



*Junior Secondary
Handbook
2020-2021*

Connecting, Guiding, Engaging

A Message from the Principal –	3
Mrs Leigh Dyer	3
Our Explicit Improvement Agenda	4
Junior Secondary	5
<i>Philosophy</i>	6
Student Wellbeing and Pastoral Care	8
Exceed Club	9
<i>Curriculum</i>	10
Literacy and Numeracy	12
Homework	13
Transition Programs	14
Year 7 Programs	16
<i>Year 7 Core Subjects</i>	17
Year 8 Programs	20
<i>Year 8 Core Subjects</i>	21
<i>Year 7 and 8 Electives</i>	24
Year 9 Programs	26
<i>Choosing a Course of Study</i>	27
<i>Keep Your Options Open</i>	27
<i>Year 9 Core Subjects</i>	28
<i>Year 9 Electives</i>	29

A Message from the Principal –

Mrs Leigh Dyer

Moranbah State High School has been recently recognised for its quality whole-school curriculum framework which provides a relevant, documented curriculum that meets individual needs of all students and is supported with a range of co-curricular and extracurricular programs.

Our students, parents and community leaders have expressed appreciation of the breath of curriculum offerings and programs to assist students in transitioning to their desired post-school pathway.

Over the past twelve months the school has completed extensive curriculum renewal and as a result we are proud to present a curriculum framework that is coherent, well sequenced and aligned to the Australian curriculum.

In Years 7 and 8, students are introduced to the various key learning areas of English, Mathematics, Science, HPE, Languages, Technologies, the Arts and Humanities.

In these years, there is a strong focus on the explicit teaching of literacy and numeracy to provide students with the tools necessary to experience success in their learning.

In Year 9, students will continue to study the key learning subject areas of English, Mathematics, Science, HPE and History (Humanities) and the balance of curriculum offerings for Year 9 are elective subjects. Year 9 students must choose to study any two subjects from the following curriculum areas - The Arts, Technologies, Humanities and/or Languages.

Quality school curriculum delivery alone will not ensure student success. Hence, the school is committed to providing quality teaching where students are actively engaged in relevant and intellectually challenging learning experiences that will prepare them well for success in their senior studies and beyond.

At Moranbah State High School, we also recognise the critical importance of the partnership shared between the student, parents/carers and the school. Great outcomes are only realised when there is shared ownership of the learning journey of a child.

Thank you for taking the time to read the information contained in this handbook. Please contact me if you have any questions about our school.

Kindest regards
Leigh Dyer



Our Explicit Improvement Agenda

Every day, in every classroom, every student is learning, achieving and valued

At MSHS, we are striving to improve with CLASS

- C** **Completion** - 100% of Year 12s with a Queensland Certificate of Education and 100% of Year 9s with a JCE
- L** **Literacy & Numeracy** - Lift the Upper Two Bands (U2B) and no student below NMS
- A** **Academic achievement** - 90% of all students achieving at C or above and B or better improving
- S** **Student Wellbeing** - 92% attendance; Reduced behaviour incidents; Increased Positive Records
- S** **Sustainability** - (Community Confidence, Collegiality, Alliance & Improved School Opinion data)



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 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 vertical 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
- Year Coordinators of each year level (7, 8 and 9)
- Student Support Staff, including
 - Guidance Officer
 - School based Health Nurse
 - School Chaplain
 - Youth Support Co-ordinator
- CARE Teachers

CARE

Curiosity – about the students and what they are doing in and out of school

Attitude – setting the tone for the day with a positive attitude based around the 4R's

Rolls – accurately marking rolls and delivering key messages to students. Checking and writing in student diaries

Excellence – promoting the notion for striving for excellence in behaviour and learning.

CARE occurs Tuesdays to Fridays from 9.00am – 9.10am, and is the first ten minutes of the day for students in Junior Secondary. Students are able to build positive relationships with their CARE teacher, who has a strong pastoral care role for their class group.

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 JET lessons, HPE 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. Special Needs and

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 four or more As for achievement in their core subjects, with no less than a B for the reporting period. The program aligns students with mentors linked to their area of interest, and rewards student achievements through a celebration ceremony and discount card supported by local businesses.

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 Essential Learnings and Ways of Working of the Queensland Curriculum, Assessment and Reporting Framework.

The Australian Curriculum

Queensland schools are committed to the delivery of the Australian Curriculum. Development and implementation of the Australian Curriculum has been introduced by the Australia Curriculum, Assessment and Reporting Authority (ACARA) in a phase-in approach. The development of the Australian Curriculum represents a commitment by all Australian states and territories to work together to develop a common curriculum. 2020 is the final phase of implementation. From 2021, MSHS will continue delivering quality teaching, learning, assessment and reporting experiences as intended by the full implementation of the Australian Curriculum.

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.

Core & Elective Subjects in Years 7-9

Year 7	Year 8	Year 9
CORE SUBJECTS		
English Mathematics Science Humanities <ul style="list-style-type: none"> • History • Civics & Citizenship • Geography Health & Physical Education	English Mathematics Science Humanities <ul style="list-style-type: none"> • History • Business • Geography Health & Physical Education	English Mathematics Science Humanities <ul style="list-style-type: none"> • History • Civics & Citizenship • Geography Health & Physical Education
<ul style="list-style-type: none"> • <i>JET Lesson – transition and wellbeing</i> 	<ul style="list-style-type: none"> • <i>JET lesson – transition and wellbeing</i> 	
ELECTIVE SUBJECTS		
<p><i>Students participate in a variety of subjects across The Technologies and Arts Curriculum overs Year 7 and 8. Each Term, subjects will rotate through:</i></p> <ol style="list-style-type: none"> 1. Digital Technologies 2. Japanese 3. Music 4. Drama 5. Design and Technology (DAT) Engineering Principles and Systems 6. Design and Technology (DAT) Materials Specialisations 7. Design and Technology (DAT) Food and Fibre Production 8. Design and Technology (DAT) Food Specialisations 9. Sports Development Studies 10. STEM (Science, Technology, Engineering and Maths – for identified students) 11. Visual Art 		<p>Students select 2 subjects that are studied for 1 year each. A variety of courses are offered to students, but only those with enough student interest will run each year.</p>

Year 9 Elective Subject Selection:

Students in Year 9 are able to choose two electives to complement their core subjects, which they complete for two years across Years 9 and 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:

- Business
- Drama
- Design and Technology (DAT) Engineering Principles and Systems
- Design and Technology (DAT) Materials Specialisations
- Design and Technology (DAT) Food and Fibre Production
- Design and Technology (DAT) Food Specialisations
- Sports Development Studies
- STEM (Science, Technologies, Engineering, Maths)
- Japanese
- Visual Art
- Digital Technologies

Elective selection for Years 9 and 10 occurs at the end of Year 8 and Year 9. Electives are offered across two elective lines. Please refer to the appropriate Subject Selection form for details of elective lines for the coming year.

Literacy and Numeracy

Moranbah State High School uses a two-way approach to target and improve student literacy and numeracy. The first is through Whole School Literacy and Numeracy Strategies where every teacher in every KLA is committed to explicitly embedding literacy and numeracy practices in all classrooms. The second approach is through intervention, consolidation and extension in stand-alone literacy / numeracy subjects that specifically target individual student needs. These subjects are driven heavily by student literacy and numeracy data.

Our two-prong approach utilises the explicit teaching of literate and numerate practices in every learning area and provides an intervention strategy / extension work to develop particular student needs.

Whole School Literacy and Numeracy Strategies

We know (both through research and personal experiences) that the best way to enhance students' literacy and numeracy is through the provision of a rich intellectually challenging and engaging curriculum that explicitly embeds both literate and numerate practices in the context of key subject areas.

Our Vision for Literacy and Numeracy is to empower young adults with literate and numerate knowledge and skills to interact confidently in society. We embed a whole school approach by:

1. Using data to inform planning and differentiation
2. Adopting a common approach to literacy and numeracy action planning through the 'Identify, Use, Debrief' teaching and learning cycle.

Our Focus areas include:

- Spelling Rules (S.I.S.T.E.R.M Strategy, glossary of key terms in every KLA and the 200 most commonly used words)
- Reciprocal Reading Strategy
- 7 Steps of Effective Writing
- Rapid Recall Routines
- Graphing Strategy – Just Add S.A.L.T

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests were first implemented in May 2008, and continue to be implemented nationally for Years 3, 5, 7 and 9.

NAPLAN tests are designed to assess the skills of Australian students in literacy and numeracy to:

- Collect data from the population of Years 3, 5, 7 and 9 students for reporting to parents/carers and schools for systematic reporting
- Accommodate the assessment of students against national minimum standards.

NAPLAN is administered in Years 7 & 9 at Moranbah State High School during Term 2. In 2021, MSHS will be working towards participating in NAPLAN online through a series of four (4) tests are conducted across a nine day period to assess literacy and numeracy. Following the tests, schools and students receive a statement of performance in relation to the national minimum standards. These tests assess:

Literacy - Three test papers assessing:

- Conventions of Language – spelling, grammar and punctuation, reading and comprehension
- Writing – knowledge and control of written language

Numeracy - One test paper (Numeracy Calculator and Non-Calculator), assessing:

- Number
- Measurement, chance and data
- Space
- Algebra, function and pattern

Homework

Homework provides the opportunity for students to consolidate their classroom learning, and to create a pattern of behaviour for lifelong learning beyond the classroom. Homework invites parents and carers into the learning experiences of their child. Setting homework takes into consideration the need for students to maintain a balanced lifestyle. This includes sufficient time for family, recreation, cultural events and employment where appropriate.

Homework is a means of enabling students to develop sound work habits. Close monitoring within the Junior Secondary Phase of learning is therefore particularly important as these habits are developed. Each student at Moranbah State High School is issued a student diary, to assist them in recording and managing the completion of homework. CARE teachers are responsible for checking that students are using their diary correctly, and we encourage parents and carers to review the student diary regularly.

The benefits of homework include:

- Developing thinking, concentration, time management and research skills
- Building self-discipline, personal responsibility and independent action
- Providing parents and carers with opportunities to work with children on assignments and class work
- Providing parents and carers insights into the school's programs of instruction. Students achieve greater results when they identify parental involvement in their learning.
- Student successes that result from greater focus on class work achieved through homework, develop positive attitudes in students towards themselves and others
- Introducing students to the realities of post-secondary study and the world of work
- Reinforcing and extends classroom learning.

The success of students completing homework relies on the combined efforts of the student, parents and the teacher. To this end, teachers will notify parents/carers where students establish a pattern of defaulting on homework, and will support parents/carers in maintaining open channels of communication.

At Moranbah State High School:

- Each student will be assigned homework in each subject on a regular basis
- Homework consists of a variety of activities including preparation for practical lessons, assignments, revision of class work, reading text and reference material, revision for examinations, and tasks set in preparation for the next lesson
- The amount of homework will vary according to the age and learning needs of the student
- Teachers will be responsible for reviewing homework for every student.

Transition Programs

For Years 4, 5 and 6 Students

Transition Programs

We are committed to ensuring that students coming to Moranbah State High School in Junior Secondary feel safe and secure in our school community. To achieve this, we encourage programs that provide students with opportunities to engage with learning at our school, while in the upper years of primary school. These programs include:

- STEM Days of Excellence Program offered to students in Years 4, 5 and 6
- Year 6 into 7 Transition Program completed by Year 6 students in Term 4
- Involvement of students in school sporting carnivals in the under 13 age group
- Delivery of units in Health and Physical Education that link students of MSHS with primary students in programs such as Walla Rugby
- Class visits to work with specialist staff and in specialist facilities at our school, and
- Visits by our specialist staff to our feeder primary schools.

STEM Days of Excellence

Days of Excellence is an enrichment program offered to students in Years 4, 5 and 6. It aims to:

- Value and support students who are gifted by providing an environment which both challenges and inspires them to pursue excellence
- Help with the transition to high school, assisting students in becoming familiar with the school surroundings
- Enhance student passion and abilities in their area of talent
- Extend student personal and social capabilities by working with like-minded peers
- Collaborate with teachers, parents, students and the community to ensure students who are gifted have opportunities to develop their abilities.

Days of Excellence offers a range of enrichment programs that occur each term. Students nominate to attend a specific program coordinated by specialist staff of MSHS, and the program is coordinated by the Deputy Principal. Application packages are provided to students in Years 4, 5 and 6 during Term 4, for programs that commence in the coming year. Programs include Science Investigation, Robotics and Maths and Engineering. Further information about our Days of Excellence program can be found in the Days of Excellence subject page.

Year 7 Programs

Year 7 Core Subjects

Subject	Description	Units Studied
English	The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. 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"> • You're Unpersuadable • Please, One More Page! • Aussie, Aussie, Aussie • Bust a Rhyme
Mathematics	The Mathematics curriculum is built around the content strands <i>Number and Algebra, Measurement and Geometry, and Statistics and Probability</i> . The focus is on developing student's mathematical proficiencies in <i>Understanding, Fluency, Problem Solving and Reasoning</i> within these content strands. The proficiencies describe how the content is explored or developed and provide the language to build in the developmental aspects of the learning of mathematics. Throughout year 7, students will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.	<ul style="list-style-type: none"> • Number, place value and real numbers • Money and financial mathematics • Patterns and algebra • Linear and non-linear relationships and location and transformation • Statistics • Probability • Measurement and geometry
Science	In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.	<ul style="list-style-type: none"> • Biology – Classification of Living Things and Ecology • Physics - Forces, Motion, Gravity & Simple Machines • Earth – Earth in Space and Renewable and Non-renewable sources • Chemistry - Separating Techniques & Scientific Experiment Skills
Humanities	<p>History</p> <p>The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the</p>	<ul style="list-style-type: none"> • Ancient Egypt & the Legacy of the Pharaohs (Ancient History) • Australian Democracy (Civics and Citizenship)

Subject	Description	Units Studied
	<p>discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. The content provides opportunities to develop historical understanding through key concepts, including <i>evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability</i>.</p> <p>Civics and Citizenship The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p>Geography <i>Place and liveability</i> focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.</p> <p>Economics and Business Students explore what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. They investigate the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.</p>	<ul style="list-style-type: none"> • Place and Liveability (Geography) • Economics and Business
HPE	<p>The Year 7 curriculum expands students' knowledge, understanding and skills to help them to have success 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</p>	<ul style="list-style-type: none"> • Puberty Blues (changes during adolescence) and Newcombe Ball • Risky Business (dangers of alcohol, smoking and

Subject	Description	Units Studied
	<p>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.</p> <p>The curriculum for Years 7 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.</p>	<p>caffeine use) with Athletics</p> <ul style="list-style-type: none"> • Get Your Culture On (physical activity in different cultures) with Indigenous Games • So You Think You Can Dance? (Hip Hop Dance development and performance)

Year 8 Programs

Year 8 Core Subjects

Subject	Description	Units Studied
English	<p>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.</p>	<ul style="list-style-type: none"> • Too Deadly! • Stories that Inspire Your Story • Teenage Issues • Deception of Advertising
Mathematics	<p>The Mathematics curriculum is built around the content strands <i>Number and Algebra, Measurement and Geometry, and Statistics and Probability</i>. The focus is on developing student's mathematical proficiencies in <i>Understanding, Fluency, Problem Solving and Reasoning</i> within these content strands. The proficiencies describe how the content is explored or developed and provide the language to build in the developmental aspects of the learning of mathematics. Throughout year 8, students will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.</p>	<ul style="list-style-type: none"> • Real numbers • Money and financial mathematics • Patterns and algebra and linear and non-linear relationships • Statistics • Probability • Measurement and geometry
Science	<p>In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.</p>	<ul style="list-style-type: none"> • Biology – Cells, Organs and Body Systems • Physics - Energy transfers and transformations • Chemistry - States of Matter and Physical/Chemical Changes • Earth - Rock Cycle and Geology of Mining
Humanities	<p>History The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. It was the period when the modern world began to take shape.</p> <p>Economics and Business</p>	<ul style="list-style-type: none"> • Medieval Europe (Ancient and Modern History) • Consumerism (Economics and Business) • Changing Nations (Geography)

Subject	Description	Units Studied
	<p>The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.</p> <p>Geography <i>Changing nations</i> investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The unit then examines issues related to the management and future of Australia’s urban areas.</p> <p>Civics and Citizenship Students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.</p>	<ul style="list-style-type: none"> • Being an Active Citizen (Civics and Citizenship)
HPE	<p>The Year 8 curriculum expands students’ knowledge, understanding and skills to help them to have success 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.</p> <p>The curriculum for Years 8 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</p>	<ul style="list-style-type: none"> • Food for Life (nutrition) with Volleyball • My Decision, My Life (Safe Party Planning) with Handball Games • Play the Game (games analysis) with Touch Football • Let’s Have a Chat (online safety and cyberbullying awareness) with Minor Games

Subject	Description	Units Studied
	<p>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.</p>	

Year 7 and 8 Electives

Subject	Description	Units
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, verbal and non-verbal skills, individual and group communication and self-management skills.	<ul style="list-style-type: none"> • Calling all Performers
Art	<p>In Visual Arts, students:</p> <ul style="list-style-type: none"> • build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints • consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks • consider society and ethics, and economic, environmental and social factors • exhibit their artworks individually or collaboratively, basing the selection on a concept or theme • learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts • design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks • develop an informed opinion about artworks based on their research of current and past artists • examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues 	<ul style="list-style-type: none"> • Get Creative
Music	<p>In Music, students:</p> <ul style="list-style-type: none"> • build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing • aurally identify layers within a texture • sing and play independent parts against contrasting parts • recognise rhythmic, melodic and harmonic patterns and beat groupings • perform with expression and technical control 	<ul style="list-style-type: none"> • Magical Mozart

Subject	Description	Units
	<ul style="list-style-type: none"> • identify a variety of audiences for which music is made • draw on music from a range of cultures, times and locations as they experience music • learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music 	
Technologies	<p>In Technologies, students create innovative solutions, including digital solutions, using critical and creative thinking. Students are taught to plan for sustainable use of resources when managing projects and to consider ethical, health and safety considerations and personal and social beliefs and values. Students will have opportunities to create solutions for the following technologies contexts; Engineering principles and systems, Materials and technologies specialisations, Food specialisations and Food and fibre production.</p>	<ul style="list-style-type: none"> • Robotics • Bush food production and promotion
Japanese	<p>The study of <i>Japanese</i> 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.</p>	

Year 9 Programs

**For Year 8 Students
Choosing Year 9 electives
and Students coming into Year 9**

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 decisions 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	<p>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.</p>	<ul style="list-style-type: none"> • Burning Up • My Hero • Fiction Fanatics • Digging Deep Into Disney
Mathematics	<p>The Mathematics curriculum is built around the content strands <i>Number and Algebra</i>, <i>Measurement and Geometry</i>, and <i>Statistics and Probability</i>. The focus is on developing student's mathematical proficiencies in <i>Understanding</i>, <i>Fluency</i>, <i>Problem Solving and Reasoning</i> within these content strands. The proficiencies describe how the content is explored or developed and provide the language to build in the developmental aspects of the learning of mathematics. Throughout year 9, students will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.</p>	<ul style="list-style-type: none"> • Money and financial mathematics • Real numbers, patterns and algebra • Linear and non-linear relationships • Statistics • Probability • Measurement and geometry
Humanities	<p>In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship. It is mandated that students study a unit of history, however they have a choice of subjects after that.</p> <p>The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.</p>	<p>Mandatory:</p> <ul style="list-style-type: none"> • World War I (Modern History) <p>Option 1: History</p> <ul style="list-style-type: none"> • The Industrial Revolution • Australia: Making a Nation • The Ancients: Greek and Rome <p>Option 2: Geography</p> <ul style="list-style-type: none"> • Biomes and Food Security • Weather Patterns in the Local Community

Subject	Description	Units Studied
	<p>Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.</p> <p>The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.</p>	<ul style="list-style-type: none"> • Geographies of Interconnections <p>Option 3: Civic and Citizenship</p> <ul style="list-style-type: none"> • Government Systems • Court Systems • Global Rights and Responsibilities
Science	<p>In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.</p>	<ul style="list-style-type: none"> • Biology – Homeostasis in the Human Body and Ecosystems • Physics – Electrical Energy, Waves, Heat and Light • Earth – Convection Currents, Plate Tectonics and Land Formations • Chemistry – Atomic Structure, Radioactivity, Conservation of Matter and Chemical Reactions
HPE	<p>The Year 9 curriculum 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</p>	<ul style="list-style-type: none"> • Sustainable Health Challenge with Ultimate Frisbee • Sexual Education and Respectful Relationships with Invasion Games • My Social Responsibility (adolescent drug and alcohol use) with AFL

Subject	Description	Units Studied
	<p>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.</p> <p>In Years 9, 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.</p>	<ul style="list-style-type: none"> • Getting Aussies Active with International Games

Year 9 Electives

Subject	Description	Units Studied
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 • Pop Art • Ceramics – Sculpt It!

Subject	Description	Units Studied
Economics and Business	Economics and Business 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
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
Design and Technology - Food specialisations	Food specialisations encourages students to consider how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.	<ul style="list-style-type: none"> • Nutrition – preparing a range of nutritious meals based on the Australian Healthy Eating Guidelines and focus on the 6 essential nutrients.
Design and Technology - Materials and technology specialisations	Materials and technology specialisations encourages students to investigate and make judgements on how the characteristics and properties of	<ul style="list-style-type: none"> • Recycling • Meeting client's needs • Scrap bin challenge • Jewellery/security box

Subject	Description	Units Studied
	materials, systems, components, tools and equipment can be combined to create designed solutions.	
Design and Technology – Engineering principles and systems	Engineering principles and systems requires students to investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.	<ul style="list-style-type: none"> • Hydraulics • Gliders and flight • Bridge building • Children’s toy/marble race
Design and Technology – Food and fibre production	In Food and fibre production, students investigate and make judgements on the ethical and sustainable production and marketing of food and fibres.	<ul style="list-style-type: none"> • Plant Production • Animal Production and Husbandry • Sustainability • Workplace Health and Safety
Japanese	The study of <i>Japanese</i> 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"> • Japanese Language • Japanese Culture
Sports Development Program	Sports Development at Moranbah State High School is a school-based subject designed to give students an opportunity to develop and enhance their skills and understandings of Rugby League and Netball.	<ul style="list-style-type: none"> • Rugby League & Officiating • Netball & Officiating • Peer Coaching Sessions • The fitness of Rugby League & Netball
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. It also focuses on engaging students with specialised learning in preparation for vocational	<ul style="list-style-type: none"> • Programming Languages and Algorithms • Robotics (EV3 Robots) • Game-maker • Social Networks and data

Subject	Description	Units Studied
	training or learning in the senior secondary years.	

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 Years 7, 8 and 9, and the Transition programs for Primary students.

Mrs Rachael Lewis
Deputy Principal Junior Secondary

Tomorrow's Future Today.