A supportive, innovative community of learners

JUNIOR SECONDARY HANDBOOK

YEAR 9 2017
WELCOME TO JUNIOR SECONDARY

Junior Secondary at Bray Park State High is designed to respond to the needs of young adolescents. Every element, including the students, the curriculum, and our teaching philosophy, is designed to respond to these needs. Our school focuses on the six principles of Junior Secondary Schooling: Student Wellbeing, Quality Teaching, Distinct Identity, Leadership, Parent and Community Involvement and Local Decision Making.

Students in the middle years of schooling are aged between 10 to 15 years. This period of adolescence is one of intense growth and change in the lives of young people and the school must consider many developmental factors when planning for their learning. The social development of young adolescents in the Junior Secondary years of schooling (Year 7-9) is a key to self-esteem and engagement in learning. Good relationships are very important. They are enhanced by reducing the number of teachers for each child. Our teachers develop a thorough knowledge of the changes and challenges facing young adolescents and because they spend a lot of time working together, they have the opportunity to foster good relationships. Our teachers work to develop and encourage creative thinking, critical thinking and the ability to find new solutions to problems. Job growth is in the area of knowledge construction and these thinking skills are critical to employment in the future.

The Junior Secondary phase of learning at our school ensures engagement with learning and the school community, and provides a varied curriculum that prepares students for their senior phase of schooling.

This handbook has been designed to provide information about the Junior Secondary Curriculum and assist parents/carers and students in making the best possible choices regarding the selection of elective subjects for study within Year 9, taking into consideration student strengths, interests and abilities as well as future aspirations and needs.
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CURRICULUM STRUCTURE

YEAR 9

Year 9 students study the core subjects of English, Health and Physical Education (HPE), History, Mathematics and Science. These subjects will provide students with a sound core academic program on which to build their future learning. Students will be taught by teachers with specialist training and skills in these subject areas. Students also select two electives per semester from the following:

- Design and Technology (Industrial Technology and Design)
- Design and Technology (Food Nutrition/Design)
- Design and Technology (Food Studies)
- Design and Technology (Construction)
- Design and Technology (Engineering)
- Digital Media and Technologies
- Art
- Drama
- Music
- Geography
- Business
- Young Innovators

EXTRA CURRICULUMAR

All students participate in sport on a Thursday afternoon in activities such as Netball, Volleyball, Soccer, Touch Football and Rugby League to just name a few.

Students can also participate in Instrumental Music, TECH crew, Sport Development programs, ICAS competitions and Deadly Choices program.

LIFESKILLS

Students participate in a Life Skills program which provides students with a range of learning experiences focused on assisting them to begin exploring their education and career options, goal setting, learning styles, leadership abilities and team work skills. These activities support students in making effective choices about the subjects they will continue to study in Year 9 and beyond.

LEADERSHIP

Students have the opportunity to participate in the Student Council in Year 7, 8 and 9 as well as be elected to student leadership positions in Year 9.
YEAR LEVEL 9 CORE SUBJECTS

ENGLISH  SUBJECT CODE: ENG09  FACULTY: LANGUAGES

COURSE OVERVIEW
An understanding of English is fundamental to communicating and operating in society. With this in mind, our English course aims to both develop required skills and foster enjoyment in the communication process. This subject involves the study of language and texts to develop:

- effective communication skills
- knowledge and understanding of how texts are constructed
- the ability to interpret texts and
- an enjoyment and appreciation of texts.

Students will use a range of literary and non-literary texts as they develop the skills required to be confident and effective speakers, critical and appreciative readers and creative and proficient writers.

UNITS STUDIED
In Year 9 students will study a range of English Units based on the National Curriculum. These units will engage and challenge students to develop English and literacy skills and facilitate their development as active and respected citizens. ICTs will continue to be integrated into curriculum delivery and our ‘traditional’ literacy program will be ongoing.

ASSESSMENT
Students will complete written assessment tasks covering a range of genres and conditions during each term. One of these will be a test and at least one spoken assessment task will be completed per semester. The NAPLAN test will also occur during this year.

STUDY REQUIREMENTS
- 20 min homework per night
- Personal reading or reading of class novel
- Key Assessment Task work
- Research for Assessment tasks
- Revision of spelling/grammar/punctuation rules taught in class

POSSIBLE CAREER PATHWAYS

Actor  Editor  Telephonist
Broadcast  Author  Lawyer
Speech Writer  Advertising  Communications
Teacher  Journalist  Critic
Librarian  Travel Consultant  Paralegal
Archivist  Administrator  Researcher
Diplomat  Public Relations  HR Management
Interpreter  Teacher Aide  Local, State, Federal Govt
Publisher  Receptionist

PARENT/CARER SUPPORT
- Encourage children to read widely.
- Discuss current events and affairs as a family.
- Monitor homework and study habits.
- Model good reading practices.
COURSE OVERVIEW
Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

UNITS STUDIED
Unit 1: Respectful Relationships
Unit 2: Sustainable Health Challenge
Sports: Invasion Games & Athletics

ASSESSMENT
Students will individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They will have the opportunity to reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts, routinely demonstrating an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts. Both theoretical and practical assessable elements contribute equally towards students outcomes.

Practical Assessment: Skills tests, modified game play, game play within authentic environments.

Theory Assessment: Formative and Summative assessment including Journals, research reports, role plays with written responses, exams, stimulus response questions, multi modal presentations and other negotiated tasks.

STUDY REQUIREMENTS
Students will be required to complete homework enrichment tasks in their own time (15-30 minutes once per week), however if this is not set students are expected to reflect upon and review classwork. During periods of assessment students may have to designate more time to research and gathering information to aid completion of tasks. If a student is having difficulties with class work or set homework, the teacher should be contacted to discuss support strategies.

Students will require practice time at home to consolidate the skills being taught and developed at school. This is in the practical elements of the course. Parents may also assist by encouraging children to participate in sporting teams.

SPECIAL REQUIREMENTS
Students are required to participate in both theoretical and practical components of the course, with a medical certificate required for non-participation. Students should also have a pencil case with pens, a lead pencil, coloured pencils, highlighters, an eraser, glue, scissors, and a USB stick. For practical lessons students will need to wear sport uniform and the school bucket hat, water bottles, diary and wear enclosed sport appropriate shoes (as outlined in school uniform policy) are also required to participate safely in practical tasks.
POSSIBLE CAREER PATHWAYS
Health and Physical Education is concerned with the study and the practice of physical activity and focuses on the importance of physical activity and health in the life of individuals and on the significant role that physical activity plays in modern society. Students of Bray Park State High School are given the opportunity to develop knowledge, skills and attitudes necessary to lead a healthy life through promoting health of individuals and communities, skill development in physical activity and enhancing personal development.

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COURSE OVERVIEW
In year 9 History students study the topic: The Making of the Modern World. More specifically, students study the periods of rapid change and development that have shaped Australia and the world today. In year 10 they will study the Modern World. Therefore from year 7 to year 10 students have been exposed to a complete historical picture of various cultures from the ancient world to more modern times.

UNITS STUDIED
- Unit 1: Industrial Revolution
- Unit 2: The Making of a Nation
- Unit 3: World War 1

SKILLS DEVELOPED
- Critical use of sources
- Research skills
- Creative writing
- Communication skills
- Essay writing
- Analysis
- Cartoon Interpretation
- Developing and proving an argument

ASSESSMENT
- Essay
- Short Response and Stimulus Test
- Soldier’s Journal

STUDY REQUIREMENTS
- Homework sheets
- Learn spelling of key words each week
- Read over notes each night
- Research and assignment work

POSSIBLE CAREER PATHWAYS
Students who are good at and enjoy History can choose History Extension in year 10 followed by Ancient History and/or Modern History in Senior. The research and writing skills learnt in this course are invaluable particularly for students intending to study at university. Furthermore, the study of History can lead to careers in teaching, journalism, research and archaeology.

PARENT/CARER SUPPORT
- Ask your child about their day and what they have learnt.
- Allow them a quiet place to study.
- Assist them with organisation of workloads and assignments.
MATHEMATICS

SUBJECT CODE: MAT09

FACULTY: MATHEMATICS

COURSE OVERVIEW
Mathematics has always held an essential role in learning programs, both as a tool for everyday living as well as being the subject of investigation and research at the highest academic level. It is important that students develop a working knowledge of the common mathematical techniques and procedures, while also being stimulated to use their knowledge and develop problem solving skills. Students will recognise the application of mathematics and its impact on experience and future life needs.

UNITS STUDIED

Semester 1:
• Unit 1 Rates, Ratio and Proportion
• Unit 2 Using units of measurement
• Unit 3 Patterns & Algebra & Geometric Reasoning
• Unit 4 Pythagoras & Trigonometry

Semester 2:
• Unit 5 Statistics
• Unit 6 Algebra and Financial Maths
• Unit 7 Chance
• Unit 8 Time and scientific notation

ASSESSMENT
Students will be assessed on three criteria:
• Understanding and Fluency includes applying, identifying, connecting, evaluating, calculating.
• Problem Solving and Reasoning includes formulating, modelling, interpreting, justifying, deriving, deducing, estimating, explaining, inferring.

These results will be based on written tests and assignments which are mostly completed during class time.

STUDY REQUIREMENTS
Homework relating to class work is set but even if specific tasks are not required, all students are expected to review the work completed in class.

SPECIAL REQUIREMENTS
Students are required to provide a notebook and basic stationery, including a scientific calculator as outlined in the Stationery list provided each year. Textbooks and other materials required for the course are provided through the Resource Contribution and Textbook Hire Scheme.

POSSIBLE CAREER PATHWAYS (YEAR 9 SUBJECTS ONLY)
The concepts learnt, together with problem solving and higher order thinking skills, assist students in identifying and undertaking pathways for their Senior education. The course will provide students with the skills to be a numerate member of society and to engage with mathematical ideas in their everyday life.

PARENT/CARER SUPPORT
If a student is having difficulties with class work or set homework, the teacher should be contacted to discuss support strategies.

Additionally mathematics tutoring operates Wednesdays 3pm- 4pm in the library. All students are welcome to attend, they need to bring some work that they need support with and their textbook.
COURSE OVERVIEW
ACARA Science offers students an opportunity to further extend their interest in science, building on their knowledge and experiences from previous years. Studying science allows students to expand their horizons, stimulating their curiosity and increasing their willingness to ask questions about and speculate on the changing world in which they live, it gives them a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences. This enables students 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 scientific knowledge. By the end of Year 9, students should become aware of their interests and abilities in science, allowing them to make the relevant subject selections, including science electives, in Year 10, in preparation for Senior Studies.

UNITS STUDIED
Students follow a work pattern of two 5 week Units per Term, following the C2C unit planners released by EQ.

- “Energy on the Move”
- “Making Waves”
- “It’s Elementary”
- “Changing Earth”
- “My Life in Balance”
- “Responding to Change”
- “Chemical Patterns”
- “Heat & Eat”

SKILLS DEVELOPED
There is an expectation that students will have learning opportunities in Australian Curriculum: Science across P–10 and the current Queensland senior secondary courses. Skills include: questioning and predicting, planning and conducting, processing and analysing information, evaluating and concluding

ASSESSMENT
This consists of Monitoring Activities to check student’s progress and End of Unit Assessments for reporting purposes. These could be practicals, written tests, multi-modal presentations, research assignments or practical enquiry based projects.

STUDY REQUIREMENTS
Students will have 3 lessons a week of timetabled science, plus homework and study for written tests and assignments (up to 1 hour per week). All students use a Textbook (Pearson Science) available through the Text Book Hire Scheme.

SPECIAL REQUIREMENTS
Students require two Notebooks, a Practical as well as a writing exercise book; also students will take part in practical investigations and must follow all Risk Assessment protocols.
POSSIBLE CAREER PATHWAYS
The study of science can lead to many vocational and professional careers. Some require science as a pre-requisite, whilst with others the scientific way of thinking offers a way of looking at the world that aids problem solving, giving enhanced reasoning which is required in all job situations.

Vocational careers include trades and apprenticeships; hairdressing, the hospitality industry, wildlife rangers, the care industry etc. Professional careers include; the armed forces, teaching, the health industry, radiography, medicine and nursing, engineering, pure sciences and research, forensics etc.

For careers guidance, students should consult the Guidance Officer for professional advice.

PARENT/CARER SUPPORT
Parents and carers should encourage and acknowledge the importance of science in modern society and in secondary school studies, with the monitoring of both homework and ensuring students have the correct equipment for science lessons.
### POSSIBLE PATHWAYS

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### ELECTIVE SUBJECTS YEAR 9

| Humanities (Geography) | History(Ancient/Modern) History Extension Geography | Ancient History Geography Economics Modern History | Social and Community Studies |
| Art | Art Visual Art | Certificate II Visual Arts |
| Digital Media and Technologies | Information Communication Technology (ICT), Certificate I IDMT | Digital Technology | Certificate I IDMT Certificate II in Information, Digital Media & Technology |
| Drama | Drama | Drama |
| Design and Technology (Food Nutrition/Design) | Design and Technology (Food Nutrition/Design), Hospitality Technology – Food and Nutrition Technology - Design | Certificate II Hospitality |
| Design and Technology (Food Studies) | Hospitality | Certificate II Hospitality |
| Design and Technology (Construction) | Certificate I Manufacturing | Certificate II Furniture Making |
YEAR 9 ELECTIVES

ART  

SUBJECT CODE: ART09

FACULTY: THE ARTS

COURSE OVERVIEW
Art plays a role in the development of the individual where the resulting art form is a personal resolution of the conceptual and media elements selected. It provides an essential balance to the educational process. The development of the intuitive and emotional side of personality is the responsibility of education and completely viable mode of learning and one which enables young people to cope, themselves, with these same challenging aspects in today’s rapidly changing life style.

UNITS STUDIED
• The Elements of Design
• Painting
• Ceramics
• Printmaking
• Design

ASSESSMENT
• Consolidate and extend student knowledge of the Visual Art Elements of Design through a variety of worksheets, design tasks and activities.
• Focus upon the development of student’s knowledge, understanding and ability to create and present a painting on canvas/paper.
• Develop and consolidate knowledge of ceramic hand building techniques, skills and processes to create a ceramic artwork.
• Develop and consolidate knowledge of printmaking techniques, skills and processes to create their own relief printmaking artwork. (Lino, Collograph)

STUDY REQUIREMENTS
• Completion of weekly homework sheets
• Finishing off incomplete class work and working on assessment tasks

POSSIBLE CAREER PATHWAYS
• Architect
• Art Consultant
• Art Editor
• Art Gallery Director
• Artist
• Cartoonist
• Cinematographer
• Courtroom Sketch Artist
• Critic
• Curator/Gallery Director
• Fashion Designer
• Furniture Designer
• Graphic Designer
• Illustrator
• Interior Decorator
• Jewellery Designer
• Landscape Designer
• Painter
• Photographer
• Product Designer
• Sculptor
• Set Designer
• Special Effects
• Teacher

PARENT/CARER SUPPORT
• Monitor the completion of key assessment tasks and encourage students to seek assistance outside of class time when required
COURSE OVERVIEW
Students participate in a course on construction for three lessons a week for one semester, focusing on the uses of timber.

UNITS STUDIED
- Workplace Safety
- Tools
- Production of timber items

SKILLS DEVELOPED
The focus is on developing hand skills and use of different tools, using timber to produce usable items.

ASSESSMENT
- Practical work. Completing three projects
- Process journal

STUDY REQUIREMENTS
Homework tasks focused on the process journal.

SPECIAL REQUIREMENTS
Nil. The school provides all materials.

POSSIBLE CAREER PATHWAYS
Carpenter, industrial designer, machinist

PARENT/CARER SUPPORT
- Encourage investigation into possible careers.
- Ask about the project your child is currently working on.
- Ensure correct footwear is worn.
COURSE OVERVIEW
Students participate in a course on construction for three lessons a week for one semester, focusing on the uses of metal and plastics.

UNITS STUDIED
- Workplace Safety
- Tools
- Production of metal and plastics projects

SKILLS DEVELOPED
The focus is on developing hand skills and use of different tools, using metal and plastics to produce useable items.

ASSESSMENT
- Practical work. Completing three projects
- Process journal using design skills

STUDY REQUIREMENTS
Nil. The school provides the materials.

POSSIBLE CAREER PATHWAYS
Boiler maker, Tool maker, Fitter and turner, Electrician, Engineering, Machinist, Automotive electrician.

PARENT/CARER SUPPORT
- Encourage investigation into possible careers
- Ask about the project your child is currently working on.
- Ensure correct footwear is worn.
COURSE OVERVIEW
Year 9 Geography is an elective course for one semester. This course aims to equip students with skills necessary to undertake Pre-senior and Senior Geography. Students, at this age, are increasingly interested in the environment and the world around them and this course caters for this by using real life experiences and relevant case studies.

UNITS STUDIED
- Unit 1: Wetlands
- Unit 2: Biomes and Food Security: Where and how is our food grown? Do we grow enough to feed the growing world population?
- Unit 3: Geography of Chocolate - Geographies of Interconnections (How is chocolate produced, sold and marketed? What are the environmental, social and economic implications of this global industry?)

SKILLS DEVELOPED
- Field work
- Graphing and mapping skills
- Communication skills
- Analysis and interpretation of maps and graphs
- Decision making
- Paragraph and report writing
- Evaluation

ASSESSMENT
- Field Report
- Short Response Test
- Extended answer to stimulus
- Practical exercises

STUDY REQUIREMENTS
- Homework sheets
- Watch the news each night.
- Learn spelling of key words each week
- Research and assignment work
- Read over notes each night

SPECIAL REQUIREMENTS
Fieldwork is an integral part of the course and as such at least one excursion will be required.

POSSIBLE CAREER PATHWAYS
Students who are good at and enjoy Geography can choose Geography Extension in year 10 followed by Geography, Economics or Social and Community Studies in Senior. The study of Geography can lead to careers in Environmental Science, Science, Geology, Mining, Spatial Technologies, town planning and teaching.

PARENT/CARER SUPPORT
- Ask your child about their day and what they have learnt.
- Extend their general knowledge about the world by encouraging them to watch the news.
- Allow them a quiet place to study.
- Assist them with organisation of workloads and assignments.
COURSE OVERVIEW
Information Communication Technology provides students with practical opportunities to be innovative developers of digital solutions and knowledge. This course provides an introduction to graphic design principles and basic programming skills through a variety of industry recognised software packages. This course will help prepare students to expand their digital knowledge through further studies in Years 10, 11 and 12.

UNITS STUDIED
This course is studied over one semester. The course may cover:

- Graphic Design
- Game Design
- Hardware and Software
- Robotics
- Programming

SKILLS DEVELOPED
Students will be able to:

- Manipulate software to create solutions for a designated audience.
- Understand the process of design through the use of storyboards or wireframe software.
- Review and analysis the purpose and effectiveness of print media
- Understand the basic of programming, through game design and/or Robotics.

ASSESSMENT
Students will be assessed using the strands identified in the Australian Curriculum Technology Draft syllabus. They are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment will take the form of Projects, Design Briefs and Tests. All assessment products will be produced in class to ensure authenticity of student work. Assessment tasks will be completed at the end of each topic.

STUDY REQUIREMENTS
- Homework sheets or work on assignments each week
- Literacy and numeracy development weekly eg Glossary of Term (specific to topic)

SPECIAL REQUIREMENTS
Students may choose to be involved in activities such as Robotics Club or Tech Crew. Students can choose to participate in external competitions.
POSSIBLE CAREER PATHWAYS
Digital Technologies can be studied in Year 10, this course involves student extending on the knowledge and skills attained in year 9 and includes completing a Certificate I in Information, Digital Media and Technology. Student can further their studies in Digital Technology in Senior and Certificate II in information, Digital Media and Technology.

PARENT/CARER SUPPORT
- Ask your child about their day and what they have learnt/achieved
- Allow them a quiet place to study.
- Assist them with organisation of workloads and assignments eg where to find information, how to use their diary and calendar to organise their schedule
COURSE OVERVIEW
The Year 9 Drama course is a developmental subject, where elements and concepts studied will further assist students in advancing towards the senior years.

Over the semester students will have the opportunity to explore a variety of dramatic techniques, acquire many skills and develop their appreciation for the power of this art form.

Drama focuses on students expressing and communicating understandings about human issues and experiences, through the enactment of real and imagined events. During the Junior Secondary Phase, students will gain confidence and self-awareness.

UNITS STUDIED
Students will study units of work relating to:
- Elements of Drama
- Collage Drama

SKILLS DEVELOPED
- Analytical skills by refining scenarios and scripts, both individually and as part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.
- Building self-confidence and self-awareness, apply effective communication in group-work, and build upon their decision-making and problem-solving skills.
- Performance skills in preparation of their work for presentation, employing effective voice production and expressive techniques in performance.

ASSESSMENT
- 50% written assessment
- 50% practical group performance

STUDY REQUIREMENTS
- 15-30mins per week (e.g. learning lines for performance work)
- Completion of assessment tasks
- Participation in physical activities during class

POSSIBLE CAREER PATHWAYS
Actor | Film, Stage and TV Director | Floor Manager
Artistic Director | Casting Director | Choreographer
Audio-visual Technician | Film and TV Producer | Make-up Artist
Stage manager | Set Designer | Theatre Critic
Theatrical costume maker | Wardrobe Supervisor | Drama Teacher
Production Crew member | Stage Hand | Film & TV Lighting
Operator

PARENT/CARER SUPPORT
- Monitor the completion of key homework tasks and encourage students to seek assistance outside of class time
- Ensure students are rehearsing lines for performances at home.
BUSINESS  

SUBJECT CODE: BST09  

FACULTY: HUMANITIES AND DIGITAL TECHNOLOGIES  

COURSE OVERVIEW  
Studies in Business prepare students for the real world. Students will develop an understanding of economics and business concepts by exploring the risks and rewards associated with financial investments; by acquiring skills in financial record-keeping and basic business operations and by investigating work and the future of work. Students will also be introduced to the key principals of Australia justice system.  

UNITS STUDIED  
Topics may include:  
- Financial risks and rewards  
- An introduction to Accounting  
- Work and work futures  
- Australia’s system of justice  
- Innovation and entrepreneurial  
- Business planning and marketing  
- Consumer rights and responsibilities  

SKILLS DEVELOPED  
- Through the study of Business, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students will learn how to participate as active and informed citizens. Skills developed in business in Year 9 will open opportunities for further studies within our school environment and beyond into the workplace.  

ASSESSMENT  
Students will be assessed by a variety of assessment techniques which may include:  
- Examinations  
- Inquiry Tasks  
- Multimodal presentations  
- Practical tasks  

STUDY REQUIREMENTS  
- Homework sheets or inquiry tasks each week  
- Literacy and numeracy development weekly e.g. Glossary of Term (specific to topic)  

POSSIBLE CAREER PATHWAYS  
The study of Business can lead to a variety of vocational and professional careers and has advantages for those students who wish to pursue a career in any entrepreneurial business venture. It also provides a solid base for continuing study in Years 10, 11 and 12 through Business Studies, Business Communication and Technologies, Accounting, Legal Studies, and Certificate III in Business and Diploma in Business.
PARENT/CARER SUPPORT

• Ask your child about their day and what they have learnt.
• Allow them a quiet place to study.

Assist them with organisation of workloads and assignments e.g. where to find information, how to use their diary and calendar to organise their schedule
COURSE OVERVIEW
Three lessons a week covering Textiles and Nutrition alternately.

UNITS STUDIED
Textiles and Food and Nutrition

SKILLS DEVELOPED
Skill development, using textile or food products, is focussed on attaining factual information and using this to solve problems, whilst being environmentally aware.

ASSESSMENT
Practical work (cooking each week). Completing a textile item. Theory work. A process journal and short answer exam.

STUDY REQUIREMENTS
Completing homework tasks, process journal and practical work and preparing cooking each week.

SPECIAL REQUIREMENTS
Apron and tea-towel for cooking. Students supply their own materials and cooking.

POSSIBLE CAREER PATHWAYS
Hospitality, Chef, Catering, Teaching, Nursing, Clothes design, Graphic artist, Nutritionist.

PARENT/CARER SUPPORT
- Ask what your child has learnt each day.
- Ensure correct materials are brought to school.
COURSE OVERVIEW
Three lessons a week covering Nutrition.

UNITS STUDIED
Food and Food Chemistry

SKILLS DEVELOPED
Skill development, using food products, is focussed on attaining factual information and using this to solve problems.

ASSESSMENT
Practical work - cooking each week. Theory work - process journal and short answer exam.

STUDY REQUIREMENTS
Completing homework tasks, process journal and practical work and preparing cooking each week.

SPECIAL REQUIREMENTS
Apron and tea-towel for cooking. Students supply their own ingredients.

POSSIBLE CAREER PATHWAYS
Hospitality, Chef, Catering, Teaching, Nursing, Nutritionist, Food Scientist, Food Technologist.

PARENT/CAREER SUPPORT
- Ask what your child has learnt each day.
- Ensure correct materials are brought to school.
COURSE OVERVIEW
The Information, Design and Technology course is studied for three lessons a week for one semester, focussing on the design process and uses of metals, timber and acrylics with the assistance of Computer Assisted Design.

UNITS STUDIED
Workplace Safety, AutoCAD, product development

SKILLS DEVELOPED
The focus is on developing design skills to solve problems associated with products made from timber, metal or acrylic. Some theory and practice of electronics and circuitry is studied. Programing and producing using the 3D printer.

ASSESSMENT
Practical work. Completing three projects and a design folio.

STUDY REQUIREMENTS
Homework tasks focussed on the design folio.

SPECIAL REQUIREMENTS
Nil. The school provides all materials.

POSSIBLE CAREER PATHWAYS
Product designer
Design and manufacturing
Computer aided drafting
Engineering designer
Engineer

PARENT/CARER SUPPORT
• Ask what your child has done in class that day.
• Encourage conversations around careers and the subjects they like to do.
COURSE OVERVIEW
The music class is a class created to assist those students who already play an instrument or sing, or those who have recently started learning and want to develop their skills, knowledge and abilities in music.

UNITS STUDIED
Students in Year 9 music study the following units of work across the semester
- Smash Hits
- Australian Music

ASSESSMENT
Students complete three types of assessment in music class; Composition, Performance and Music Analysis. Each of these three areas is weighted equally to determine a final grade.
- Performance of a Smash Hit from the last 100 years
- Composition of a song in the style of a Smash Hit
- Aural and music analysis exam

STUDY REQUIREMENTS
- Daily rehearsal of student instrument of choice (15-30 minutes)
- Completion of assessment tasks including rehearsals and composition brain storming and research

SPECIAL REQUIREMENTS
Students need to participate in all areas of the music program and be a cooperative member of various groups that they will participate in. Students must be prepared to perform in front of the class on multiple occasions through the course of study.

POSSIBLE CAREER PATHWAYS
- Musician
- Recording Engineer
- Music Software Developer
- Music Therapist
- Music Teacher
- Music Festival Organiser
- Accompanist
- Music Video Director
- Radio Program Director
- TV Theme Songwriter
- Jingle Writer
- Music Producer
- Music Journalist
- Piano Tuner
- Music Lawyer
- DJ

PARENT/CARER SUPPORT
- Monitor the completion of key assessment tasks and encourage students to seek assistance outside of class time when required
- Ensure ongoing rehearsal of various performance tasks and the completion of assessment.
COURSE OVERVIEW
Do you enjoy problem solving, creating and innovating using a variety of STEM based technologies? Do you enjoy the challenge of being innovative and in coming up with solutions to local problems? This course is designed to tackle local problems with innovative approaches using the Collaborative Inquiry Cycle and a variety of technologies in our new MakerSpace (new for 2017!)

UNITS STUDIED
Unit 1 – Collaborative Inquiry and Design Thinking
Unit 2 – Prototype development + showcase event preparation

ASSESSMENT
• Ongoing digital formative assessment folio
• Summative project based submission at end of Unit 2 (for showcase evening)

SKILLS DEVELOPED
Students will be able to:
• Use STEM technologies to solve problems
• Use Collaborative Inquiry methods to inquire about local issues and produce new ideas to tackle problems
• Use problem solving and collaboration strategies to work individually and as a team
• Communicate effectively with team members and adults at school and in the community
• Creatively use technology to solve problems at a local level

STUDY REQUIREMENTS
• Basic level of IT literacy
• Basic level literacy and numeracy
• An open mind!

SPECIAL REQUIREMENTS
Access to iPad or tablet would be preferable but not required.

POSSIBLE CAREER PATHWAYS
Scientist, Engineer, Creative Problem Solver – the list is endless! STEM is such an important part of the future that this course will be relevant to any career. The Collaborative Inquiry Cycle and Design Thinking strategies would be relevant to any career.

PARENT/CARER SUPPORT
Assist students with projects and be supportive that this subject may require extra-curricular time to develop projects. Times will be negotiated during the course and contact made between teacher and parents.
The Special Education Program aims to encourage a supportive inclusive school environment, by offering many different types of opportunities for young people. The Special Education teachers provide assistance to mainstream teachers, parents and students in all areas of the Curriculum, Health and Wellbeing, Communication and Social Skills. Special Education students are included in all areas of school activities such as recreational and inter-school sport, sporting carnivals, excursions, cultural activities, school events, camps etc.

The disability categories we cater for include: Physical Impairment (PI), Visual Impairment (VI), Hearing Impairment (HI), Intellectual Disability (ID), Speech Language Impairment (SLI) and Autistic Spectrum Disorders and Asperger’s (ASD).

We offer Focus classes and co-teaching arrangements with Special Education teachers for core subjects, and provide in-class support by experienced teacher aides in other curriculum areas as required.

The SEP team consists of:
- Head of Special Education Services (HOSES)
- SEP Teachers
  - Junior Secondary Coordinator
  - Senior Transition Officer
  - Work Experience Coordinator
- Educational Assistants
- Administrative Officer
- Educational Interpreter - AUSLAN

The Special Education Program runs under a Case Management system in which each Special Educational teacher is allocated a case load of students based on the level of need; and year level clustering. The Case Manager along with Heads of Departments and classroom teachers are responsible for the support being provided to the student.

Each student with a verified disability will have an:
- Individual Support Plan (ISP)
- Senior Education Transition Plan
- Some students may be working towards Individual Curriculum Plan achievement standards.

At the Bray Park State High School SEP we continually strive towards developing good relationships with parents, careers, students and relevant stakeholders to ensure a supportive school environment. This allows case managers and family members to develop a supportive network for the student.
Year 9

Focus English, Focus Mathematics, Focus Science
These subjects follow Year 8 C2C (Curriculum to Classroom) topics and assessment guidelines, but assessment and classwork are differentiated and backward mapped from the Australian Curriculum Scope and Sequence. The classes have small groups and focus on hands-on learning activities. All classroom tasks and assessments are multi-levelled to assist students to achieve their individual learning goals, and are aligned with the general capabilities and achievement standards.

Young Women’s and Men’s Group
The Young Men and Women’s groups allow students to develop life skills with a particular focus on health and personal care, and explore positive characteristics and qualities of becoming responsible community members.

The program incorporates the Rock and Water Program for Boys and Men, and the Rock and Water Program for Girls and Women, which teaches Physical and Social skills.
The learning support teachers at Bray Park are ably assisted with a team of excellent specialist teacher aides trained in the area of literacy and numeracy. Learning support is targeted within Junior Secondary and also extends to individual students in the senior years. The Bray Park model operates with a three level approach to support.

**Phase One:** All teachers at the school are trained in the Art and Science of Teaching and develop detailed learning plans for each of the students in their class. This includes a detailed knowledge of every student’s data, previous results, NAPLAN scores and other relevant information. Every student in Years 7 – 9 are tested twice per year to ascertain their reading age, spelling age, comprehension age and maths year level of achievement. This information allows for adjustments and differentiation to be made for every student where required.

**Phase Two:** For students requiring greater assistance, targeted teaching strategies are developed between the class teacher and the learning support team. This can include the introduction of a teacher aide for focused work to provide more individualised teaching and to complete tasks and assessments. It can also include the development of an Individual Support Plan (ISP) for the student to reduce the amount of assessment to allow more time for the direct teaching of core basic skills in literacy and numeracy.

**Phase Three:** Students who are still experiencing difficulties working with the curriculum despite the interventions already provided in phases one and two can be placed in the learning support class. The learning support class is taught by a specialist STLaN (Support Teacher Literacy and Numeracy) and supported by a learning support aide. Individual Curriculum Plans (ICP) can be designed for individual students allowing assessment to occur at the year level the student is working at rather than their current chronological year level. This allows for targeted teaching in the areas the student is having difficulty to allow them to ‘catch up’ in literacy and numeracy whilst providing a pathway for future senior schooling.