



# GORDONVALE STATE HIGH SCHOOL

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JUNIOR SECONDARY  
SUBJECT INFORMATION BOOKLET  
YEAR 9 ~ 2024



# ADMINISTRATION

## ACTING PRINCIPAL

Geoff Moore

## DEPUTY PRINCIPALS

Davida Laney - Years 7 & 8

Ellie Taylor - Years 9 & 10

Jacinta Evans - Years 11 & 12

## HEADS OF DEPARTMENT

English

Vanessa Arena

Humanities

Kristal Kinnane

Mathematics

Louise Barbour

Health and Physical Education

Matt Sperring

Sciences

Ashleigh Batterham

Student Services 7 & 8

Joel Jerome

Student Services 9 & 10

Todd Chatterton

Student Services 11 & 12

Jean Richter

Diverse Learning Centre (Special Education)

Margie More

The Arts & Technologies

Tennille Farnsworth

## BUSINESS MANAGER

Sharlene Brosseuk

## SUPPORT STAFF

Guidance Officer

Kate Veronese

Community Education Councillor

Thecla Mathew & Neal Teale

Youth Support Coordinator

Rob Hodge & Michelle Northage

School Based Youth Health Nurse

Shane Dustin

Clontarf

Cameron Campbell

Industry Liason Officer

Lyndal Jones

## SCHOOL CONTACT DETAILS

Mailing Address

PO Box 66, Gordonvale QLD 4865

Street Address

85 Sheppards Street, Gordonvale

Phone

4043 3222

Email

[admin@gordonvalehigh.eq.edu.au](mailto:admin@gordonvalehigh.eq.edu.au)

Website

[gordonvalehigh.eq.edu.au](http://gordonvalehigh.eq.edu.au)

Facebook

[www.facebook.com/gordonvaleshs](http://www.facebook.com/gordonvaleshs)

## OFFICE HOURS

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

# SUMMIT

## JUNIOR SECONDARY ACADEMIC EXCELLENCE PROGRAM

The SUMMIT program is designed for high-performing, self-motivated students who have a passion for education. The program aims to deliver rich learning experiences at a pace and depth that is responsive to the needs of successful applicants.

Aims of the SUMMIT Program:

1. To provide enrichment which is tailored to the needs of learners and suited to their interests in order to expand their knowledge and skills base;
2. To provide opportunities for extension to challenge highly able learners;
3. To provide for the mastery of Literacy and Numeracy skills at a pace and depth appropriate to the capacities of learners;
4. To develop and apply sophisticated research skills and methods using an inquiry-based approach relevant to the discipline of study;
5. To provide an environment that promotes divergent, critical and higher-order thinking;
6. To provide a learning environment conducive to student collaboration.

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

### ENROLMENT INTO SUMMIT

Students enrolling in SUMMIT can apply to be part of the Mathematics/Science strand or English/Humanities strand. Eligible students may enrol in both.

The school has high expectations of students offered places in the SUMMIT program and therefore 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 which is outlined on our school website.

# DIVERSE LEARNING CENTRE

The Diverse Learning Centre (DLC) combines the traditional roles of Special Education and Learning Support Units.

The DLC team supports students with verified disabilities including: Intellectual Disability, Autism Spectrum Disorder, Speech Language Impairment, Physical Impairment, Hearing Impairment and Vision Impairment as well as students who require additional support to access the mainstream, age appropriate curriculum.

The DLC can access support and training for students from specialists and services including the following Department of Education personnel: Physiotherapist, Occupational Therapist, Speech Pathologist, Regional School Nurse, Advisory Teachers (Hearing Impairment, Vision Impairment, Physical Impairment, Alternative Augmented Communication).

Most students from the DLC are in mainstream classes for some or all of their lessons. Some of these student may be accessing the curriculum at a different year level. A small number of students are working on an individualized program and are based in the Diverse Learning Centre for their core subjects

Other Programs include:

- ASDAN - develops life skills and training in work skills.
- Cooking - designed to help students develop independent skills for creating simple meals
- Social Skills for Living
- Work experience (access to work experience depends on availability of workplaces and transport)

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>STUDENTS WITH DISABILITIES</b>	English Maths Science Humanities Electives				<i>Queensland Certificate of Individual Achievement in most applied/essential subjects</i>
					Certificate I in Agrifood Operations ASDAN - preparing for Adulthood
<b>Core Subjects</b>	<b>Elective</b>	<b>Applied/Essential Subject</b>			<b>VET Certificate Course</b>



# 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](http://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 will be doing yourself a favour.

# CORE SUBJECTS

ALL YEAR 9 STUDENTS STUDY MATHS,  
ENGLISH, SCIENCE AND HUMANITIES  
ALL YEAR.

ALL STUDENTS STUDY HPE FOR ONE  
SEMESTER.

# ENGLISH

Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

The English curriculum is presented in year levels from Foundation to Year 10. Content is organised under 3 interrelated strands:

- Language
- Literature
- Literacy

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings.

Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

**Specific Subject Requirements:** Nil

**Assessment:** Short response, Extended response, Examination (written, spoken/signed, multimodal)

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>ENGLISH</b>	English			English Extension English	<b>English Literature</b>
				Short Course in Literacy	<i>Essential English</i>

# MATHEMATICS

Mathematics explores and solves problems, through observation, logical reasoning and application of formulae. It develops mental agility and is an important skill for anyone wanting to succeed in today's data-driven world. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability and their ability to collaborate with others towards finding solutions to real-world scenarios.

In Year 9, students study the following topics:

- Real numbers
- Patterns and Algebra
- Linear and non-linear relationships
- Measurement
- Geometric reasoning
- Pythagoras and trigonometry
- Chance
- Data representation and interpretation

Semester 1		Semester 2	
Unit 1	Unit 2	Unit 3	Unit 4
Linear Equations and Measurement	Measurement and Geometry	Probability and Statistics	Algebra

**Specific Subject Requirements:** Casio fx-82AU PLUS II calculator and a 180° protractor

**Assessment:** Students in Maths are assessed by written exams and an assignment each Semester.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
MATHEMATICS	Mathematics			Mathematics	General Maths Maths Methods Specialist Mathematics
				Extension Maths Short Course in Mathematics	Essential Maths
Core Subjects	Elective	General Subject	Applied/Essential Subject	eLearning	



# SCIENCE

Science is the study of the world around us and is involved, in some way, in all careers. In Year 9 Science, students will cover:

- Biology (study of living things)
- Chemistry (study of matter, its properties and reactions)
- Physics (study of the nature and properties of matter and energy)
- Geology (study of the physical structure and substances of Earth)

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.

Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
Geology (plate tectonics and natural disasters)	Physics (types of energy)	Chemistry (exothermic and endothermic reactions)	Biology (body systems)

**Specific Subject Requirements:** Nil

**Assessment:** Students in Science are assessed with written exams, research investigations and student experiments.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>SCIENCE</b>	Science			Science Science Extension	<b>Biology</b> <b>Chemistry</b> <b>Physics</b>
				Aquatics	<i>Agricultural Practices</i> <i>Science in Practice</i> <i>Aquatic Practices</i>
Core Subjects	Elective	General Subject		Applied/Essential Subject	

# HUMANITIES

In Year 9, students will spend the year studying History, Geography, Civics and Citizenship and Economics and Business.

## HISTORY

Having previously studied Ancient History, the focus in Year 9 is about the making of the modern world from 1750-1918. 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 with the colonisation of Australia part of the expansion of European power. The period culminated in World War I (1914-1918) which was meant to be 'the war to end all wars'. The three units of study: "The Industrial Revolution", "Australia and Asia: Making a nation" and "World War I".

**Specific Subject Requirements:** A4 workbook, document wallet/clear display folder

**Assessment types:** Assignment with choice of mode, short response exam, in-class essay responding to stimulus

## GEOGRAPHY

Geography is combination of the physical environment that surrounds us along with the interconnections people have with places. The effect of human alteration on natural biomes to produce food and materials with a focus on sustainability is studied. An Australian context of the Murray-Darling basin is utilised. Globalisation over the past century means that places and people are interconnected with other places through trade in goods and services, communication and technology. A case study of iPhone production is investigated. "Biomes and food security" and "Geographies of interconnections" are the two units of study.

**Specific Subject Requirements:** A4 workbook, document wallet/clear display folder

**Assessment:** short response exam, assignment with choice of mode, multimodal presentation

## CIVICS & CITIZENSHIP

Students explore how Australia's political system enables change. They examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society. Through the study of civics & citizenship, students develop skills of inquiry along with values that enable them to be active and informed citizens. "Functioning of Australia's political and legal systems" and "Citizen participation in democracy and political life's" are the units.

**Specific Subject Requirements:** A4 workbook, document wallet/clear display folder

**Assessment types:** investigation report, short response exam, analytical essay

## ECONOMICS & BUSINESS

As students get older it is likely you will enter the workforce thus gaining a degree of independence in accumulating and managing money. Making decisions about goods and service, understanding legal rights in the workplace and participating as a member in the economy are all concepts studied that apply to daily life. Understanding the concept of financial rewards come with risk so therefore utilising diversification and insurance strategies is important is studied along with the concept that Australia has a trade relationship of importing and exporting goods from all parts of the world. “Financial risk and reward” and “Developing a competitive advantage in the global economy” are the units of study.

**Specific Subject Requirements:** A4 workbook, document wallet/clear display folder

**Assessment types:** Investigation report

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>HUMANITIES</b>	H u m a n i t i e s	History	History	History (1 Semester)	<b>Ancient History</b> <b>Modern History</b> <b>Legal Studies</b> <b>Business</b>
		Geography	Geography		Civics & Citizenship Geography Economics & Business
Core Subjects	Elective	General Subject	Applied/Essential Subject	VET Certificate Course	

# HEALTH AND PHYSICAL EDUCATION

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:

Unit 1	Unit 2	Unit 3
Theory: Harm Mini Marathon Prac: Athletics	Theory: Health Campaigning Prac: Small ball sports	Theory: Culture, community fitness Prac: Traditional games

**Specific Subject Requirements:** Appropriate footwear for practical lessons (as per Gordonvale State High School 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.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>HPE</b>	HPE (1 Semester)			HPE (1 Semester)	<b>Health Physical Education</b>
				Health Education Physical Education Recreation & Fitness	<i>Sport &amp; Recreation</i> Certificate III in Fitness Cert II Health
Core Subjects	Elective	General Subject	Applied/Essential Subject	VET Certificate Course	



# ELECTIVE SUBJECTS

ALL YEAR 9 STUDENTS CAN CHOOSE  
3 ELECTIVES.

EACH ELECTIVE IS STUDIED FOR  
1 SEMESTER.

# THE ARTS

## 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. 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 in the unit.

## MEDIA

Year 9 Media Arts is an engaging subject that focuses on the use of media and technology as tools for stylistic communication.

Students of Media Arts will explore and create film, television and new media products, including advertising and online platforms, that entertain, inspire and educate audiences. They will acquire practical skills, social and ethical awareness, problem-solving strategies, collaborative approaches and knowledge of technologies that extend into a variety of pathways.

**Specific Subject Requirements:** USB and headphones

**Assessment:** Media students will have a making and written assessment in the unit.



## MUSIC

The study of Music helps to develop innovative thinking concentration, co-ordination, memory, creativity and self expression. Students are encouraged to develop an ongoing interest in music for leisure or a career.

Throughout the course, students will analyse and evaluate a range of musical styles. Students will be assessed in the areas of performance, composition, listening and the knowledge of music, through performances 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, school events, guitar club, visiting live performances and other extra-curricular activities.

**Specific Subject Requirements:** Nil

**Assessment:** Music students will have a performing, composing and written assessment in the unit.

## VISUAL 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
- Sculpture

**Subject Requirements:** Nil

**Assessment:** Art students will have a making and written assessment in the Unit.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>THE ARTS</b>	Drama Media Music Visual Art		Drama Media Music Visual Art		Drama Film & Television Music Visual Art
					<i>Visual Arts in Practice</i> <i>Media Arts in Practice</i> <i>Music in Practice</i>
Core Subjects	Elective	General Subject	Applied/Essential Subject		VET Certificate Course

# TECHNOLOGY

## FOOD & FIBRE PRODUCTION

Food & Fibre Production is an engaging subject that focuses on environmental sustainability and sustainable agriculture. The Year 9 course provides a strong foundation into the study of food and fibre production, with a focus on sustainable design. Students will evaluate and modify their own designs to better suit the given scenario. Students will be required to complete formal lessons to cover the theoretical components as well as a variety of hands on practical tasks, both individually and in groups.

**Specific Subject Requirements:** safety gloves (optional), hat, sunscreen

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

## MATERIALS & TECHNOLOGY SPECIALISATION

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 allow students to solve a variety of problems around the home and will prepare them for future practical vocation or apprenticeship, should they choose this career path.

**Specific Subject Requirements:** Safety glasses provided. Covered shoes, shirt tucked in, hair pulled back

**Assessment:** Students will be assessed through their practical projects and design folio.

## FOOD SPECIALISATION

Students studying this subject in Year 9 will develop knowledge and skills that will enable them to safely and hygienically plan, prepare and produce a variety of products in the school kitchen.

Students will create and adapt design ideas, processes and solutions, and justify their decisions against design criteria.

**Specific Subject Requirements:** Shirt tucked in, covered shoes, hair tied back.

**Assessment:** Students will be assessed through their practical projects and design folio.





## 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. Students will use mark-up language and style sheets to design and create a prototype data driven website to solve an identified problem. Students will examine existing examples, study the software development life cycle, and explore solutions developed using big data, for example transportation and government.

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

**Specific Subject Requirements:** USB 4GB

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

## DESIGN & TECHNOLOGY

Students studying this subject will develop knowledge and skills to enable them to understand and express ideas through graphical representations and prototypes. 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.

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

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>TECHNOLOGY</b>		Technology	Design & Technology Digital Technology Materials & Technology Specialisation Food & Fibre Production Food Specialisation		Agricultural Practices Cert II Engineering Cert II Hospitality Building and Construction
Core Subjects	Elective	General Subject	Applied/Essential Subject	eLearning	VET Certificate Course

# LANGUAGES

## JAPANESE

The focus of study in year 9 Japanese is to view Japan as a travel destination. Students will study about scheduling, reading and interpreting schedules. Developing a plan that includes costs, flights and transport, accommodation, food/meals, and conversion into Japanese currency are concepts explored across the semester.

**Specific Subject Requirements:** Nil

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

LANGUAGES OTHER THAN ENGLISH (LOTE)	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
	Japanese or Intercultural Studies		Japanese	Japanese	Japanese
	Core Subjects		Elective	General Subject	eLearning

# 2024 Back to School Packs



Layby Option or Buy Outright

Available from Term 3 (to be paid in full by end of Term 4)

### Starters Pack

\$200

- Book Pack
- Calculator

#### Choose either:

- 2 x GSHS Polo Shirts & 2 x GSHS Shorts **or**
- 1 x GSHS Formal Uniform, 1 x GSHS polo shirt & 1 x GSHS shorts

### Jacket Pack

\$160

- Book Pack

- 1 x GSHS Polo Shirt
- 1 x GSHS Shorts
- 1 x GSHS Wind Jacket

### Basic Pack

\$170

- Book Pack

#### Choose either:

- 2 x GSHS Polo Shirts & 2 x GSHS Shorts **or**
- 1 x GSHS Formal Uniform, 1 x GSHS polo shirt & 1 x GSHS shorts



To set up a payment plan, please contact the school on 4043 3222

**Book Pack contains:** 10 pack assorted red, black & blue pens, 3 HB & 3 2B pencils, ruler, eraser, sharpener, 4 x highlighters, glue stick, protractor, scissors, coloured pencils, small stapler, whiteboard marker, 8 x 96 page A4 exercise books, 16gb USB, large twin zip pencil case.

**Optional Extras** - Visual Art Diary \$2  
Book pack (no uniforms) \$45  
Calculator: \$35

*Formal Uniform includes shorts or skirt, tie and shirt*

# STUDENT REQUIREMENTS <sup>1</sup>

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

1. One well-stocked pencil case containing the following:

- Black Biro
- Pencils (HB & 2B)
- Sharpener
- Glue Stick
- Whiteboard marker (blue or black bullet point)
- Blue Biro
- Ruler
- Highlighter
- Scissors
- Red Biro
- Eraser
- 180° Protractor
- Coloured Pencils (not felt pens)

2. One A4 exercise book per subject
3. Scientific calculator (Casio FX 82AU Plus II)
4. USB (4GB)
5. Earphones (pocket size)

## Specialist Subject Requirements:

- Visual Art - Visual Art Diary
- Music - Music (stave) exercise book
- Industrial Technology Skills - Safety glasses Australian Standard clear lense only (available for purchase from the main office)
- Sport & Recreation, Physical Education, Agricultural Practices - Hat and sunscreen
- eLearning - Headset with microphone attached
- Mathematical Methods - Graphics Calculator TI (Texas Instruments) - TI-84 plus or TI - 84 plus CE only
- Specialist Mathematics (eLearning) - Graphics Calculator TI (Texas Instruments) - TI-84 plus or TI - 84 plus CE only

<sup>1</sup> *These requirements are in addition to the Student Resource Scheme*

# STUDENT RESOURCE SCHEME <sup>2</sup>

- Year 7-10 ~ \$240
- Year 11-12 ~ \$270 plus additional charges per year.

Additional Subject Charges ~ if applicable	
Year 11	Year 12
Visual Art ~ \$60	Visual Art ~ \$60
Visual Arts in Practice ~ \$60	Visual Arts in Practice ~ \$60
Cert II Hospitality ~ \$70	Hospitality Practices ~ \$70
Industrial Technology Skills ~ \$110	Industrial Technology Skills ~ \$110
Certificate I Construction Pathways ~ \$110	Certificate III Health Services Assistance ~ \$399
Certificate II Engineering ~ \$110	
Combined Certificate II Sport and Recreations/II Fitness ~ \$420 for 2 year course	
Certificate II Health Support Services ~ \$399 for 1 year course	

<sup>2</sup> *Excursion/camp charges are not included in the School Resource Scheme*



## CONTACT INFORMATION

85 Sheppards Street, Gordonvale  
Web: <http://gordonvalehigh.eq.edu.au>  
Phone: 07 4043 3222  
ABN: 68 256 910 892

PO Box 66. Gordonvale, QLD, 4865  
Facebook: [www.facebook.com.gordonvaleshs](http://www.facebook.com/gordonvaleshs)  
Email: [admin@gordonvalehigh.eq.edu.au](mailto:admin@gordonvalehigh.eq.edu.au)