

# **Junior Course Handbook 2018**

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## Section 1 –Advice for Year 9 and 10 Subject Selections

### CHOOSING WHAT TO STUDY IN YEARS 9 & 10

Coombah SHS implements The Australian Curriculum and as such it is compulsory to study English, Mathematics, Science and History to Year 10.

Thus this handbook aims to assist students to make informed choices for their elective subjects.

**Please note that some students in Year 9 may be limited in their choices of subjects for Year 10 due to their Semester 1 outcomes.**

### OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:

- you enjoy
- you have enjoyed success in
- will help you achieve your chosen career goals or keep your career options open
- will develop skills, knowledge and attitudes useful throughout your life.

### CONSIDERATIONS

#### Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it's important for you to explore many options.

It is wise to keep your options open. This means choosing a selection of subjects that make it possible for you to continue exploring your career options before making more specific decisions in the future.

#### Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change when you learn more about yourself and the world of work. Talk to the Guidance Counsellor about career exploration and check the following sources of information on careers:

- *myfuture* – national career information service at <http://www.myfuture.edu.au>
- *Job Guide* – available in book form or online at <http://www.jobguide.education.gov.au/>
- *Career Information Service* at <http://studentconnect.qcaa.qld.edu.au/12>
- *Vocational education and training*: <http://www.training.qld.gov.au/>
- other career information such as brochures from industry groups which show the various pathways to jobs  
in these industries
- Google the industry you're interested in on the Internet to find current information
- employers and other people who are working in the job you're interested in

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with the Guidance Counsellor.

## **INVESTIGATING**

**It is important to find out as much as possible about the subjects offered. You will not be able to change your mind next year. The following ideas will help:**

- read the subject descriptions
- talk to the Heads of Department and subject teachers
- look at textbooks and resources used by students in the subjects
- talk to students who are already studying the subjects
- listen carefully at class talks and subject selection nights

**When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed. For example:**

- does the subject mainly involve learning from a textbook?
- are there any excursions, practical work, or experiments?
- how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

**Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example:**

- it would be extremely difficult to take Mathematics B or C without a strong background in Years 9 and 10 Extension Mathematics
- good results in Years 9 and 10 Extension Mathematics and Science are essential to the study of Senior Physics and Chemistry
- Music, Languages and Graphics in the Senior years almost always require previous study in Years 9 and 10
- successful achievement in pre-requisite subjects in Year 10 may be required to enrol in particular Year 11 and Year 12 subjects
- subjects such as Accounting are usually taken for the first time in Year 11, although it is useful (but not essential) to have taken related studies in Years 9 and 10 e.g. Business Studies

### **Make a decision about a combination of subjects or units that suits you**

You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- you have heard that “all the boys or girls take that subject or unit”.

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career choices require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

### **Be prepared to ask for help**

If you need more help, then ask for it. Talk to your parents, teachers and the Guidance Counsellor. Make use of the school subject selection program. Look at the resources suggested. You'll feel much more confident about your selection of a study program.

## Year 9 Curriculum Structure and Subject Selection Process

English  
Mathematics  
Science  
History  
Elective 1 (This may be 1 x full year or 2 x semester subjects)  
Elective 2 (This may be 1 x full year or 2 x semester subjects)

### Year 9 Selection Process

1. Students will indicate their subject selections on the form provided to them.  
There are different forms depending on certain specialisations.
2. English, Mathematics, Science and History are compulsory for all students.  
These are not include on the subject selection form.
3. Please follow the instructions on your particular form when making selections for 2016.
4. Return your form by the due date.

## Year 10 Curriculum Structure and Subject Selection Process

English  
Mathematics  
Science  
History (Compulsory for at least 1 semester)  
Elective 1  
Elective 2

### Year 10 Selection Process

1. From Year 9 to Year 10 students should be refining their subject choices.
2. The electives are divided up on the selection form into those that are preparatory for University entry subjects in Years 11 and 12 and those that are general (vocational) subjects.
3. It is important that students choosing Year 10 subjects are aware of the pathways that are available in Years 11 & 12. To assist in this all the subjects offered in Year 11 are listed in Appendix 1.
4. Students will indicate their subject selections on the personalised form provided to them. Students may have some subjects crossed out. This is based on their Semester One result in either those subjects or other prerequisite subjects. **Students are encouraged to meet with relevant Heads of Department if they wish to select a crossed out subject.**
5. Return your form by the due date.

## WHO CAN YOU TALK TO

### Guidance Counsellor

Mrs Musgrave [gmusg1@eq.edu.au](mailto:gmusg1@eq.edu.au)

## SUBJECT INFORMATION

### ENGLISH

**Length:** Full Year (Compulsory for all students)

**Fees:** Nil

**Senior Subject Pathways:** English (University Pathway); English Communication (Vocational Pathway)

**Assessment:** Examinations, assignments, and performances. Written and spoken. Incorporates technology

**Head of Department:** Dr Bittner, sbitt1@eq.edu.au

Well-developed literacy skills are essential for success in most areas of the curriculum and subsequently for full participation in life beyond school. While all areas of learning have a responsibility to contribute to students' literacy development, the subject English obviously has a key role. In addition, English focuses on language use in literature, everyday life and the mass media. The subject aims to continue to develop effective communication skills in all modes of language use. We aim to make students confident critical readers, writers and thinkers, participants in contemporary issues and young Australians with an appreciation of their heritage.

The Years 7 and 8 English courses are designed to build foundation skills in literacy and are taught side-by-side with the Humanities curriculum. The same teacher takes both subjects so that students can form closer relationships with them and see the shared links in reading, writing and thinking.

#### Year 9 and 10 Course Overview

Studies will enable students to develop and mature through continued language experiences. Activities include the study of satire, novel analysis, poetry and the study of different versions of a Shakespearean play. Key tasks include: persuasive writing, short story, interview, speculative fiction, memoir, preparation for NAPLAN.

**Senior Subject Pathways:** English (University Pathway); English Communication (Vocational Pathway)

#### Senior Pathway Pre-requisites

English (University Pathway) - High performing in Yr 10 Extension or Core English

### MATHEMATICS

**Length:** Full Year (Compulsory for all students)

**Subject Specific Fees:** Nil

**Assessment:** Examinations and assignments. Incorporates technology

**Head of Department:** Mr Stothart, mstot1@eq.edu.au

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, people can become better informed economically, socially and politically in an increasingly mathematically oriented society.

Mathematics across all years of schooling focuses on students' development of knowledge and ways of working in a range of situations from real life to the purely mathematical. This has an important role in the development of young people's numeracy. While numeracy is developed across the school curriculum, mathematics and numeracy are clearly interrelated and thus it is the responsibility of the mathematics curriculum to introduce and develop the mathematics which underpins numeracy.

### **Year 9 and 10 Course Overview**

Students will continue to develop and refine knowledge and understanding in the areas of Number, Algebra, Measurement, Chance and Data and Space. Year 10 Mathematics is considered the Senior foundation year.

**Senior Subject Pathways:** Mathematics A (University Pathway), Mathematics B (University Pathway) and Mathematics C (University Pathway), Prevocational Mathematics (Vocational Pathway)

### **Senior Pathway Pre-requisites**

Maths A – High performing in Yr 10 Extension or Core Mathematics

Maths B or Maths C – High performing in Yr 10 Extension Mathematics

**Students will be allocated to classes according to their achievement levels. However, movement between courses and levels does occur.**

## **SCIENCE**

**Length:** Full Year (Compulsory for all students)

**Subject Specific Fees:** Nil

**Assessment:** class tests, end of term exams, project work, homework tasks, research assignments, written tasks, multimedia/oral presentations, practical investigations and excursion reports

Head of Department: Mr Attree, [mattr2@eq.edu.au](mailto:mattr2@eq.edu.au)

Science provides a way of answering interesting questions about the world around us. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. In addition to its practical applications, learning science is a valuable pursuit in its own right, providing opportunities for critical and creative thinking, challenge and leisure.

Science teachers aim to nurture students' natural curiosity, and provide opportunities for them to develop understandings about science and its processes, the scope of its contributions to our culture and society, and its applications in our daily lives. We also strive to impart knowledge and skills to encourage and facilitate inquiry by adopting an investigative approach to learning wherever possible. Students will have opportunities to learn how to use science equipment, as well as develop effective communication and data analysis skills.

**Senior Subject Pathways:** Biology, Chemistry, Physics, Science 21

### **Senior Pathway Pre-requisites**

Students who are considering furthering their formal science education beyond Year 10 will need to demonstrate achievement at a B standard or higher in Science, English and Maths.

### **Tertiary Pathway considerations**

Any student considering the possibility of tertiary education in Science related fields, will need to study some combination of Biology, Chemistry, Physics or Science21 in Years 11 and 12.

### **Other Pathways**

A requirement for many careers in the Australian Defence Force is a pass in Year 10 Science.

## GENERAL HEALTH AND PHYSICAL EDUCATION

**Length:** Full Year or Semester in Year 9 and 10 (In Year 9 Compulsory for at least 1 Semester)

**Subject Specific Fees:**

**Assessment:** Written Tests and Assignments; Evaluation of Practical Skills

Head of Department: Mr Halsall, [mhals1@eq.edu.au](mailto:mhals1@eq.edu.au)

The Health and Physical Education (HPE) course promotes the acquisition of skills and knowledge and students can then apply this information to a range of physical activity contexts to make informed decisions. A variety of physical activities are experienced and studied in conjunction with theoretical elements so that students learn to take action to enhance personal and community health, quality of life through physical activity, and personal development. This course challenges students to explore and learn more about themselves through their interest in physical activity.

There is a strong emphasis on **participation** and as such, students need to involve themselves in both the theory and practical components if they are to gain the most from this subject. Students are expected to wear the **full** school sports uniform for practical lessons; including appropriate footwear, blue sport shorts (**not ruggers**), school sport polo top, sensible cross trainers or running shoes. Skating shoes, canvas shoes or other such casual shoes are **NOT** appropriate for practical lessons.

This course provides foundation knowledge and skills for entry into Certificate III in Sport and Recreation, whilst entry into senior Physical Education requires an achievement level of High or Very High in Year 10 HPE.

## iGniTe SPORT & EXERCISE SCIENCE

**Length:** Full Year in Year 9 and Year 10

**Fees:** Camp \$200; Singlet \$25 or T-shirt \$27; Additional Costs Capped at \$100

**Assessment:** Written Tests and Assignments; Evaluation of Practical Skills

Students enrolled in this course need to be passionate about physical activity and the central role it plays in maintaining health. Students gain entry into this course through a **selection process based on:**

- on academic results
- physical ability
- strong work ethic

Compulsory components of Sport and Exercise Science:

- competing in **all** inter-house carnivals – swimming, cross country and athletics
- participate in a school based high performance sport – AFL, Touch, Netball
- representing the school in an interschool sport team

Students in this program are expected to lead by example and this effort and standard of achievement are monitored continually. This subject is designed specifically to promote individuals performance. While the learning experiences and content covered in this course are similar to HPE, the concepts of learning in, about and through physical activity are inter-related to develop intelligent, reflective performers that are self-directed and independent. A strong emphasis is placed on evaluation and reflection of authentic learning and assessment so students use feedback for improved application of behaviours, performance, knowledge and skills.

**Senior Subject Pathways:** Physical Education (University Pathway), Recreation Studies (Vocational Pathway)

**Senior Subject Pre-requisites:** High levels of achievement in General PE or Sport and Exercise Science



## HUMANITIES

**Length:** Full Year or Semester Offerings (see specific subjects below)

**Fees:** Excursion costs will be incurred

**Senior Subject Pathways:** Ancient History (University Pathway); Geography (University Pathway); Tourism Studies (Vocational Pathway), Social and Community Studies (Vocational Pathway)

**Senior Subject Pre-requisites for University Pathway subjects:** high performance required in Year 10 Humanities Subject and/or English.

**Assessment:** includes short response examinations; extended response to historical or other stimulus, research assignments – multimodal (digital, written, spoken), field excursions.

**Head of Department:** Mrs Baillie, ebail81@eq.edu.au

History is compulsory for all students in Years 8, 9 and 10 with the introduction of the Australian Curriculum. Students in Year 10 must select at least one semester of History and then may choose to combine it with either another Humanities subject or HPE.

### Senior Pathway Considerations

Students aiming to follow a university pathway in the Senior School should opt for the full year course in Humanities to provide them with the necessary skills such as research, analysis, investigation, and the ability to draw reasoned conclusions. Students could select a semester of Geography and a semester of History to gain a background in both areas. In Year 10, the subject choices align directly with senior subject offerings of Ancient History and Geography (offered as semester subjects combined with compulsory History).

## HISTORY

### Year 9 History (Compulsory Full Year Course)

The Year 9 curriculum provides 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 I 1914 - 1918, the 'war to end all wars'. This subject has a strong focus on literacy incorporating the essential skills of reading, comprehension and writing.

Each semester unit has three depth studies that will be studied:

Depth Study	Description
World War I	Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.
Making a Better World	Students investigate how life changed in the period in depth through the study of the Industrial Revolution. The study includes the causes and effects of the development, and the Australian experience.
Australian and Asia	Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth.

### YEAR 10 History (Compulsory for 1 Semester)

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Each semester unit has three depth studies that will be studied:

Depth Study	Description
World War II	Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.
Rights and Freedoms	Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
Migration	Students investigate developments in migration to Australia and the impacts on society.

### ANCIENT HISTORY – Years 10 (ELECTIVE)

There are many reasons for studying Ancient History. The foundations of modern literature and politics, particularly democracy, are based on those of past civilisations, and through the study of these, students gain a better understanding of the present. History provides students with skills that are useful for a range of careers and industries.

#### Year 10 Topics:

1. Archaeology
2. Ancient personalities
3. Renaissance (c.1400-c.1600)

#### Essential Skills

- C standard in English

**Senior Subject Pathways:** Legal Studies; Ancient History

**Senior Subject Pre-requisites:** High performance required in Year 10 Humanities Subject and/or English.

**Career Pathways:** Anthropologist, Sociologist, Criminologist, Archivist, Archaeologist, Museum Curator, Diplomat, Reporter/Journalist, Research Officer, Judge, and Solicitor

## GEOGRAPHY

### GEOGRAPHY – Years 9 (ELECTIVE)

Geography is offered under the Australian Curriculum Framework. Students can select this subject as a semester elective combined with History or another subject. Studying Geography will provide students with skills such as analysis, synthesis, decision making and research which are transferable across all subject areas and will provide a strong foundation for an OP Focussed course in Years 11 and 12.

The main topics of study include:

Year 10	<b>Environmental change and management</b> investigates, through an in-depth study of a specific environment, the environmental functions that support life, challenges to their sustainability and worldviews that influence how people perceive and respond to these challenges. Students apply systems thinking to understand the causes of environmental changes and to evaluate strategies to manage change.
Year 10	<b>Geographies of human wellbeing</b> investigate the differences in human wellbeing between places at a variety of scales. Students explore programs designed to reduce the

gap between differences in wellbeing.
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One excursion per semester forms a compulsory part of this subject and constitutes a major part of assessment. An excursion fee is charged.

**Assessment** includes

**Subject Pre-requisites**

- C standard in English
- C standard in Year 9 History

**Senior Pathways:** Geography (University Pathway); Legal Studies (University Pathway); Biology (University Pathway); Tourism (Vocational Pathway)

**Senior Subject Pre-requisites:** High performance required in Year 10 Humanities Subject and/or English.

## THE ARTS

**Length:** Full Year or Semester Offerings (see specific subjects below)

**Fees:** Excursion costs will be incurred

**Senior Subject Pathways:** The Arts subjects all have direct pathways to Senior Arts subjects as listed in the subject descriptions below.

**Senior Subject Pre-requisites for University Pathway Subjects:** high performance required in corresponding or associated Year 10 Arts Subject and/or Year 10 English

**Assessment:** Assessment items are quite subject specific. Please refer to the subject descriptions below.

**Head of Department:** Mrs Woolnough, mwool34@eq.edu.au

## iGniTe PERFORMING ARTS

This subject is for students who have a passion for performing arts and have talents across the dimensions of dancing, singing and acting. Students are required to audition for this class which focuses on workshops which will explore the skills in singing, dancing and acting. Students will showcase their work at an end of year production.

Submission of Application and Audition Required

Contact: Mrs Woolnough, mwool34@eq.edu.au

## DRAMA

Through education in drama, students develop creative talents, competencies and skills that can be transferred to their working and recreational lives. Students become aware of the socialising influence drama can have on their lives and they develop a disposition to participate in and enjoy drama and theatre. Drama provides students with opportunities to identify, value and extend their academic, personal and social capabilities by offering multiple pathways to learning. By engaging and reflecting within drama activities, students develop skills and abilities to use processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. Students in Year 9 can study Drama for a semester or a whole year.

Drama is an excellent pathway to a number of professions including law, teaching, acting, theatre production and many more. It is particularly important in building students' self-confidence and learning to work the body and the mind at the same time.

### Year 9 Drama (Semester Course)

Throughout the semester course students will experience:

- improvisation
- theatre sport activities
- working in role
- creating mini plays/scenes
- working in groups
- whole class plays/productions
- opportunities to build self confidence
- engaging in world/social issues through drama
- mask work
- mime
- analyse live theatre performance
- live theatre performance (participation is highly encouraged and costs approximately \$10 per student)

### Year 10 Drama (Full Year Course)

The course approximately 70% practical and 30% theoretical activities. The course consists of:

- forming Drama performance around a world issue
- Analysing and writing essays on live theatre performance
- Modernising a World Drama piece (either Greek/Shakespeare performance)
- Use of physical theatre/dance/ movement
- Creating a character
- Learning lines/script for live performance
- Costuming
- Set making
- Improvisation in character
- Children's Theatre performance – performing for an audience
- Live theatre performance (an assessment based activity costing approximately \$30 per student)

Contact: Mrs Woolnough, mwool34@eq.edu.au

### **MUSIC (Year 9 Semester Course; Year 10 Full Year Course)**

Music is suitable for students who demonstrate well developed skills in music reading, and are competent performers in ensemble situations on their principal instrument or voice. Student skills will have been developed through active involvement in the instrumental music program, iGniTe Performing Arts in Year 7 and 8, and/or private lessons over a sustained period.

The course involves performing, composing, analysing and reflecting. Students will need well developed written communication skills. The course naturally equips students for study of Music in the senior school and further to tertiary studies and successful involvement in professional, community music and a lifelong love of music making.

Contact: Mrs McKeown, jmcke251@eq.edu.au

### **DANCE**

The subject will develop the students' performance skills and techniques through the study of the three key dimensions - Choreography, Performance and Appreciation. Topics will begin at a beginner to intermediate level, which will extend according to student ability and the knowledge of the group.

#### **Year 9 Dance (Semester Course or Incorporated into iGniTe Performing Arts Full Year Program)**

Activities and assessment will include a variety of learning experiences selected to instil an understanding of Dance and will include both practical and theoretical tasks. Genres undertaken will be Modern, Hip Hop, Social, Popular and Film clips. These genres provide learning experiences relevant to students and allow extension work for the more advanced. Safe dance practices are a requirement throughout all units. Students will participate in public dance performances at school, in concerts, eisteddfods and festivals within the community.

***Full participation is expected in this class, as is the wearing of appropriate clothing for practical classes. It is also expected that students will participate in the live public performances throughout the year.***

#### **Year 10 Dance (Full Year Course)**

This subject will enhance the knowledge, skills and techniques developed through Junior Dance. Activities and assessment will be designed around the three key Dance dimensions of Choreography, Performance and Appreciation. Topics and studies will be aimed at an intermediate level and will extend according to student level of ability.

Units of studies undertaken throughout the year will cover genres of Cultural and Latin dancing, Popular, Contemporary, and the basics of Ballet, Jazz and Breakdancing. Physical movement and theoretical studies will be undertaken. The study of these genres and activities will provide the students with familiar learning experiences and relevant activities. Topics and studies will be aimed at an intermediate level and will extension work will be develop as the students' skills and techniques advance. Students will be required to participate in public dance performances at school, dance festivals and eisteddfods.

***Full participation is expected in this class, as is the wearing of appropriate clothing for practical classes. It is also expected that students will participate in the live public performances throughout the year.***

**Contact:** Ms Richards, crich312@eq.edu.au

## **FILM TELEVISION AND NEW MEDIA (Year 9 Semester Course; Year 10 Full Year Course)**

We live in a world where the media is becoming increasingly influential in our lives. New technologies allow us to literally carry the mass media with us wherever we go. The aim of Media studies is to make students more 'media literate' and 'media skilled'. Students will learn the process of planning and producing media products, as well as gaining an understanding of the media's role in our society.

### **Year 9 Film Television and New Media (Semester Course)**

In Year 9, students are given the opportunity to gain an insight in the media industry. Students will use still and moving image, sound and text to construct meaning in media text. Gaining authentic real world experiences students will become competent in industry standard software and industry roles.

The subject will incorporate:

- Film - insight into the film industry looking at film genres. Students will be able to analyse, design and produce their own genre film.

### **Year 10 Film Television and Media**

The Year 10 subject will focus more on critical thinking, such as analysis, synthesis and evaluation. Students will learn to communicate to a high standard, both orally and in writing. The units of study are:

- Documentaries- emulating industry practices to design, produce and critically reflect upon documentaries
- Newspaper - reporting and producing a newspaper covering the ethics of journalism
- Television current affairs - critically reflecting, designing and producing
- Television genres - looking at soap opera, sitcoms and reality TV

Film Television and New Media requires a high level of literacy; having the ability to interpret and comprehend source texts both visual and written. A High achievement in English is the minimum requirements for entry into this

**Recommended Subject Pre-requisites:** B standard in English is the minimum requirement for this subject

**Senior Subject Pathways:** This subject will benefit students with a strong interest in the media and forms an excellent introduction for Senior Film, Television and New Media (University Pathway) or Media Studies (Vocational Pathway). This subject also provides foundation knowledge for students who will study English, Geography and History.

**Contact Person:** Mrs M Woolnough, mwool34@eq.edu.au

## **YEAR 9 iGniTe VISUAL ART (FULL YEAR COURSE)**

The iGniTe Art course is designed to cater for students who have a passion for Visual Art. The course will encourage students to explore concepts and create artworks that reflect an inquiry approach. Creativity

and originality are strongly focused in both teaching and learning. The course is embedded with both practical and written tasks (art appreciation). The practical tasks are challenging and designed to build in-depth knowledge and skills across a diverse range of activities. Students will develop a strong understanding of Artists, both past and present. Written tasks are an integral part of assessment.

Tasks across Years 9 and 10 will cover aspects of the following art areas:

- Drawing
- Painting
- Printmaking
- Ceramics
- Sculpture and Design

**Subject Pre-requisites:** Students need to have achieved at least a high 'C' standard in Year 8 English and have studied Visual Art at Year 8 level or through approval by the subject coordinator or HOD.

**Senior Subject Pathways:** Visual Art (University Pathway); Visual Art Studies (Vocational Pathway)

Contact Person: Mrs Worthington, awort18@eq.edu.au

### **VISUAL ART (Year 9 Semester Course, Year 10 Full Year Course)**

The practical art course caters for students who have an interest in Visual Art but have difficulty with advanced written language. Students will engage in a wide variety of activities where they will:

- learn skills in using art materials
- develop creativity, imagination and inventiveness
- develop skills in self organisation
- develop responsibility for their learning

Art tasks within classes are developed and modified to suit the needs of each student group. Areas of study may include drawing, painting, printmaking, ceramics, sculpture and designing. Students will also develop an awareness of artists from Australia and other cultures and times.

**Subject Pre-requisite:** Nil

**Senior Subject Pathways:** Visual Art Studies (Vocational Pathway)

**Contact:** Mrs Worthington, awort18@eq.edu.au

### **PHOTOGRAPHY AND MEDIA (Year 9 Semester Course, Year 10 Full Year Course)**

This subject has been designed to introduce students to digital photography and digital manipulation techniques using computers and other technology. Within the Year 9 and Year 10 course, students will be engaged in a range of tasks that include:

- Introduction to the digital camera and using all of the camera functions
- Taking better photos
- Composing photos to a brief
- Digital manipulation of images using a range of software, including Photoshop.
- Presenting photographic portfolios
- Learning and developing an understanding of photography as an art form

Assessment tasks include both practical and written forms. Students must provide a USB memory stick (2GB minimum) for storing their practical work.

**Subject Prerequisites:** Nil

**Senior Subject Pathways:** Media and Photography in Arts

**Contact:** Mrs Worthington, awort18@eq.edu.au

## TECHNOLOGY

**Length:** Full Year or Semester Offerings (see specific subjects below)

**Fees:** Some subjects incur additional fees (see specific subjects below)

**Senior Subject Pathways:** Technology subjects all have direct pathways to senior subjects as listed in the subject descriptions below.

**Assessment:** Assessment items are quite subject specific. Please refer to the subject descriptions below.

**Head of Department:** Refer to individual subjects for the relevant Head of Department's contact details

Technology involves envisioning and developing products that meet human needs and wants, capitalise on opportunities and extend human capabilities. A variety of technology strands are offered.

In the school curriculum, students are challenged to:

- design and develop products in response to human needs
- apply technology practice and use information, materials and systems
- consider appropriateness, contexts and management as they initiate, design, use, modify and reflect on products of technology

## FOOD STUDIES

All courses have a focus on healthy food and nutrition. They are designed to cater for students who wish to undertake further studies in the food or hospitality sector or gain a better understanding of healthy eating.

**Senior Subject Pathways:** Home Economics (University Pathway), Certificate II in Hospitality (Vocational Pathway); Hospitality SAS (Vocational Pathway)

**Assessment:** written assignments, tests, oral presentations, practical exams, weekly cookery

**Year 9 Food Studies (Semester Course)**

**Year 10 Food Studies (Full Year Course)**

**Subject Fees Year 9:** \$50 per Semester payable by Week 5 in Term 1 and Term 3.

**Subject Fees Year 10:** \$100 payable by Week 5 in Term 1

**OH&S Requirements:** Leather Shoes are mandatory as per the School Uniform Policy

**Year 9 Focus:** This course focuses on the healthy individual. There are both theoretical and practical components to the course and it is important that students understand that both will be assessed. Learn how to prepare, cook and present a range of products.

**Year 10 Focus:** The Year 10 course continues with the healthy individual focus and also looks at multicultural foods, sustainability and Hospitality as a career.

If the levy system is not utilised, students are required to provide their own cooking ingredients, tea towels and take-home containers. Leather shoes are required for cooking.

**Contact Person:** Mrs Bailey, Head of Department, ebail40@eq.edu.au

## FUNKY FASHION (Year 9 Semester Course, Year 10 Full Year Course)

**Subject Fees:** Nil

**Subject Requirements:** supply own fabrics, sewing kit and craft items as specified by the class teacher.

**Subject Pathway:** Senior Home Economics

**Career Pathway:** textiles, fashion or design through TAFE or traineeships

**Assessment:** Design briefs and folios, written assignments, practical sewing items, tests, and oral presentations



Funky Fashion in is designed for the student with a keen interest in **SEWING, DESIGN and CREATIVITY**. Students complete written and practical work with the latter being the main focus. They will complete a range of sewing and craft items to suit various design briefs based on the Technology and Home Economics Subject Areas. Students have the opportunity to experience a number of different methods of fabric decoration including:

- Tie-dying
- Stencilling
- Sunprinting
- Beading
- Embroidery
- Knitting

Using their decorated fabric they will then produce a range of items such as bags, T shirts, household items and fashion garments. The emphasis is on providing students with a range of skills and practical experiences to produce quality products. Students will be required to Technology will be incorporated by the use of computer based embroidery machines.

**Contact Person:** Mrs E Bailey, Head of Department, [ebail40@eq.edu.au](mailto:ebail40@eq.edu.au)

### **ROBOTICS AND DESIGN (RAD) – Year 9 (Semester based course)**

**Subject Fees:** Nil - There is no cost for students unless they wish to purchase their own robots (POA).

**Subject Requirements:** It is expected that students will conduct research in their own time. They must possess willingness to work in teams, enjoy problem solving and display resilience and persistence.

**Subject Pathway:** Knowledge and skills gained from this subject can be employed across a variety of subject areas under STEM (Science, Technology, Engineering & Maths).

**Career Pathway:** Mechatronics, Home automation, Animatronics, Robotics, Automation in Manufacturing, Biomechanical, undefined/future career paths.

**Assessment:** Journals/folios, coding scripts, knowledge consolidation tests, physical demonstration of robot programming, multi-modal presentations.

There is no doubt that there will be a need for people to be involved in programming mechanical devices in the foreseeable future. Many of the future workforce will require knowledge and experience with coding and or robotics of some description. This subject is an introductory program designed to be fun and engaging through Project-based-learning (PBL). If you are interested in computing, robotics, mechanical toys or even if you're unsure of what you want to do when you leave school, you have to give this subject a try!

Essentially, a robot is a mechanical device that can be programmed to follow a set of instructions. The robot has a processing unit, sensors to perceive its environment, and motors and actuators to move its limbs or wheels. It may speak, make other sounds, or flash with lights and colours in response to the environment as per instructions. In this course, we introduce students to basic visual coding and develop a simple Scratch game. We experiment with basic electronics, sensors, inputs, outputs and processors to build simple electric circuits and program Arduino processes to complete a range of simple tasks. Using a variety of robot vehicles, we learn how to program robots to follow lines, avoid obstacles, chase and fight, sense light and sound and react to their environments.



**Contact Person:** Mr. M. Heinemann, Head of Department, [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

## DIGITAL DESIGN AND MANUFACTURING – Year 9 (Semester based course)

**Subject Fees:** A \$10.00 surcharge per student to assist in covering the costs of consumable items.

**Subject Requirements:** Students **MUST have fully enclosed shoes** (preferably leather) to enter this subject.

**Subject Requirements:** It is expected that students would spend half an hour of homework a week to complete class work. Students must be willing to work in a team, display resilience and persistence when met with challenges, as this is the keystone of this subject.

**Subject Pathway:** Knowledge and skills gained from this subject can be employed across a variety of subject areas under STEM (Science, Technology, Engineering & Maths).

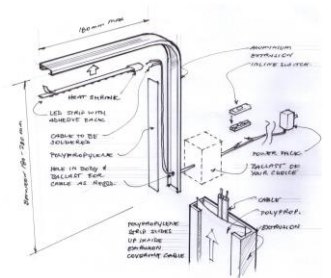
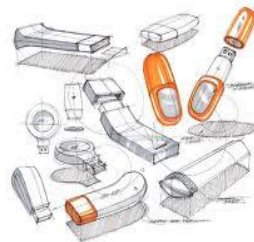
**Career Pathway:** Industrial Design and Rapid Prototyping (3D printing), CNC operator, CAD technician, Engineering, Product design, etc.

**Assessment:** Digital folios/journals, research and testing reports, knowledge consolidation tests, product fabrication and testing and multi-modal presentations.

DDM focusses students on creating solutions for 'preferred futures' in relation to products, services and environments. As students' progress, they begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability.

In Digital Design & Manufacturing students are guided through a design process to imagine, refine and produce physical or theoretical solutions to real problems. They will learn to work through collaboration while developing skills with tools, materials and production processes. An important part of this course is students' development of efficiency on Computer Aided Design software as both a presentation tool and to explore Computer Aided Manufacturing (CAM) (e.g. CNC laser, router and 3D printing). Safety awareness in the workshops will be instrumental throughout this course.

Design challenges may include: Electric car, Spaghetti Bridge, Trebuchet, Catapult, Phone speaker, Co2 dragster, phone stands, custom 3D printed USB covers, 3D printed walker toys, laser cut slotted décor, LED lamps, jewellery prototypes and possible environment models/dioramas.



**Contact Person:** Mr. M. Heinemann, Head of Department, [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

## INDUSTRIAL TRADE SKILLS – YEAR 10 (1 year course)

**Subject Fees:** A \$25.00 surcharge per student to assist in covering the costs of consumable items.

**Subject Requirements:** Students **MUST have fully enclosed shoes** (preferably leather) and **purchase their own** safety glasses to enter this subject.

**Subject Pathway:** Senior Industrial Technology Studies, Industrial Graphics, Building and Construction.

**Career Pathway:** Students interested in a trade oriented future should choose this subject.

**Assessment:** Product fabrication, multi-modal digital folios, practical demonstrations and theory tests.

ITS involves the use of modern and traditional hand and powered tools, skills, techniques and processes to manufacture a number of projects. Students are able to **create personalised** aspects of each project through completing a design process and with the use of a **CNC Router or laser**. There is a focus on the Furnishings and Construction industries which will influence each unit of work covered. Students will also be required to complete theoretical units associated with each project and related machine safety tests, to be successful in the subject.

Topics covered in the program include: Safe work practices, Basic Hand & Power Tools, Measurements and calculations of materials, Workplace Communications, Working effectively in groups, Plan Reading and Interpretation, Material identification and manipulation, Job roles, Employability skills and Quality control measures.



**Contact Person:** Mr. M. Heinemann, Head of Department, [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

## Industrial Graphics Skills - Year 10 (1 year course)

**Subject Fees:** Nil.

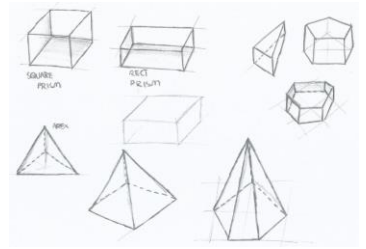
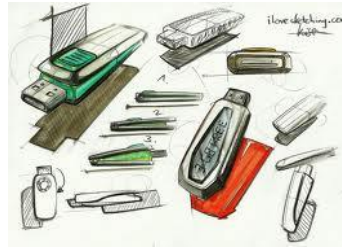
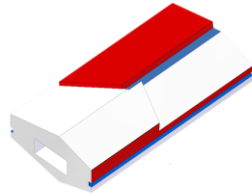
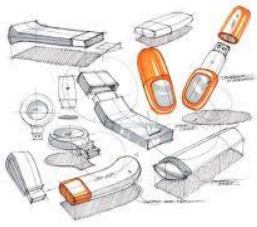
**Subject Requirements:** USB flash drive (2Gb recommended), 2 x HB pencils, eraser, white gum eraser and an A4 Visual Diary. It is **highly** recommended that students have **access to computers at home** that are capable of running the same CAD Software used at school, for homework/assignments. The software can be downloaded for free.

**Subject Pathway:** Senior Industrial Graphics, Senior Industrial Technology Studies, Building and Construction.

**Career Pathway:** Students interested in a trade, engineering, architecture, industrial design or similar (or those who have an interest in making things).

**Assessment:** Electronic folios, exams and homework exercises. Work is submitted electronically.

This subject provides the foundation for senior Industrial Graphics. Students interested in computer modelling and hand drawing will gain satisfaction from this subject. Industrial Graphics Skills looks at the study of graphics in a practical sense. It covers the following key elements: introduction to the design and drafting industry, basic design concepts, drawing interpretation and production — manual drafting/freehand sketching, identification and interpretation — drafting standards and conventions, 2D drawing production using computer-aided design and drafting systems, 3D drawing production using computer-aided design and drafting systems and Computer-aided manufacturing (CAM).



Students will have the opportunity to use CAD-CAM technology to produce practical solutions to real life problems. They will produce digital folios of work comprising of hand drawn images, working drawings (suitable for a manufacturer), 3D rendered images (for consumers) and real scaled models of their work.

**Contact Person:** Mr. M. Heinemann, Head of Department, [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

## **LOTE AND SPECIALIST AREAS**

**Length:** Full Year or Semester Offerings (see specific subjects below)

**Fees:** Some subjects incur additional fees (see specific subjects below)

**Senior Subject Pathways:** Various (see specific subjects below)

**Assessment:** Assessment items are quite subject specific. Please refer to the subject descriptions below.

**Contact Person:** Refer to individual subjects for the relevant teacher contact details

## **BUSINESS SKILLS (Year 9 Semester Course)**

Business, as an area of study, helps to develop students' understanding of business and retail procedures and the environments in which business organisations operate. It also provides students with a range of personal and interpersonal skills with general application to personal and work life, as well as specific knowledge and skills related to employment within the business services.

As many students aspire to careers in a variety of small business, retail and clerical/administrative situations, the program of study enables students to respond to the ever-changing nature of business. Students will look at the business world and what is involved in running a business. They will also look at their own personal finances and those of the business world and what makes an active and informed consumer.

Students will become familiar with all major software packages that are used in the business world. Excursions will be seen as enrichment directly related to assessment.

**Note:** The course may be adjusted when necessary to accommodate new Australian curriculum requirements in relation to Business and Economics.

**Excursions: Will incur an excursion fee**

**Subject Pathways:** Year 10 Business Studies, Business Skills; Year 11 Legal Studies (University Pathway), Accounting (University Pathway), Business Communication & Technology (University Pathway) and Certificate II in Business Vocational Pathway)

**Contact Person:** Mrs Hafford, dhaff1@eq.edu.au

## **YEAR 10 Business Studies - University Pathway (Full Year Course)**

This subject is designed to prepare students to specially cope with the demands of the senior Business subjects including Accounting, Legal Studies and Business Communication & Technologies. It will consist of four themed units based on each of these subjects. Undertaking the course in year 10 will ensure that the subject selection for Year 11 & 12 are both relevant to career goals and provide the best opportunity for success. Students may have the opportunity to visit a number of venues, including the law courts.

**Excursions: Will incur an excursion fee**

**Recommended pre-requisites:** Strong C standard or higher in Year 9 English and Mathematics; strong C standard or higher in Year 9 Business (optional)

**Assessment:** short and extended written response examinations, practical examinations, and response to stimulus examinations, research and inquiry assignments, and PowerPoint presentations, all of which are based on the requirements of the senior syllabi.

**Senior Subject Pathways:** Year 11 Legal Studies (University Pathway), Accounting (University Pathway), Business Communication & Technology (University Pathway), Certificate III in Business (Vocational Pathway), Diploma of Business.

**Senior Subject Pre-requisites:** A high level of achievement will be required to progress to University Pathway options in Year 11. Other relevant subject pre-requisites include Mathematics (for Accounting) and English.

**Contact Person:** Mrs Hafford, dhaff1@eq.edu.au; Mrs Morrissey, omorr15@eq.edu.au

### **BUSINESS SKILLS – CERTIFICATE I IN BUSINESS (YEAR 10)**

This qualification forms part of the Business Services Training Package. It is designed to provide the skills and knowledge to confidently work within a range of office environments. This one year course aims to develop practical competence and understanding of basic office and computing skills.

#### **Course Outline**

The following units will be offered over the duration of the course through term units based on a range of business environments and themes.

**BSBWHS201:** Contribute to health and safety of self and others

**BSBIND201:** Work effectively in a business environment

**BSBCMM101:** Apply basic communication skills

**BSBITU101:** Operate a personal computer

**BSBLED101:** Plan skills development

**BSBSUS201:** Participate in environmentally sustainable work practices

Students are graded on exit C (competent) or NYC (not yet competent)

**Senior Subject Pathways:** Business Communication & Technology, Certificate III in Business

**Senior Subject Pre-requisites:** Successful completion of the Certificate I in Business

**Contact Person:** Mrs Hafford, dhaff1@eq.edu.au; Mrs Morrissey, omorr15@eq.edu.au

### **ITALIAN (Year 9 Semester Course; Year 10 Full Year Course)**

After English, Italian is the most widely spoken language in Australia and is spoken by some 500,000 Australians of Italian origins. Australia also has many business links with Italy and the European Union. As a result people who have language skills are increasingly in demand. Learning Italian can be an extremely rewarding experience. The emphasis is on communicative language. This means the focus of the course is on real life situations. Authentic Italian materials are used extensively in the classroom. Cultural understanding is integrated into the topics and situations studied.

In Years 9 and 10 students will learn how to deal with real needs such as how to order food in an Italian restaurant, buy a ticket for a bus or train trip, ask a friend to go out somewhere and how to write to an Italian pen friend.

In addition to the formal curriculum, students studying Italian have access to a range of co-curricular activities such as restaurant visits, speech contests, concerts, poster and essay competitions, national language proficiency examinations, and scholarships to live in Italy.

The school has previously been involved in an exchange scheme with an Italian school and hopefully students will be able to visit this school or host students from Italy. This ensures that students can use the language they have learned in real situations.

**Additional costs:** restaurant visits (\$25), excursions (\$10-\$40) and language proficiency test (\$8). Involvement in these activities is optional and the costs are estimates based on previous years.

**Assessment:** Exams and assignment work assess speaking, listening, reading and writing

**Contact Person:** Mrs Shearer, Head of Department Languages, cshea3@eq.edu.au

### **JAPANESE (Year 9 Semester Course; Year 10 Full Year Course)**

Japanese is a language that is popular in Australia. Japan is our largest trading partner. Each year there are many Japanese tourists who visit Australia. Many of these tourists include the Gold Coast as part of their tour. As a result, the demand for people with Japanese language skills and an awareness of Japanese culture has increased in recent years.

Learning Japanese can be an extremely rewarding experience. The emphasis is on communicative language. This means the focus of the course is on real life situations. Authentic Japanese materials are used extensively in the classroom. Cultural understanding is integrated into the topics and situations studied.

Students in Years 9 and 10 cover the following topics: Self and Family, Pets, Japanese housing, Weather, Restaurants and Travel. There are three written scripts in Japanese. Students will learn Hiragana and Katakana and a number of Kanji. Information Technology is an integral part of our LOTE Course. Students learn to word process in Japanese and have the opportunity to use Internet based resources.

Apart from the formal curriculum, students studying Japanese have access to a range of co-curricular activities such as restaurant visits, speech contests, concerts, poster and essay competitions, national language proficiency examinations, and scholarships to live in Japan.

The school also hosts a number international study tours each year. Providing homestay is wonderful for not only cultural exchange but also for language development.

**Additional costs:** restaurant visits (\$25), excursions (\$10-\$40) and language proficiency test (\$8). Involvement in these activities is optional and the costs are estimates based on previous years.

**Assessment:** Exams and assignment work assess speaking, listening, reading and writing

**Subject Pre-requisite:** Students must have studied Japanese in Year 9 to continue it into Year 10

**Senior Subject Pathway and Pre-requisite:** Students will need a high level of achievement in Year 10 Japanese to continue studies into Year 11 and 12 Japanese.

**Contact Person:** Ms Shearer, Head of Department Languages, cshea3@eq.edu.au

## SPECIAL EDUCATION SERVICES

Coombah Secondary Special Education Services (SES) supports student with diagnosed disabilities (recognised by Education Queensland and the National Disability Standards). Students receive support in a variety of ways, including alternative programs, smaller class sizes, in-class support, modifications to content or assessment, assistance with assessment preparation, and support with social or behavioural concerns. Support is tailored to meet each individual student's needs.

Students eligible for support may choose the subjects as indicated in this Handbook. For further information regarding subjects and support, please contact Peta Purdon, Head of Special Education Services (SES).

### **Literacy** (*students eligible for support through SES*)

This is an alternative English program that focuses on developing students' practical literacy skills. Students may complete same or similar units from English. More able students may complete English course requirements with SES support. Other students will be taught and assessed at the Year level they are working towards.

### **Numeracy** (*students eligible for support through SES*)

This is an alternative Maths program that focuses on developing students' practical life skills. Some students may be working at an age-appropriate level with SES support and will complete same or similar units from Mathematics as mainstream. Other students will be taught and assessed at the Year level they are working towards.

### **Science**

Students assessed as working at a year level lower than their chronological age may access a class which focuses on practical activities to explain and reinforce scientific knowledge. Lessons will implement appropriate literacy and visual strategies and assessments will be modified.

### **ASDAN** (*students eligible for support through SES*)

Students complete practical units, collecting and collating evidence to demonstrate their understanding and completion of tasks. Challenges build skills for living and employment, numeracy, communication, health, teamwork, problem-solving and community. All portfolios are externally verified by trainers in the UK. Students can achieve Bronze, Silver and Gold awards and earn points towards their QCE by progressing through levels designed to promote independence to plan and evaluate their own work.

Coombah Secondary Special Education Services (SES) supports student with diagnosed disabilities (recognised by Education Queensland). Students receive support in a variety of ways, including alternative programs, smaller class sizes, in-class support, modifications to content or assessment, assistance with assessment preparation, and support with social or behavioural concerns. Support is tailored to meet each individual student's needs.

Students eligible for support may choose the subjects as indicated in this Handbook. For further information regarding subjects and support, please contact Peta Purdon, Head of Special Education Services (SES).

**Contact Person:** Head of Special Education Services, Mrs Purdon, [ppurd1@eq.edu.au](mailto:ppurd1@eq.edu.au)



# Australian Qualifications Framework

The logo for the Australian Qualifications Framework (AQF) is a circular emblem. It consists of a central white circle surrounded by a thick black ring. Inside this ring, there are three white curved arrows pointing clockwise, creating a sense of a continuous cycle or process.

This section outlines the policies, procedures and other information that students are required to be aware of and understand before undertaking Nationally accredited vocational education certificate courses (VET). This information forms part of an audit process that the School must undergo at certain times to ensure it remains compliant with all the regulations that govern such courses. Much of this information is also very relevant for certificate courses taken through an outside organisation such as TAFE.

This section is followed by the complete list of certificate courses on offer not only at Coombabah State High School but through other organisations as well. It is important that students make note of all the units, both core and elective, that are included in each certificate and the points that are allotted to them for Queensland Certificate of Education (QCE) purposes.

## DISCLAIMER

Coombabah State High School must have certain resources (teachers and facilities/equipment) to run VET courses. If Coombabah State High School loses access to these resources, Coombabah State High School will attempt to provide students with alternative opportunities to complete courses and the related qualifications. Coombabah State High School retains the right to cancel courses if it is unable to meet the necessary requirements.

PRIOR TO ENROLMENT

All students, whether planning on undertaking VET courses at Coombabah SHS or not, are required to read the following information prior to enrolment and to sign the acknowledgement section on your subject selection sheet.

Enrolment and induction procedures

Enrolment in a VET course will only incur after a student has signed an acknowledgement form to indicate they have read and understood the course requirements.

### **Course information including content and vocational outcomes**

See each subject for the specific course information

### **Fees and charges including refund policy**

- The Fee structure is included in the senior subject selection materials.
- Fees and charges for VET courses through Coombabah SHS are set at a level that only covers costs; the School is a non-profit organisation.
- Refunds are available to students exiting a course before its completion on a pro-rata basis.
- Refunds of School fees are available to students leaving school before the school year on a pro-rata basis.
- Our School refund policy takes into account such factors as the purchase of consumables; non-return of School owned items and fees/charges outstanding from previous subjects/years etc.
- Students applying for a refund from subject areas, camps, excursions etc should complete a “*Request for Refund Form*”. It should be approved by the HOD and forwarded to the Registrar for payment. Students applying for a refund of School fees on leaving school must complete a ‘Clearance Form’ and have it signed by the parent or caregiver (if under 18). It should be returned to the School Administration Office for processing.

### **Flexible learning and assessment procedures**

- Assessment is concerned with the extent to which students meet the outcomes of the OP Focus and Career Focus subjects. Assessment may be either formative or summative. Formative assessment provides feedback to students on achievement with a view to assisting students to improve. Summative assessment provides information on which levels of achievement are based.
- Nationally endorsed competency based assessment is embedded in the OP Focus and Career Focus subjects. Elements of competency will be incorporated into assessments as required.
- Each teacher will maintain a profile for each student and on completion of the program of study an exit level will be awarded, based on the principles of assessment.
- Elements of competency will be assessed and recorded once the teacher is satisfied that a student has demonstrated consistent competency in an element or unit of competency.
- Students may also receive achievement if they apply for and meet the requirements for Recognition of Prior Learning (RPL). A master record detailing students' achievements of the units of competency is maintained at the school.

### **Welfare and Guidance Services**

- We have sound management practices to ensure effective student service. In particular we have student service standards to ensure timely issue of assessment results and qualifications. These will be appropriate to the competence achieved and issued in accordance with National Guidelines.

- Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, an Appeals Policy, an Access and Equity Policy and student welfare and guidance services.
- Students enrolled in VET subjects at Coombabah State High School participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be made based on interview and/or on the order in which enrolments were received.

### **Learning & Client Support**

- Students have access to a wide range of support, welfare and guidance services at Coombabah SHS, including, for example:
  - **Guidance Counsellor**
  - **School Nurse**
  - **Industry Liaison Officer**
  - **Youth Support Worker**
  - **Information Services Team**
- If you are undertaking a VET subject that has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry/vocational area of your liking/choice.
- In addition, every student at Coombabah SHS undertakes an English/Literacy subject and a Mathematics/Numeracy subject.
- If you still feel you need additional language, literacy or numeracy support, please approach one of your VET teachers.
- You will be provided with full information about the locations and contact details for these and other support services when you commence your senior program.

### **Appeals and Complaints Procedures**

- When undertaking vocational units, there may be occasions where the need arises to question the procedures involved in awarding a unit of competency or in recognising the RPL process. For Vocational Education students, the process is as follows:

**Students have the right to appeal decisions made by the teacher on issues of access & equity, outcome of RPL application and quality of instruction given during the course.**

- Appeals must be in writing and must be responded to in writing. All copies of appeals and responses must be kept in the Evidence File.
- The process of Appeal is included in the “*Staff Induction Manual*” and this “*Student Information Manual*”
- Appeals must be heard and decided within 15 working days of the receipt of the written complaint by the School.
- Appeals must be heard by an independent panel consisting of the Principal, a HOD, a teacher from the relevant faculty, a student and 2 support persons.

### **Disciplinary Procedures**

**Please refer to the Senior Student Policy and Responsible Behaviour Plan for Students.**

### **Staff Responsibilities for Access and Equity**

- Provide all details as requested for the Staffing Matrix eg. to be a registered trainer who meets the HR requirements for training and vocational competencies set out by the Australian Recognition Framework (ARF)
- Maintain minimum professional development and current industry required to be a registered trainer.
- Ensure the currency of all materials in relation to the delivery of Training Packages.
- Ensure that training delivery and assessment is competency based
- Ensure all clients are offered RPL
- Ensure that relevant legislation is implemented eg. Workplace Health & Safety, Anti-Discrimination, Access and Equity.
- Maintain and securely store accurate records relating to student enrolment, progress, fees paid and refunds given, and certificates and statements of attainment issued.
- Provide all materials required for the "Evidence Guide" to the HOD including: class rolls, assessment instruments, solutions and marking schemes, student profiles, units of competency recorded on the class master (and student record book if used).
- To be organised and on time for each lesson.
- To plan and organise work.
- Communicate effectively in written and oral form.
- Work with students as a team.
- Evaluate performance.
- Provide opportunity for negotiation, self-assessed work, and varied learning/assessment.
- Maintain accurate student records.
- Provide clear instructions, support and opportunity for feedback.
- Mark work within a reasonable time frame.

### **RPL arrangements**

RPL means getting credit for what you know if your knowledge and skills are of the same standard as required in your vocational course.

RPL will allow you to:

- progress through the course at a faster rate
- you will not have to repeat work in which you are already competent
- have your knowledge and skill level formally recognised

RPL can only be granted for the units of competency each course covers. You may have developed knowledge and skills suitable for RPL from other subjects, work experience, industry placement, part time job or unpaid work, activities outside school etc.

If you wish to apply for RPL you must:

- ask your teacher for specific information about the elements of competency that relate to the subject.
- complete the RPL Application form in detail and attach all relevant evidence for assessment.
- evidence may be products of your work, a personal report, a work report from an employer, work experience or industry placement records, certificates gained, magazine or newspaper articles about you, other forms of commendation.
- you may be asked to attend an interview, to do a practical task or to provide more information.

Your class teacher and HOD VTA will look through your application and decide the outcome. You will be notified of the result in writing. If you disagree with the outcome you may appeal.

- **Recognition of Qualifications issued by other RTOs** – the School will recognise all AQF qualifications issued by any other RTO. The School will seek verification of the certification from the relevant RTO where there is some ambiguity.

## **Significant legislation (2.2)**

*Coomabah State High School complies with the relevant requirements of the following acts:*

- Training and Employment Act (2000), e.g. vocational placement
- Workplace Health and Safety Act (1995)
- Anti-Discrimination Act (1991)
- Privacy Act (2001)
- any other relevant state or federal legislation.

### **Workplace Health and Safety**

At the commencement of all VET subjects, VET teachers will induct students on specific workplace health and safety issues and will continue to incorporate WH&S throughout VET delivery/assessment. The safety and wellbeing of the staff and students of Coombabah SHS is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
  - School property
  - School staff safety or welfare, or with their ability to perform their duties
  - Student safety or welfare, or their ability to participate in and benefit from instruction.

### **First Aid**

First Aid Kits are available at a number of locations through the School. A member of staff trained in First Aid should be sought to carry out any treatment necessary.

Students should not handle injuries that involve spilled blood without wearing gloves, and all blood spills must be doused with chlorine.

### **Accident/Emergency Situations**

You are advised that School staff are not permitted to transport injured/unwell students to hospital. Therefore an ambulance will be called in case of an emergency.

### **OH&S, Accidents/Incidents – while on structured work placement/work experience**

Where you find that you are required to undertake work that is a risk to your health and safety, you must advise your Principal or Industry Liaison Officer immediately. Action may include withdrawing you from the work placement.

The School will investigate all serious accidents as soon as possible after they occur, so that an accurate account of events can be recorded and remedial action taken to reduce the risk of other similar accidents.

In the case of a claim against WorkCover Queensland:

- the work experience provider, as 'the Employer', must complete an Employer's Report Form;
- you, the student, as 'the Employee', must complete an Application for Compensation Form;
- the doctor must complete a WorkCover medical certificate;
- the School will forward to the relevant authority (see work experience legislation):

- a copy of the completed Employer's Report Form; and
- a copy of the Work Experience Agreement; and
- the School will keep copies of injury claims indefinitely.

### **Harassment and Discrimination**

Prior to participation in structured work placement, all students will undergo a relevant induction program to equip you with the knowledge to recognise harassment/discrimination should it occur. The following strategies will be undertaken, however, should you experience harassment/unlawful intimidation and/or unsafe work arrangements.

**This School** will support you by:

- assisting you with advice about approaching the person about whom you want to complain; and/or
- showing you how to forward a complaint to the Anti-Discrimination Commission.

**You** need to:

- inform the offending person immediately that you do not want them to behave in that way;
- inform the work supervisor;
- inform your parent, guardian, or caregiver; and/or
- inform the Industry Liaison Officer.

**The Industry Liaison Officer (in consultation with the Principal)** will:

- consider withdrawing you from the placement;
- contact the work experience provider to advise of your withdrawal, if this is to happen;
- inform relevant parties of concerns regarding this workplace as an appropriate placement for students;
- inform you of the existence of the Anti-Discrimination commission which has power to investigate the complaint; and
- seek advice from the equity rights officers in the appropriate education system.

If the complaint involves sexual abuse or assault, the Principal will report the matter to the Queensland Police Service, as appropriate.

### **School-based Apprenticeships and Traineeships (SATs)**

Schools are **not** a signatory to the training contract and they are not therefore able to interfere with the discharge of any part of the training contract, including where you may experience difficulties associated with conditions of your employment, health and well-being, and training issues. Should concerns arise during the course of the SAT, the school will not encourage you to withdraw from the workplace without your employer's consent. The school may, however, advise you and your parent/guardian of appropriate procedures to pursue in certain events.

In the following instances, **you should contact the local Department of Education, Training & Employment (DETE)** to seek advice:

- If you are experiencing interpersonal problems with co-workers or the employer which are not resolvable;
- If you do not believe you are receiving appropriate training or is regularly performing duties unrelated to the trade or training program;
- If the employer fails to provide work, or terminates your employment outside of the probation period without the consent of yourself and your parent/guardian;

- If you allege that you have been physically or sexually assaulted, you should report the matter to the police and seek advice from DETE regarding the future of your training contract;
- If you allege that you have been sexually harassed or discriminated against, you should contact the local Office of DETE to speak with a representative of the Division of Training, and/or the Anti-Discrimination Commission.

In the following instances, **you should contact the local Department of Industrial Relations (DIR)** to seek advice:

- If you suspect that the work environment does not meet health and safety regulations; and/or
- If you are experiencing problems with the payment of wages or other entitlements.

**You should also note the following:**

- If you are unable to attend training with the registered training organisation (RTO) you must contact both the RTO and the employer to advise of the absence.
- In the event that you are suspended from School, there is no effect on the SAT as you remain a student during the period of suspension.
- In the event that you are excluded from the School and you do not enrol in another school, the arrangements for the apprenticeship or traineeship must be converted to full-time or part-time arrangements. In this instance the School should notify the employer of the decision to exclude. If, however, you enrol in another school, the excluding school must notify the local office of DETE (Division of Training) and the section of the relevant education system dealing with SATs of your change in school, using the appropriate form.
- You must not be absent from work without the employer's consent. Should you wish to cancel the training contract, consent to end the contract must be obtained from the employer. If the employer does not consent to this action, you may seek mediation or arbitration via the local office of Department of Education, Training & Employment (DETE). You are encouraged to speak with a representative of the Division of Training to obtain appropriate assistance before taking any such action.
- The School is not entitled to withdraw you from the workplace, or recommend that you do not attend work, without the employer's consent. Under the Training and Employment Act 2000 (Qld), failure by you to attend work may lead to disciplinary action against the student by DETE (Division of Training).

**SUBJECTS OFFERED IN YEAR 11, 2018**

<b>SUBJECTS</b>	
<b>UNIVERSITY PATHWAY (OP SUBJECTS)</b>	<b>VOCATIONAL PATHWAY (NON-OP SUBJECTS)</b>
Accounting	<i>Arts in Practice</i>
Ancient History	<i>Business Studies</i>
Biological Science	<i>Building and Construction</i>
Business Communication & Technologies	<i>Dance in Practice</i>
Chemistry	<i>English Communication</i>
Dance	<i>Hospitality</i>
Drama	<i>Industrial Graphics</i>
English	<i>Industrial Technology Skills</i>
Film, Television and New Media	<i>Media Studies Arts in Practice</i>
Geography	<i>Pre-Vocational Mathematics</i>
Information Processing and Technology	<i>Recreation Studies (Rugby League)</i>
Japanese	<i>Recreation Studies (General)</i>
Legal Studies	<i>Social and Community Studies</i>
Mathematics A	<i>Tourism</i>
Mathematics B	<i>Visual Arts in Practice</i>
Mathematics C	
Music	<b><i>Special Education Services Subjects</i></b>
Physical Education	Certificate I and II in Workplace Practices
Physics	
Science 21	<b><i>Certificate Courses</i></b>
Visual Art	
	<i>Certificate III in Children's Services</i>
	<i>Certificate III in Health Services Assistance</i>
	<i>Certificate II in Hospitality</i>
	<i>Certificate III in Sport and Recreation</i>
	<b><i>Other Programs</i></b>
	<i>Northern Collegiate Schools Program</i>
	<i>GCIT Schools Program</i>