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# 2026

## Middle School

## Year 9 & 10

## Subject

## Selection Guide

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**RTO NUMBER: 30337**



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## Our Curriculum

Middle Secondary, Year 9 and 10 students at Miles State High School study a curriculum set down by ACARA and the Queensland Curriculum and Assessment Authority. The aim of the School Curriculum is to introduce students to a wide range of subjects that students may not have had opportunity to cover at primary school, whilst allowing them to choose to study more in subjects where they have interest.

As well as compulsory subjects English, Mathematics, Science and History, students are able to choose two elective subjects for study in years nine and ten, for three lessons a week each. These electives follow on from offerings in Junior Secondary - Years 7 and 8. In some cases, there may be additional opportunities opening up in Year 10 including completing a VET (Vocational Education and Training) qualification. These qualifications will follow them for life and are internationally recognised. They also provide students with points that count towards obtaining their QCE (Queensland Certificate of Education) which is completed at the end of year 12. All subjects in year nine and ten are designed to assist in the preparation for Senior Secondary.

## Opportunities for Support

### Learning Support

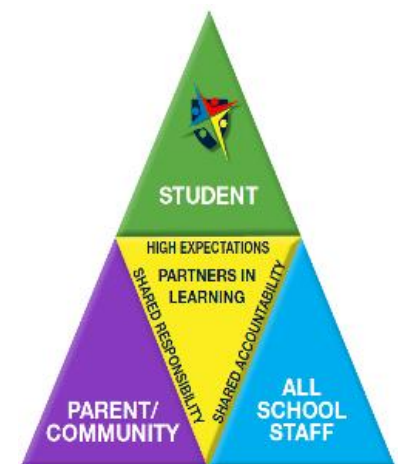
For students experiencing some difficulty with their studies, the school provides support options. Staff will endeavour to meet the needs of learners requiring assistance by providing support in class. It is an expectation that students engaged in Learning Support are motivated to improve their skills and commit to all requirements of the course, including behavioural expectations. This could come in the form but is not limited to ICPs (Individual Curriculum Plans), assistive technology, use of teacher and learning aides, homework club, partners 2 success and differentiated learning experiences.

### Special Education Program

Miles State High School is a fully inclusive education model. Support for students with special needs will be managed by their assigned case manager within their assigned class.

## Our aim

We are an informed, cohesive school community working in partnership to develop, support and expect high expectations and high standards for our students. Our shared responsibility and accountability will provide a supportive culture of learning and success. Together in partnership we will celebrate our students' success while encouraging in them a love of lifelong learning and community citizenship.





# A Guide to Selecting a Course of Study

The elective subjects that are selected in Year nine and ten are important. These subjects provide a stable base for your continued studies into the Senior Phase of your learning. With this in mind students and parents are encouraged to take some time and discuss the decision that they will make.

## REMEMBER TO BE GUIDED BY:

- Your future needs
- Your interests
- Your abilities

## DO NOT BE GUIDED BY:

- Your friends' choices
- Other family members' abilities in a given subject
- What others say about the subject (Do your own research into the subject)

**THINK HARD BEFORE YOU MAKE YOUR SUBJECT CHOICES AND KEEP YOUR OPTIONS OPEN.**

## Subject Selection Process

Subjects for Middle Secondary are selected during Term 3 after the subject selection information night and a printout of selected subjects will need to be verified and signed by a parent/carer. Students will select their electives which will then be completed over the course of two years. **Selections must on the provided forms, signed by a parent/carer and returned to school by Friday 12<sup>th</sup> September, 2025 (week 9).**

The school will make every effort to accommodate the choices of students. However, students may be asked to re-select a subject where numbers are either insufficient to form a viable class, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject. This process will take place in term four. Please note it possible for a subject to fill, so please make sure all deadlines are met as the students who meet the deadlines will be given priority.



## Year 9 and 10 Course Program

Each student's course of study will be a blend of compulsory and elective subjects. All subjects are timetabled for three lessons per week unless otherwise indicated:

**Compulsory Subjects** – all students will participate in the subjects listed below.

Subject	
English	Students in year 10 can study a short course for literacy in preparation for their senior studies
Mathematics	Students in year 10 can study a short course for numeracy in preparation for their senior studies
Science	Students will rotate through the different strands of Science to explore each content area
Humanities	Students will rotate through the different strands of Humanities to explore each content area

**Elective Subjects** – students select two electives as indicated on the subject selection sheet. They include:

The Arts – including visual arts or media art	Materials & Technologies Specialisations (Working with wood and/or metal) By the end of Year 10, students will receive a Certificate I in Furnishing
Food & Fibre Production (Cooking and sewing)	Agriculture
Health & Physical Education	Cert II in Applied Digital Technologies

Information about elective subjects can be obtained through the subject selection information evening or the subject specific brochure.

## Assessment

### School Based Assessment

- All students at Miles State High School work within the school-based assessment system. A student's achievements are measured against a standard indicated in the Australian Curriculum. Teachers have written extensive unit plans for each subject based on the Australian Curriculum or Queensland Curriculum and Assessment Authority. Unit plans are available on request to all parents and students for perusal.
- Year plans and unit plans list the content delivered to students, the practical skills required, the cognitive verbs to be utilised and the learning goals to that subject. They also show how it is intended to achieve these learning goals, success criteria, the program of assessment.
- Teachers also design a collection of assessment pieces that will be used across the two years of study. These assessments will give students the opportunity to display the breath of their learning which will then be marked against the achievement standards found in the Australian Curriculum. All assessment will be school-based.

## Expenses

Expenses are accrued in the running of elective subjects that are additional to the Resource Hire Scheme. These costs can be in the form of equipment or required resources for completing a subject such as ingredients or required specialised equipment (boots). These items will need to be individually purchased and are advertised in the subject itself when they are required. These expenses will be communicated with parents with enough time to



sources the items. Alternatively, there could be an additional fee to the Resource Hire Scheme for the purchase of required materials for projects. The full cost of these subjects will be published with the 2026 Resource Hire Scheme.

## Public Liability

- Education Queensland has public liability cover for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or carer.
- Some school activities and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the department does not have Student Accident Insurance cover for students.
- If your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child, parent or caregiver.
- Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through their private health insurance. Any other costs would be borne by parents.
- Student Accident Insurance is an insurance policy that pays certain benefits in certain circumstances should your child have an accident.
- It is a personal decision for parents as to the types and levels of private insurance they arrange to cover their child for any accidental injury that may occur.
- Parents should contact their insurer or an approved Australian insurance broker for more information about student personal accident insurance cover for their child.

## Careers related to Subjects in the Junior School

Have you thought about the type of work you would like to do when you finish school?

It is wise to begin investigating possibilities early because the better informed you are the better decisions you will make in the future. As you learn more about yourself and about jobs, you may change your ideas about the types of jobs and careers in which you are interested. This is part of the process most people go through before deciding on a future career.

The following information (on the next pages) can help you begin investigating careers by providing you with a selection of some careers that are related to the subjects you may be studying. You may wish to use the following steps:

- Identify the subjects you enjoy and do best
- Use this information to find the names of careers that are related to these subjects
- Gather information about these careers, e.g. you might explore online at Australian Career Information website at [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Talk to the Guidance Officer or Care Teacher.

History	Geography	Humanities (General)
Anthropologist	Agricultural scientist	Anthropologist
Archaeologist	Biological scientist	Archivist
Archivist	Cartographer	Child care worker
Barrister	Economist	Community Services aide
Community development officer	Environmental scientist	Correctional officer
Copywriter	Forest officer	Environmental scientist
Criminologist	Geographer	Geographer
Historian	Geologist	Library technician
Journalist	Hydrographer	Police officer
Lawyer	Landscape architect	Probation and parole officer
Librarian	Marine scientist	Public relations officer
Museum curator	Meteorologist	Recreation officer
Palaeontologist	Mining engineer	Religious leader
Public relations officer	Park ranger	Social worker
Religious leader	Surveyor	Sociologist
Sociologist	Town planner	Teacher – primary
Stage manager	Water resource officer	Teacher – secondary
Teacher – secondary	Water treatment engineer	Town planner
Writer		Trade union official
Mathematics	Science	English
Accountant	Automotive electrician	Actor
Architect	Cane tester	Broadcaster
Bank officer	Computer programmer	Speech pathologist
Bookkeeper/accounts clerk	Electrical fitter	Librarian
Credit manager	Electronics service person	Archivist
Economist	Environmental engineer	Interpreter
Electrical fitter	Laboratory worker	Diplomat
Fashion sales person	Marine engineer	Book editor
Geologist	Meteorologist	Publisher
Industrial biochemist	Miner	Author
Mathematician	Nurse – registered	Writer
Motor mechanic	Photographer	Journalist
Pattern cutter/designer	Plumber	Printing machinist
Programmer (information technology)	Refrigeration and air-conditioning mechanic	Travel consultant
Quantity surveyor	Sheet metal worker	Management consultant
Statistician	Telecommunication technician	Personnel manager
Surveyor	Tool maker	Teacher's aide
Tax agent	Veterinarian	Receptionist

The Arts	Health/Physical Education	Materials & Technologies Specialisations
Artist	Ambulance officer	Architect
Craftsperson	Chiropractor	Assembler
Diversional therapist	Fitness instructor	Builder
Dressmaker	Hospital manager	Cabinetmaker
Engraver	Lifeguard	Carpenter/joiner
Fashion designer	Massage therapist	Fitter
Florist	Nurse – enrolled	Graphic designer
Glass and glazing tradesperson	Occupational health and safety officer	Industrial designer
Graphic designer	Occupational therapist Physiotherapist	Landscape architect
Hairdresser	Podiatrist	Leadlight worker
Interior decorator	Psychologist – sport	Metal fabricator or machinist
Jeweller	Radiation therapist	Panel beater
Landscape architect	Recreation officer	Picture framer
Landscape gardener	Residential care worker	Sheet metal worker
Multimedia developer	Sportsperson	Town planner
Photographer	Stunt performer	Teacher – TAFE
Set designer	Teacher	Wood machinist
Screen printer		
Food and Fibre Production	Drama	
Bar attendant/ Barista	Actor	
Childcare worker	Announcer	
Cook/chef caterer	Arts administrator	
Dietitian/nutritionist	Barrister	
Environmental health officer	Choreographer	
Fashion designer	Film and TV producer	
Food technologist	Public relations officer	
Health promotion officer	Receptionist	
Home care worker	Set Designer	
Home economist	Speech pathologist	
Hotel/motel manager	Stage Manager	
Kitchen hand	Teacher	
Milliner	Tour Guide	
Nanny	Writer	
Nurse – registered		



# Miles State High School Policies and Procedures

## Student Portal

The Miles State High School Student Portal is a centralised information centre for students to access up to date information regarding curricular and extracurricular activities. This portal includes quick links to various platforms and software that students utilise in the course of their learning. The Student Portal also includes a platform for parents/carers that provides valuable information in the areas of wellbeing, careers, curriculum and strategies and policies.



Welcome to the

## STUDENT PORTAL

Respect

Integrity

Safety

Engage

## Attendance Matters

School absenteeism and truancy can impact significantly on students' learning and wellbeing. Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience. Under the law, students enrolled must attend school on all school days unless there is a reasonable excuse. Schools must monitor attendance of students and follow up with parents and caregivers any unexplained absences. All absences or late arrivals must be reported to the main office through the student absence line via phone (4628 5111) or email [absentee@milesshq.edu.au](mailto:absentee@milesshq.edu.au).

## Subject Change

Elective subjects in middle school are designed to run for two years and show the wide range of content and skills that are involved in the particular learning area. Students are encouraged to really consider the best subject for them when they make their initial selection. We then encourage students to see their decisions through to completion as topics of study within the one area can differ greatly. This gives them the full scope of the subject and its content rather than just a window into a subsection of a subject which is the aim of our Junior School.

If for some reason a student with their parent/carer decides that they need to make a subject change then the following process must be followed;



1. Request a "Change of Subject for Middle School" Form from Student Services.
2. Complete the "Change of Subject" Form. This includes a signature from the teachers, parent/carer and the student themselves.
3. Make an appointment with the Head of Department – Curriculum, Teaching and Learning. At this point a decision will be made if it is possible for the students to swap subjects. Some of the issues that will be considered when making this decision are: numbers in subjects, safety considerations, progression of learning, results, etc.
4. Once approved, a new timetable will be issued. Do not change classes before this occurs.

Subject changes will only be approved at the end of a semester or in the first two weeks of a semester. Please note that just because a student engages with the subject change process does not mean that the application will be approved.

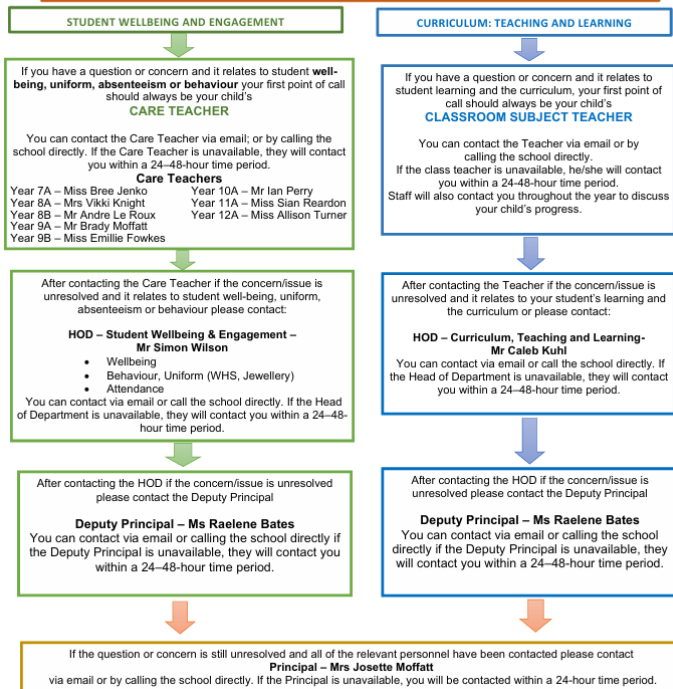
## Contacting the School

If a student or parent/carer would like to contact the school relating to a curriculum or behaviour matter, all contact needs to follow the Miles SHS communication Flow Chart (see below). This flow chart will direct you who to contact. A full list of contacts (Staff contact list term \_) and the communication flowchart can be found on the school website: <https://mileschs.eq.edu.au/support-and-resources/forms-and-documents/documents>.

Miles State High School Ph: 4628 5111 Administration Email: [admin@mileschs.eq.edu.au](mailto:admin@mileschs.eq.edu.au) Facebook: Miles State High School  
If your child is absent from school email the Student Absentee Line: [absentee@mileschs.eq.edu.au](mailto:absentee@mileschs.eq.edu.au) or phone 4628 5111

To assist in providing a safe, positive and supportive environment for all partners at Miles State High, it is important that we have timely, open and transparent communication to assist and address any queries or concerns that may arise throughout the year. We encourage all parent/carers to take an active role in communicating with Miles SHS staff. To assist this process, the following Communication Flowchart is provided. Partners in Learning is underpinned by parent/carers and school staff working together to support every student to achieve successful outcomes.

If you have a question or concern and it relates to your school fees or finances, please contact our  
**Business Manager Renae Turvey 46285111**





## Wellbeing

At Miles State High School, we are committed to developing the well-being and emotional intelligence of our students. Research tells us that emotional intelligence is more important than IQ in academic performance (Bar-On, 1997), and more predictive of long-term physical health than exercise. To help and support our students there are a number of people within the school who students can access for support.

### School Based Support Personnel:

#### Care Teacher

- Daily student check in
- Monitoring student attendance and wellbeing
- First contact for parents/carers with regards to wellbeing

#### Year Level Case Manager (Attendance, Achievement, Positive Engagement and Wellbeing)

- To track and support students
- Supports Teachers and Students to feel safe at school
- Head of Department: Curriculum Teaching and Learning, **Junior Secondary**
- Head of Department: Engagement Teaching and Learning, **Middle Secondary**
- Guidance Officer and Deputy Principal, **Senior Secondary**

#### Guidance Officer

- Leads the Wellbeing Team
- Provides psychoeducational assessment
- Provides counselling with students in a one on one or group setting
- Liaise with parents/carers, teachers or other external health providers as required
- Supports students in career and pathway planning for the future

#### Youth Support Co-Ordinator

- Supports students at risk of disengaging from education
- Refers students to appropriate agencies and support services that will assist them with the education and training
- Provides individual and group support to students to maximise their engagement with the school

#### Training and Community Pathways Co-Ordinator

- Supports students in years 10, 11 and 12 to plan and enact their future career pathway
- Refers and supports students to employees and employment agencies and services to assist them to engage in career education and training
- Co-Ordinates and monitors Work Experience, School Based Apprenticeships and Traineeships
- Supports students in career and pathway planning for the future

#### Chaplain

- Assist with general social emotional support
- Mentoring to assist in developing supportive relationships
- Community development. Enhancing links between the school and community-based youth organisations and networks to support students.

To make an appointment to see any of our wellbeing team please book an appointment through student services.



# Curriculum/Learning Assessment Policy

## 1. AN ASSESSMENT ITEM

- “Assessment Items” are clearly identified and defined in the subject specific work programs and are a mandatory part of each subject. Students must complete all assessment items in full to the best of their ability on or before the due date.
- Assessment planners and placemats are created each term and identify the unit content, assessment details and due dates. These are distributed by email to families at the beginning of each term and are also displayed on student notice boards.
- Assignments are to be submitted, in full, either to the classroom teacher in the nominated format (printed out unless otherwise advised) or alternatively in hardy copy through the Flexi Centre by 4.00pm on the due date.

## 2. CHECKPOINT & DRAFT DATES

- Assessment drafts are compulsory and are to be submitted through the subject teacher on or before the draft date. Drafts should be completed in full or students will be required to attend detentions until such time as a full draft is completed.
- Drafts are to be submitted to their teacher in printed form, however classroom teachers may allow drafts to be emailed to them. This is permitted providing all emails are sent and received through the EQ MIS email facility.
- Students will receive timely and quality written feedback on their drafts within one week of their submission.
- Parents/caregivers will be notified where a student has not met the requirements of submitting a draft as outlined in this section.

## 3. SPECIAL CONSIDERATION

- Special consideration for assessment variations, including due dates, may be given upon written application to the Head of Department Curriculum Teaching and Learning. Special consideration may include a change of assessment venue, additional time, rest breaks and changes to the format of the assessment item (for example coloured paper or larger font. Special consideration for Year 11 & 12 students requires supporting documentation and application in the QCAA format. QCAA approval is required for any special provisions to be provided in Year 12.

## 4. EXTENSION

- Students wishing to apply for a change of due date with respect to exams and assignments need to do the following on or before the due date unless extenuating circumstances apply:
  - access the extension request form from the school website or from HOD Curriculum, Teaching & Learning.
  - follow the directions on the form and supply the required evidence in support of the request.
  - have the support of their classroom teacher before HOD approval - which is only granted in accordance with QCAA policy.
- Extensions are provided for unexpected medical or family circumstances. Students must work around extracurricular commitments such as sport, camps, excursions etc to ensure their assessment is submitted on or before the due date.

## 5. NON-SUBMISSION OF ASSIGNMENTS



- Non-submission of assessment will be actioned in accordance with published QCAA policy for all year levels (refer [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)).
- Where a final copy of an assignment is not submitted on or before the due date, the associated level of achievement will be based on the draft assessment copy. In some cases, students may still be required to submit late for the purpose of establishing course coverage.
- Non-submission of assessment in the senior phase of schooling may impact student's eligibility for their QCE.
- Parents/caregivers will be advised where students have failed to submit assessment and may be required to attend a meeting with the HOD Curriculum Teaching and Learning and/or the Deputy Principal to discuss engagement requirements, particularly in the senior phases of schooling.

## 6. EXAMS

- In the event of a student being absent for an examination, oral or practical presentation, they will receive no consideration for assessment items missed unless the absence falls within the special consideration provisions of the QCAA and has been applied for through the relevant HOD Curriculum, Teaching & Learning.
- Students who are absent may be required to sit alternate assessment at a date negotiated through the relevant HOD Curriculum Teaching & Learning where special consideration is approved.

# Minimum Student Expectations

Every class at Miles State High School has high expectations for each student. To help students understand what is expected of them the below image displays the minimum expectation for every student every day.

 <b>STUDENT CLASSROOM EXPECTATIONS FOR POSITIVE ENGAGEMENT</b> <i>*Allow others to teach and learn*</i> <b>Respect, Integrity, Safety Engage</b> 	
<b>Start moving at the first bell</b>	Put away any food, finish conversations, pack up activities, get your bag, and make your way to class. <ul style="list-style-type: none"> <li>• Make sure you have all of your equipment ready and are lined up by the time the second bell rings.</li> </ul>
<b>At the classroom</b>	You should have a: <ul style="list-style-type: none"> <li>• Diary (If you don't have one, collect a blank diary page from Student Services before the school day starts.</li> <li>• Subject specific notebook/s to write in</li> <li>• Pencil case with pens, pencil eraser etc. as per stationary list.</li> <li>• Water bottle</li> <li>• Hat for outdoor subjects and activities</li> <li>• Your bag on the bag racks (not on the ground)</li> </ul> You should be: <ul style="list-style-type: none"> <li>• In correct school uniform or have a uniform pass in diary</li> <li>• On time</li> <li>• Ready to learn</li> <li>• Positive</li> <li>• Listening and following teacher directions</li> <li>• Lined up waiting to go inside (in two lines, off the wall, facing the front, with all the materials needed for the lesson).</li> </ul>
<b>During the lesson</b>	Enter the classroom: <ul style="list-style-type: none"> <li>• Walk quietly and sensibly into the classroom</li> <li>• Stand behind your chair, do not move furniture, follow seating plan on entry if one in place.</li> <li>• Do not touch air-conditioned or fan controls</li> <li>• Greet your teacher</li> <li>• Follow teacher directions promptly and quietly</li> <li>• Be ready to learn and complete set work.</li> </ul> Engage in the lesson: <ul style="list-style-type: none"> <li>• Actively listening</li> <li>• Know the Behaviours for Learning set for the lesson.</li> <li>• Follow our RISE Values e.g., one person talking at a time, raising your hand, showing respect to others, laptop screens half closed when being given an instruction, eyes on the person talking, sitting up straight no rocking chairs.</li> <li>• If you need to leave the classroom have your diary signed/or possess the red teacher out of class card.</li> </ul>
<b>End of the lesson</b>	Pack and tidy up: <ul style="list-style-type: none"> <li>• Wait for teachers' instruction to pack your equipment.</li> <li>• Check the floor around your chair for rubbish</li> <li>• Under teacher instruction return classroom furniture to original positions if moved.</li> <li>• Windows shut and locked</li> <li>• Waiting to be dismissed by the teacher</li> </ul>

## Effort and Behaviour

At the end of each term students will receive a report on their academic process, effort and behaviour. Teachers make judgments for student's academic progress on the achievement standards located in the Australian Curriculum. For effort and behaviour, the following matrix is used to ensure the consistent application of results.




## EFFORT and BEHAVIOUR MATRIX – For REPORTING, ALLOCATION of AWARDS AND RISE REWARDS

AT Miles State High School, all students are expected to show Respect and Integrity, behave in a Safe manner and Engage in their school life - both in the classroom and the playground.

EFFORT	Report Card Grade Equivalent	A	B	C	D	E
Be Respectful, have Integrity, Safety First, Engage in Learning	Report Card Comment	Excellent	Very Good	Satisfactory	Needs Attention	Unacceptable
	Frequency and Tier (suggested only) support	Consistently and Independently Tier 1 Staff support not required	Often Tier 1 Minimal staff support	Generally/Usually Tier 1 - 2 Occasional staff support required	Infrequently Tier 1 - 2 Generalised Staff support required	Rarely Tier 2 - 3 Targeted, differentiated support required
	Behaviour Category	ACCEPTABLE				
	GENERAL DESCRIPTOR This incorporates students following expectations in the RISE BEHAVIOUR MATRIX to that students and teachers <ul style="list-style-type: none"><li>Feel safe</li><li>Feel included</li><li>Feel valued</li><li>Can teach and learn without disruption.</li></ul> Details of our RISE values are found in the RISE BEHAVIOUR MATRIX located in this planner.	The student: <ul style="list-style-type: none"><li>completes all class and homework tasks</li><li>seeks teacher assistance when required</li><li>aims for high quality standards in their work</li><li>arrives to class on time and is organised for lessons</li><li>participates actively in all class activities</li></ul>	The student often: <ul style="list-style-type: none"><li>completes class and homework tasks thoroughly</li><li>seeks teacher assistance when required</li><li>aims to produce work that is of a quality standard</li><li>Arrives to class on time and organised for lessons</li><li>participates actively in class activities</li></ul>	The student usually: <ul style="list-style-type: none"><li>completes most class and homework tasks</li><li>seeks teacher assistance when required</li><li>aims to produce work that is of an acceptable standard</li><li>arrives to class on time and organised for lessons</li><li>participates in class activities</li></ul>	The student infrequently: <ul style="list-style-type: none"><li>completes some class and homework tasks</li><li>seeks teacher assistance when required</li><li>produces some work that is of an acceptable standard</li><li>arrives to class on time and organised for lessons</li><li>participates in class activities</li></ul>	The student rarely: <ul style="list-style-type: none"><li>completes class and homework tasks</li><li>seeks teacher assistance</li><li>produces work that is of an acceptable standard</li><li>arrives to class on time and organised for lessons</li><li>Rarely participates in class activities</li></ul>
BEHAVIOUR	GENERAL DESCRIPTOR This incorporates students following expectations in the RISE BEHAVIOUR MATRIX to that students and teachers <ul style="list-style-type: none"><li>Feel safe</li><li>Feel included</li><li>Feel valued</li><li>Can teach and learn without disruption.</li></ul> Details of our RISE values are found in the RISE BEHAVIOUR MATRIX located in this planner.	The student independently <ul style="list-style-type: none"><li>upholds the expectations in the RISE BEHAVIOUR MATRIX</li><li>is responsible and is a positive role model for other students.</li><li>consistently demonstrates a very high standard of respectful and safe behaviour</li><li>follows instructions and directions and consistently makes safe choices.</li><li>fosters positive relationships with others when interacting and communicating</li><li>behaves responsibly and appropriately at all time and accepts responsibility for their own behaviour.</li><li>allows teachers to teach and other students to learn in class and participate in school activities</li></ul>	The student enacts these expectations independently on most occasions (often): <ul style="list-style-type: none"><li>upholds the expectations in the RISE BEHAVIOUR MATRIX</li><li>is responsible and is a positive role model for other students.</li><li>demonstrates a very high standard of respectful and safe behaviour</li><li>follows instructions and directions and makes safe choices.</li><li>fosters positive relationships with others when interacting and communicating</li><li>behaves responsibly and appropriately and accepts responsibility for their own behaviour.</li><li>allows teachers to teach and other students to learn in class and participate in school activities</li></ul>	The student usually enacts these expectations independently: <ul style="list-style-type: none"><li>upholds the expectations in the RISE BEHAVIOUR MATRIX</li><li>is responsible and is a positive role model for other students.</li><li>demonstrates a high standard of respectful and safe behaviour</li><li>follows instructions and directions and makes safe choices.</li><li>fosters positive relationships with others when interacting and communicating</li><li>behaves responsibly and appropriately and accepts responsibility for their own behaviour.</li><li>allows teachers to teach and other students to learn in class and participate in school activities</li></ul>	The student sometimes: <ul style="list-style-type: none"><li>upholds the expectations in the RISE BEHAVIOUR MATRIX</li><li>is responsible and is a positive role model for other students.</li><li>demonstrates a high standard of respectful and safe behaviour</li><li>follows instructions and directions and makes safe choices.</li><li>fosters positive relationships with others when interacting and communicating</li><li>behaves responsibly and appropriately and accept responsibility for their own behaviour.</li><li>allow teachers to teach and other students to learn in class and participate in school activities</li></ul>	The student is not yet demonstrating that they can engage in the school RISE expectations independently. The student may require additional, targeted behaviour support. The student rarely, or with targeted support can <ul style="list-style-type: none"><li>uphold the expectations in the RISE BEHAVIOUR MATRIX</li><li>be responsible and a positive role model for other students.</li><li>demonstrate respectful and safe behaviour</li><li>follows instructions and directions and makes safe choices</li><li>fosters positive relationships with others when interacting and communicating</li><li>behave responsibly and appropriately and accept responsibility for their own behaviour.</li><li>allow teachers to teach and other students to learn in class and participate in school activities</li></ul>

## Recognition of each Stage of Achievement

At Miles State High School, we recognise student progress towards the JCE, MCE and QCE by awarding Gold, Silver and Bronze awards at the end of each semester. Each of the JCE, MCE and QCE relates to the completion of two years of academic study. In Semesters 1, 2 & 3 of each of the two years, students who are on track or better to attain their JCE, MCE or QCE are recognised through certificates awarded on special assemblies. In the final semester, students who have achieved their JCE, MCE or QCE will be awarded with a medallion representing their level of achievement.

	<b>BRONZE</b> 	<b>SILVER</b> 	<b>GOLD</b> 
	<p>Bronze certificates are awarded to students who are on track to obtain their JCE, MCE or QCE in Semesters 1, 2 &amp; 3 of the two-year period.</p> <p>Bronze medallions are awarded to students who have achieved their JCE, MCE or QCE at the end of Semester 4 of the two-year period.</p>	<p>Silver certificates are awarded to students who are achieving high results in pursuit of their JCE, MCE or QCE in Semesters 1, 2 &amp; 3 of the two-year period.</p> <p>Silver medallions are awarded to students who have performed at a high level in achieving their JCE, MCE or QCE at the end of Semester 4 of the two-year period.</p>	<p>Gold certificates are awarded to students who are achieving outstanding results in pursuit of their JCE, MCE or QCE in Semesters 1, 2 &amp; 3 of the two-year period.</p> <p>Gold medallions are awarded to students who have performed at an outstanding level in achieving their JCE, MCE or QCE at the end of Semester 4 of the two-year period.</p>
<b>JCE Eligibility Years 7&amp;8</b>	<p>Students must achieve:</p> <ul style="list-style-type: none"> <li>- C minimum for English <i>and</i> Maths</li> <li>- C's at a minimum for an additional 3 subjects</li> </ul>	<p>Students must achieve:</p> <ul style="list-style-type: none"> <li>- B minimum for English <i>and</i> Maths</li> <li>- B's at a minimum for an additional 3 subjects</li> </ul>	<p>Students must achieve:</p> <ul style="list-style-type: none"> <li>- A's for English <i>and</i> Maths</li> <li>- A's at a minimum for an additional 3 subjects</li> </ul>
<b>MCE Eligibility Years 9&amp;10</b>	<p>Students must achieve:</p> <ul style="list-style-type: none"> <li>- C minimum for English <i>and</i> Maths</li> <li>- C's at a minimum for an additional 3 subjects</li> </ul>	<p>Students must achieve:</p> <ul style="list-style-type: none"> <li>- B minimum for English <i>and</i> Maths</li> <li>- B's at a minimum for an additional 3 subjects</li> </ul>	<p>Students must achieve:</p> <ul style="list-style-type: none"> <li>- A's for English <i>and</i> Maths</li> <li>- A's at a minimum for an additional 3 subjects</li> </ul>
<b>QCE Eligibility Years 11&amp;12</b>	<p>Students must have:</p> <ul style="list-style-type: none"> <li>- Met the literacy requirements (a pass in a semester of English &amp; Maths)</li> <li>- Received a C grade minimum for 5 subjects</li> </ul> <p>*Completion of a VET qualification is counted based on effort grades. For medallions, the qualification must be attained.</p>	<p>Students must have:</p> <ul style="list-style-type: none"> <li>- Met the literacy requirements (a pass in a semester of English &amp; Maths)</li> <li>- Received a B grade minimum for 5 subjects</li> </ul> <p>*Completion of a VET qualification is counted based on effort grades. For medallions, the qualification must be attained.</p>	<p>Students must have:</p> <ul style="list-style-type: none"> <li>- Met the literacy requirements (a pass in a semester of English &amp; Maths)</li> <li>- Received a grade of A for 5 subjects</li> </ul> <p>*Completion of a VET qualification is counted based on effort grades. For medallions, the qualification must be attained.</p>

## Learnings at each Stage of Secondary Schooling

JUNIOR SECONDARY		MIDDLE SECONDARY		SENIOR SECONDARY
<b>STAYING STRONG</b> <b>Foundation Skills</b> Continuing to develop existing skills and learn new skills for secondary education .		<b>ON-TRACK FOR SUCCESS</b> <b>Consolidation</b> Preparing for Senior studies and developing skills for future		<b>READY FOR YOUR FUTURE</b> <b>Putting Learning into Practice</b> Evidence and recognition of national and international attainment.
TRACKING TOWARDS JCE		TRACKING TOWARDS MCE		TRACKING TOWARDS QCE OR QCIA
Year 7	Year 8	Year 9	Year 10	Year 11 /year 12
The <b>Australian Curriculum</b> for Years 7-10 is designed to develop: *successful learners *confident and creative individuals *active and informed young people who are ready to take their place in society				The implementation of both the Queensland Curriculum Assessment Authority (QCAA) and Nationally Accredited Vocational Courses (VET) student commence their future pathways for a future of their choice.
<i>In Year 7 and 8 students start high school, which presents new organisational and personal challenges. The Australian Curriculum is taught mostly by subject-specialist teachers. At this age, there is a focus on developing students' abilities to maintain personal health and wellbeing, and manage personal relationships. (Australian Curriculum)</i> At Miles SHS students will through project based learning focus on:- • Year 7 / Year 8 subject areas in the Australian Curriculum :-English, Maths, Science, Humanities, HPE, Languages, Technologies and the Arts Specific focus on the general capabilities and cross curricular. Which include a strong focus on building foundation skills in: • Intensive focus on Literacy and Numeracy • 21 Century Skills • Assessment Literacy • Cognitive Verbs • Social/emotional Intelligence.		<i>In Years 9 and 10, learning across the curriculum prepares students for civic, social and economic participation outside of school. Students are provided with opportunities to make choices about learning and specialise in areas that interest them. At this point, students bring together their knowledge and experience to consider possible pathways for study in senior secondary school and vocational Education.(Australian Curriculum).</i> • Year 9/ Year 10 subject areas in the Australian Curriculum .English, Maths, Science, Humanities, HPE, Languages, Technologies. and the Arts • Focus on selected subject areas of choice. • Introduction and commencement of VET Courses (through school or work as trainee or Apprenticeship *Year 10) • Year 10: Literacy and Numeracy Short Courses (QCE banked) • Studies and skill preparation for Senior. • Career planning through Senior Education and training plan.		<i>Students can select a combination of subjects from both the QCAA suite of Applied (non ATAR) or General (ATAR) and Vocational Certificates. To receive a QCE students choices need to total to 20 points, made up from successful completion of subject selections. Students are required to work with their families and school personnel to select subjects that meet their future directions . E.g. Further education bound, entry into the workforce or both. <b>Students can select a combination of both QCAA and VET subjects to both collate to 20points and prepare for future pathways.</b></i>  <b>QCAA Subjects</b> Students in collaboration with parents/carers and school personnel can select:- • Maths and English ( Applied, General and/or Extension) • A selection of Science and Humanities programs provided by Miles SHS ( Identified through student surveys in Year 10) • Students can access distance education courses to meet any personal choice not available.  <b>VET</b> Students in collaboration with parents/carers and school personnel can select:- Certificate III in : • Business Certificate II in: • Construction • Engineering • Digital and Media • Workplace Skills Certificate I in: • Furnishing <b>School Based Traineeship/Apprenticeships</b> Students in collaboration with parents/carers and school personnel can choose to apply for the opportunity to obtain a certificate program while undertaking work. Tertiary Entry Subjects Students in collaboration with parents/carers and school personnel can choose to apply to undertake the opportunity to obtain an early entry university subject.

## Acceptable Computer and Internet Use

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within ICT-PR-004 Using the Department's Corporate ICT Network.



This policy also forms part of this Student ICT Device Charter. The acceptable-use conditions apply to the use of the device and internet.

Communication through internet and online communication services must comply with the school's policies and procedures with the Student Code of Conduct available on the school website.

There are a few conditions that students should adhere to. Students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- use unauthorised programs and intentionally download unauthorised software, graphics or music
- intentionally damage or disable computers, computer systems or Queensland DoE networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.
- All email communication between students and staff are through departmental email account only.

Note: Students' use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

## PASSWORDS

Passwords must not be obvious or easily guessed; they must be kept confidential, and changed when prompted or when known by another user. Personal accounts cannot be shared. Students should not allow others to use their personal account for any reason. Students should log off at the end of each session to ensure no one else can use their account.

## CYBERSAFETY

At any time, if a student believes they have received a computer virus or spam (unsolicited email), or they have received a message that is inappropriate or makes them feel uncomfortable, they must inform their teacher as soon as is possible. Students are encouraged to explore and use the 'Cybersafety Help' button to talk, report and learn about a range of cybersafety issues.

Students must seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student. Students must never initiate or knowingly forward emails, or other messages, containing:

- A message sent to them in confidence
- A computer virus or attachment that is capable of damaging the recipients' computer
- Chain letters or hoax emails
- Spam (such as unsolicited advertising).

Students must never send or publish:

- Unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments
- Threats, bullying or harassment of another person
- Sexually explicit or sexually suggestive material or correspondence
- False or defamatory information about a person or organisation.



## WEB FILTERING

An internet filtering solution provides DoE with the ability to restrict access to inappropriate material on DoE's ICT network. Content filtering is active 100% of the time on the Computer for Student (CFS) devices. The filtering system is installed on each device.

## PRIVACY AND CONFIDENTIALITY

It is important that students do not publish or disclose the email address of a staff member or student without that person's explicit permission. The student should not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. It should also be ensured that privacy and confidentiality is maintained by not disclosing or using any information in a way that is contrary to any individual's interest.

## INTELLECTUAL PROPERTY AND COPYRIGHT

Students should never plagiarise information and shall observe appropriate copyright clearance, including acknowledging the original author or source of any information used. It is also important that the student obtain all appropriate permissions before electronically publishing other people's works or drawings. The creator or author of any material published should always be acknowledged. Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.

## MISUSE AND BREACHES OF ACCEPTABLE USAGE

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services. The misuse of internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

## DAMAGE OR LOSS OF EQUIPMENT

All devices and batteries are covered by a manufacturer's warranty which covers manufacturing defects through normal usage. In addition, devices are covered by an insurance policy which protects against accidental damage. There is no cover for negligence, abuse or malicious damage. Costs incurred by the school for the repair or replacement of devices may be charged by the school as an excess to parents. In the event of non-compliance of agreed responsibilities, schools may review the student's continued participation. Any software or hardware issues, vandalism or damage to the device must be reported immediately to the teacher/school.

## WILFUL AND MALICIOUS DAMAGE

Where a device is intentionally damaged, parents will be notified of the event, followed by an investigation. Where the school determines that damage has been intentionally caused to a device or a student has disrespected school property, parents will be invoiced according to the following;

- Lost case \$10
- Missing keys on keyboard \$30
- Broken screen \$100
- Broken device and not working \$100

## SOFTWARE

The software loaded on the device is licensed to the DoE or the school.

Devices may be audited by a school. Devices may be rebuilt at any time for numerous reasons without consultation with students or parents and all local data may be lost in this process.



To stop any malicious software or virus's entering the DoE network, Miles State High School prohibits the installation of any software or program onto any school device that is licensed to the school of DoE. Parent/Carers will receive, sign and return to school the annual online services consent form which will outline the software that students access at school during engagement in curricular and extracurricular activities.

### **STORING, MONITORING AND REPORTING ON SCHOOL NETWORKS**

Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.

1. Students will be provided with a school USB to store files.
2. All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, DoE may be required to provide the authorities with access to the device and personal holdings associated with its use.
3. Students are not to store school files or use USBs on school devices that are not the property of Miles SHS.

### **STUDENTS' REPORTING REQUIREMENTS**

Students are required to report any internet site accessed that is considered inappropriate. Any suspected security breach involving students, users from other schools, or from outside Queensland DoE must also be reported to the school.

### **APPROPRIATE USE OF SOCIAL MEDIA**

Miles State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

Miles State High School is committed to promoting the responsible and positive use of social media sites and apps. No student at Miles State High School will face disciplinary action for simply having an account on Facebook or other social media site.

Any form of Bullying (including Cyberbullying), Racism, Harassment or Victimisation, is unacceptable on the Miles State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Miles State High School – whether those behaviours occur during or outside of school hours. It is important for students at Miles State High School to engage in appropriate online behaviour.

### **ROLE OF SOCIAL MEDIA**

The majority of young people use social media and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media, by its nature, will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media site and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.



The internet reaches a global audience. Even if students think that the comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### APPROPRIATE USE OF SOCIAL MEDIA

Students at Miles State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that all **personal information**, such as full name, address, phone number, school name and location and anyone else's personal information, is not shared.
- Thinking about what they say or post, and how it could be interpreted by others, before putting it online. Remember, **once content is posted online you lose control over it**. Students should not post content online that they would be uncomfortable saying or showing to their parent/carers faces or shouting in a crowded room.
- Remember that it can be difficult to work out whether a message typed on social media sites and apps are meant to be **funny or sarcastic**. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. **Students should report cyberbullying** concerns to a teacher and allow the teacher to record and deal with online concern.

If inappropriate online behaviour impacts on the good order and management of Miles State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences may include loss of internet privileges, suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Miles State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents/carers and/or police to resolve.

### LAW AND CONSEQUENCE OF INAPPROPRIATE ONLINE BEHAVIOUR AND CYBERBULLYING

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "*using a carriage service to menace, harass or cause offence to another person*".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material



- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Miles State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Miles State High School expects its students to engage in positive online behaviours.



# MSHS Middle School Elective Subjects

## Health and Physical Education

The Years 9–10 curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. They also have opportunities to participate in physical activities to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

The learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing. Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

	Unit 1 – Health in the community	Unit 2 – Identities and Relationships	Unit 3 – Movement Skills	Unit 4 – Nutrition
Unit Description	Students create a community health package that educates people on how to respond to a first aid situation.	Students analyse the impact of Sporting culture on their identities and relationships.	Students evaluate and refine their own and others' movement skills and performances and apply movement concepts in challenging or unfamiliar situations.	Students synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.
Assessment Type	Investigation	Investigation	Investigation	Examination
Assessment Description	Students will demonstrate knowledge and skills around first aid and CPR as well as develop and evaluate set of resources to be used by the community	Students will research a sports person and explain how they have influenced identities, relationships, behaviours and decisions within individuals, families and the community.	Students propose and evaluate a workout that targets a client wants and needs. They monitor heart rates to determine changes during activities of varying intensities.	Students demonstrate knowledge about health, nutrition, energy balance, FAD diets and lifestyle diseases.
Conditions	600–800 words	600–800 words	600–800 words	<ul style="list-style-type: none"> <li>up to 70 minutes plus 10 minutes planning time</li> </ul>



## Materials and Technologies Specialisations

Certificate I: Furnishing is a subject that is designed to replicate real world tasks requiring a range of knowledge skills. Students will need to study literacy and numeracy that is embedded into individual competency modules as well as practical hand and power tool skills. To study Certificate I: Furnishing at a high school level it is recommended that students are prepared to work using high risk machinery. Students are required to wear appropriate PPE (long sleeved high visibility work shirt, long pants, steel toed boots, safety glasses) at all times undertaking practical activities

Competencies Studied	Possible Projects
MSMENV272 Participate in Environmentally Sustainable Work Practices MSMWHS100 Follow WHS Procedures MSMOPS101 Make Measurements MSMSUP102 Communicate In the Workplace MSMSUP106 Work in a Team CPCWHS1001 Prepare to Work Safely in the Construction Industry MSFFP2011 Use Timber Furnishing Construction Techniques MSFFP2014 Use Basic Finishing Techniques on Timber Furniture MSFFP2013 Use Basic Artwork Framing Techniques	Year 9 Project 1: Picture Frame Project 2: Gifkin Box Project 3: Bedside Table (with drawer) Project 4: Toddler Toy Year 10 Project 1: Mirror Stand Project 2: Ladder Shelves Project 3: Dartboard Cabinet Project 4: Entertainment Unit

## Digital Technologies

This nationally recognised qualification helps students build real-world digital skills in a hands-on, creative learning environment. Working as digital content producers in a simulated workplace, students complete projects that reflect real industry practices while developing confidence with technology and communication tools.

Throughout the course, students learn to use industry-standard software, manage files and devices, design for different audiences, and create engaging digital content. This year, students produced social awareness posters, developed advertising campaigns for fictional brands, and created short-form news stories using professional editing software — all while learning workplace expectations like file management, safe online practices, and professional communication.

The course suits students who enjoy working with technology, design, problem-solving, or creative storytelling, and is a great foundation for further study or careers in business, media, IT or design.

Competencies Studied	Possible Projects
BSBTEC202: Use digital technologies to communicate ICTICT214: Operate application software packages ICTICT215: Operate digital media technology packages ICTICT216: Design and create basic organisational documents BSBTEC303: Create electronic presentations CUAPOS211: Perform basic vision and sound editing BSBSUS211: Participate in sustainable work practices BSBWHS211: Contribute to health and safety BSBTEC101: Operate digital devices CUAWRT302: Write simple stories	Project-based learning is central to the course. Students complete a range of creative and practical tasks that simulate real workplace roles. Projects include: <ul style="list-style-type: none"> <li>• Creating public service posters on youth issues</li> <li>• Designing branding and advertisements for a fictional business</li> <li>• Producing video news stories about sustainability at school</li> <li>• Piloting drones for capturing video content</li> <li>• 3D printing</li> </ul>

## Food and Fibre Production

The Years 9–10 curriculum builds on each student's prior learning. Students have frequent opportunities to participate in practical cooking experiences, including meal preparation, modelled cooking lessons and kitchen skills lessons. They use these experiences to value the importance of healthy eating as a way of enhancing their health and wellbeing throughout their lives.

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing healthy meal options, actively applying upcycling practices to sewing projects and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, refine and evaluate personal dietary habits to enhance their physical wellbeing. Students explore how societal attitudes, cultures and values can influence the foods that we eat and the foods that are readily available in our community. Students investigate a range of food styles and preparation techniques and apply these during practical demonstrations. As they do so, students further refine their cooking skills, kitchen safety awareness and knowledge of healthy eating guidelines.

Students have opportunities to explore the creative world of textiles. They further develop skills in the areas of hand and machine sewing. They have opportunities to explore sustainability in fibre production, ethical decision-making, upcycling current items for a new purpose and analyse the role this could play in reducing the amount of waste within their communities. Students practise and refine more specialised skills that include: inserting zippers, hemming, adding buttons and quilting. They independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability.

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit Description</b>	Students will create a variety of food items appropriate for finger food, following industry presentation expectations.	Students will complete a unit of work focussing on sewing a hand made item of clothing. They will investigate a range of sewing techniques to complete their project.	Students will cook a variety of recipes and investigate the aspects of sustainable and nutritious food production. They will use these recipes to create a menu and advertisement, for a "street food café".	Students will investigate the concept of "Celebrations"; identifying similarities and differences in what is expected at a chosen event. They will apply kitchen safety and production skills within the Hospitality Kitchen.
<b>Assessment Type</b>	Practical and Written Evaluation	Collection of Work Written & Practical Portfolio	Collection of Work Written & Practical Portfolio	Collection of Work Written & Practical Portfolio
<b>Assessment Description</b>	Students will create a variety of finger foods and develop skills in the area of food service and presentation. They will write Success Criteria and Work Plans for each of their recipes and evaluate the effectiveness of each cook.	Students will use a sewing machine to create a clothing item using a variety of sewing techniques. They will add embellishments including: zippers, buttons, clips, applique and hand stitching.	Students will cook a variety of recipes to include the aspects of sustainable and nutritious food production. They will write Success Criteria and Work Plans and evaluate the effectiveness of each assessment cook. They will use these recipes to create a menu and advertisement, for a "street food café".	Students design and prepare a cake (or 6 cupcakes) for a chosen party celebration. The party is for 10 friends. * budget of \$15.00 *Description of who is the party for and the theme of the party *Design an invitation for the party *Annotated sketches of the possible cake/cupcake designs *Create a time plan and step by step instructions for the practical component *Evaluation of cupcakes and processes
<b>Conditions</b>	400–600 words including graphical representations	Collection of Work Individual Evaluation 400-600 words	Collection of Work Individual Evaluation 400-600 words	Collection of Work Individual Evaluation 400-600 words

## Agriculture

The Years 9–10 curriculum builds on each student's prior learning. During this time, students refine their understanding of the Agricultural Sector. Ag is marked against Science, Design Tech and HASS criteria as it is a Multi

subject area. Students will also be exposed to Literacy and Numeracy in a variety of ways. Vocabulary, mathematical calculations, use of various technologies and programs. Students are required to complete practicals including handling of large and small animals, working in gardens, using a variety of low medium and high risk machinery and tools. The course is a 2 year course comprising of the following units:

	<b>Unit 1 – Beefing up Australia</b>	<b>Unit 2 – Growing vertically</b>	<b>Unit 3 – Cracking up</b>	<b>Unit 4 – Caring of the land</b>	<b>Unit 4_10- Certificate II ROPs</b>
<b>Unit Description</b>	Students learn about the beef industry and meat science, animal nutrition, anatomy and physiology.  Students are involved at school level (yr9) in preparing cattle and or other stock for showing.	Students investigate variety of ways to produce food for the every increasing population of the world. From soil to soilless gardens, paddock to marketing produce to a local provider.	Our poultry unit looks at the intensive production of Eggs and meat in the poultry industry. With students taking over the care and welfare of school poultry. Learning about animal nutrition, anatomy and physiology.	Students will work together with a variety of people, equipment to improve the productivity of the Ag Plots soil and reduction of weeds, erosion through land management practises.	Those students who intend to enter Certificate II in year 11 will commence their modules during Semester 2 Term 4
<b>Assessment Type</b>	Exam  Booklet and Practical skills	Booklet  Poster and presentation at Showcase	Computer booklet  school egg production  Exam	Portfolio of work and practical skills,  Including a work booklet.	Modules relating to land care practises and WHS
<b>Assessment Description</b>	Students will demonstrate knowledge and skills of the beef industry and animal handling	Students analyse the impact of growing crops with and without soil. Provide marketing ideas that will be used to market school produce to the community	Students will demonstrate knowledge and skills of the poultry egg and meat industries and animal handling. Show their understanding of keeping records.	Students will put together a folio of tasks which relate to Landcare practises. Including handling of chemicals, Weed identification Erosion control methods.	Units of competency



<b>Conditions</b>	70min	600–800 words	600–800 words 70min exam	Portfolio of completed tasks	
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## Visual Art

In Visual Art, students explore a range of techniques and mediums and explore artforms from a range of cultures and time periods. The Arts are important for developing creativity, spatial awareness, hand-eye coordination, problem solving skills, reflective writing and perseverance. Arts education is an exciting journey of exploration through hands-on, practical experimentation, research and reflection.

In 2026, students will be exploring their self-identity through a heritage inspired skateboard design, discovering the 3-dimensional world of wearable art, delving into historical and cultural art production through pottery and sculpture, and venturing into the world of fashion and product photography. Students will conduct research, collect evidence, give and receive critique and learn how to write reflective artist statements about their own works.

In 2026, Senior Visual Arts in Practice (VAP) students will be exploring the concepts of Looking Inwards (ideas of self) and Looking Outwards (responding to issues through art). Students will engage with the techniques and mediums of photography and wearable art, creating digital, 2D and 3D artworks through the exploration of these topics. VAP encourages independent thought and creation, and encourages students to develop skills in self-management, channelling thoughts and feelings into tangible works, and expressing lived experiences through creative outlets.

	Unit 1 – Australian Landscapes	Unit 2 – Self Portraits	Unit 3 – Carving Works	Unit 4 – Art Photography
Unit Description	In this unit, students will engage with the natural beauty of the land around them. Students will learn a variety of artistic techniques and experiment with mediums.	In this unit, students will investigate and explore the many ways artists create representations of themselves.	In this unit, students will explore the origins and practices of carving, including cinnabar stamps, wood carvings, Ancient Roman and Greek stone carvings and Ancient Chinese bone carving practices.	In this unit, students will learn how to curate and capture their own photographic images, with a focus on art photography.
Assessment Type	Extended Response	Practical	Practical	Practical



Assessment Description	Students will select three (3) artists and their landscape artworks to analyse. Students will write an analytical essay, discussing the artists, their practice and conducting artistic analysis of the works selected.	Students will develop a gallery of work titled "Gallery of Self". Students will create a collection of three (3) self-portraits using a different set of techniques, processes and mediums for each, demonstrating their knowledge and application of a variety of visual conventions and inspirations from known artists	Students will apply carving skills, techniques and styles to create their own triptych. A triptych is a series of artworks that can be viewed both individually, all together, or as pairs within the three, with all combinations demonstrating meaning.	Students will construct a folio of photographs that address the theme "Home Is...", demonstrating experimentation with a variety of techniques and processes to produce 4-6 final images. Students will learn how to use Adobe Lightroom and Photoshop to apply edits and print export adjustments, and prepare their own images for professional printing and display.
Conditions	400-600 words.	Three (3) artworks, no smaller than 8"x10" in size	Three (3) carved and printed lino works.  Visual diary documenting WIP and annotated versions of final print combinations.	Folio of 4-6 images.  Visual diary documenting image capture information, annotations and inspiration artist information/ images.