

MORANBAH STATE HIGH SCHOOL



Junior Secondary Handbook 2023

Connecting, Guiding, Engaging

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| A Message from the Principal – Mrs Michelle Pole | 3 |
| Junior Secondary | 4 |
| Philosophy | 4 |
| Student Wellbeing and Pastoral Care | 5 |
| Exceed Club – Outstanding Academic Achievement | 6 |
| Curriculum | 6 |
| Year 9 Programs | 8 |
| <i>Choosing a Course of Study</i> | 9 |
| <i>Keep Your Options Open</i> | 9 |
| Year 9 Core Subjects | 10 |
| Year 9 Electives | 10 |
| Message from the Deputy Principal | 12 |

A Message from the Principal – Ms Michelle Pole



Junior Secondary at our school supports the distinct nature of young adolescence, and offers a connected, engaging curriculum to guide young people in a safe and secure environment. The Moranbah Community is very proud of its local secondary school, and I know that we are preparing children to be citizens for tomorrow's world. We are committed to ensuring that **"every day, in every classroom, every student is learning, achieving and valued"**.

As Principal of the school, I am committed to developing a first-class education system that meets the unique needs of your child. I am committed to our vision that will ensure *Pathways for Diverse Futures* and value the work undertaken in our Junior School to ensure *No Student is Invisible* (one of our central priorities).

This booklet has been compiled in an attempt to answer the many questions you may have about the philosophy of Junior Secondary and curriculum available at Moranbah State High School. For Year 9 Students, the choice of subjects for entry into Year 10 must be made only after careful consideration of your ability, past achievement and future vocational and educational goals. You will find included in the booklet:

- Information about our Junior Secondary Programs, including Transition Programs, and the Australian and Queensland Curriculum offerings for Year 9.
- A statement on all subjects by the Heads of Department/Subject Area Coordinators

I hope that you find this booklet useful in answering your questions about the programs on offer in Junior Secondary, and the subject selection process for Year 9 electives. I encourage you to take the time to read the information contained in this handbook and contact us if you have any questions about our school.

We have a great school and fantastic students and I am proud to be leading such an amazing organisation.

Michelle Pole
Principal

Junior Secondary

Philosophy

“Connecting, Guiding, Engaging”

Young people in early adolescence are a distinct group with individual needs. We believe that focusing on young teens in their first Years of secondary schooling is essential for them to feel supported throughout their education. Our school focuses on the transition of students into secondary so that they feel safe and secure within the wider school community, and guides student learning through connected and engaging curriculum.

The Department of Education and Training’s Flying Start for QLD Children initiative identifies six guiding principles of Junior Secondary:

1. Distinct Identity
2. Quality Teaching
3. Student Wellbeing
4. Parent and Community Involvement
5. Leadership
6. Local Decision-making

Distinct Identity

It is important that students in Junior Secondary are supported and encouraged to develop their own group identity within the wider school.

At MSHS, we will support students in developing a distinct identity by developing a Junior Secondary academy that:

- Provides strong support coordinated by a Junior Secondary team that understands and recognises the needs of young adolescents
- Supports students to transition through the use of common Junior Secondary areas including learning spaces and leisure areas
- Offers opportunities for students to develop leadership skills within the school and wider community
- Values the diverse needs of students’ learning styles and personality types
- Offers an authentic curriculum that recognises the unique set of issues adolescents face, and;
- Promotes and celebrates the achievements of all students.

Quality Teaching

Quality teaching and learning is critical to the engagement of students in Junior Secondary. At MSHS, we acknowledge the necessity behind the provision of teaching that:

- Challenges students with a demanding curriculum and a high set of expectations
- Focuses on authentic, intellectual work
- Delivers engaging and interactive activities
- Reflects the learning styles of adolescents, and
- Supports the diverse needs of the individual learner.

Student Wellbeing

MSSH recognises that early adolescence is a distinct developmental stage where accelerated physical, social and personal development takes place. At MSSH, we will support the growth and development of Junior Secondary students through:

- An expert wellbeing team that understands the stages of early adolescence
- A care system that encourages mentoring and support from peers, teachers and the community
- A pastoral care program that focuses on the delivery of learning that will support our students through early adolescence
- Ongoing professional development for staff to ensure that our practice encompasses early adolescent learner perspectives
- The provision of a wide range of sporting, cultural and academic opportunities to encourage our students to excel
- Creating a strong culture around responsible personal choices, and
- Engaging the community in wellbeing initiatives.

Parent and Community Involvement

MSSH fosters a collaborative approach to guiding young adolescents and recognises the importance of engaging parents and communities in the holistic development of the learner. At MSSH, we recognise the importance of:

- Regular and timely communication
- Involvement of parents and community members in special events, assemblies and ceremonies
- Using community expertise to enhance our learning experiences, and
- Engaging parents in the transition process.

Leadership

Research identifies that young people need to be seen as real human beings who participate in the larger world, and who have serious concerns about both the world and their own adolescence. We strongly believe that leadership within our school should encourage students in all year levels to develop leadership skills within the school and the local community. Our programs at MSSH aim to incorporate opportunities for leadership roles including Junior Secondary Captains and School Council Representative leaders across all year levels.

Local Decision Making

Through the Moranbah Learning Alliance, we will ensure that Junior Secondary is implemented with consideration of the needs of our students and the community.

At MSSH we value:

- A team approach to the transitioning of students into Junior Secondary, with strong links with our feeder primary schools
- A consideration of the needs of adolescents when making holistic decisions
- An understanding of community dynamics, and
- An open and transparent approach to our programs.

Student Wellbeing and Pastoral Care

The Student Wellbeing Department and the support staff within our school work collaboratively to meet the social and emotional needs of students in Junior Secondary, with a strong focus on pastoral care. The department consists of:

- Deputy Principal Junior Secondary
- Year Coordinators of each year level (7, 8 and 9)
- Student Support Staff, including

- Head of Department Student Services
- Guidance Officer
- School based Health Nurse
- School Chaplain
- Youth Support Co-ordinator
- CARE Teachers

Wellbeing Program

Moranbah State High School delivers a Wellbeing Program to our students in Junior Secondary that takes a detailed look at the issues that face our adolescents of today. Students examine a range of issues during targeted programs delivered throughout the term through Student Support Lessons and targeted individual or small group programs, giving them strategies to help them in any situation. Topics of investigation include:

- Getting started as a student
- Team building and motivation
- Bullying (No Way!)
- Social Skills – helping others
- Friendships and responsible choices
- Tolerance
- Health and Hygiene
- Party Safe
- Subject Selection

Learning Support and Special Needs

The Diverse Learning Centre within our school aims to develop the literacy and numeracy skills of students with disabilities (SWD) and learning difficulties (LD), whilst providing programs that assist students in gaining life skills and protective behaviours that are valuable both now and in life post-school. Diverse Learning Support teachers work together in conjunction with teacher aids and classroom teachers to support students through targeted classroom programs and within the multi-learning centre. We ensure that the curriculum is differentiated to support all students, and implement individual education and curriculum plans for students with disabilities and learning difficulties so that success is achieved for every student, in every classroom, every day.

Exceed Club – Outstanding Academic Achievement



The Exceed Club recognises students with outstanding academic achievement and offers them the recognition they deserve for hard work and dedication to academic study. Entry into the Exceed Club occurs twice yearly, following Semester reporting, and is based on the results achieved for the reporting period. Entry requires students in Junior Secondary to achieve three or more A's for achievement in their curriculum subjects, with no less than a B for the reporting period.

Curriculum

At Moranbah State High School, we place emphasis on a curriculum that embeds and supports:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Moranbah State High School's Junior curriculum is based upon the Australian Curriculum and the P-12 Curriculum, Assessment and Reporting Framework.

The Australian Curriculum

The Australian Curriculum is being progressively developed by the Australia Curriculum, Assessment and Reporting Authority (ACARA) in a phase-in approach. ACARA is responsible for developing a world-class national curriculum that will inspire and challenge Australian Students. The development of the Australian Curriculum represents a commitment by all Australian states and territories to work together to develop a common curriculum. It makes clear to parents, teachers and students what young people should be taught and the quality of learning that is expected for them wherever they go to school in Australia.

The Australian Curriculum is presented online at www.australiancurriculum.edu.au to enable all Australians to see what is being taught across the nation. The ACARA website (www.acara.edu.au) also has general information and support documents available.

Year 9 Core and Elective Subjects

| CORE SUBJECTS |
|---|
| English Mathematics Science History (<i>One Semester</i>) Health & Physical Education (<i>One Semester</i>) |
| <i>Wellbeing</i> <ul style="list-style-type: none">• <i>Student Support Lessons – transition and wellbeing</i> |
| ELECTIVE SUBJECTS |
| <i>Students will elect to study two electives for Semester 1 for year 9 and then a different two electives for Semester 2. Students will not be allowed to study the same elective in both Semester 1 and Semester 2. Subjects are chosen from the following curriculum areas:</i> <ol style="list-style-type: none">1. Technologies2. Arts3. Languages4. Humanities |

Year 9 Elective Subject Selection:

Students in Years 9 are able to choose four electives to complement their core subjects, which they complete in Year 9. Students will then reselect for Year 10. These electives aim to provide students with the foundation knowledge needed to support them in their senior subjects chosen in Years 11 and 12. These subjects include:

- Civics and Citizenship
- Digital Technologies
- Drama
- Economics and Business
- Food Specialisations
- Geography
- Japanese
- Design and Technologies
- Media Studies
- Music
- Visual Art

Year 9 Programs

Choosing a Course of Study

Choosing the subjects that you will study at school is a very difficult but important decision. Your choice may affect the type of job or career that you can follow when you leave school, and can also directly affect your success at school as well as how you feel about school.

At this stage in your schooling, it is suggested that you choose subjects:

- **You enjoy**- your feelings about a subject have a great influence on your level of success.
- **In which you have already had some success**- past results in a subject are usually good indicators of future achievement.
- **Which will help you achieve your chosen career**, or at least keep your career options open – you need to start thinking about careers. You should consider a few careers, not just one, and investigate the methods of entry into these careers. Whilst your choice of subject for Year 9 and 10 may not have a huge impact on your career opportunities, the results that you obtain can affect your eligibility for senior subjects. This in turn can have an impact on the courses and careers open to you in the future.
- **Which will develop skills, knowledge and attitudes** useful throughout your life –You can learn skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.

Make a decision about a combination of subjects that suits YOU

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

- Someone told you that you will like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher
- 'all the boys or girls take that subject' – all subjects have equal value for males and females.

Keep Your Options Open

It is a good idea to choose subjects that will 'keep your career options open'. Your best chance of doing this is to focus on the following points:

- In Year 9, concentrate on obtaining the highest possible achievement levels in English, Mathematics and Science
- Choose subjects in which you have a particular interest and which you may wish to continue studying in future years.

Investigate Subjects

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before. To investigate any subject:

- Ask the teachers of that subject
- Look at the books and materials in that subject
- Read about the subject in this booklet
- Talk to other students who are doing or have done the subject. However, do not assume that because one student does or does not like a subject you will feel the same.

Year 9 Core Subjects

| Subject | Description | Units Studied |
|-------------|---|--|
| English | The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The teaching and learning program at MSHS balances and integrates all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. | <ul style="list-style-type: none"> • What If? • My Hero • Fiction Fanatics • Digging Deep into Disney |
| Mathematics | The proficiency strands <i>Understanding, Fluency, Problem Solving and Reasoning</i> are an integral part of mathematics content across the three content strands: <i>Number and Algebra, Measurement and Geometry, and Statistics and Probability</i> . The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. | <ul style="list-style-type: none"> • Algebra & Geometry • Surface Area & Volume • Linear Relationships & Ration & Scale • Binomials & Similar Triangles • Statistics • Financial Maths & Algebra • Statistics & Probability • Algebra, Scale & Probability |
| History | Students study a semester of History in Year 9. During that time they learn about global conflicts such as World War I and World War II, with a focus on Gallipoli and the ANZAC legacy, as well as the Holocaust and youth resistance in Nazi Germany. | <ul style="list-style-type: none"> • World War I • World War II |
| HPE | Students study a semester of HPE in year 9. During that time students will develop a more refined understanding of how they can contribute to individual and community health and wellbeing. Students investigate techniques to assess the quality of movement performances and learn to be creative in the ways that they adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students explore how societal attitudes and values can reinforce stereotypes and role expectations, and investigate how these can impact young people's sense of self and shape the choices they make in relation to health behaviours, healthcare options and help-seeking strategies. Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal safety, body image and behaviours associated with substance use. | <ul style="list-style-type: none"> • Our Social Responsibility (drug and alcohol education) • How Well Can you Oz Tag? - performance analysis • Respectful Relationships and Sexual Education |
| Science | The <i>Foundation to Year 10 Australian Curriculum: Science</i> is designed to develop students' interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. | <ul style="list-style-type: none"> • Energy – Electrical Energy, Waves & Light • Earth Science – Convection Currents, Plate Tectonics, Land Formations • Body Systems & Homeostasis • Chemistry – Rates of Reaction |

Year 9 Electives

| Subject | Description | Units Studied |
|------------------------|---|--|
| Civics and Citizenship | Students in year 9 Civics and Citizenship learn about topics such as Australia's political system and how it enables change, the ways political parties, interest groups, media and individuals influence government and decision-making processes, how to be active and informed citizens, and criminal and civil law. | <ul style="list-style-type: none"> • Australia's Political Parties and Political System • The role of the Courts • Technology and the law: keeping up with change • Being a Citizen: Rights and Responsibilities |

| Subject | Description | Units Studied |
|-------------------------|---|---|
| Digital Technologies | Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions. | <ul style="list-style-type: none"> • Programming Languages and Algorithms • Drones • Game-maker • Social Networks |
| Drama | Drama is an art form which challenges students to make meaning of their world. It provides students with opportunities to ask questions, challenge perspectives and explore different experiences in real and imagined contexts. Through Drama students develop personal and social skills including non-verbal and verbal, individual and group communication and self-management skills. | <ul style="list-style-type: none"> • Improvisation • Monologue • Working with Script • Australian Theatre |
| Economics and Business | Business Studies provides students with the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered. | <ul style="list-style-type: none"> • Financial risks and rewards • Participants in in the global economy • Creating competitive advantage • Roles and responsibilities of participants in the workplace |
| Design and Technologies | Students investigate, design and produce sustainable solutions to problems for individuals and the community, taking into consideration society and ethics, environmental and social sustainability factors. | <ul style="list-style-type: none"> • Design Challenges |
| Food Specialisation | Year 9 Food Specialisation This course of study is based on nutrition. Students will design a solution to a defined problem. They will investigate the characteristics and properties of food and how tools and equipment can be used to create the solutions. Students also evaluate their solution against determined criteria for success. | <ul style="list-style-type: none"> • Foods From Around the World • Bad Food, Good Food and Fast Food • Fast and Fantastic Market Fresh |
| Geography | Year 9 Geography students spend the year investigating the many facets of Geography. They will explore the causes and consequences of change in places and environments, how can this change be managed, future implications and how to plan for the future. Students will encounter real world experiences with excursions and expert presenters visiting the school. | <ul style="list-style-type: none"> • Biomes and Food Security • Practical Geographical Skills • Geographies of Interconnections (Moranbah Water Recovery) • Environmental Sustainability |
| Japanese | The study of Japanese is primarily concerned with providing students with the ability to communicate in the language. It also aims to help students deepen their appreciation and understanding of Japanese culture. By building bridges of communication between Japan and Australia, Japanese provides pathways not available to the monolingual. | <ul style="list-style-type: none"> • Unit 1 Homestay • Unit 2 Dining Out • Unit 3 Japanese Festivals • Unit 4 What are life stories |

| Subject | Description | Units Studied |
|---------------|--|---|
| Media Studies | <p>Media Arts are concerned with representing the world and telling stories with the help of technology, such as film, radio, television, newspapers and the internet. In this subject, students will explore the key concepts and elements of Media Arts, aspiring to make and respond to media arts in a variety of ways.</p> <p>Combining theoretical and practical knowledge and understanding, students will manipulate media representations to identify and examine social and cultural values and beliefs, whilst learning media production skills to plan, design and produce media artworks for a range of purposes.</p> | <ul style="list-style-type: none"> • Lights, Camera, Action! • Zombie Film Trailer • Filtered Reality |
| Music | <p>Music will challenge students as they perform, analyse and conduct aural listening. They will learn about the elements of music along with music notation theory. They will explore Australian music – traditional Aboriginal music to modern Australian music – and they will explore rock music around the globe.</p> <p>Performance in music will provide students with the knowledge and resources to learn and play an instrument of their choosing. As a class, students will learn and perform two compositions.</p> | <ul style="list-style-type: none"> • Elements of music • Write me a song |
| Visual Art | <p>Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. Visual Communication is the most dominant mode in a mediatised world, and young people need to be able to make sense of it and be discriminating.</p> | <ul style="list-style-type: none"> • Still Life on Pause • Paint it Like Picasso • Prop Art • Ceramics – Sculpt it! |

Message from the Deputy Principal

I hope you have found this booklet useful in assisting with your subject selections. Please feel free to contact me if you have any questions regarding the subjects on offer for Year 9.

Mrs Rachael Lewis
Deputy Principal Junior Secondary