address</td>
<td>85 Sheppards Street, Gordonvale Qld 4865</td>
</tr>
<tr>
<td>Phone</td>
<td>4043 3222</td>
</tr>
<tr>
<td>Fax</td>
<td>4056 3990</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:admin@gordonvalehigh.eq.edu.au">admin@gordonvalehigh.eq.edu.au</a></td>
</tr>
<tr>
<td>Website</td>
<td>gordonvalehigh.eq.edu.au</td>
</tr>
</tbody>
</table>

OFFICE HOURS

The school office is open Monday to Friday from 8:00 am until 4:00 pm. Payments for school fees, excursions or camps may be made by cash, cheque or eftpos during office hours.

STUDENT ABSENCES

When your child is absent, please contact the school attendance officer on (07) 4043 3227 before 9:00 am on the day of absence. Gordonvale State High School uses a text messaging service to advise if your child is absent without notification. Please ensure your mobile details are always up to date.
SCHOOL DATES FOR 2018

Monday 22 January – Years 7, 8 & 12 attend
Tuesday 23 January – All Year Levels attend

| Queensland term dates – 2018 |
|-------------------------------|-----------------|----------------|
| Term 1                        | Dates           | Length        |
| Term 1                        | Monday 22 January – Thursday 29 March | 10 weeks |
| Term 2                        | Tuesday 17 April - Friday 29 June  | 11 weeks |
| Term 3                        | Monday 16 July - Friday 21 September | 10 weeks |
| Term 4                        | Monday 8 October - Friday 14 December | 10 weeks |

Student free days for 2018

Thursday 18 and Friday 19 January
Monday 16 April
Three additional days negotiated flexible arrangements
Monday 22 October

Years 10 & 12 finishing dates for 2018

Year 12 - Friday 16 November
Years 10 and 11 - Friday 30 November

ENQUIRING ABOUT STUDENT PROGRESS:

If you wish to enquire about student progress, teaching and learning, or set curriculum in a particular subject:

Firstly, please contact the classroom teacher. This can be done by telephoning the school office or by emailing the teacher directly. Teacher email addresses are available on the ‘Our School’ section of the school website. If you have further questions, contact the Head of Department for the subject in question. The Head of Department can assist by providing further information or by helping to resolve concerns.
STUDENT ENROLMENT

Gordonvale State High School is an enrolment managed secondary school. This means we are only able to take enrolments from within our gazetted catchment area or those with siblings currently enrolled at the school. You will be required to provide proof of residence when you enrol.

Students from outside this catchment area may apply to enrol through our Junior Secondary Academic Excellence and Extension Program (SUMMIT).

Parents wishing to enrol their children should contact the school to collect an information package and make an appointment for an enrolment interview.

ASSESSMENT AND REPORTING

Students at Gordonvale State High School benefit from a wide range of formal and informal, internal and external assessment programs.

Each semester an Assessment Calendar is published outlining the assessment requirements of each class and subject. Student course and assessment planners are emailed to students at their school email address. A copy is also emailed to parents.

Students must comply with the assessment requirements of each of their subjects as outlined in the School Assessment Policy.

Student reports are issued twice a year - at the end of terms 2 and 4.

Parent-Teacher interviews are held at the beginning of terms 2 and 3.
SUMMIT
Junior Secondary Academic Excellence and Extension Program (Years 7-9)

The SUMMIT program is designed for high performing academic students, who are typically self-motivated learners who have a passion for knowledge. The program aims to develop within students, academic talent, leadership, resilience and persistence and in doing so, support students to reach their full potential at school and beyond. The three year program (Years 7-9) fosters the cognitive, social and emotional growth of students in the critical junior secondary phase of learning.

The program allows bright, highly motivated students to be grouped together so that they can be challenged and encouraged by their peers to work hard and continue to excel in their studies.

The SUMMIT program:

- Focuses on major issues and concepts
- Extends and enriches knowledge and understanding in the core academic subjects of Mathematics, English, Science, History and Geography
- Uses activities that develop an understanding of the interrelationships between subjects
- Emphasises research and problem solving skills
- Specifically teaches higher order thinking skills
- Focuses on the development of student self-direction
- Provides students with the opportunity to select a Language Other Than English (LOTE) to study either at Gordonvale State High School or by Distance Education through our eLearning Centre

Enrolment into SUMMIT

Up to 28 places are offered each year in grades 7-9.

The school has high expectations of students offered places in the SUMMIT program. Their progress and behaviour is closely monitored. Students falling below the expected standards undergo a review and consultation process which may result in them being removed from the program. If places become available during the year, they may be offered to other students in the year level.

Access to the program is through a separate application process. Applications close at the end of Term 3 each year.

Students are selected based on:

- A completed application package
- Student’s written summary of their skills, attributes and aspirations
- Previous two years report cards
- NAPLAN results
- Reference from their previous class teacher or Principal
YEAR 9 STUDENTS

♦ During Years 7 and 8, students sample a wide range of subjects and consolidate their skills in literacy and numeracy. At the end of Year 8, students at Gordonvale State High School make decisions about which subjects they would like to specialise in during Year 9.

♦ This booklet is designed to provide information to assist in this choice.

♦ You will notice that some of the information relates to subjects offered in Years 11 and 12. This has been done to try to clarify the links between various Junior Secondary and Senior Secondary subjects.

♦ Gordonvale State High School has a Guidance Officer who is available to assist students with subject selection and career information. Students and parents/carers should book interviews by contacting the office.

*All information in this Handbook was accurate at time of publication but may be subject to change.*
How we teach at Gordonvale High:
Our approach to achieving success for each student is clear and simple. Every teacher in our school employs the structure and skills of Explicit Teaching. We set and communicate clear learning goals for each lesson and follow a process of teaching, checking for students’ understanding, guiding students in practising and finally setting and checking independent student practice of new skills. We have clear and simple expectations of student learning also; these are our non-negotiable ‘Givens’.

Present all work at a high standard
Bring all required equipment to every lesson
Use a separate workbook for each subject
Be in the right place at the right time

What we teach at Gordonvale High:
In the first years of High School, we are firmly focussed on developing and refining students’ Literacy and Numeracy skills. These have always been, and remain today, the basis of a quality education. Improving reading, writing and maths skills will help our students to access and do well in the other areas of our curriculum.
<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Mathematics</th>
<th>English</th>
<th>Science</th>
<th>History</th>
<th>Geography/CIVICS</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>Physical Education</td>
<td>210 one semester</td>
<td>210 one semester</td>
<td>210 one semester</td>
<td>210 one semester</td>
<td>210 one semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>210</td>
<td>210</td>
<td></td>
<td></td>
<td></td>
<td>3 x 210 Specialisation (3 electives of one semester each)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term rotation: ART, MUS, DRA, MED</td>
<td>Choose one elective for one semester</td>
<td></td>
<td>Year-long electives from Arts, Technology, HPE and LOTE (2 x 210 lessons)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology/Business</td>
<td>210</td>
<td>210</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term rotation: BST, DIG, ITD</td>
<td>Choose one elective for one semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>210 one semester</td>
<td>210 one semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LTL/ADM/JETP/SETP IT/Learning to Learn Parade</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

In Years 11 and 12 students study six subjects, four of which are free choice. These may be either GSHS courses or eLearning.
FIVE STEPS TO CHOOSING YEAR 9 SUBJECTS

Choosing the right subjects in year 9 is important. These choices can directly affect your success at school and how you feel about your learning. Subjects in year 9 also lay the foundations for further choices in year 10, Senior and your eventual career path. For this reason it is important to think carefully about your choices - to get yourself a plan.

Your Plan
As an overall plan, it is suggested that you choose subjects that you:
♦ Enjoy
♦ Have already had some success in
♦ Find relevant to your ideas of future careers and/or pathways
♦ Can develop skills and knowledge that will be useful in your future

This may sound complicated but by working through the following guidelines you should come up with a list of subjects which meet your needs.

Guidelines
1. Keep your options open:
It is common to have thought a bit about your future when in Year 8, but there are still a lot of uncertainties. That’s why it’s wise to keep all options open. Choosing a wide selection of subjects is the best plan. That’s the reason why our school prescribes exposure to all KLAs in Year 9 (except LOTE).

2. Find out about what careers are out there:
It is helpful to have some ideas about possible career choices at this stage, even though you may change plans later on (that’s normal). If you want more ideas about possible careers visit www.myfuture.edu.au
This excellent site contains a great deal of information about possible career pathways. When checking through this information, come up with a list of subjects which are needed for the careers or courses or courses that interest you.

3. Find out about the subjects our school offers:
Even though you have studied a wide range of subjects in Year 9, it is important to read the subject selection book carefully.

You may also wish to:
♦ Ask the Heads of Departments and/or teachers of specific subjects about what is involved
♦ Look at textbooks and materials used by current students in those subjects
♦ Listen carefully to class talks and subject selection sessions
♦ Talk to older students already doing subjects
♦ Investigate extra details (like excursions, homework and assessment requirements etc.)

4. Make a decision about a combination of subjects that suit you:
Think about what you want, avoid choosing a subject because:
♦ Your friends are choosing it
♦ It’s considered a ‘boy’ or ‘girl’ subject
♦ You dislike or like a teacher

Be honest with yourself about your own interests and abilities. Generally, you will do better at a subject you enjoy than one you don’t. We all have unique abilities - use them to your advantage.

5. Always ask for help:
If you need more help then seek it. Talk to the people who know you best - parents and relatives. Seek expert advice too, such as your current teachers, Heads of Departments, your Year Level Co-ordinator, and the Guidance Officer.

Take this process seriously, think carefully, and ask lots of questions. You’ll be doing yourself a favour.

CHANGING SUBJECTS

Students may be permitted to change elective subjects after consultation with the Deputy Principal. Parents must consent to any subject change. The appropriate time to change subjects is at the End of Semester.
## SUBJECT OFFERINGS 2019

<table>
<thead>
<tr>
<th>Key Learning Areas</th>
<th>Year 7-8 Subjects</th>
<th>Year 9 Subjects</th>
<th>Year 10 Subjects</th>
<th>Year 11-12 Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short Course in Literacy (Sem 2)</td>
<td>English as an Additional Language Essential English</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>General Mathematics Mathematical Methods Specialist Mathematics (eLearning) Essential Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics Extension Short Course in Numeracy (Sem 2)</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Chemistry Physics Biology Aquatic Practices</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td>History Geography</td>
<td>History Geography</td>
<td>History Geography</td>
<td>Ancient History Modern History Geography (eLearning) Legal Studies Accounting (eLearning) Social and Community Studies</td>
</tr>
<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
<td>Human Movement Studies # Sports &amp; Rec #</td>
<td>Health Physical Education Sport and Recreation Hospitality Practices</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>Agriculture</td>
<td>Agriculture ^</td>
<td>Agriculture #</td>
<td>Business Design Digital Solutions Agricultural Practices Industrial Technology Studies Industrial Graphics</td>
</tr>
<tr>
<td></td>
<td>INTAD</td>
<td>INTAD ^ Design &amp; Tech^</td>
<td>INTAD # Design &amp; Tech#</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Business Studies #</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Technologies</td>
<td>Digital Technologies ^</td>
<td>STEM –Science, Technology, Engineering and Maths#</td>
<td></td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td>Drama</td>
<td>Drama ^ Music ^ Media ^ Art ^</td>
<td>Drama # Music # Media # Art #</td>
<td>Drama Music Visual Art Film &amp; Television Visual Art in Practice Music in Practice Cert II in Creative Industries</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music ^</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>Media ^</td>
<td>Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>Art ^</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>Japanese ^^</td>
<td>Japanese #</td>
<td>Japanese #</td>
<td>Japanese (eLearning)</td>
</tr>
<tr>
<td><strong>SPECIAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
<td>Subject offerings are dependent on the needs of students in the cohort. Programs offered include: QOIA (Year 12)</td>
</tr>
</tbody>
</table>

Elective subjects with insufficient numbers may not be able to be offered.
Senior subjects with insufficient numbers may be available through eLearning subject to eligibility requirements.

**Australian Curriculum**
**QCAA Essential Learnings**
**Senior QCAA General subjects**
**Senior QCAA Applied subjects**
**Certificate Courses**

^ Must elect one Arts subject and one Technology subject
^^ Japanese is Mandatory in year 7 and 8
# Elective subjects
CORE SUBJECTS

GEOMETRY

Year 9 Geography students will study two units: biomes and food security and geographies of interconnections.

Unit 1 biomes and food security requires students to identify the distribution and characteristics of biomes as regions with distinctive climates, soils and vegetation. The effect of human alteration on these biomes to produce food and materials with a focus on sustainability is studied. A case study on the Murray-Darling basin in Australia is used to evaluate the environmental, economic and technological factors that influence crop yields.

Unit 2 geographies of interconnections requires students to examine the perceptions people have of place, and how these influence their connections to different places. The ways that places and people are interconnected with other places through trade in goods and services, communication and technology is studied. Analysis of the social, economic and environmental effects the production and consumption of goods has on places throughout the world is assessed.

The key inquiry questions in which students develop knowledge, understanding and skills are:

- 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?

Specific Subject Requirements: Clear display folder

Assessment: Students in Geography are assessed with a short response exam, extended response to stimulus and a research report

MATHEMATICS

Mathematics contributes towards numeracy development by providing learning opportunities in a range of contexts which require students to apply mathematical learning and solve real-life and life-like problems. The topics covered can be split into the following content strands. These are:

- Number and Algebra
- Statistics and Probability
- Measurement and Geometry

In studying these topics, students will be required to complete a variety of tasks. Assessment will involve an assignment and written examinations. Teachers aim to assist all students according to individual learning needs.

Specific Subject Requirements: Calculator Casio FX 82AU and Protractor

Assessment: Students in Maths are assessed by written tests and an assignment each Semester
ENGLISH

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.

The Australian Curriculum is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:
- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

Specific Subject Requirements: Nil

Assessment: Students in English will undertake a range of written and spoken tasks each semester

HISTORY

History represents a process of inquiry into the past that aims to develop students’ curiosity and imagination. Year 9 History involves 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 1 between 1914-1918, the ‘war to end all wars’.

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.

History involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should 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.

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 at this year level are:
- 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 1?

Specific Subject Requirements: Clear display folder

Assessment: Students in History are assessed with extended written response to historical evidence, research task, short objective response to stimulus test and extended essay
**SCIENCE**

All humans are curious about the world. Science is one way that people explore and explain observations of themselves, the world around them and the universe.

Students are encouraged to engage and raise questions to inquire, explore through hands on activities, explain skills and concepts, elaborate by applying their knowledge to a new situation and evaluate by reviewing and reflecting on their learning.

Many of the fastest growing occupations and emerging industries require Science expertise. Graduates in the Science field usually have higher starting salaries than all other bachelor degree graduates.

In Year 9, the topics explored include:

- **Biology** - Students learn about the complex interactions within the human body and ecosystems
- **Geology** - Students learn about plate tectonics and how this causes events such as volcanoes, earthquakes and tsunamis
- **Chemistry** - Students investigate chemistry through observations and teacher guided practical activities
- **Physics** - Students study energy by looking at scientific models, theories and by conducting practical investigations

**Specific Subject Requirements:** Nil

**Assessment:** Students in Science are assessed with written exams, assignments and practical reports

---

**HPE**

At Gordonvale State High School all Year 9 students are involved in our Health and Physical Education Program. In this subject students participate in a variety of learning experiences that promote health, develop motor skills to enhance physical performance and develop skills to enhance relationships. They also develop an understanding of how our community influences attitudes towards health and physical activity and apply decision making strategies about physical activity and personal development.

Topics in Year 9 include:

- **Be Safe Party Safe** - Relationships and Sexuality
- **Life in the Outdoors** - Camping and Outdoor Recreation

**Specific Subject Requirements:** Appropriate footwear for practical lessons (as per GSHS uniform policy) and a hat for outdoors practical lessons

**Assessment:** Students will complete a variety of theory and practical assessments including, but not limited to, research reports, in class exams, movement tasks, and projects
AGRICULTURE

The Agricultural program follows the structure of the Technology Subject in the Australian Curriculum. This means that students will work on a number of practical projects that revolve around fencing and sustainable agriculture. Formal lessons will also be conducted each week to cover the theoretical components. By completing each project students will develop skills in:

a. Generating, developing and evaluating design and production ideas
b. Planning, producing and evaluating products

Specific Subject Requirements: Gardening gloves, safety sunglasses and hat

Assessment: Students will be assessed by practical skills performed, research assignments and written exams

ART

In Year 9 Art, students will have the opportunity to engage in creating artworks and expressing themselves individually. They will also study and analyse artworks of other artists and cultures. Communication of students’ ideas, feelings, experiences and observations of their world will be developed through a range of two dimensional and three dimensional artwork over the year. The course is designed to build skills and develop confidence in decision making, problem solving, research, creativity and self expression.

Areas studied in Year 9 include:

- Drawing
- Painting (representation, expressionism and abstraction)
- Printmaking (Lino block)
- Environmental Design (sculpture)

Subject Requirements: Visual Art Diary

Assessment: Art students will have a making and written assessment for each Unit
**DRAMA**
Drama is an enjoyable, practically based subject that develops students’ confidence, self-discipline, communication skills and group work. Drama provides students with a range of skills transferable to a variety of pathways. Drama helps produce workers who are innovative thinkers, adept communicators and excellent team players. It inspires and fosters creativity, thinking skills and develops knowledge of various performance styles.

The Year 9 Drama course involves study of voice, movement, dramatic performance and stagecraft.

Throughout the course students will study and perform in a range of dramatic styles and techniques including: improvisation, scripted drama, plays, children’s theatre, movement and voice. Students will be assessed in their ability to perform, devise and create drama as well as responding to drama through both written and practical means.

Students are encouraged to participate and perform in the school’s dramatic activities including: concerts, festivals, workshops, visiting live performances and other cultural extra-curricular activities. Drama aims to develop students’ confidence as well as group work and communication skills so they can express their thoughts, feelings and ideas, and be prepared for a variety of future roles in life.

*Specific Subject Requirements:* Nil

*Assessment:* Drama students will have a performing and written assessment for each unit

---

**MEDIA**
Year 9 Media is an engaging subject that focuses on the use of media and technology as tools for visual communication. It explores films, television, the internet and other emergent technologies. Students acquire practical skills, problem solving strategies and knowledge of technology that may be extended into a variety of pathways, including the study of Senior Film, Television and New Media and/or Certificate II in Media in Years 11 and 12.

Throughout the course of study, students have a range of opportunities to view, study and produce a range of media products. Year 9 students study units covering:

- The production of TV advertisements including creating their own TV advertisement using Adobe Premiere Pro
- Exploration of film genres for critique purposes
- The creation of their own film genre segments using Adobe Premiere Pro

*Specific Subject Requirements:* USB and headphones

*Assessment:* Media students will have a making and written assessment for each unit
**MUSIC**
The study of Music helps to develop concentration, co-ordination, memory and inventiveness. Students are encouraged to develop an ongoing interest in music for leisure or even a career. Throughout the course, students will study a range of musical styles. Students will be assessed in the areas of performance, composition, listening and the knowledge of music, through practical and written exams and assignments.

Participation in the school’s musical activities will also be encouraged. Students may participate in: instrumental lessons, community performances, choral activities, stage band, workshops, music evenings, visiting live performances and other extra-curricular activities.

**Specific Subject Requirements:** Nil

**Assessment:** Music students will have a performing, composing and written assessment for each unit

---

**INTAD**
This is a design based practical technology subject involving the use of various types of materials, such as timber, metal and plastics. These materials will be incorporated into a range of projects where the students will have the opportunity to have an input to the design and learn the related practical skills. The main focus of this subject is the design and production of projects, whilst using a range of hand and power tools in a safe environment.

Assessment will include the students’ practical projects, their design folios, workshop safety and evaluation of their projects. Valuable life skills learned within this subject will at the very least allow students to solve a variety of problems around the home and will prepare them for any future practical vocation or apprenticeship, should they choose this career path.

Projects over the duration of Years 9 and 10 may include: timber framed mirror, soup ladle, jewellery box, BBQ utensil, clock and coffee table.

**Specific Subject Requirements:** Safety glasses - Students must bring their own. They need to be clear lensed Australian Standard Safety Glasses

**Assessment:** Students in Intad will be assessed through their practical projects and design folio
BUSINESS STUDIES

Financial responsibilities, risks and rewards gives students an insight into managing own personal finance from both an investment perspective and insurance protection. Students will learn what it means to compete as a business in the global market place with a focus on innovation and creating a competitive business advantage. Business Studies is important for students in the later years of schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as participants in a changing work environment.

Business Studies embraces both theoretical and practical applications in a range of business activities. Through this subject, students develop an awareness of business within the home, school, local, national and global communities. They develop knowledge and practices to:

- Critically analyse business situations
- Capitalise on business opportunities
- Make informed decisions
- Participate responsibly with business environments

Specific Subject Requirements: USB, Clear display folder

Assessment: Students in Business Studies will be assessed by a practical examination, short objective response and a written report.

DIGITAL TECHNOLOGIES

Year 9 Digital Technologies students will focus on practical opportunities for students to use design thinking and to be innovative developers of digital solutions and knowledge. Students will use mark-up language and style sheets to design and create a prototype data driven web app to solve an identified problem. Students will examine existing apps, study the software development life cycle, and explore examples of solutions developed using big data, for example meteorology, transportation and government.

This subject will focus on collecting, managing and analysing data, defining and decomposing a complex problem, implementing interactive features, evaluating their solutions, collaborating and managing digital projects. Students will need to concentrate on time management, effective use of resources, computational and design thinking, web app development and the evaluation of end products.

Specific Subject Requirements: USB

Assessment: Portfolio: Assessment of student learning will be gathered from completing project work. Students will create a data-driven web based solution.
JAPANESE

The Year 9 Japanese Program focuses on engaging tasks within real-world topics that further develop Japanese proficiency and intercultural competence. Students will have multiple opportunities to develop and demonstrate processes and strategies to effectively and appropriately communicate. They will gain an appreciation of cultural diversity and the interconnecting relationship between language and cultural practices, values and beliefs.

Students will be assessed in the areas of knowledge and understanding, comprehending texts, composing texts, intercultural competence and reflection.

By studying a foreign language it is anticipated students will be able to:
- Engage effectively with the global community within the range of topics studied
- Widen their cultural understanding and experiences
- Develop new perspectives and opportunities
- Gain a competitive edge in the job market

Specific Subject Requirements: Nil

Assessment: Students in LOTE are assessed by the following tasks: speaking, writing, listening and reading.

DESIGN AND TECHNOLOGY

Students studying this subject in years 9 and 10 will develop knowledge and skills to enable them to understand and express ideas through graphical representations. It will specifically prepare students to do either senior Design or Industrial Graphics. Sketching skills, understanding and drawing technical drawings and plans and manipulating CAD (computer aided drawing) programs such as industry standard Inventor, Revit and Autocad will enable students to create solutions to design problems. Students aiming for a trade will benefit from the course as well as Tertiary based students looking at Architecture, Engineering, Drafting type pursuits.

Elements covered may include technical drawings, house plans, making 3D virtual models and 3D printed models. Laser cutting of templates and models is also possible.
GENERAL INFORMATION

SCHOOL DAY
Students should be at school no later than 8:40am each day. School commences at 8:45am and finishes at 2:50pm. Parents are advised that formal supervision of students cannot occur before 8:45am. Students arriving before this time are required to observe school guidelines in the interest of their own safety.

PARENT INVOLVEMENT
Parents and Carers are encouraged to remain involved in their child’s education. The P&C Association meets on the third Monday of each month, at 5:30pm in the B12 Conference Room. Volunteers are also keenly sought to assist with Tuckshop.

LEAVING THE GROUNDS
Students are not permitted to leave the school grounds during the school day. Students needing to leave school early due to appointments, etc. are required to supply a written note from parents/carers stating time of departure and reason. Notes must be handed into the Attendance Officer before school.

NEWSLETTERS
Newsletters inform parents/carers of events, school functions and education topics. They are issued fortnightly and are emailed to all students and can also be e-mailed to parents/carers, on provision of an e-mail address to the office. Newsletters can also be downloaded from the school website.

BUS TRANSPORT
If you have chosen for your child to travel by bus to attend our school please contact the following companies. The bus company will arrange for conveyance forms to be completed, and can provide information about timetables/collection points.

Loves Bus Services
4035 4500     Edmonton, Cairns, Wrights Creek, Highleigh, Crystal Brook, Pyramid Estate, Little Mulgrave

Gordonvale Coaches
4056 6177     Goldsborough, Aloomba, Fishery Falls

PJ Rayment
0400 899 566     Pine Creek/Kamma Rd, Bessie Point, Second Beach, Yarrabah
SCHOOL UNIFORM

Students are expected to wear the correct school uniform, which has been approved by the School Administration in consultation with the P&C Association. All items of uniform should be clearly marked. The school endeavours to foster in its students a high standard of personal neatness, tidiness, grooming and good taste. Parent/carer co-operation and support is sought to ensure that the school uniform, as specified, is correctly worn without additions or alterations.

As a service to our school families, our school P&C sells uniforms through the school Tuckshop between the hours of 8:00am and 1:00pm Monday to Friday. EFTPOS facilities using Visa, MasterCard or debit cards are now available. Alternatively a cheque made payable to Gordonvale SHS P&C Association or cash is acceptable.

**GIRLS & BOYS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSHS Shirts</td>
<td>$30*</td>
<td>(available at school tuckshop)</td>
</tr>
<tr>
<td>GSHS Shorts</td>
<td>$27*</td>
<td>(available at school tuckshop)</td>
</tr>
<tr>
<td>GSHS Wind Jacket</td>
<td>$45*</td>
<td>(available at school tuckshop)</td>
</tr>
<tr>
<td>GSHS Bucket Hat</td>
<td>$15*</td>
<td>(available at school tuckshop)</td>
</tr>
</tbody>
</table>

*Prices may be subject to change for 2018 year

**WINTER UNIFORM – ALL STUDENTS**

GSHS wind jacket  ($45.00 available at School Tuckshop) or plain black jumper
Long black trousers – Any colour of denim trousers or tights is not permitted

*Prices may be subject to change for 2018 year

**FOOTWEAR – ALL STUDENTS**

It is a compulsory requirement that covered footwear be worn by students at all times due to safety regulations. Students wearing footwear such as thongs or sandals will not be admitted. Socks must be worn, white or black.

**JEWELLERY – ALL STUDENTS**

1 wrist watch
1 fine necklace
1 small pendant
1 small, flat ring
Small stud or sleeper type earrings
Facial piercings are discouraged

*Existing facial piercings must be removed or adorned only with clear plastic jewellery*

**SPORTS ATTIRE**

T-Shirts of the following colours will be used for sports days. Sporting house colours are:

- Barramundi - Blue
- Sea Eagles - Maroon/Red
- Taipans - Gold
- Crocodiles - Green
PERSONAL ELECTRONIC DEVICES

The school would prefer that electronic devices, such as mobile phones, digital cameras and iPods etc. were left at home. Firstly, the increased use of these devices can negatively impact on teaching and learning. Secondly, the school cannot take responsibility for the loss, damage or theft of any electronic devices that are brought into school grounds.

However, if students choose to bring them to school they must accept all risk associated with that decision, and comply with our policy which respects the learning environment and permits devices to be used in ‘free time’.

<table>
<thead>
<tr>
<th>Appropriate use of Personal Electronic Devices</th>
<th>Inappropriate use of Personal Electronic Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Personal Electronic Devices:</td>
<td>Using Personal Electronic Devices:</td>
</tr>
<tr>
<td>• Before and after school</td>
<td>• During class time, school excursions or school activities unless explicitly instructed by a teacher</td>
</tr>
<tr>
<td>• During first and second breaks unless on detention</td>
<td>• During exams, assemblies and detentions</td>
</tr>
<tr>
<td>• In class, when explicitly directed by a teacher for a specific learning activity</td>
<td>• Filming or distribution of images or content that causes offence or brings the school’s reputation into disrepute</td>
</tr>
<tr>
<td></td>
<td>• Recording conversations and school activities without permission</td>
</tr>
<tr>
<td></td>
<td>• Sending text or email messages, or posting statements on websites that contain obscene language, threats of violence, bullying, harassment or stalking</td>
</tr>
</tbody>
</table>

P&C ASSOCIATION

The School P&C Association meets at the school at 5:30pm on the third Monday of each month. All parents/carers are welcome to attend.

SCHOOL TUCKSHOP

The P&C runs the School Tuckshop each day. Parents/carers, relatives and friends are always needed as voluntary workers. Further information may be obtained by ringing the Tuckshop (Phone 4043 3229). Updated menus, complete with price lists, are published routinely in the School Newsletter.

Students are encouraged to place lunch orders with the tuckshop before school.
STUDENT REQUIREMENTS

All students at Gordonvale High must have the following essential items at all times:

➡️ One well-stocked pencil case containing the following:

- Black biro, Blue biro & Red biro
- Pencils (HB and 2B)
- Ruler
- Eraser
- Sharpener
- Highlighter
- Protractor
- Glue stick
- Scissors
- Coloured pencils (not felt pens)
- Whiteboard marker (blue or black bullet point)

➡️ One A4 exercise book per subject

➡️ Scientific calculator (Casio FX 82 AU)

➡️ Dictionary (Macquarie pocket paperback)

➡️ USB (4 GB)

➡️ Earphones (pocket size)

Specialist subject requirements:

➡️ ART – Visual art diary

➡️ MUSIC – Music (stave) exercise book (Yr 9-12 only)

➡️ INTAD – Safety glasses (available from the school)

➡️ HPE – Hat

_Students do NOT require and should not bring to school: correction fluid, permanent markers, paint pens, multi-subject books or folders._
Welcome to our school! Following a tradition of fifty years of providing great educational opportunities to students in the Gordonvale District, Gordonvale High offers a comprehensive range of academic and vocational pathways together with a broad selection of extra-curricular pursuits for your child.

The Gordonvale High P&C works closely with the school to achieve the best for our students. A lot can and has been achieved through the P&C and school working together towards common goals. To continue the great work, we need people from all walks of life and with a range of talents who are committed to delivering great outcomes for our children and school. Everybody has a role to play and your ideas will be heard. The more people involved, the more exciting and successful it will be.

**How can you help?**

Are you interested in contributing your thoughts on school policy? Do you have an hour or two to spare to assist in our classrooms? Can you help out at the Tuckshop? Can you find two hours once a month to attend a P&C meeting? These are all ways you can be part of our P&C and help our students.

If you would like to find out more about the P&C or volunteering at school, please contact us

- Through the school office
- Email Dr Karen Orts Ronlund at pandc@gordonvalehigh.eq.edu.au
- Come along to a meeting at 5:30pm on the third Monday of the month at the school

*Dr Karen Orts Ronlund*

**PRESIDENT**
OUR SCHOOL TUCKSHOP

If you volunteer at our school tuckshop, you might help in some of the following ways:

- Food preparation
- Serving students
- Re-stocking food
- Cleaning up
- Having fun on the job!

Please note that if you are not comfortable doing particular jobs, you will not be required to do them. There are many different ways to help in the tuckshop!

As a thank you for donating your time by volunteering, the tuckshop will provide lunch for you and one of your children attending our school.

If you feel that working with high school students would be a bit daunting, here are a few thoughts to consider:

◊ As we need three people every day at Tuckshop, you would be working as a team with our Tuckshop Convenor and a casual tuckshop employee. The tasks to be done can be divided up so you can choose which jobs you’d like to do.

◊ Don’t be concerned about the behaviour of our students; they are well aware of the manner in which they are expected to interact with tuckshop staff and volunteers and there are teachers and teacher aides on supervision duty at the tuckshop in both breaks.

◊ Our tuckshop is air-conditioned, so it is a comfortable workplace.

If you are unable to come each month to help out, even every second month is a welcome contribution. Similarly, if you can only come in for a few hours, rather than the whole tuckshop day, that is also welcome.

If you would like to volunteer, please phone our Tuckshop Convenor, Julie, on 4043 3229 or complete this form and return to the school.

---

Thank you,

Mrs Julie Wilson (*Tuckshop Convenor*)

Mrs Bev Shaw and Mrs Liz Leonardi (*Tuckshop Casuals*)

---

I would like to volunteer at the Tuckshop.

Name: ________________________________

Day: ________________________________

(e.g. 1st Tuesday each month)

Would you like a phone call two days before your volunteer day?

Yes    No

If yes, phone number: _________________________