



# **SUBJECT SELECTION HANDBOOK YEAR 9 2025**

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## MESSAGE FROM THE PRINCIPAL

Our junior secondary curriculum is designed to provide students with a broad general education. As students' progress from Years 7 to 9 they will develop interests and skills, which will assist them in identifying specific pathways that they would like to pursue in their senior years (Years 10 - 12).

This handbook outlines the core subjects every student in Year 9 will study and the elective subject selection choices available to Year 9 students. Following completion of the subject selection process, students' preferred options for electives will be analysed and a timetable and final curriculum developed for 2025. Where possible, students will be placed in their preferred subjects.

Students may not get their first choice and not all subjects will run. Subjects that do not have sufficient numbers of students applying will not run. Students who do not complete the Subject Selection Process will be placed in subjects with vacancies once all other students have been allocated places.

The information contained in this booklet allows students to identify areas of interest in The Arts, Technology and general areas so they can make appropriate choices, which will enable them to achieve successful outcomes.

The Student Resource Scheme (SRS) for Year 9 in 2025 is \$240.

I encourage all parents and students to take up the opportunity to discuss their choices and any question or concerns they might have with teachers, Heads of Department, the Guidance Officer and the Administration.

Tracey Hopper  
Principal

Subjects	Year 7 Curriculum	Year 8 Curriculum	Year 9 Curriculum
	All students study all subjects over the course of Years 7 and 8. *Entry to specialist programs are by submission/invite only.		All Year 9 students study English, Maths, Science, History, HPE and 4 +elective subjects.
<b>English</b>	English Corrective English	English Corrective English	English
<b>Maths</b>	Maths	Maths	Maths
<b>Science</b>	Science	Science	Science
<b>Humanities</b>	History +Geography	History +Geography	History +Geography
<b>HPE</b>	Health & Physical Education *Athletics Excellence (ATX)	Health & Physical Education *Athletics Excellence (ATX)	Health & Physical Education +Athletics
<b>Languages</b>	Japanese *Japanese Excellence	Japanese *Japanese Excellence	+Japanese
<b>Business</b>			+Business, Money & Law +Business and Tourism Practices
<b>The Arts</b>	*Music Excellence Creative Arts	*Music Excellence Performing Arts Visual Arts	+Music +Art +Dance +Drama +Media
<b>Technology</b>	Food & Textile Design Digital Technologies *STEM Excellence	Technology, Wood & Plastics Digital Technologies *STEM Excellence	+Food & Textile Design +Hospitality + Technology, Wood & Plastics + Digital Technology +STEM
<b>Student Support Services</b>	QCIA Overview	QCIA Overview	QCIA Overview

Some electives running in 2025 are conditional upon numbers and staffing English, Maths, Science and specialist subjects in 7 & 8 (\*) are all one year in length. All Year 9 elective subjects (+) run for one semester.

# CONTINUITY OF STUDY: SENIOR CURRICULUM

Subject offerings 2025 to 2027

General subject (G) Applied (A) VET (V)

DEPARTMENT	2025 YR 10	2026 YR 11	2027 YR 12
English	Essential English	Essential English (A)	Essential English (A)
	General English	General English (G)	General English (G)
Science	Biology	Biology (G)	Biology (G)
	Physics	Physics (G)	Physics (G)
	Chemistry	Chemistry (G)	Chemistry (G)
	Science in Practice	Science in Practice (A)	Science in Practice (A)
	Certificate II in Sampling and Measurement (V) 6mths course		
Physical Education and Aquatics	Physical Education	Physical Education (G)	Physical Education (G)
	Sport & Recreation	Sport & Recreation (A)	Sport & Recreation (A)
	Cert III in Fitness (V) 2yr course	Cert III in Fitness (V)	
	Aquatic Practices	Aquatic Practices (A)	Aquatic Practices (A)
	Certificate II in Health Support (V) 6mths course		
Industrial Design and Technology  STEM	Building & Construction Skills	Building & Construction Skills (A)	Building & Construction Skills (A)
	Engineering Skills	Engineering Skills (A)	Engineering Skills (A)
	Information & Communication Technologies	Information & Communication Technologies (A)	Information & Communication Technologies (A)
	Design	Design (G)	Design (G)
	Certificate III in Aviation (Remote Pilot) (V) 6mths course		
		Certificate II in Electrotechnology (V) 12mths course	
	Certificate II in Automotive 12mths (V) Certificate II in Plumbing 18mths (V) Certificate II in Engineering Pathways 12mths (V)		
Business	Legal Studies	Legal Studies (G)	Legal Studies (G)
	Diploma of Business (V) 2yr course	Diploma of Business (V)	Diploma of Business (V)
	Business Studies	Business Studies (A)	Business Studies (A)
	Tourism Certificate II in Supply Chain Operations (V) 6mths course	Tourism (A)	Tourism (A)
Social Science and LOTE	Japanese	Japanese (G)	Japanese (G)
	Modern History	Modern History (G)	Modern History (G)
	Geography	Geography (G)	Geography (G)
	Social and Community Studies	Social and Community Studies (A)	Social and Community Studies (A)

DEPARTMENT	2025 YR 10	2026 YR 11	2027 YR 12
Social Science and LOTE	Certificate II in Skills for Work & Vocational Pathways (V) 6mths course		
Maths	Essential Maths	Essential Maths (A)	Essential Maths (A)
	General Maths	General Maths (G)	General Maths (G)
	Mathematical Methods	Mathematical Methods (G)	Mathematical Methods (G)
	Specialist Maths	Specialist Maths (G)	Specialist Maths (G)
The Arts	Music	Music (G)	Music (G)
	Visual Arts in Practice	Visual Arts in Practice (A)	Visual Arts in Practice (A)
	Film, Television & New Media	Film, Television & New Media (G)	Film, Television & New Media (G)
	Media Arts in Practice	Media Arts in Practice (A)	Media Arts in Practice (A)
	Arts in Practice (Drama, Dance & Production)	Arts in Practice (Drama, Dance & Production) (A)	Arts in Practice (Drama, Dance & Production) (A)
Food and Textile Design	Hospitality	Hospitality Practices (A)	Hospitality Practices (A)
		Cert II Hospitality (V) 1yr course	Cert II Hospitality (V) 1yr course
		Cert II Cookery (V) 1yr course	Cert II Cert II Cookery (V) 1yr course
Student Support Services	QCIA Certificate	QCIA Certificate	QCIA Certificate

**Please note** that while subjects may be offered, the running of these subjects is dependent on minimum student numbers, compatibility with the main timetable and staff availability.

Students wishing to complete the Certificate II in Hospitality cannot choose Hospitality Practices. Students wishing to choose Cert II in Engineering Pathways cannot choose Engineering Skills

## SENIOR EDUCATION AND TRAINING PLANS

**During Year 9** a detailed planning process is undertaken with all students to assist them in developing a Senior Education and Training Plan (SET Plan). These plans will map out a young person's career and education goals and the learning options available to them in the Senior Phase of Learning. They are developed in Year 9 as a 'working document' and are revisited and realigned according to individual circumstances over Years 10, 11 and 12.

Students in Year 9 should always apply their best efforts, as Senior subjects can have pre-requisites that include minimum levels of achievement in Year 9.

### ***What is a SET Plan?***

A SET Plan is an individual's personal learning plan of action to achieve success in the Senior Phase of Learning. A key goal of the SET Plan is to plan an individual pathway to enable students to transition to their desired future career and achieve the Queensland Certificate of Achievement (QCE).

### ***How is a SET Plan created?***

Parents, teachers and others will assist students to review past achievements, career interests and map out a plan of action for the future.

### ***What does a SET Plan involve?***

- reviewing past achievements and building on individual strengths and interest
- identifying areas where more development is needed
- exploring available options for education, training or employment
- selection of their senior subjects and senior pathway
- an interview including their parents/caregivers and care teacher

In developing the SET Plan, Care teachers and support staff work with students to develop their skills and capacity to set goals about what they want to achieve in the Senior Phase of Learning and beyond. By the time students are ready to commit to their SET Plan, students will need to have a detailed understanding of:

- their personal goals and aspirations their chosen pathway
- education and training requirements to achieve their goals areas of strength
- areas requiring further attention
- contingencies that allow for changed circumstances the full range of career options and pre-requisites
- opportunities for community/civic involvement

### ***Parent Involvement***

All parents are required to attend an interview in Semester 2, Year 9. Interviews take approximately 30 minutes (assuming all prior preparation is completed) and culminates in subject selection.

# ATHLETICS

<b>Subject Code</b>	ATX
<b>Contact Person</b>	Chris Taylor - HOD Health and Physical Education, Aquatics and Sport ctayl74@eq.edu.au or 3804 2328

## Course Outline

ATX is an athletics program designed to enhance students' athletic ability. Windaroo Valley SHS has a long tradition of athletic success attributed to this program. Participation in ATX will provide students with the following benefits:

- Opportunities to develop their athletics potential to the highest level while maintaining their performance in academic subjects.
- Quality coaching and feedback within the school environment.

## Subject Organisation

In theory work, students study topics including athletics officiating, nutrition, goal setting, injury prevention and management.

Practical work includes use of training techniques, technique analysis, weight training, fitness training and preparation for competition.

## Assessment

Assignments and training diaries are used for theory assessment, while performance criteria standards and technique assessments are used for practical work.

## Prerequisites

- Preferred student participation in Year 8 ATX

## Additional Costs

Students may participate in excursions throughout the semester possibly including an ATX training day, a coaching clinic and extra-curricular competitions. Cost for these excursions is approximately \$90. ATX uniforms are available to be purchased on order at the beginning of the school year at a cost of approx. \$40.

## Pathways to Senior Subjects and Career Options

### Subjects:

- Cert III Fitness
- Sport and Recreation
- Physical Education

### Career:

- Sports excellence
- Fitness / Trainer
- Human movement
- Coaching / Sports education



# VISUAL ART

**Subject Code:** ART

**Contact Person** Jade Lindon - HOD The Arts  
jlind137@eq.edu.au or 3804 2321

## Course Outline

This course seeks to develop creativity, making skills and appreciation of Visual Arts. Fine art practice is supported by an investigation of art history and contemporary art theory through an analytical approach. Art contributes to general education through teaching problem solving, working with others, thinking processes and general knowledge. Imagination can be a powerful tool and the world of the future needs people who can use their imagination to be creative, divergent problem-solvers. By studying Visual Art, students will enhance their abilities to think, create and question the world around them.

## Subject Organisation

Students will:

- Learn how to use the Elements and Principles of Design to create artworks using a variety of media and materials eg. Drawing, Painting, Printmaking, Ceramics, Sculptures, Design and Digital Art.
- Be encouraged to solve problems in a creative and self-expressive way.
- Develop their ability to 'self manage' individual tasks and collaborate with others on group tasks.
- Gain a greater awareness of their world by questioning what they see and how they interpret it.
- Learn to appreciate the artwork of others, within different cultures and throughout history.

## Assessment

- Planning and Designing artworks
- Creating Artworks in specific media areas
- Art Responding, art statements and reflection tasks
- Digital Art folios (Photoshop)

## Prerequisites

Nil

## Pathways to Senior Subjects and Career Options

This subject leads into the subject Visual Arts in Practice in the Senior School.

# BUSINESS MONEY AND LAW

**Subject Code** BML

**Contact Person** Leia Maher - HOD Food and Textile Design, Business  
lmahe23@eq.edu.au or 3804 2357

## Course Outline

In Unit 1, students will be participating in a project called \$20 Boss. This initiative provides young people with \$20 of start-up capital to create, launch, and operate their own enterprise throughout the term. Additionally, students will have the chance to showcase and sell their products at a market day. This experience is designed to prepare students for the Diploma of Business in senior years.

In Unit 2, students will delve into a legal unit where they will explore Australia's justice system, the constitution, and the basics of law in Australia. This curriculum is intended to lay the foundation for legal studies in senior years.

## Subject Organisation

Content covered in the course includes:

Entrepreneurship - \$20 Boss Program  
Investigating Courts and the Legal System.

Students will be expected to complete homework activities.

## Assessment

Assessment will take the form of manual and computerised responses, and presentations to varying audiences. Assessment techniques may include:

- Extended Response Tasks
- Short Answer Examinations
- Response to Stimulus Tasks
- Practical tasks
- Report Writing

## Prerequisites

Nil

## Additional Cost

Nil

## Pathways to Senior Subjects and Career Options

This subject will provide insight into the senior subjects of:

- Legal Studies (G)
- Diploma of Business (V)

# BUSINESS AND TOURISM PRACTICES

**Subject Code** BTP

**Contact Person** Leia Maher - HOD Food and Textile Design, Business  
lmahe23@eq.edu.au or 3804 2357

## Course Outline

Business and Tourism Practices is a subject offering student an introduction to economics, as well as looking at the Tourism industry both domestically and internationally. This subject aims to provide students with the necessary analytical and technological skills required to operate a business from communicating with customers to managing basic finances. Students will also investigate the basis of Tourism and research tourist destinations.

## Subject Organisation

Content covered in the course includes:

Designing a tourist destination profile  
Economics and Finance

Students will be expected to complete homework activities.

Learning opportunities and activities:

- Trading game
- Monopoly
- The Lorax
- ASX Schools Sharemarket game

## Assessment

Assessment will take the form of manual and computerised responses, and presentations to varying audiences. Assessment techniques may include:

- Extended Response Tasks
- Response to Stimulus Tasks
- Practical tasks
- Report Writing, Business Port Folio
- Research Tasks

## Prerequisites

Nil

## Additional Cost

Nil

## Pathways to Senior Subjects and Career Options

This subject will provide insight into the senior subjects of:

- Business Studies (A)
- Tourism (A)

# DANCE

<b>Subject Code</b>	DAN
<b>Contact Person</b>	Jade Lindon - HOD The Arts jlind137@eq.edu.au or 3804 2321

## Course Outline

The study of Dance in Year 9 will have many positive benefits for students. Dance:

- is an integral part of social, economic and artistic endeavour
- is a performance art in which the body is the medium of expression
- provides a unique way of exploring, comprehending and altering movement in terms of time, space and energy
- offers the opportunity to integrate learning in the arts, mathematics, languages, social sciences and other curriculum areas
- facilitates the acquisition and development of social, physical and intellectual skills
- enhances physical well-being and mental health
- develops the ability to communicate and express ideas, thoughts and values
- provides cultural experiences as students learn about dance from around the world including ritual, social and artistic forms of movement and expression.
- allows for creative expression, collaboration and teamwork

## Subject Organisation

Students in Dance will cover the popular dance style looking at Australian and overseas practitioners. Lessons will include a combination of theory and practical components across the three dance areas of choreography, performance and appreciation. Workshops with industry professionals are also included in this course.

## Assessment

Students will receive assessment tasks in each of the three areas of dance

- Performance – the performance of the technical skills learnt.
- Choreography – creating movement to develop a dance routine.
- Appreciation – the analysis of the dance components within a professional dance piece.

## Prerequisites

Nil

## Pathways to Senior Subjects and Career opportunities

Dance develops skills for further education, in the performing arts fields, and enables students to select Applied Arts in Practice in the senior school. This prepares them for other career pathways such as an Arts degree, Performer, Professional Dancer, Choreographer, Independent Artist, Dance teacher, or Arts administrator, costume designer, make up stylist, theatre critic, stage manager, lighting and sound technician.

# DIGITAL TECHNOLOGY

**Subject code** DIG

**Contact Person** Scott McDonald – HOD Industrial Technology and Design,  
Information Technology and STEM  
smcdo248@eq.edu.au or 38042318

## Course Outline

Digital Technologies enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

## Subject Organisation

Units for Year 9 may include:

Unit 1 – Deepening the User Experience in Unity Game Design

Unit 2 – Microcomputers, Encryption and Data Analysis

## Assessment

<i>Assessable Elements</i>	<i>Type of Assessment</i>
Knowledge and Understanding	Tests, Assignments
Production and Processes	Practical Projects, Design Folios,
Communication	Folio and Evidence of Learning

## Prerequisites

Preferred B Year 8 Digital Technologies.

## Workplace Health and Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery have hair tied back and wear black, impervious leather lace up college style shoes with black laces (as per school Dress Code).

## Additional Costs

- USB stick (16GB)

## Pathways to Senior Subjects and Career Options

Digital Technologies can establish basis for further education and employment in the fields of science, information technologies, control systems engineering, data analytics and mathematics.

## Career Options

Network management  
Systems management  
Software programmer

Network Security  
Roboticist  
App/ Game Developer

# DRAMA

## Subject Code

DRA

## Contact Person

Jade Lindon - HOD The Arts  
jlind137@eq.edu.au or 3804 2321

## Course Outline

Drama offers a means to explore, experience and to understand our world. It serves to mediate among ideas, feelings and values, offering a medium through which they can be explored.

Drama is essentially a 'meaning making' subject, supporting students in their attempt to understand their world and the world around them. It is a subject, which focuses on building confidence and interpersonal skills while fostering social development and self-discipline. As such, it is a valued and valuable curriculum choice.

Drama in the school curriculum can develop students' artistic and creative skills. It can also provide knowledge and skills that are transferable to a variety of artistic, social and work-related contexts, by developing students' intellectual, social, physical, emotional and moral domains through learning that engages thoughts, feelings and actions.

## Subject organisation

Areas of study may include:

- Elements of Drama
- Characterisation
- Improvisation
- Physical Theatre
- Performance
- Contemporary Theatre

## Assessment

- Student devised performance
- Student response to stimulus

## Prerequisites

Nil

## Pathways to Senior Subjects and Career opportunities

This subject leads into the Arts in Practice course, in the senior school and can lead to career pathways such as actor/performer, director, scriptwriter, lighting or sound designer, producer, arts administrator, theatre critic, production crew, stage manager, costume designer and arts teacher among many others.

# ENGLISH

<b>Subject Code</b>	ENG
<b>Contact Person</b>	Megan Strandquist - HOD English mtrus14@eq.edu.au or 3804 2346

## Course Outline

English is a core subject in Year 9 where the goal is to develop and refine students' ability to compose and comprehend spoken and written texts, fluently, appropriately, effectively and critically, for a wide range of personal and social purposes.

This year sees a continued emphasis on the acquisition of traditional grammatical skills, development of vocabulary knowledge and growth in text comprehension abilities to prepare students for the rigours of Senior English.

Students create, evaluate, discuss and analyse a wide range of literary and non-literary texts. Both of these text types include various types of media texts, including news sources, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students will be required to read, comprehend, analyse and create texts in a variety of genres.

## Subject Organisation

While they will have some class time to work on their assignments, students will use time outside of school to refine, revise and complete their assessment work and homework.

## Assessment

Student performance is assessed in two categories: spoken and written. This assessment provides feedback on student achievement for speaking, reading, writing and reviewing in a range of genres, under a range of conditions and for a variety of purposes and audiences.

Assessment will take the form of a selection of instruments including spoken and written across a range of genres, audiences, purposes and registers.

Student folios are moderated by the English staff to ensure comparability across the year level.

## Pathways to Senior Subjects and Career Options

English is a prerequisite for all university courses. Essential English is the alternative to General English in Years 10, 11 and 12. Both subjects providing students with the literacy and interpersonal skills necessary for a variety of pathways.

Essential English will be a minimum prerequisite for many courses including TAFE and Trades. General English is a pre-requisite for many university courses. Students must check with the appropriate institutions as to which English course they will require to enter the tertiary course they desire before they make final subject selections.

Students will be accepted into General English in Year 10 only if they have attained a B or higher in Year 9.





# GEOGRAPHY

**Subject Code** GEG

**Contact Person** Sean Harmer - HOD of Humanities and Languages  
[sharm9@eq.edu.au](mailto:sharm9@eq.edu.au)  
Tel. 3804 2359

## Course Outline

Geographers study phenomena as diverse as glaciers and beaches, cities and regions, as well as environmental hazards. They tackle the 'big issues' facing our world today; such as climate change, population growth, and food and water security.

Geographers help to design and manage cities, assess, monitor and manage our coastal and outback environments, and help create liveable spaces for our communities.

## Subject Organisation

Units of study offered in the course include:

- Biomes – Rainforest Study
- Connecting people and places to the world

## Assessment

A wide variety of assessment techniques are used in the subject; including, field trip reports, responses to stimulus tests, research reports, and technology-based projects.

### Additional Costs

- A4 lecture pad 96 pages
- ruler
- blue or black pens
- pencil
- highlighters
- eraser
- coloured pencils

## Compulsory Co- Curricular Requirements:

Field trips are an integral part of the study of Geography and students are expected to participate in these as mandatory components of their course of study. One of the student assessment items relates directly to the field trip (cost \$28)

## Pathways to Senior Subjects and Career Options

Year 9 Geography at this school is recommended as the first year of a four pathway of geographical studies and development of relevant reading, writing, research and analytical skills; culminating in the selection of Geography in Years 10, 11 and 12. (ATAR General Pathway)

# HEALTH AND PHYSICAL EDUCATION

**Subject Code** HPE

**Contact Person** Chris Taylor - HOD Health and Physical Education, Aquatics and Sport  
ctayl74@eq.edu.au or 3804 2328

## Course Outline

Health and Physical Education is a core subject in Year 9. Current research strongly links academic achievement with physical involvement. The teaching of Human Relations Education is embedded in the Health and Physical Education curriculum.

The study of Health and Physical Education in Year 9 will have the following benefits for students:

- Development of physical skills through participating in a wide variety of sport and recreational activities.
- Development of interpersonal skills through teamwork, cooperation, leadership and communication in a sport and recreation environment.
- Awareness of and ability to make choices about factors that impact upon a healthy lifestyle. Awareness of the benefits of regular participation in physical activities.

## Subject Organisation

Students in Health and Physical Education study a wide variety of practical and theoretical units. Practical Units strengthen student's movement concepts and strategies.

Practical Units from the following categories may include:

- Athletics
- Striking and Fielding: Cricket, Softball
- Net/Wall: Volleyball, Pickleball, Hotshots Tennis
- Invasion Games: Basketball, Netball, Futsal, and small sided games

Theory Units may include:

- Community
- Wellbeing
- Harm Minimisation

One lesson per week will be theory with the remaining two lessons being practical. Students are expected to complete 60 minutes per week of additional study in Health and Physical Education.

## Assessment

A wide variety of assessment techniques are used in Health and Physical Education. Written tests, Research assignments, lab reports and oral presentations are assessment methods used in theory while game play and practical skill tests are used in practical based areas.

## Workplace Health and Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery.

## Pathways to Senior Subjects and Career Options

Subject: Cert III Fitness, Sport and Recreation, Physical Education

Careers: Sports Coaching, Teaching Health and Physical Education, Exercise Science, Sports Officiating, Sports Management

# HISTORY

**Subject Code** HIS

**Contact Person** Sean Harmer – HOD of Humanities and Languages sharm9@eq.edu.au  
or 3804 2359

## Course Outline

History is a discipline through which people investigate, interpret, explain and describe changes and consequences in human affairs over time. Students of history inquire into the past, using primary and secondary sources of evidence, in order to construct and evaluate interpretations of events.

Through studying history, young people learn to approach the present and the future in a creative way, characterised by critical thinking, careful reflection and well-founded decision-making.

Subject Organisation

Units of study offered in the course include:

- Australia's Role in World War 2
- The Industrial Revolution

## Assessment

Assessment results are based upon a folio of work (three assessment pieces), which includes short answer tests; response to stimulus tests, research reports, and technology-based projects.

## Prerequisites

Nil

## Additional Costs

- A4 lecture pad (96 pages) • Ruler • Glue Stick
- Highlighter Pens

## Pathways to Senior Subjects and Career Options

History in Year 9 provides direction for students in terms of participating fully as active and informed citizens in Australian society.

This subject will prepare students for the following Senior Subjects (Years 10, 11 and 12):

- Modern History
- Social and Community Studies

# HOSPITALITY

**Subject Code** HTY

**Contact Person** Leia Maher - HOD Food and Textile Design, Business  
lmahe23@eq.edu.au or 3804 2357

## Course Outline

In Hospitality students will be learning fundamental techniques involved in baking and food preparation. The skills learnt will empower students with confidence to experiment with other recipes. This course is designed around a selection of hands-on theory and practical tasks.

## Subject Organisation

Unit 1 - 30 Minute Meals

Unit 2 - Bake Off

## Assessment

This subject focuses on continuous practical and theoretical tasks.

Design and Technology Strand	Type of Assessment
Knowledge and understanding	Written component of design projects
Processes and production skills	Design projects (written and practical food tasks)

Failure to provide the ingredients specialist equipment for each lesson will affect students' overall result.

## Prerequisites

Nil

## Additional Costs

This is a practical subject. Students are required to supply ingredients each week for cooking and a suitable container to take the finished product home.

## Workplace Health and Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery, have hair tied back and wear black, impervious leather lace up shoes with black laces (as per the school Dress Code).

## Pathways to Senior Subjects and Career Options

Hospitality focuses on students gaining sound management procedures and effective personal interaction which are vitally important for those who seek employment in the following industries:

- Tourism and Hospitality
- Consumer Affairs
- Wholesale and Retail Industries

This subject forms the background knowledge for Hospitality in year 10 and the applied subject Hospitality Practices, in Years 11 and 12 Certificate II in Hospitality and Certificate II in Cookery.

# INDUSTRIAL TECHNOLOGY, WOOD & PLASTICS

## Subject Code

TWP

## Contact Person

Scott McDonald – HOD Industrial Technology and Design,  
Information Technology and STEM  
smcdo248@eq.edu.au or 38042318

## Course Outline

Technology, Wood and Plastics is a design-based course concerned with the interrelationships of people, materials and design. It introduces practically oriented experiences (including wood and plastics), involving practical applications of mathematical and scientific principles in the everyday needs people have.

Every student, regardless of educational or vocational aspirations, needs to gain basic knowledge of traditional and conventional practice in preparation for further education, future occupations and everyday life in a technological society. The units in this course are aimed at assisting students in this preparation.

## Subject Organisation

Technology, Wood and Plastics is a predominantly practical subject, which utilises the Australian Curriculum Design Technologies knowledge and understanding and production and processes approach to projects.

### Units for Year 9 may include:

- Basic Construction skills and fabrication of a Ukulele
- Bridge Design and Engineering

## Assessment

Assessable Elements	Type of Assessment
Knowledge and Understanding	Design Booklet, Assignments, Tests
Production and Processes	Design Booklet, Project work

## Prerequisites & Additional costs

Safety Glasses

## Workplace Health and Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery have hair tied back and wear black, impervious leather lace up college style shoes with black laces (as per school Dress Code).

## Pathways to Senior Subjects and Career Options

This subject will prepare the student for study in the area of Senior Industrial Design and Technology classes. Technology, Wood and Plastics provides insight into Building Trades, Furnishing and Cabinet Making Trades and develops awareness of safety, tools and material handling, as well as the development of problem solving skills that can lead into Design.

# JAPANESE

## Subject Code

JAP

## Contact Person

Sean Harmer – HOD Humanities and Languages  
sharm9@eq.edu.au or 3804 2359

## Course Outline

Languages are an integral part of a general education and the importance of knowing a language other than English is recognised in the 'National Statement for Languages Education'. **Learning another language develops intellectual discipline and systematic study habits. It widens horizons and fosters cross-cultural understanding; contributing to the educational, intellectual, personal, social and cultural development of learners.**

## Subject Organisation

The units of study covered in the Year 9 course offer an insight into the Japanese language and culture by providing and utilising a wide range of real resources, such as Japanese timetables, newspapers and children's manga comics. The subject consists of the following unit topics:

- Let's go to Japan (Seasons, homestay, asking and giving permission)
- Tourism and part time jobs (Holiday destinations, personal qualities, and expressing abilities)

## Assessment

The four-macro skills (reading, writing, listening and speaking) will be assessed in a number of ways including reading and writing exams and oral performances.

## Prerequisites

Year 8 Japanese is the only pre-requisite for this subject.

## Additional Costs

Nil

## Pathways to Senior Subjects and Career Options

In the global economy that we all belong to, international travel has become commonplace; as has the participation of people from a multiplicity of cultures in countries outside the one in which they were born. People travel freely to overseas destinations to work, to holiday and to be educated. Australia, being geographically situated near Asia, is well-placed to encourage its people to learn a language such as Japanese so we can connect to and work within the region in which we live. **Japanese is also offered in Year 10, and is available for students to continue this pathway through to Year 11 & 12.**

# MATHEMATICS

**Subject Code** MAT

**Contact Person** Nicole Monaghan - HOD Mathematics  
nmona11@eq.edu.au or 3804 2333

## Course Outline

Learning mathematics enriches the lives of, and creates opportunities for all Australians. At Windaroo Valley State High School teaching of mathematics follows the Australian National Curriculum.

The Australian mathematics curriculum provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals required of mathematics specialists and professional users of mathematics. Mathematics is a core subject in Years 9 and 10. All students in Years 9 and 10 study mathematics for the full year.

## Assessment

Assessment will be by a combination of examinations and written assignment work. As well as assessing recall of knowledge, students will be required to demonstrate mathematical procedures to solve problems, and the effective use of communication and reasoning skills. Technology is an integral part of learning mathematics and there is an expectation that all students demonstrate competence in using the various forms of technology available.

Homework is seen as an essential part of the mathematics curriculum. It follows a weekly program using an online platform with an expectation it will be completed by a set date.

## Subject Organisation

The Australian Mathematics Curriculum is organised around the interaction of three content strands (Number and Algebra, Statistics and Probability, and Measurement and Geometry) and four proficiency strands (Understanding, Fluency, Problem Solving, and Reasoning). This approach has been adopted to ensure students' proficiency in mathematical skills is developed throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

## Prerequisites

Nil

## Additional Costs

- Casio fx-82AU Plus II scientific calculator
- Geometry kit (ruler, compass, protractor, etc.)
- Separate 96 page A4 grid book
- Whiteboard Marker

There is an expectation that students will come to class with all equipment needed.

## Pathways to Senior Subjects and Career Options

Our school is offering four different courses in senior mathematics studies. Some of these are leading towards university studies whilst others are designed for TAFE and vocational education. Student achievement and effort in year 9 mathematics will be used as evidence when determining suitable senior mathematics pathways.

# MEDIA

**Subject Code** MED

**Contact Person** Jade Lindon - HOD The Arts  
jlind137@eq.edu.au or 3804 2321

## Course Outline

Throughout this course, students explore and experience the media as art through a range of cultures, times and locations. Students manipulate and create their own media art, both individually and in groups. Students explore meaning and interpretation, cultural and historical influences and consider ethical responsibilities when using technology.

## Subject Organisation

Specific areas of study include basic skills in:

- Advertising
- Camera skills
- Graphic Design
- Sound design
- Stop Motion Animation
- Editing Software and skills using industry standard Adobe programs

## Assessment

Students will be assessed on the ability to:

- Make media art forms through manipulation to produce meaning through the use of media conventions.
- Respond to media art forms through analysis and evaluation of media conventions, cultural values and institutional influences.
- Explore and exploit visual conventions to develop imaginative and original ideas.
- Understand, select and manipulate functions, techniques and processes.

## Prerequisites

- Basic computer literacy

## Additional Costs

- USB stick (8GB)
- SD card (16GB) (No micro SD Cards)

## Workplace Health and Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery, have hair tied back and wear black, impervious leather lace up college style shoes with black laces as per school Dress Code.

## Pathway to Senior Subjects and Career Options

Film, Television & New Media is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject. Such as advertising, game and web design, various roles in the Film and Television industry, media production and Journalism.



# MUSIC

**Subject Code** MUS

**Contact Person** Jade Lindon - HOD The Arts  
jlind137@eq.edu.au or 3804 2321

## Course Outline

Music develops musicianship. Students will continue to develop music appreciation through studying a variety of musical styles and experience these through responding to works of others and works of their own. Students will also create skills to make music through composing and performing. Students will continue to participate in instrumental music instruction on a string, woodwind, brass or percussion instrument or engage in singing.

## Subject Organisation:

Students will study the following units over years 9:

- School of Rock

## Assessment

Students will be assessed in Responding and Making.

## Prerequisites

Prior music experience through studying an instrument or vocals is advised.

## Additional Costs

Instruments are available for hire at a fee of \$20 if required.

## Pathways to Senior Subjects and Career Options:

Music is an elective General subject in Years 10, 11 and 12. It is also a prerequisite for most tertiary music courses and can be combined with other subjects for other tertiary courses. It can also lead to a lifelong love, enjoyment and participation in an art form that improves health and wellbeing while expressing ourselves individually. This subject leads into Senior General Music.

# SCIENCE

**Subject Code** SCI

**Contact Person** Rodney Earl - Head of Department Science  
rearl5@eq.edu.au or 3804 2329

## Course Outline

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations.</p> <p><b>Sub-strands</b></p> <ul style="list-style-type: none"> <li>• Biological sciences</li> <li>• Chemical sciences</li> <li>• Earth and space sciences</li> <li>• Physical science</li> </ul>	<p>This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision-making and problem solving.</p> <p><b>Sub-strands</b></p> <ul style="list-style-type: none"> <li>• Nature and development of science</li> <li>• Use and influence of science</li> </ul>	<p>This strand is concerned with evaluation claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.</p> <p><b>Sub-strands</b></p> <ul style="list-style-type: none"> <li>• Questioning and predicting</li> <li>• Planning and conducting</li> <li>• Processing and analysing data and Information</li> <li>• Evaluating</li> <li>• Communicating</li> </ul>

## Assessment

Students are required to submit/sit for all assessment instruments through the year. Students will be assessed using:

- Supervised Exams
- Research Investigations
- Experimental Laboratory Reports
- Informal in-class assessments
- Data Tests

## Workplace Health and Safety Requirements

Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. Nil food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

## Equipment

Students enrolled in this subject require a laptop and need to bring this to school every day, Calculator, USB Flash drive, hard cover A4 work book (journal), A4 display book are also required.

## Career Options

Year 9 Science builds the foundation of skills and knowledge needed for selection of Year 10 sciences which provide the pathway mandatory for eligibility to study Year 11 and 12 Science subjects. The study of these subjects enables a smooth transition to further study and can lead to a wide variety of careers, including:

Agriculture and Environment  
Geology  
Food Science  
Occupational Health and Safety  
Genetics  
Biomedical Science  
Business Analysis  
Robotics

Pharmaceuticals  
Wine Making  
Engineering  
Nursing  
Dentistry  
Architecture  
Molecular Oncology  
Environment and Social Justice

Technical Communications  
Environmental Studies  
Medicine  
Research  
Biotechnology  
Electricity  
Animal Conservation  
Veterinarian  
Zoology

# STEM

## (Science, Technology, Engineering, Maths)

**Subject Code** STM

**Contact Person** Scott McDonald – HOD Industrial Technology and Design, Information Technology and STEM  
smcdo248@eq.edu.au or 38042318

### Course Outline

The STEM program focuses on high level design, programming/coding, robotics, prototyping, electronics, 3D modelling, rendering and engineering. Projects in STEM develop understanding and skills to prepare students for a digitally enhanced world. STEM inspires technical creativity and problem-solving skills while working with cutting edge CAD/CAM Machinery, 3D Printers, Laser Cutters, CNC Routers and micro controllers.

### Subject Organisation

STEM is predominantly a practical and design-based problem-solving subject, which utilises the Australian Curriculum (Digital Technologies and Design Technologies).

### Units for Year 9 may include

Item 1 – Introduction to Design – Tiny Home Design and CAD

Item 2 – Introduction to Engineering – Bridge design, Engineering and CAD

### Assessment

Assessable Elements	Type of Assessment
Knowledge and Understanding	Practical work, Tests, Assignments
Production and Processes	Practical Projects, Design Folios,
Communication	Folio and Evidence

### Prerequisites

- Preferred B or better in Year 8 Science, Maths, STEM or ITD.

### Workplace Health and Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery have hair tied back and wear black, impervious leather lace up college style shoes with black laces (as per school Dress Code).

### Additional Costs

- USB stick (16GB)
- 40 Pages Sketch Book
- 2B, HB Pencils

### Pathways to Senior Subjects and Career Options

This subject will prepare the students for study in the area of Design, Senior Maths and Science (Chemistry and Physics) STEM will help prepare students for practical problem-solving careers in IT, Engineering, Industrial Design and Digital prototyping.

#### Career Options

Architecture  
Digital Media  
Fashion design  
Graphic design

Industrial design  
Interior Design  
Architecture  
Landscape

Engineering  
Programming  
Robotics  
Systems Analyst

# STUDENT SUPPORT SERVICES OVERVIEW

## Contact Person

Laura Newton – HOD SSS  
lnewt32@eq.edu.au  
or 38042336

## Subject Organisation

This department is committed to ensuring every student with a disability succeeds and is achieving to their full potential within an Inclusive schooling environment. The Student Support Service team work in close consultation and collaboration with parents, students, teachers and other external stakeholders to identify the best pathway options and provide support within our school context.

Our aim for students is to ensure they:

- Feel welcomed
- Access and participate in high-quality education and fully engage in learning alongside their similar- aged peers
- Learn in a safe and supportive environment
- Achieve academically and social with reasonable adjustments and supports to meet their individual learning needs.

Inclusion within our school can look different depending on a student's individual goals and learning needs. Some students require extensive support as a response to a particular need in order for them to be successful when working towards their individual goals. Other students require quality differentiated practices provided by classroom teachers.

Focused areas of support include:

- Differentiated practices provided via the classroom teacher
- Inclusive Practices within the whole school environment
- Individualised support programs
- Social and emotional skill development
- Rock and Water: focusing on self-regulation and emotional awareness
- Life Skill Development
- Focused foundation teaching within core learning areas
- Personal and health care supports as required
- Break time social support access
- Athletic Engagement Development