ALBANY CREEK
STATE HIGH
SCHOOL

CURRICULUM
COURSE GUIDE 2027
YEAR 7, 8 & 9



Integrity Creativity Courage Contribution

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Albany Creek State High School is committed to the development of every student and the contribution they make to our community.

As Principal, I am extremely proud of our school and the achievements of our students. Our core values of *Integrity, Creativity, Courage and Contribution* guide our actions, effort and commitment to uphold the high expectations and standards on which our students and staff pride ourselves.

We provide a high quality education and equip our young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

Our school vision *Connected Community – Inclusive Culture – Outstanding Futures* commits all staff and students to learning that is relevant to the needs of individuals, engages student interest and provides multiple pathways for students.

This is evidenced in our broad and challenging curriculum offerings, as well as high standards in facilities and resources to help achieve this.

Albany Creek State High School offers Programs of Excellence in Academics, The Arts and Sport in partnership with universities, industry professionals and coaching organisations. Students are provided unique learning opportunities to develop and enhance their skills and knowledge. Students are also encouraged to participate in a wide range of co-curricular programs. Our extensive computer network integrates information communication technologies into all curriculum areas. Our BYOD program in Years 7 - 12 ensures a technology rich learning environment.

Outstanding achievements across academic, cultural, citizenship and sporting arenas can be directly attributed to a highly professional, experienced and dedicated staff. We believe high quality teaching is vital for high quality learning.

I am sure that you will enjoy being part of this great school and I encourage you to make the most of the opportunities provided to you. I look forward to sharing and celebrating your successes while on this learning journey at Albany Creek State High School.

Please refer to our website for more detail at https://albanycreekshs.eq.edu.au.

Derek Weeks

Principal

SCHOOL INFORMATION

Office Hours	8:00am to 4:00pm
Location	Albany Forest Drive, Albany Creek
Postal Address	PO Box 40, Albany Creek 4035
Telephone Number	3325 6333
Student Absence Number	3325 6360

Enrolment Email	enrolments@albanycreekshs.eq.edu.au
Email	principal@albanycreekshs.eq.edu.au
Web Address	www.albanycreekshs.eq.edu.au
Absences Email	studentabsence@albanycreekshs.eq.edu.au

At Albany Creek State High School, we believe that every member of our school community has a right to develop socially, emotionally and intellectually in a safe and supportive school environment. We believe that in respecting the rights of others, in enhancing confidence and esteem and by maintaining a safe and healthy environment, all learners will be supported in their educational progress and have opportunities for individual success.

OUR VISION

CONNECTED COMMUNITY

INCLUSIVE CULTURE

OUTSTANDING FUTURES

OUR VALUES

INTEGRITY

CREATIVITY

COURAGE

CONTRIBUTION

These values drive and influence all our decisions.

- We provide a quality learning environment that meets diverse student and community needs
- We deliver quality teaching and professional development in all learning areas by promoting a community of learners
- We develop and embed a student-centred learning framework within a futures orientated curriculum
- Resulting in maximising student potential, self-worth and personal growth

KEY PERSONNEL 2027 - JUNIOR SECONDARY

Executive Team	Staff Member	Telephone
Principal	Derek Weeks	3325 6333
Deputy Principal – *Year 7*	Bharati Singh	3325 6333
Deputy Principal – *Year 8*	Shaun Cathro	3325 6333
Deputy Principal – *Year 9*	Tanya Grant	3325 6333
Deputy Principal – *Year 10*	Jay Collins	3325 6333
Deputy Principal – *Year 11*	Sandy Kane	3325 6333
Deputy Principal – *Year 12*	Sandy Kane	3325 6333
Head of Student Services		
Year 7	Lexi Daniels	3325 6343
Year 8	Joshua Connolly	3325 6366
Year 9	Charlie Rodger	3325 6373
Heads of Department		
English	Jessica McKinnon	3325 6388
Mathematics	Jane Irvin	3325 6334
Science	Kate Box	3325 6318
Humanities	Joe Daniels	3325 6384
Health and Physical Education / Sport	Adam Nicholson	3325 6372
Industrial Design and Technology, Information Technology & Languages	Alison Read-Marczak	3325 6379
Applied Technology & Business	Natascha Counsell	3325 6357
The Arts	Deb Ruellan	3325 6396
Student Support and Services		
Guidance Officer – Years 8, 10 & 12	Hayley Shaefer	3325 6305
Guidance Officer – Years 7, 9 & 11	Ruth Donovan	3325 6304
Social Worker	Jessica Hornby	3325 6394
School Based Youth Health Nurse	Brooke Bowley	3325 6321
School Chaplain	David Hockey	3325 6362
Defence Transition Mentor	Kristy Riley	3325 6328
Uniform Shop	Tuesday and Thursday 8.00 – 9.00am	3325 6368

For a more detailed list of staff and their contact details, please refer to the ACSHS website

JUNIOR SECONDARY @ AC

Albany Creek High School fosters the principles of Junior Secondary by providing:

- a distinct identity
- quality teaching
- student wellbeing
- parent and community involvement
- leadership
- local decision making opportunities.

The Junior Secondary Curriculum is based on the Australian Curriculum Version 9.0 and allows students to experience learning across a range of disciplines informing their future choices and pathways.

Our school applies the ACSHS Whole School Approach to Pedagogy across all classes. This approach was collaboratively designed by current staff and educational leaders at the school, is seated in the most up-to-date empirically reviewed pedagogical research and is tailored to the learners and contexts at Albany Creek State High School. It shapes effective teaching and learning responsive to individual learners, desired learning and requisite curriculum. Consistent classroom routines developed as part of our Whole School Approach to Pedagogy promote the strong academic development of all students. Using their own devices as essential tools for learning, all students engage in a technology rich learning environment and access learning materials and online pedagogical activities through the QLearn platform.

Reporting

All students at Albany Creek State High School receive a report four times a year. These reports are further supported by two Parent/Teacher interview opportunities per year. Reports are emailed to parents at the conclusion of each term. It is the responsibility of the parent to ensure their email contact details are correct at all times.

Types of reports at Albany Creek SHS:

Period	Report Style	Information on report
Term 1	Interim – *progress report only* #	Achievement, Effort and Behaviour rating (no comments)
Term 2	Semester 1	Achievement, Effort and Behaviour rating
Term 3	Interim – *progress report only* #^	Achievement, Effort and Behaviour rating (no comments)
Term 4	Semester 2	Achievement, Effort and Behaviour rating

* Distribution graph – a distribution of results for each subject to allow parents and students to know where they are in relation to the cohort.

Progress reports – these reports are only used as point in time guide on student performance during a Semester. It is important to note that in some cases, results on this report card will only be after one assessment piece and may not encompass all the criteria for a subject. End of Semester reports are a more accurate account of how the student has achieved for any subject in which they are enrolled in.

Learning @ AC – Year 7

Students at Albany Creek State High School are offered a balanced curriculum to enable each individual to explore their interests and work to improve their performance and learning in that field.

At times during your child's secondary schooling, students will be provided with a choice of subjects from which to select. This choice tends to increase as a student progresses through Years 7 to 12.

Subject choices, when available, are limited to the places we have available within a class, based on maximum student numbers and specialist teacher availability. It is imperative that both you and your child return subject enrolment forms as soon as possible to ensure better chances of getting into the electives the student has selected.

Year 7 Curriculum and Subjects

Behind every Year 7 student at Albany Creek State High School there is a community of support.

Learning Area	Year 7 Subjects	Subject Details
TEAM	The Resilience Project	All year
English	English	All year
Mathematics	Mathematics	All year
Science	Science^	All year
Humanities	History, Geography, and Civics and Citizenship (Legal Studies)	All year
Health and Physical Education	Health and Physical Education	1 Semester
	Program of Excellence – Football*	All year
Languages	Japanese	1 Semester
	Literacy Support Program* or Learning Connections*	Languages exemption for students based on individual student needs
Applied Technology	Food and Fibre Production	Minimum 1 semester of one of these subjects in Year 7 OR Year 8
Industrial Design and Technology	Materials and Technologies Specialisations	
Information Technology	Digital Technologies	Minimum 1 semester in Year 7 OR Year 8
The Arts	Dance Drama Media Music Visual Art	Minimum 1 semester in Year 7 OR Year 8 POE students will be placed into their respective elective for choice 1. They are to choose one other Arts elective.

NB: Unless otherwise specified lessons occur three times per week and are 70 minutes in length
* There is a selection process for this subject
^Includes I lesson Coding (Digital Technology through the CS in Schools Program) every week for one Term (10 Weeks)

PROGRAMS OF EXCELLENCE AND EXTENSION

At Albany Creek State High School, we understand that students learn in different ways, at a varied pace and most importantly, they need to be challenged. Some students have predetermined goals to head down a particular pathway. We offer Programs of Excellence in Academics, The Arts and Sport. In Year 6, students are eligible to apply for enrolment into these Programs of Excellence for Year 7. Please refer to the information located within your enrolment pack for details on these programs:

Programs of Excellence:

Academic	Catalyst *Torch
Sport	Football Australian Rules Football
Arts	Dance Music Visual Arts Media Arts

- TORCH is a Signature Program

PROGRAMS OF EXCELLENCE– SELECTIVE ENTRY

The Programs of Excellence at Albany Creek State High School are a selective entry pathway for students with an aptitude and high level of ability within their fields. If your child is considering applying for entry into one of these programs, please ensure you read the additional material provided in your enrolment pack and complete the application form. The application form within your enrolment pack also provides you with audition and trial dates and times as well as the process for selection into the program.

Students may enrol in one Programs of Excellence as some lessons are on at the same time. These programs incur an additional cost to students which is listed within your enrolment package documents and on the school website.

Students should refer to the *School Representation Policy*, within this handbook, to understand the conditions associated with representing the school.

Extension Programs in Mathematics, English and Science are available from year 8. Please enquire at enrolments@albanycreekshs.eq.edu.au

Specific to Year 7 @ AC

Albany Creek State High School staff have worked extremely hard with our partner primary schools to ensure the best balance of primary and secondary school experiences for your child. In Year 7, the school has designed a safe and innovative learning environment which minimises the number of teachers students will have. Year 7 teachers will primarily teach Year 7 students, so the sense of ownership and community within their Junior Secondary precinct will be paramount.

ENGLISH

All units in Year 7 English are based on the Australian Curriculum. This is organised into three (3) strands: LANGUAGE: Knowing about the English Language; LITERATURE: Understanding, appreciating, responding to, analysing and creating literature; and LITERACY: Expanding the repertoire of English usage. These strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning experiences

In Year 7 students will be exposed to a variety of text types from various origins, time periods and genres. The range of texts includes: Australian literature, including oral narrative traditions of First Nations' Peoples; contemporary; classical and digital texts. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multi-modal texts.

Assessment

A variety of strategies will be used to assess student achievement, progress and understanding in English. These strategies include:

Spoken Tasks:

- Performances with a public purpose
- Persuasive Speech
- Multi-modal presentations
- Dramatic Monologues

Written Tasks:

- Short Story writing
- Media Articles, such as online blog/essay
- Analytical Essay Writing
- Journal/Diary Writing
- Persuasive Writing

MATHEMATICS

Mathematics provides students with the essential mathematical skills and knowledge in number and algebra, measurement and space, and statistics and probability. The curriculum aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in all aspects of life.

The key ideas in mathematics are the proficiency strands of understanding, fluency, problem solving and reasoning. These strands support the delivery of the content being taught.

Learning experiences

- Learning new concepts, skills and procedures and practising them
- Practical tasks where relevant
- Use of scientific calculators
- Applying skills and procedures to problem-solving situations

Assessment

- Examinations
- Problem Solving and Modelling Task

SCIENCE

Science provides an empirical way of answering important questions about the biological, chemical, physical and technological world. It is a dynamic, collaborative and creative human endeavour that helps us make sense of the world through exploring the unknown, investigating mysteries, making predictions and solving problems.

In Year 7 Science, students are introduced to the fascinating world of scientific discovery through the study of Biology, Chemistry, Physics, and Earth & Space Science. Students investigate living things and ecosystems, explore forces and motion, examine matter and its properties, and study the relationships between the Earth, Sun and Moon. Through practical investigations and experimentation, students develop their scientific thinking and problem-solving skills using the scientific method.

Learning Experiences

Students undertake the four learning areas of:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Students develop skills in:

- Questioning and predicting
- Planning and conducting investigations
- Collecting and analysing data

- Evaluating evidence
- Communicating scientific ideas

Students explore:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

Literacy, numeracy and ICT skills are embedded throughout teaching and learning.

Assessment

- Experimental investigation (Term 4)
- Supervised assessment (Term 2)
- Research project (Term 3)

HUMANITIES

Humanities covers the curriculum areas of History, Geography and Civics and Citizenship (Legal Studies). It prepares students for academic studies by teaching them writing skills while showing them how to identify different perspectives and how to meaningfully analyse and evaluate sources. Key focus areas for assessment are paragraph writing, report writing, and research.

Learning experiences

History	Geography	Civics and Citizenship (Legal Studies)
Deep Time History of Australia The Ancient World – Egypt	Water in the World/ Liveability	Government and Democracy/ Law and Citizens

Skills: Students will learn:

- How to identify and explain patterns
- How to interpret maps, graphs, and data
- How to interpret and analyse sources
- How to write paragraphs and reports
- How to reference and research

Assessment

- Paragraph writing
- Report writing
- Research/ Field work
- Combination response tests.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a Core Subject in Year 7 and the course is completed in one Semester.

The Health and Physical Education course expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The course supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Learning Experiences

- Practical Activities:
    - Touch Football, Basketball, Netball, Volleyball, Athletics, Softball, Cricket and Football
    - Modified Games/Activities
    - Fitness Activities
- Theoretical Activities:
    - Fitness components and Training Methods
    - Growing and transitioning from childhood to adulthood (adolescence)

Assessment

- Performance assessment (evaluate own and others' performances)
- Written (Examination, Investigation Report)
- Oral presentations

JAPANESE

Japanese is the language studied at Albany Creek State High School as the compulsory two year Languages course mandated by Education Queensland. It is a compulsory subject for all Year 7 and 8 students and is a one semester subject in both years. Our school has a tradition of welcoming visiting Japanese groups, thus allowing students to interact in meaningful situations with native speakers.

Learning Experiences

The Year 7 course builds on the Japanese studies already done in Year 6 at primary schools. Mastery of reading and writing hiragana is a major focus. Students also continue to develop their skills of listening and speaking, reading and writing in Year 7 Japanese.

Course content includes Personal Identity, Family and Sporting Ability. Script includes the mastery of the hiragana syllabary and 20 kanji characters.

We are proactive in providing support to all students. Weekly after school Japanese tutorials are available to all students.

Assessment

Two of the four skills of listening, speaking, reading and writing are selected for assessment each term. The first term assessment has an emphasis on listening and speaking, thereby allowing students to slowly consolidate their skills in reading and writing hiragana and kanji scripts before the end of semester assessment.

FOOD AND FIBRE PRODUCTION

This subject offers students the opportunity to develop knowledge and process skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and communities – selecting and preparing healthier choices of food
- Product design and manufacture – to manipulate, design and construct with materials and fibres
- Materials analysis

Students are engaged in learning through practical application and investigative tasks. Organisation and Management skills as well as Hygiene and Safety are emphasised throughout this subject.

Learning Experiences

This subject is practically oriented and integrates theoretical components that are relevant to what the students are making in Food or Fibre based units. Units of work that may be undertaken include:

- Fibre textile based product
- Nutrition and Cookery Unit: Bowl culture

Assessment

Students studying Food and Fibre Production are expected to complete homework tasks for cooking each week.

- Weekly Practical Cookery
- Functioning Textiles articles
- Written Assignments/Journals

DIGITAL TECHNOLOGIES

Digital Technologies focuses on further developing understanding and skills in computational thinking and engaging students in a wide range of information technologies.

Practical projects are incorporated to engage students in a range of building and programming activities. Students will have the opportunity to learn the knowledge and skills necessary to:

- Improve communication and collaboration skills
- Design algorithms involving branching and iteration
- Plan and manage projects
- Evaluate solutions in terms of innovation and sustainability

Learning experiences

Students will:

- Design, build and program the robot
- Theoretical: Investigate how data is transmitted and secured in different types of networks.
- Work as a team that promotes effective communication and collaboration online

Assessment

- Written Task - Short response, individual
- Project - Practical Project, small group

MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They begin to understand how information, materials and systems can be combined in innovative ways in response to real-world situations.

Learning Experiences

This course exposes students to a large variety of materials, tools and experiences. Safe projects are incorporated in order to introduce students to ways of manipulating materials and the use of hand and power tools. It is also designed to encourage and teach students in the art of graphical communication and its many uses in both industrial and commercial areas. Students design and make projects using a variety of materials that may include electronics, metal, plastics and timber.

Assessment

Assessment is a combination of practical work-shop construction, written and visual communication, design, evaluation and project management. Materials and Technologies Specialisations OnGuard, Workplace Health and Safety units will be required to be completed for homework prior to permission to engage in workshop practices.

DANCE

In Dance, students learn through movement as artists and audience, actively participating in dance classes and are challenged to achieve physical and personal goals. Learning in Dance uses cognitive, affective and sensory/kinaesthetic response to arts practices and students engage in increasingly complex content, skills and processes with developing confidence and sophistication.

Learning experiences

Students will:

- actively participate in Dance technique classes to perform and respond to dance independently and with their classmates, teachers and communities;
- extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention;
- extend the combinations of fundamental movement skills to explore dance styles;
- understand that safe dance practices underlie all experiences in the study of dance.

Assessment

- Making Strand – In Class Dance Technique and Choreography
- Responding Strand – Reflection of Dance works and Dance terminology

DRAMA

In Drama, students perform and respond to meaning by manipulating dramatic elements, narrative and structure to control and communicate meaning for themselves and an audience. Students will explore and apply different performance styles and conventions to convey status, relationships and intentions. They are encouraged to reach their creative and expressive potential and evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Learning experiences

Students will:

- build on their understanding of role, character and relationships in dramatic contexts;
- use voice and movement to sustain character and situation in performances;
- use focus, tension, space and time to enhance dramatic meaning in performances;
- draw on drama from a range of cultures, times and locations as they experience drama;
- explore the drama and influences of First Nations Peoples and those of the Asia region.

Assessment

- Making Strand – Small Group Performance
- Responding Strand - Short response to dramatic performances

MEDIA ARTS

Media arts involves creating representations of the world and telling stories through communications technologies. Through the study of Media Arts, students develop enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them.

Creative and critical thinking skills are developed by exploring perspectives in media as producers and consumers. Students acquire aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences. This knowledge and understanding enables their active participation in existing and evolving local and global media cultures.

Term Unit: Memes and Dreams

Stories surround us and are infused in all media. If every picture tells a thousand words, then sure surely every meme can tell a thousand stories.

Assessment

- Making and Responding Strands - Narrative adaption of a meme into a 5-part series of TikTok style videos.

MUSIC

In Music, students perform and compose using musical elements to build on and develop aural skills. They are provided with opportunities to identify and manipulate rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music. Students learn to draw on music from a range of cultures, times and locations including the influences of First Nations Peoples and those of the Asia region to respond to styles and genres and identify a variety of audiences for which music is made.

Learning experiences

Students will:

- sing and play music recognising rhythmic, melodic and harmonic patterns and beat groupings;
- understand their role within an ensemble and control tone and volume;
- perform with expression and technical control;
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music;
- evaluate the expressive techniques used in music they listen to and experience in performance.

Assessment

- Making Strand – Small group performance and individual composition
- Responding Strand - Short response

VISUAL ART

In Visual Art, students engage in making two-dimensional, three-dimensional and Digital Art and responding to artists and artworks locally, globally and internationally including the work of First Nations Peoples. Students learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences of their world.

Learning experiences

Students will:

- experiment with wet and dry drawing media including graphite, watercolour and aquarelles to develop art making skills and techniques;
- plan and create two-dimensional artworks applying knowledge and skills of media, techniques and technologies.
- use ceramic materials such as clay to develop three-dimensional artwork;
- explore digital artmaking using their IPad as a tool for manipulating ideas and images;
- respond to images from a range of contexts to identify, analyse, evaluate and apply this knowledge

Assessment

- Making Strand - a folio of drawing and water colour experiments, clay work and digital images
- Responding Strand - Short response

Year 8 Curriculum and Subjects

Learning Area	Year 8 Subjects	Subject Details
TEAM	The Resilience Project	All year
English	English	All year
Mathematics	Mathematics	All year
Science	Science	All year
Humanities	History, Geography and Civics and Citizenship (Legal Studies)	All year
Health and Physical Education	Health and Physical Education	1 Semester
Languages	Japanese	1 Semester
	Elective Subjects	
Health and Physical Education	Program of Excellence – Football *	All year
Applied Technology	Food and Fibre Production	Minimum 1 semester of one of these subjects in Year 7 OR Year 8
Industrial Design and Technology	Materials and Technologies Specialisations	
Information Technology	Digital Technologies	Minimum 1 semester in Year 7 OR Year 8
The Arts	Dance Drama Media Music Visual Art	Minimum 1 semester in Year 7 OR Year 8 POE students will be placed into their respective elective for choice 1. They are to choose one other Arts elective

NB: Unless otherwise specified lessons occur three times per week and are 70 minutes in length
* There is a selection process for this curriculum offering.

Extension

The school also offers extension programs. These programs are by invitation only at certain junctures of the school year. Extension Programs in Mathematics, English and Science are available. At the present time, these classes start at the beginning of Year 8. Please enquire at enrolments@albanycreekshs.eq.edu.au

ENGLISH

English is the study of our language and its texts. Subject English is built around three strands - Language, Literature and Literacy, which together focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning Experiences

In Year 8 students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as to inform and persuade.

The emphasis for Year 8 English at Albany Creek State High is on description, discovery and creativity with students completing creative writing tasks, personal prose and more formal genre structures. These include short story writing, debating, letters, autobiographical writing, media responses and poetry.

Assessment

Assessment in English covers both written and spoken tasks in a range of genres and contexts. Some tasks will be completed under examination conditions and others will be given as assignments which can be completed both in class and at home. All assignment work must be accompanied by draft work which the classroom teacher has sighted throughout the drafting process. In Year 8 English students must complete a minimum of three (3) core written pieces and one core spoken piece.

English (Extension Class) Year 8

Albany Creek State High School is committed to an education program that recognises individual student differences. Embodied in this commitment is a responsibility to gifted students to help them maximise their potential. To support these students an Extension English class, which provides a differentiated curriculum to meet student needs, is offered in Years 8 to 10. Selection of students for this class is determined by Academic Reports, Year 7 NAPLAN results, references and other outstanding achievements.

Once accepted into the program, students are expected to maintain an acceptable level of achievement in the course and display exemplary effort and behaviour. Each semester, data will be reviewed and students who do not maintain the required standard will be moved out of the class.

MATHEMATICS

The subject Mathematics introduces students to a wider range of opportunity for future study and careers as well as developing the ability to apply logical thinking processes to problem solving situations and to see the application of Mathematics in a wider sphere than just everyday situations.

Mathematics provides students with the essential mathematical skills and understandings in number, algebra, measurement, space, statistics and probability. The curriculum aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in all aspects of life.

The key ideas in mathematics are the proficiency strands of understanding, fluency, problem solving and reasoning. These strands support the delivery of the content being taught.

Learning Experiences

Strands, Topics and content levels are prescribed by the Australian Curriculum for Year 8.

Strands and Topics:

- Number and Algebra – *Integers, Rational Numbers, Indices, Expressions, Equations, Ratio, Rate, Proportion*
- Measurement and Space – *Perimeter, Area, Surface Area, Volume, Geometry*
- Statistics and Probability – *Probability, Statistical Graphs and Measurements*

Assessment

Assessment is common to all students and may take the form of:

- Tests
- Reports

Mathematics (Extension Class) Year 8

Mathematics students at Albany Creek State High School participate in rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals. Extension Mathematics is a course that runs concurrently with Mathematics classes of the same year level. Extension Mathematics students study the same curriculum and complete the same assessment. Thus, learning occurs in a climate of inquiry which promotes the creative exploration of ideas, reflection, higher order thinking and collaboration between like-minded students.

Participation in the extension program involves deep study of the learning area; additional experiences; and extended problem solving. Several points are considered for entry to this program. These include Mathematics subject achievement; NAPLAN score/s; effort and behaviour comments on school reports; written application; teacher confirmation (following submission of application). Once accepted into the program, students are expected to maintain an acceptable level of achievement in the course and display exemplary effort and behaviour. Each semester, data will be reviewed and students who do not maintain the required standard will be moved out of the class.

SCIENCE

Science provides students with opportunities to become lifelong learners through an inquiry-based approach to understanding the world around them. Students continue to develop their scientific thinking through critical and creative problem-solving, experimentation and evidence-based decision making.

In Year 8 Science, students deepen their understanding of Biology, Chemistry, Physics, and Earth & Space Science. They explore body systems, cells and microorganisms, investigate physical and chemical changes, examine energy transfer and transformations, and study processes that shape the Earth. Students continue to develop their practical investigation skills and apply scientific knowledge to real-world contexts.

Learning Experiences

Students undertake the four learning areas of:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Students develop skills in:

- Questioning and predicting
- Planning and conducting investigations
- Processing and analysing data
- Evaluating evidence and conclusions
- Communicating scientific understanding

Students explore:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

Literacy, numeracy and ICT skills are embedded throughout teaching and learning.

Assessment

- Supervised assessment (Term 1)
- Experimental investigation (Term 2 and Term 3)
- Research project (Term 4)

Science (Extension Class) Year 8

Year 8 Extension Science provides students with opportunities to extend their scientific knowledge, inquiry skills and critical thinking through challenging and engaging learning experiences. Students undertake the Year 8 Science curriculum while engaging in higher-order thinking, advanced problem-solving and deeper scientific analysis.

Students develop an enriched understanding of Biology, Chemistry, Physics, and Earth & Space Science through extension activities, investigations and research tasks designed to challenge and support high-achieving learners.

Once accepted into this program students are expected to maintain acceptable level of achievement in the course and display exemplary effort and behaviour. After each assessment data will be reviewed and students who do not maintain the required standard will be moved out of the class.

HUMANITIES

Humanities covers the curriculum areas of Legal Studies, Geography and History. It requires students to expand and improve thinking processes and skills as its main priority. Studies in this area attempts to develop critical thinking as a means of learning how to learn as opposed to being able to memorise facts and figures. It is a mandatory subject of study for Year 8.

Learning Experiences

Legal Studies	History	Geography
Government and Democracy/ Law and Citizens	Medieval Europe and the Early Modern World	Landscapes and Landforms
	Empires and Expansions: The Spanish conquest of the Americas (c.1492-c.1572)	Changing Nations

Skills: Students will learn:

- How to develop inquiry questions
- How to interpret and analyse sources
- How to identify and describe different perspectives
- How to write paragraphs, essays and reports
- How to research and reference sources

Assessment

Assessment will usually occur at the end of each unit and will include:

- Research
- Paragraph, essay and report writing
- Combination response tests

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a Core Subject in Year 8 and the course is completed in one Semester.

The Health and Physical Education course expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The course supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Learning Experiences

- Practical Activities:
    - Touch Football, Basketball, Netball, Volleyball, Athletics, Softball, Cricket and Football
    - Modified Games/Activities
    - Aquatic Activities and Water Safety
- Theoretical Activities:
    - First Aid and Water Safety
    - Respectful Relationships

Assessment

- Performance assessment (evaluate own and others' performances)
- Written (Examination, Investigation Report)
- Oral presentations

JAPANESE

Year 8 Japanese is the second of two compulsory years of language study at Albany Creek State High School. We usually host visiting Japanese school groups organised through Education Queensland International. This allows out students to interact in meaningful situations with native speakers.

Learning Experiences

The Year 8 course continues to build on the Japanese studies done in Year 7. Mastery of reading and writing hiragana continues as a major focus. Students will continue to develop their skills of listening, speaking, reading and writing in Year 8 Japanese. Course content will be focussed on information from our At School Unit and Going Places/Doing Things Unit. Script focus included mastery of hiragana and approximately 30 kanji characters. We are proactive in providing support to beginning students of Japanese. Weekly after school Japanese tutorials are available to all students across Years 7 – 12.

Assessment

The skills of Listening, Speaking, Reading and Writing are formally assessed in class at least once each during the semester.

FOOD AND FIBRE PRODUCTION

This subject offers students the opportunity to develop knowledge and process skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and communities – selecting and preparing healthier choices of food
- Product design and manufacture – to manipulate, design and construct with materials and fibres
- Materials analysis

Students are engaged in learning through practical application and investigative tasks. Organisation and Management skills as well as Hygiene and Safety are emphasised throughout this subject.

Learning Experiences

This subject is practically oriented and integrates theoretical components that are relevant to what the students are making in Food or Fibre based units. Units of work that may be undertaken include:

- Fibre textile based product
- Nutrition and Cookery Unit: Bowl culture

Assessment

Students studying Food and Fibre Production are expected to complete homework tasks for cooking each week.

- Weekly Practical Cookery
- Functioning Textiles articles
- Written Assignments/Journals

DIGITAL TECHNOLOGIES

Digital Technologies focuses on further developing understanding and skills in computational thinking and engaging students in a wide range of information technologies. Practical projects are incorporated to engage students in a range of activities to solve real world problems. Students will have the opportunity to learn the knowledge and skills necessary to:

- Improve communication and collaboration skills
- Design algorithms involving branching and iteration
- Plan and manage projects
- Evaluate solutions in terms of innovation and sustainability

Learning experiences

Students will:

- Design and develop a game

Assessment

- Written Task: Short response, individual
- Project: Practical Project, individual

MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They begin to understand how information, materials and systems can be combined in innovative ways in response to real-world situations.

Learning Experiences

This course exposes students to a large variety of materials, tools and experiences. Safe projects are incorporated in order to introduce students to ways of manipulating materials and the use of hand and power tools. It is also designed to encourage and teach students in the art of graphical communication and its many uses in both industrial and commercial areas. Students design and make projects using a variety of materials that may include electronics, metal, plastics and timber.

Assessment

Assessment is a combination of practical work-shop construction, written and visual communication, design, evaluation and project management. Materials and Technologies Specialisations OnGuard safety units will be required to be completed for homework prior to permission to engage in workshop practices.

DANCE

Students study Dance to perform, to learn how to structure movement, to convey ideas and appreciate dance forms and styles. Dance uses the human body as the means of expression and communication and builds confidence and the ability to work individually and in groups.

Learning Experiences

In Year 8 students will have experiences in Choreography, Performance and Appreciation of making and responding to Dance through a range of social and cultural contexts. Students will work individually and as a group to explore the various components of dance and will learn about these through modern, contemporary and popular dance styles.

Students will be required to complete written assignments in Dance and will have written and practical homework for this subject. The practical work will involve students in rehearsing by themselves or in groups for choreography and performance assessment tasks.

Assessment

- Making Strand – Dance Performance and Choreography
- Responding Strand – Short response to a Dance piece.

DRAMA

Wherever there are people, there is drama. We watch, read and participate in drama in all facets of society. Drama enables students to explore and interpret the world around them and their place in it. Learning in Drama provides opportunities for students to develop effective communication skills, confidence and group interaction skills that will assist them in other areas of the curriculum and later life. Students will develop skills in making (performance and shaping) and responding to drama.

Learning Experiences

In Year 8 Drama the students will work as a group to explore the various elements that constitute Drama. The students will learn about these through role play, theatre games, trust exercises, improvisation and some work on scripted drama as well as developing written responses to drama performance.

Assessment

Students will be required to perform individually and in groups.

- Making Strand – Small group performance
- Responding Strand – Short written response to dramatic performances.

MEDIA ARTS

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Through the study of Media Arts, students develop enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them.

Creative and critical thinking skills are developed by exploring perspectives in media as producers and consumers. Students acquire aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences. This knowledge and understanding enables their active participation in existing and evolving local and global media cultures.

Learning Experiences

Wonder Woman, Batman, Captain America. Heroes come in all shapes and sizes. They represent what we wish we could be. They're our ideals personified. But why are all our favourite heroes from other parts of the world? What would an Australian Hero look like? What would they represent? Who would their allies be? Their enemies? What challenges would they face?

Assessment

- Making Strand - Mockumentary that introduces a new Australian superhero.
- Responding Strand – Evaluation written response

MUSIC

The study of Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in various repertoire, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Learning Experiences

All students in Year 8 will gain experience making and responding to music through djembe, guitar and ukulele performance and music literacy (reading and writing music).

Students who play an instrument through the Primary Instrumental Music Program or have private tuition are invited to audition for the Instrumental Music Program at the beginning of the year.

Assessment

Students will be assessed using a range of responses including practical work, composition tasks and responding tasks. Students will have written and practical homework for this subject. The practical work will involve students in individual practice and rehearsing in groups for performance.

- Making Strand – Practice and rehearsing in groups for performance and composition
- Responding Strand – short written responses.

VISUAL ART

Year 8 Visual Art provides an expressive and creative environment for students to be involved in the development and enjoyment of making and responding artworks. Students develop perceptual and conceptual understanding of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present.

Learning Experiences

Visual Art focuses on students making and responding to images and objects. Students will explore visual art and design elements and concepts through visual forms such as drawing, painting, ceramics, design, printmaking and electronic imaging. Students use a range of materials and develop skills and techniques to communicate their ideas.

Assessment

Practical and written responses. Students work individually and collaboratively to develop ideas, experiment with materials and create resolved artworks.

- Making Strand – 2D and 3D folio and experiments
- Responding Strand – Adopt an artist written task.

Year 9 Curriculum and Subjects

Learning Area	Year 9 Core Subjects	Subject Details
TEAM	The Resilience Project	All year
English	English	All year
Mathematics	Mathematics	All year
Science	Science	All year
Humanities	History	1 Semester
HPE	Health and Physical Education	1 Semester
	Elective Subjects Students have the option of selecting four semester subjects from the subjects below	
	All subjects run for a semester (3 x 70 minute periods per week)	
HPE	Program of Excellence – Football ^# (Unit 1)	Program of Excellence – Football^# (Unit 2)
Languages	Japanese # (Unit 1)	Japanese # (Unit 2)
Applied Technology	Food Specialisations (Studies) Fashion	
Industrial Design and Technology	Design and Technologies Materials and Technologies Specialisations	
Information Technology	Digital Technologies Economics and Business	
Humanities	Geography	
	Legal Studies	
The Arts	Dance (Unit 1)	Dance #* (Unit 2)
	Drama (Unit 1)	
	Media Arts	Media #* (Unit 2)
	Music	
	Visual Art (Unit 1)	Visual Art #* (Unit 2)

^ There is a selection process for this curriculum offering.
Must be studied for two semesters
* Students in POE Dance, Media and Visual Art choose subject for 2 Semesters

The school also offers extension programs. These programs are by invitation only at certain junctures of the school year. Extension Programs in Mathematics, English and Science are available. Please enquire at enrolments@albanycreekshs.eq.edu.au.

ENGLISH

English is the study of our language and its texts. This course is built around three strands - Language, Literature and Literacy, which together focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning Experiences

Year 9 students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic. In addition, they create and explore texts which inform and persuade. Themes and issues covered in Year 9 include higher order reasoning and intertextual references. Students engage in short story writing, media text writing, persuasive writing, the writing of monologues as well as analytical writing. In Year 9 they also participate in drama as part of their oral assessment.

Assessment

Assessment in English covers both written and spoken tasks in a range of genres and contexts. Some tasks will be completed under examination conditions and others will be given as assignments which can be completed both in class and at home. All assignment work must be accompanied by draft work which the classroom teacher has sighted throughout the drafting process. In Year 9, English students must complete a minimum of three (3) core written pieces and one (1) core spoken piece.

English (Extension class) Year 9

Albany Creek State High School is committed to an education program that recognises individual student differences. Embodied in this commitment is a responsibility to gifted students to help them maximise their potential. To support these students an Extension English class, which provides a differentiated curriculum to meet student needs, is offered in Years 8 to 10. Selection of students for this class is determined by Academic Reports, Year 7 NAPLAN results, references and other outstanding achievements.

Once accepted into the program, students are expected to maintain an acceptable level of achievement in the course and display exemplary effort and behaviour. Each semester, data will be reviewed and students who do not maintain the required standard will be moved out of the class.

MATHEMATICS

Mathematics introduces students to a wider range of opportunity for future study and careers as well as developing the ability to apply logical thinking processes to problem solving situations and to see the application of Mathematics in a wider sphere than just everyday situations.

Mathematics provides students with the essential mathematical skills and understandings in number, algebra, measurement, space, statistics and probability. The curriculum aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in all aspects of life. The key ideas in mathematics are the proficiency strands of understanding, fluency, problem solving and reasoning. These strands support the delivery of the content being taught.

Learning Experiences

Strands and content levels are prescribed by the Australian Curriculum for Year 9. The mathematical content experienced in Year 8 is built on and students need to have a thorough knowledge and understanding of the mathematics previously experienced. Additional emphasis is on developing the more formal aspects at a much higher level than students may have previously experienced. All students complete requirements of the Australian Curriculum. The variety and depth at which this is offered may differ for some students.

The course includes study of Integers, Rational Numbers, Indices, Expressions, Equations, Perimeter, Area, Surface Area, Volume, Probability, Statistical Graphs and Measurements, Ratio, Rate, Proportion, Geometry, Quadratics and Trigonometry.

Assessment:

Assessment is common to all students and may take the form of:

- Tests
- Reports

Mathematics (Extension class) Year 9

Mathematics students at Albany Creek State High School participate in rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals. Extension Mathematics is a course that runs concurrently with Mathematics classes at the same year level. Extension Mathematics students study the same curriculum and complete the same assessment; however, there will be a greater emphasis on problem solving. Thus, learning occurs in a climate of inquiry, which promotes the creative exploration of ideas, reflection, higher order thinking and collaboration between like-minded students.

Participation in the extension program involves deep study of the learning area and extended problem solving. Several points are considered when applicants are successfully selected for the program. These include Mathematics subject achievement; NAPLAN score/s; effort and behaviour comments on school reports; written application; teacher confirmation (following submission of application). Once accepted into the program, students are expected to maintain an acceptable level of achievement in the course and display exemplary effort and behaviour. Each semester, data will be reviewed and students who do not maintain the required standard will be moved out of the class.

SCIENCE

Science provides students with opportunities to further develop their understanding of scientific concepts and processes through inquiry, experimentation and critical thinking. Students apply their knowledge to explain real-world phenomena and make informed decisions about scientific issues that impact society.

In Year 9 Science, students build on their understanding of Biology, Chemistry, Physics, and Earth & Space Science. They investigate body systems and disease, chemical reactions and atomic theory, energy transfer and electricity, and explore global systems and environmental sustainability. Students continue to strengthen their ability to plan investigations, analyse evidence and communicate scientific explanations.

Learning Experiences

Students undertake the four learning areas of:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Students develop skills in:

- Questioning and predicting
- Planning and conducting investigations
- Processing and analysing data
- Evaluating evidence and conclusions
- Communicating scientific understanding

Students explore:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

Literacy, numeracy and ICT skills are embedded throughout teaching and learning.

Assessment

- Research Investigation (Term 1)
- Supervised assessment (Term 2)
- Experimental investigation (Term 3 and Term 4)

Science (Extension class) Year 9

Year 9 Extension Science provides students with opportunities to further extend their scientific knowledge, inquiry skills and analytical thinking through advanced and challenging learning experiences. Students undertake the Year 9 Science curriculum while engaging in higher-level cognitive tasks and deeper scientific investigations.

Students develop a sophisticated understanding of Biology, Chemistry, Physics, and Earth & Space Science through extension activities that encourage critical thinking, independent learning and scientific problem-solving.

Once accepted into this program students are expected to maintain acceptable level of achievement in the course and display exemplary effort and behaviour. After each assessment data will be reviewed and students who do not maintain the required standard will be moved out of the class.

HISTORY

The study of History teaches students highly transferrable academic skills that are useful in preparing them for tertiary study. In Year 9 History, students explore historical patterns and concepts from 1750 to 1918. In this stage of human history, there were revolutionary changes in farming, production, and in politics. In this period there are many conflicting perspectives and memories of how things occurred, why, and what their effects were. History students evaluate a range of evidence from these different views and then draw carefully considered conclusions. In Year 9 History, students develop the following skills: essay writing, research, using online databases, referencing, data analysis, source evaluation including corroboration and exam preparation. Whether students decide to continue to study History in future years or not, undertaking these units will help to develop essential academic skills that are transferrable to other subject areas.

Learning Experiences

- World War 1 (1914 – 1918)
- Making and transforming the Australian Nation (1750 – 1914)

Assessment

- Independent Research Assignment – Source investigation
- Exam

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a Core Subject in Year 9 and the course is completed in one Semester.

The Health and Physical Education course supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

During the course students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Learning Experiences

- Practical Activities:
    - Touch Football, AFL, Basketball, Netball, Volleyball, Athletics, Softball, Cricket and Football
    - Fitness Activities including Fitness Tests
    - Orienteering
- Theoretical Activities:
    - Fitness Training for Performance (Principles, components and methods)
    - Identity and wellbeing (holistic health)

Assessment

- Performance assessment (evaluate own and others' performances)
- Written (Examination, Investigation Report)
- Oral presentations

JAPANESE

Year 9 Japanese is offered as a one semester elective subject. The core subject can be studied in either Semester 1 or Semester 2. Year 9 Japanese is a prerequisite for Year 10 Japanese.

Albany Creek State High School has a tradition of welcoming visiting Japanese school groups, thus allowing our students to interact in meaningful situation with native speakers. The school has biennial Japan Tours open to Year 9 – 12 students.

Learning Experiences

The Year 9 semester course further builds o the Japanese studies completed in Years 7 and 8. All reading and writing tasks are completed in hiragana and kanji scripts. Katakana is also introduced in Year 9. Students continue to expand their skills of Listening, Speaking, Reading and Writing. Approximately 50 new kanji are taught throughout the semester. Course content is developed through two units of work "Hobbies and Arrangements" and "School Life and Daily routine". Additional weekly support continues to be offered via after school Japanese tutorials, open to all students of Japanese in Years 7 – 12.

Assessment

Assessment is conducted in class and the skills of Listening, Speaking, Reading and Writing at least once each in the semester.

The four skills of listening, speaking, reading and writing are formally assessed at least once each during the semester.

FOOD SPECIALISATIONS (STUDIES)

This subject offers students the opportunity to develop knowledge and process skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities – selecting and preparing healthier choices of food
- product design and manufacture
- materials analysis.
- Students are engaged in learning through practical application and investigative tasks. Organisation and Management skills as well as Hygiene and Safety are emphasised throughout this subject.

Learning Experiences

This subject is practically orientated and integrates theoretical components that are relevant to what the students are making in Cookery units.

Units of work that may be undertaken include:

Nutrition and cookery Units:

- Wrap it (culturally based food investigative)
- Build it (seasonal, local, sustainable food production)

Assessment

Students studying this course are expected to complete work plans and organise ingredients for cooking each week. Set homework tasks and revision will be required following theory lessons (approximately 10 minutes per week).

- Weekly Practical Cookery (contributes to 40% of weekly lessons and overall practical assessment result)
- Practical Cookery Tests
- Written Tests
- Written Assignments/Journals

FASHION

Students who join this course will work in a setting that fosters innovation and creativity. In the fashion classroom, students will be encouraged to experiment with new ideas, techniques, flavours while learning from their failures and successes. Students will be provided with the resources, tools and time they need to explore their fashion and textiles potential.

Throughout this course, students will investigate the latest trends and developments in the fashion industry through industry and community partnerships. As an fashion student, they will be challenged and encouraged to push the boundaries of fashion artistry, create textile articles that exceed their expectations and showcase their success.

Aims

- celebrate and share a love of learning about fashion
- to promote collaboration and communication among fashion students
- create a positive and supportive classroom environment where students can share their opinions, feedback and suggestions, and where they can learn from each other
- encourage students to work together as a cohesive unit, and to help each other design and achieve goals.
- celebrate students' achievements and successes through events and showcases.

Participation requirements

Students are to participate in all practical lessons when at school. All workplace health and safety rules and expectations are to be adhered in each lesson to maintain participation in this course.

Three year plan

2027 Entry (Year 9) – The Basics. Students will gain basic skills and knowledge of the basic methods of sewing and fashion construction. They will complete a series of design tasks and showcase one to the school community.

2028 – Innovations (Year 10). Students will continue to develop the intermediate fashion design and sewing skills along with pattern making skills. They will design textile items to showcase at an event.

2029 – Applied Fashion Course QCAA (Year 11). In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas.

They design and produce fashion products in response to briefs in a range of fashion contexts. Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Pathway

Students who engage in the Fashion Course in their junior years will be able to gain entry into Senior Applied Fashion subject.

DESIGN AND TECHNOLOGIES

Design and Technologies is a course that develops design skills in interpreting, generating and creating graphical communication. Students experience planning through to production in simulated real-world contexts. The course engages students in making judgments and justifying decisions to achieve clear communication and compliance with standards and conventions that make design an international language. Students are encouraged to apply technical knowledge to a variety of situations, think critically and independently about problems and form opinions about the quality of work produced.

Learning Experiences

Design and Technologies contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations.

Assessment

A variety of assessment opportunities that may include Design Challenge, weekly Design and Technologies communication tasks, hand and computer-generated designs, drawings and written communication formats or Portfolio including the design process and project management processes.

MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They begin to understand how information, materials and systems can be combined in innovative ways in response to real-world situations.

Learning Experiences

This course exposes students to a large variety of materials, tools and experiences. Safe projects are incorporated in order to introduce students to ways of manipulating materials and the use of hand and power tools. It is also designed to encourage and teach students in the art of graphical communication and its many uses in both industrial and commercial areas. Students design and make projects using a variety of materials that may include electronics, metal, plastics and timber. Students will also have the opportunity to utilise emerging technologies to design elements of their projects. This may include the laser cutter and 3D printer.

Assessment

Assessment is a combination of practical work-shop construction, written and visual communication, design, evaluation and project management. Materials and Technologies Specialisations OnGuard safety units will be required to be completed for homework prior to permission to engage in workshop practices.

DIGITAL TECHNOLOGIES

Digital Technologies focuses on further developing understanding and skills in computational thinking such as problem solving and using modular approaches to solutions. It also focusses on engaging students with specialised learning in preparation for learning in the senior secondary years. Students will have the opportunity to learn the knowledge and skills necessary to:

- improve communication and collaboration skills
- design algorithms involving branching and iteration
- plan and manage projects
- critically evaluate solutions in terms of future risks, innovation and sustainability
- use testing/feedback

Learning experiences

Students will:

- assess and construct digital information from a range of sources
- develop techniques for collecting, storing and validating the data
- design algorithms using game development software
- use software to model solutions.

Assessment

- Projects: practical and written, individual.

ECONOMICS AND BUSINESS

Economics and Business offers students an insight into the world and the way it impacts on the Australian Economy. Students who study Economics and Business will understand the role the Australian economy plays distributing resources and analyse the interdependence with the global economy.

Learning Experiences

- Statements of Financial Position
- The Australian Economy
- Business Ventures

Assessment

- Tests
- Practical tasks
- Responding to stimulus material
- Group projects
- Reports.

GEOGRAPHY

The study of Geography teaches students highly transferrable academic skills that are useful in preparing them for tertiary study. In Year 9 Geography, students investigate the role of the biotic environment and its role in food production. They consider the environmental challenges of and constraints on expanding food production in the future. They also study urban planning in order to understand how governments and councils attempt to meet environmental, social and economic goals. In Year 9 Geography, students develop the following skills: report writing, data collection, data analysis, referencing, research, source evaluation and exam preparation. Whether students decide to continue to study Geography in future years or not, undertaking these units will help to develop essential academic skills that are transferrable to other subject areas.

Learning Experiences

- Biomes and Food Security
- Geography of Interconnections

Assessment

- Response to Stimuli and knowledge exams
- Geographical Inquiry Report (Primary Data Collection Report)

LEGAL STUDIES

The study of Legal Studies teaches students highly transferrable academic skills that are useful in preparing them for tertiary study. In Year 9 Legal Studies, students explore how Australia's political system enables change to occur. They look at how the decision making processes of government are influenced by political parties, interest groups, the media, and individual citizens. They also investigate the features and principles of our court system including its role in applying and interpreting Australian law. In Year 9 Legal Studies, students develop the following skills: essay writing, research, using online databases, referencing, data and source analysis and exam preparation. Whether students decide to continue to study Legal Studies in future years or not, undertaking these units will help to develop essential academic skills that are transferrable to other subject areas.

Learning Experiences

- Australia's Political System
- Australia's Justice System (including the courts)

Assessment

- Independent Research Assignment – Analytical essay
- Combination Response Exam

DANCE

Students study Dance because they enjoy the physical, creative and intellectual challenges associated with learning activities which use the body as the medium of communication and expression. Through performance students engage physically with the subject matter building the technical and artistic skills necessary to function and communicate effectively through movement. Choreography stimulates the creative potential of the mind through learning experiences and tasks which teach the skills associated with structuring and crafting movement to convey ideas. Appreciation develops analytical and literacy skills by teaching students how to examine, discuss, form options and respond to works of art.

Learning Experiences

During Year 9 students will have varied learning experiences across a range of social and cultural contexts. Semester 1: *BYO Dream and Dance – Exploring dance components* and *Dance through the eras*

Semester 2: *Lights, Camera, Action – Musical Theatre* and *Vertical to Horizontal - Exploration of movement through Contemporary Dance*

Assessment

Students are assessed on both *Making* and *Responding* in Dance. Typical assessment items include:

Making and Responding

- Using dance knowledge to create sequences of movement
- Responding to stimulus to make movement
- Performing teacher devised dance sequences
- Performing a set sequence for a dance technique exam
- Written analysis of live and recorded dance performances

DRAMA

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as Drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of Drama and emerging and existing technologies available to them.

Learning Experiences

In Drama, students discover and explore the elements of Drama, applying principles while making and responding to Drama in various forms. Students are required to participate in class activities working primarily in groups, as well as independently or with the whole class.

In Year 9, students draw on, use and analyse Drama genres, forms and styles from a range of historical and cultural contexts. They begin with the Drama in their immediate lives and community and identify the purposes of Drama. They draw on the histories, traditions and conventions of Drama from other places and times.

Assessment

Drama assessment involves students making, performing, analysing and responding to Drama, drawing on human experience as a source for ideas. Drama involves both *Making* and *Responding* to develop practical and critical understanding of how the elements of Drama can be used to shape and structure Drama that engages audiences and communicates meaning.

MEDIA ARTS

Media Arts involves creating representations of the world and telling stories through communications technologies. Through the study of Media Arts, students develop enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them.

Creative and critical thinking skills are developed by exploring perspectives in media as producers and consumers. Students acquire aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences. This knowledge and understanding enables their active participation in existing and evolving local and global media cultures.

Learning Experiences

Social Media is a way for individuals and institutions to cultivate their public identity, advertising versions of themselves through the stories they design and communicate. At the heart of these stories are the social and cultural values that these users align with. In this unit, students engage with social media and how these platforms have allowed institutions to master the art of identity advertising.

Assessment

- Making Strand - A narrative advertisement that communicates a key message to a targeted audience within the Albany Creek community.
- Responding Strand - Case study investigation analysis how advertisers use Instagram to build a public identity for an institution or company.

MUSIC

Music focuses on students making music and developing the ability to think and express ideas and emotions in sound. Through immersion in various film music genres, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Learning Experiences

Music in film and TV will be explored through Listening, Practical, Compositional and Theoretical activities. Students will have the opportunity to have 'hands-on' experience with musical instruments such as guitar and keyboard. The practical work will involve students in individual practice and rehearsing in groups for performance assessment tasks.

Assessment

- Making Strand – Listening, Composing and Performing.
- Responding Strand – Analysis

VISUAL ART

Students study Visual Art to make, and respond to images and objects. They develop a perceptual and conceptual understanding of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present.

Learning Experiences

Visual Art is practically orientated and integrates written components that are relevant to what students are making in Visual Art. Units of work undertaken over the course may include:

- Transmorphation – Clay and Mixed Media Sculptures
- Paper, Ink, Print – Drawing and Lino Printing
- 20th Century ISMS – Painting
- Pencil versus Camera – Drawing and Digital Design

Assessment

Students are required to participate in all class activities, working individually and in pairs or groups.

- Making Strand – The practical work will involve students completing set class work or homework tasks.
- Responding Strand – Students will be required to complete written assignments in Visual Art and will have written and practical homework for the subject.

OTHER LEARNING AREAS

TEAM – TOGETHER EVERYONE ACHIEVES MORE

- Why TEAM?

At *Albany Creek State High School,* we value ***Integrity, Creativity, Courage*** *and* ***Contribution.*** We are committed to the **holistic growth** of our students, with an emphasis on supporting them to build **resilience** and nurture **personal growth.** We aim to foster an environment where students can **positively contribute** and **connect** with the school and wider community, cultivating a strong sense of **belonging.** Through engagement with the TEAM program, students will feel **capable** and **confident** within themselves, leading to them achieving their **personal best.**

- What is TEAM?

Introducing **TEAM – *Where Together Everyone Achieves More!*** A wellbeing program that empowers students to build connection, strengthen resilience, and work collaboratively to support one another. Students will also explore and practise our school values of Integrity, Creativity, Courage, and Contribution as part of their TEAM-work. A key component of TEAM will include The Resilience Project (TRP), where we introduce students to the key wellbeing pillars of Gratitude, Empathy, Mindfulness and Emotional Intelligence (GEM + E). Integrating these pillars into classroom routines will allow our students to;

** Cultivate positive emotions*
** Boost mood and engagement*
** Develop a sense of gratitude*
** Strengthen relationships through genuine kindness and empathy*
** Enhance focus and emotional regulation through mindfulness.*

TEAM will also include:
** Whole school and year level assemblies*
** Guest speakers and presentations related to the exploration of current youth issues*
** House challenges and meetings*
** Student goal setting and elements of academic conferencing*

The TEAM program is delivered in alignment with our schoolwide priority of fostering positive teacher-student relationships and the Intentional Practices Framework.

- When is TEAM?

TEAM Roll Marking: These short lessons occur every morning, Monday through to Friday, from 8.50am to 9.00am, with one of the lessons being devoted to a Year Level Assembly.
TEAM Extended Lesson: This lesson occurs weekly on Thursdays in Period 3.

WAM – WEDNESDAY ACTIVITY MODULES (Year 7 and 8)

Wednesday Activity Modules (WAM) is a program organised for Year 7 and 8 students that promotes physical activity. Students are able to select from a range of interschool sport, recreational activities and curriculum based learnings.

Additional costs / excursion costs not included in the Student Resource Scheme:

There are some costs applicable to certain activities, which require bus transport or entry fees into venues. For Season 2 2023, this fee was $70 for the semester. Parents/carers will be informed of costs for each activity at the beginning of each semester before students make their selection.

LEARNING CONNECTIONS SUPPORT

As a faculty the Learning Connections team lead the co-ordination of support for students, parents/carers and classroom teachers through the design and implementation of a Personalised Learning Record (PLR) for students with a disability.

At the beginning of each school year, your child's Case Manager will make contact to introduce themselves and begin building a positive partnership with you. This collaboration ensures we work together to support your child throughout their journey at Albany Creek State High School and enables them achieve their personal best.

Over the course of your child's education at Albany Creek State High School the following support will be on offer in consultation with parents/carers and students and will vary based on the needs of the student:

Year 7 and 8:

- In class support
- Personalised Learning Record (Supplementary, Substantial, Extensive/+)
- 1 Semester of Tutorials in place of Japanese (with an approved languages exemption)

Year 9:

- In class support
- Personalised Learning Record (Supplementary, Substantial, Extensive/+)
- Tutorial considered in place of an elective with supporting documentation and approval

Year 10 to 12:

- In class support
- Personalised Learning Record (Supplementary, Substantial, Extensive/+)
- Tutorial considered in place of an elective with supporting documentation and approval

Students receiving substantial and extensive/+ level of adjustments will receive direct case management through a member of our Learning Connections team. The year level case manager will support your child through regular check-ins with the student, liaising with classroom teachers in an ongoing basis to ensure effective PLR implementation and facilitate regular communications home to ensure you are aware of all upcoming assessments.

In addition, your child's case manager will work with you to ensure appropriate AARA provisions are in place from the beginning of the year to support your child during assessments.

At Albany Creek State High School, we value strong partnerships between school, parents/carers and students. Our Learning Connections team is committed to creating a supportive and inclusive environment where every student feels known, valued and capable of success. Through ongoing collaboration, personalised support and high expectations, we aim to empower each student to build confidence, develop independence and achieve their personal and academic goals throughout their schooling journey with us.

LITERACY and NUMERACY SUPPORT

Literacy and numeracy support is offered to targeted students across the school and each year is dependent on staffing allocation. It is part of our Learning Connections faculty and is comprised of experienced teachers and teacher aides. Students requiring literacy and numeracy support are identified through a variety of means including: an examination of achievement data from primary school; transition meetings with primary school support staff; analysis of diagnostic data; and teacher referrals.

Year 7 and Year 8 English teachers have been trained in reading methodology which scaffolds the teaching of reading through class-based texts. Where students require additional literacy support, the option exists for them to participate in literacy classes which they attend in place of Japanese. In these classes, students work in small groups on a Literacy Intervention program targeting phonemic awareness and processing, decoding, comprehension, and reading fluency, as well as working on other literacy skills including spelling, grammar, punctuation, and writing to focus on improvement across the curriculum.

Teacher aides are also utilised as valuable in-class support and work with class teachers to best structure the support they offer to particular groups or individual students. An overview of literacy support offered in Junior Secondary includes:

- Japanese Exemption Literacy Classes
- In-class support
- Targeted Literacy and Reading Intervention programs

Numeracy Support is offered to targeted students across the school and each year is dependent on staffing allocation.

Teachers of Mathematics are trained to not only deliver the Australian Curriculum in Mathematics but also have a focus on improving fundamental core numeracy skills which will, in turn, support all students' progress through the curriculum. In addition, dependent on staffing, teacher aides offer in-class support to individual students.

An overview of numeracy support offered in Junior Secondary includes:

- In-class support