

2023 WHOLE SCHOOL CURRICULUM AND ASSESSMENT PLAN

AUSTRALIAN CURRICULUM P-12



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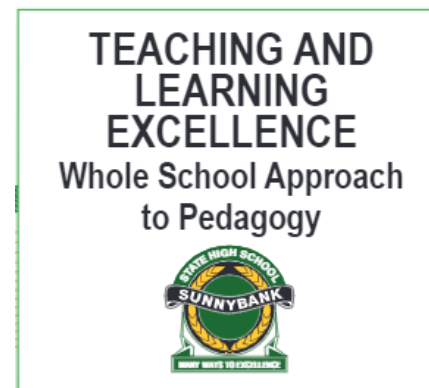
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School information and data

Total enrolments	<ul style="list-style-type: none"> • 683 	
Year levels	<ul style="list-style-type: none"> • Years 7 – 12 	
Student information	<ul style="list-style-type: none"> • % males: 52% 	<ul style="list-style-type: none"> • % females: 48%
	<ul style="list-style-type: none"> • % Indigenous students: 7.98% 	<ul style="list-style-type: none"> • % students with disabilities: 18.09%
	<ul style="list-style-type: none"> • % EALD students: 52.56% 	
	<ul style="list-style-type: none"> • % Out-of-Home Care students: 0.6% 	
Staff information	<ul style="list-style-type: none"> • Number of teaching staff: 66 	<ul style="list-style-type: none"> • Number of non-teaching staff: 62

School improvement focus - SSHS Explicit Improvement Plan 2023



Vision

Values

A community where we *Aspire, Grow and Achieve*



State Schools Improvement Strategy 2022–2026 Every student succeeding

Priorities

- Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive and equitable education system.
- Continuous improvement in the access to, and teaching, learning and assessment of, the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses

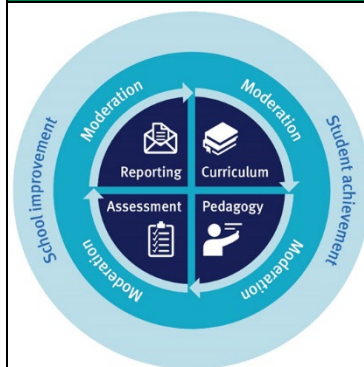
Principles

Alignment — our shared understanding of the Queensland Kindergarten Learning Guideline, the Australian Curriculum, the senior syllabuses and the policies that govern our work and the strategic use of resources.

Precision — how we use evidence to identify the ‘right work’ and do the ‘work right’ by building capability, planning, implementing, monitoring and reviewing.

Intentional collaboration — the deliberate actions we take to work together, learn together and improve together

Curriculum and Assessment Planning Review Process



A whole school approach ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement which sets high expectations, monitors student progress with school-wide analysis and discussion of student achievement data, and supports student learning with quality teaching focused on improving the achievement of every student.

A whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of all students.

Teachers forefront assessment in curriculum planning and use the Australian Curriculum achievement standards, QCAA syllabi and VET requirements to align curriculum, pedagogy, assessment and reporting; and use moderation to ensure comparability and validity of reported results.



Intended Curriculum	Enacted Curriculum	Implemented Curriculum	Assessed and Achieved Curriculum
<p>Planning considerations:</p> <ul style="list-style-type: none"> - Review intended curriculum from appropriate documents from ACARA and QCAA - Achievement standards or descriptors - Sequence, pre-requisites and priorities 	<p>Operationalisation of intended curriculum:</p> <ul style="list-style-type: none"> - Unit plans developed, assessment aligned to standards and descriptors - Differentiate teaching so every student’s learning needs are met in ways appropriate to their age, the context in which they are learning and nature of the curriculum - Assessment is embedded into the teaching and learning process and exemplars developed to ensure alignment between curriculum intent, achievement standards and what is being assessed 	<p>Evidence based Teaching and Learning strategies and sequence includes:</p> <ul style="list-style-type: none"> - Elevating deliberate practice and gradual release of responsibility - Responses to diverse learning needs, data and adapting to student needs - Literacy and numeracy demands are explicitly taught within learning areas and subjects - Art and Science of Teaching strategies, General Capabilities and 21st Century Skills - Multiple opportunities for students to learn concepts, practise skills and apply to other contexts with increasing autonomy - Students have opportunities to demonstrate the achievement standards or standard descriptors 	<ul style="list-style-type: none"> - Quality assurance and moderation of student work to ensure comparable and consistent teacher judgement. These processes help develop a shared understanding of the qualities of student work described in the achievement standards - Teachers make standards-based judgements about the quality of work submitted and, provide feedback relating to standards and criteria. - Feedback is provided on formative and summative tasks to assist student learning. - Students reflect upon the feedback provided and set learning goals



WHOLE SCHOOL MODERATION PROCESS

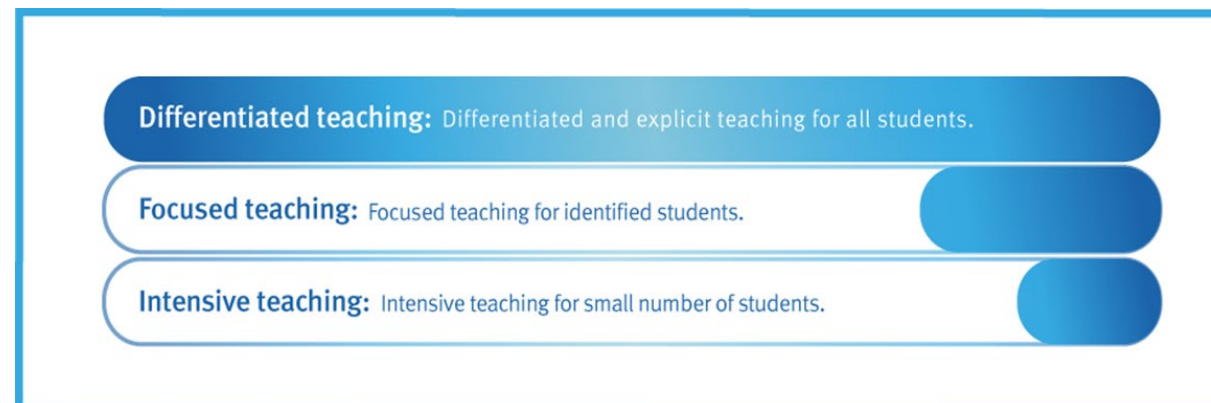
At Sunnybank State High School, a **whole school approach to moderation** involves opportunities for teaching teams to collaborate and engage in professional dialogue to support the alignment of curriculum, pedagogy and assessment. Moderation also ensures the validity, accuracy and comparability of teacher judgement in relation to student performance and provides opportunities to review and refine quality teaching and learning practices.

	Purpose	Collaboratively teams will:	Timelines
<p>CALLIBRATION <i>(Before Teaching)</i></p>	<ul style="list-style-type: none"> Develop a shared understanding about the intended curriculum and aspects of the achievement standard covered in the unit and assessment Align curriculum, pedagogy and summative assessment Quality assure planning documentation and summative assessment to inform validation and endorsement 	<ul style="list-style-type: none"> Identify and clarify the unit intent and assessment purpose Align the relevant assessable elements and content descriptors to the assessment task using the Assessment Alignment Planner Identify the reading and writing demands of the assessment Review and refine the teaching and learning sequence Develop a shared understanding of how judgements will be made using modelled responses and task specific marking guides Update planning documentation as required (year/band and unit plan) <p><i>Unit plan validation and the endorsement of summative assessment is overseen by the HOD in consultation with teaching and learning teams. Validated units and endorsed assessment are saved on G drive in accordance with the agreed upon whole school specifications and documented by HOD using the Whole School Quality Assurance Tool.</i></p>	<p>To be completed before each new unit is taught and no later than week 2 of each term.</p>
<p>CONSENSUS <i>(During Teaching)</i></p>	<ul style="list-style-type: none"> Develop a common understanding of the quality of student work that represents A-E standards Make comparable, consistent and accurate judgements about student performance as they work towards completing summative assessment 	<ul style="list-style-type: none"> Reinforce the unit intent, assessment purpose and conventions Review teaching and learning sequence Develop a shared understanding of the application of the marking guide Align teacher judgements in relation to task specific standards of achievement prior to grading 	<p>HODs to organise and document collaborative meetings with teachers throughout each term</p>
<p>CONFIRMATION AND REVIEW <i>(After Teaching)</i></p>	<ul style="list-style-type: none"> Ensure the consistency and validity of on-balance judgements against the standards Inform future practice to enhance student outcomes 	<ul style="list-style-type: none"> Share and discuss evidence used to make judgements about demonstrated student performance against the standards Refer to relevant curriculum expert/s for confirmation of judgements and standards of achievement Review and adjust on-balance judgements as required Identify strengths and areas for improvement common to groups of students Update unit plan to document review findings 	<p>To be completed at the end of each unit and before reporting. (By week 10 of each term.)</p>

Differentiated Teaching and Learning

At Sunnybank SHS, a whole school approach directs support to different levels of student need.

Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff.



Teachers identify the appropriate layer of support through analysis of student data and ongoing monitoring of student progress

NAPLAN data is available for future enrolments in OneSchool and is used to identify and prepare for students at risk of failing to meet National Minimum Standard. NAPLAN data for students enrolling from schools outside of Education Queensland is collected during the enrolment interview where possible.

- At the commencement of the school year, all Year 7 students undertake PAT-M and PAT-R testing through which provides further data that can be used to validate/identify students needing support.
- Referral – HOD Inclusion and Student Services can accept referrals for literacy or numeracy support from both staff and families. Decisions regarding literacy and/or numeracy support are made at regular line management meetings using NAPLAN, PAT, subject achievement and anecdotal forms of evidence.

Literacy Support - Focussed Literacy Support (FLS)

Focussed Literacy Support is an alternative Language program offered to Year 7 and 8 students with identified literacy needs as determined through diagnostic and systemic data. The program is aligned to the Australian Curriculum Literacy General Capability and aimed at developing the knowledge, skills and dispositions needed to interpret and use language confidently. With a focus on comprehending and composing texts, students participate in targeted learning activities and programs. Through these programs and activities, students are provided with the opportunity to develop reading, comprehension, vocabulary, grammar and spelling skills to enhance engagement across all curriculum areas.

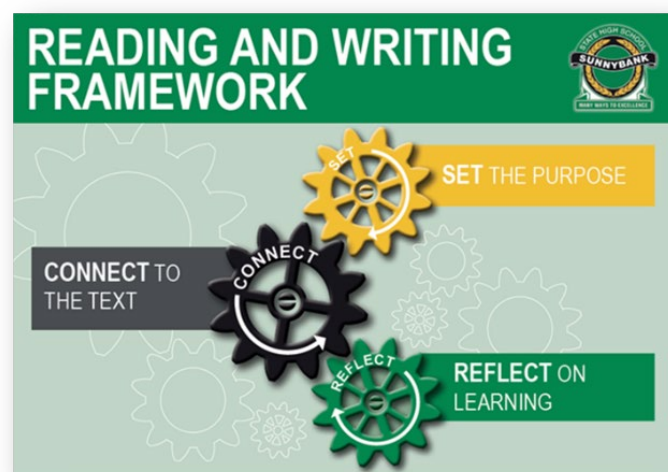
A Whole School Approach to Pedagogy

Currently Sunnybank SHS uses *The New Art and Science of Teaching* (NASOT) as the pedagogical framework for teaching and learning in our classrooms. The ASOT framework is designed to enhance the pedagogical skills of teachers through self-reflection and coaching. Evidence-based research underpins professional practice and informs decisions about teaching and learning. The procedures, practices and strategies for teaching, differentiating, monitoring, assessing, moderating reflect Sunnybank SHS values and support student improvement. These include:

- Student centred planning
- High expectations
- Alignment of curriculum, assessment and pedagogy
- Evidence based decision making
- Targeted and scaffolded instruction
- Safe, supportive, inclusive and connected learning environment

In 2023, the school is reviewing and refining to develop an up to date Whole School Approach to Pedagogy.

Reading and Writing Framework



Purpose

To ensure there is an explicit focus on the teaching and learning of reading and writing across all year levels and in every Key Learning Area. This is because if the literacy demands of the curriculum are left implicit and not taught explicitly, they provide barriers to learning. Furthermore, for students to succeed at school and life, they must do more reading and writing and we must make this happen.

Structure of the Framework

The Reading and Writing Framework (RAW) is an approach to whole school reading and writing. It is not a static or prescribed program as it is driven by the reading and writing demands of each Key Learning Area and the skills our students need to be successful in their academic pathway.

Teaching & Learning	Staff Capacity	Resource Management	Community Engagement
<p>Pedagogy focus:</p> <ul style="list-style-type: none"> • Subject specific literacy demands • Whole School approach to pedagogy • NASOT Design Questions • <i>Putting Faces on the Data</i> (Sharratt/Fullan model) <p>Teachers learn best when they:</p> <ul style="list-style-type: none"> • can concentrate on instruction and student outcomes in the context of their own teaching • have sustained opportunities to study, experiment and receive helpful feedback 	<p>School leaders:</p> <ul style="list-style-type: none"> • Building Team Culture • Monitor outcomes (Whole school/Faculty/class) • Academic Reviews • Teamwork within faculties, focussing on support, pedagogy and professional practice • Improving professional skills through Mentoring/Observation program, evaluation practices, support and sharing processes and coaching. 	<p>Human resources:</p> <ul style="list-style-type: none"> • Building Capacity • Consolidation of PLTs • Additional Deputy Principal to allow DPs to more effectively drive strategic portfolios • Additional allocation of teachers and HOD • Audit of allocation of Teacher Aide resources to maximise student learning outcomes <p>Financial resources:</p> <ul style="list-style-type: none"> • Faculty Improvement Plans • I4S Funding allocation 	<p>Parent engagement:</p> <ul style="list-style-type: none"> • Inform through Newsletters, information nights emails and reporting • Text Message System • Graduation • Social Media • Website • Parent-Teacher interviews • Awards Nights <p>Parents' and Citizens' Association:</p> <ul style="list-style-type: none"> • Monthly reports from the Principal • HOD/Admin representation at each P&C

<p>on specific innovations.</p> <ul style="list-style-type: none"> collaborate with peers both within and outside the school to gain further expertise. influence over the substance and process of professional learning access Teaching & Learning HOD <p>Catering for all learners:</p> <ul style="list-style-type: none"> Differentiation through data analysis (Class Dashboard) Allocation of Teacher Aides for in-class support 	<p>Teaching Staff</p> <ul style="list-style-type: none"> Reading and Writing Framework Academic case management - monitor/track outcomes curriculum planning collaboration Using Data-Dashboard OneSchool sharing best practice collegial engagement – instructional coaching, instructional rounds Classroom Profiling Open classrooms – peer observation Learning Lounge – professional development opportunities around whole school priorities Building staff capability around data literacy 	<p>Physical resources:</p> <ul style="list-style-type: none"> Revitalising of facilities 	<p>meeting and support events</p> <p>Community links:</p> <ul style="list-style-type: none"> Local Chaplaincy Consultative Committee Attend Community Meetings Links with a range of community organisations: Headspace, CYMHS Attend and participate in community events ANZAC Day March, Partner primary schools Professional Networks (P/DP/HOD/QSPA) Industry Links Tertiary links- TAFE, UQ, QUT, ACU Professional and Regional support Support services for EALD learners via dedicated EALD unit with links to external agencies e.g. QPASST
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Junior School STEM Program	EAL/D Learners	Curriculum Provision to Students with Disability	Positive Behaviour for Learning
<p>Sunnybank State High School offers programs across the full range of the academic spectrum. The Junior school enterprise, Science, Technology, Engineering, Mathematics (STEM) specialist program offers students who are talented in these areas an opportunity to be engaged and extended.</p> <p>The program seeks to develop in students an entrepreneurial approach and teach them to be innovators who can lead the future by harnessing technology to develop solutions to the problems of the day. Topics of study include coding, robotics, multimedia and app development.</p> <p>The course seeks to approach core subjects through links with technology, utilising technological applications to explain and connect core concepts.</p>	<p>Sunnybank State High School uses a whole school approach to support student learning to provide differentiated support. EAL/D students have opportunities to demonstrate the full extent and depth of their learning against the relevant learning area and/or subject achievement standards. Decisions are made about the ongoing level of support, based on EAL/D students' levels of English language proficiency, and in relation to the school context.</p> <p>Teachers analyse Bandscales data, in conjunction with classroom data, to identify the specific language-learning needs of their EAL/D students.</p> <p>In each learning area and/or subject, summative assessment provides opportunities for students to demonstrate their learning against all aspects of the relevant achievement standard.</p>	<p>Sunnybank State High School has an inclusive practices policy for students with disability (SWD) underpinned by the belief that every student has an equal right to learn alongside their peers.</p> <p>Students are given multiple opportunities to demonstrate their learning against the same Australian Curriculum achievement standards as their peers in a robust and authentic manner. Individual needs are catered for through provision of focussed and intensive learning episodes within their classes. For a small number of students who cannot access the year appropriate curriculum, an Individual Curriculum Plan or intervention program may be put in place.</p> <p>Students are supported through their learning journey by specialised teachers and support staff who work with students and subject teachers to ensure all curriculum, legislative and policy requirements are adhered to.</p>	<p>Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students. PBL provides a framework for the school and its community to collectively support the wellbeing of every student at Sunnybank State High School.</p> <p>At Sunnybank State High School, PBL is a team driven process, using a problem-solving approach (data, systems and practices) that engages students, parents and all school staff. PBL establishes positive social expectations for all in the school community and addresses the diverse academic and social needs of every student to support them to be successful.</p> <p>Year Coordinators and Administration members met fortnightly to discuss year level data and allocate case management and intervention.</p> <p>Student Services staff including the Guidance Officers, School Based Youth Health Nurse, Chaplain, School Based Police Officer, AVT Behaviour support, Cultural Liaison Workers and Youth Support Coordinators meet on a weekly basis to discuss and plan strategies for students identified as requiring intervention. When appropriate, referrals are made to outside agencies for intensive support</p>

Curriculum Activity Risk Assessment (CARA) Process

Sunnybank SHS aligns to Education Queensland's Curriculum Activity Risk Assessment (CARA) process.

The [managing risks in school curriculum activities procedure](#) (or CARA procedure) is implemented in Queensland state schools as part of schools' overall risk management framework.

This procedure supports safe delivery of the curriculum from [Prep to Year 12](#) by outlining the responsibilities of departmental employees and providing the minimum process required for risk assessment and management when planning, approving and conducting curriculum activities in schools and other locations.

The [managing risks in school curriculum activities procedure](#) provides the process for risk assessment and management of activities planned to [deliver the curriculum in Prep to Year 12](#).

The CARA guidelines demonstrate the minimum safety standard expected for common curriculum activities. Schools are required to:

- use the CARA guideline (if it exists) to conduct and prepare a risk assessment for that curriculum activity. If any requirement cannot be met, alternative control measures must be put in place to meet or exceed the standard provided in the CARA guideline
- determine additional risks, hazards and control measures relevant to the activity and the specific school/group circumstances in order to lift the safety standard above the minimum.

If a CARA record is required and a CARA guideline does not exist, the [CARA generic template \(DOCX, 365KB\)](#) must be used to complete the CARA record.

Recognising and Celebrating Success

Sunnybank Rewards Program

Sunnybank offers a rewards program for students who consistently perform above average in effort and achievement. Student results are considered at the end of each semester to determine those who have achieved high grades across subjects. Recognition of academic achievement is in the form of academic badges – gold, silver and bronze. Effort achievement is recognised through the awarding of endeavour badges – gold, silver, and bronze. Other rewards included rewards days and attendance awards.

Teachers provide positive reinforcement of expected behaviours through the awarding of Sunnybucks. Once accumulated students can spend their Sunnybucks dollars at the Vault shop. Teachers are also encouraged to send positive postcards home acknowledging success or improvement.

Annual Awards Night

There are also a number of Special Awards announced on the night that recognise student leadership, citizenship and school spirit.

Curriculum Structure for Systemic Delivery

The curriculum at Sunnybank State High School follows the recommendations of the Department of Education and Training (DETE) *P-12 Curriculum, Assessment and Reporting Framework* and delivers the Australian Curriculum in all Key Learning areas in Years 7 -10 and the Queensland Curriculum and Assessment Authority (QCAA) Syllabi in Years 11 and 12.

The *P-12 Curriculum, Assessment and Reporting Framework* specifies the requirements for each Queensland state school for delivering the curriculum for P-12 with the aim of delivering quality curriculum which optimises learning for all students from P- 12. The framework is based on the assumption that **every student can learn and that responding to the particular learning needs of students is central to teaching**. To best serve students, our school curriculum aims to be:

- Connected to both higher learning and pathways into the world of work in order to cater to the learning needs of our diverse student population
- Clearly understood and communicated to staff and students
- Consistent with national and state standards and expectations
- Challenging regardless of ability level
- Built on high expectations for all students

A seamless, connected curriculum is at the core of our curriculum as students enter or transition Sunnybank SHS from multiple entry points e.g. Milperra, local feeder primary schools, local high schools. The Sunnybank SHS Whole School Curriculum Plan reflects these priorities by providing a mandated core of learnings alongside programs that open new opportunities for students, nurture high level specialist skills, support students with a range of abilities and provide pathways both to university, further learning and the workplace.

Reflection

Unit planning, teaching and learning strategies, data and assessment are reflected upon throughout the process to ensure continuous improvement

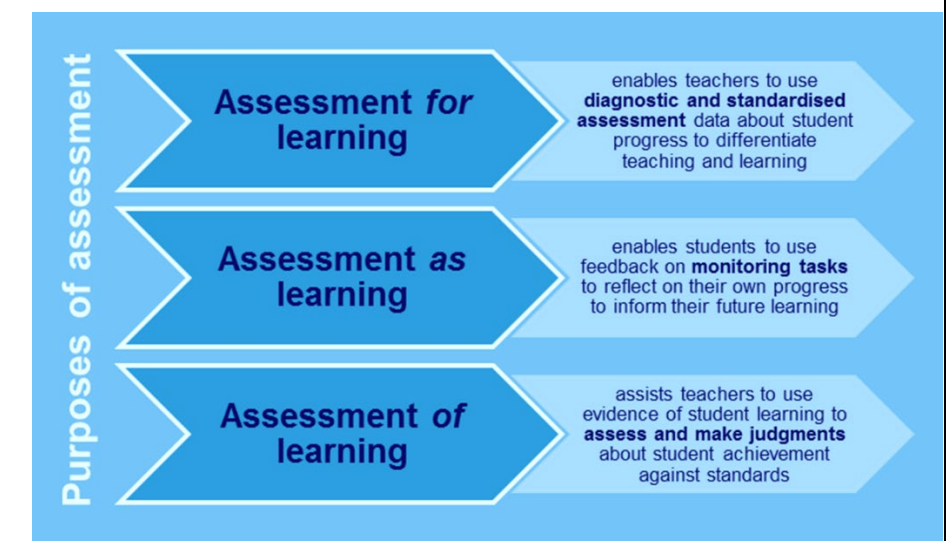
- How are your students doing in their learning?
- How do you know?
- What are you doing to improve their learning?
- How do you know it's working?

Assessment

The purpose of assessment is to promote, assist and inform teaching and learning, improve student outcomes, and to provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

At Sunnybank assessment is:

- a planned and ongoing process of gathering data about students' academic progress
- reflected through the use of a range and balance of assessment tools and tasks appropriate to the students' programs
- used as an integral tool for planning, teaching, learning and reporting
- clearly and explicitly elaborated with students so they are aware of how they are being assessed, the expectations of the assessments and how they can best demonstrate the goals of the assessment
- moderated to ensure alignment and consistency of judgement
- aligned and accountable to reflect curriculum intent (ACARA achievement standards, QCAA syllabus and VET requirements)
- both formative and summative



Reporting

Formal written reporting takes place three times per year at end of Terms 1, 2 and 4. All Reports are generated using the OneSchool Reporting Framework. Reports are emailed to parents.

Reports provide information for the reporting period regarding students:

- Achievement
- Effort
- Behaviour
- Homework
- Attendance

An A to E scale with accompanying descriptors is used for achievement, with the exception of VET certificate subjects where:

- CA Competency Achieved
- WTC Working towards competency OR
- CNA Competency Not Achieved

Is used to report on each student's progress towards attaining the relevant certificate

Achievement Descriptors (codes)

- A Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- B Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- C Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- D Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- E Evidence in a student's work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes

Effort and Behaviour Descriptors (codes)

- EX - Excellent
- VG - Very Good
- S - Satisfactory
- NA - Needs Attention
- U – Unacceptable

Standards for Reporting

Rating	Standard Descriptors
EX	Student completes and excels at tasks with a view in mind to achieve personal excellence. Student sets, achieves and excels at personal goals.
VG	Student completes tasks with a view in mind to achieve a result that is above the average. They set and achieve goals at above average standards.
S	Student completes task with a view in mind to achieve a satisfactory result. Sometimes they are dependent on the teacher to set goals in order to maintain previous, acceptable performance levels.
NA	Student will complete set tasks with the minimum, token effort with a view in mind to satisfy basic expectations acceptable to others. Student does not set personal goals and disregards their previous performance levels.
U	Student chooses not to complete set tasks satisfactorily and/or by set time/date. This refusal prompts negative consequences from Teacher/Head of department/Administration Team.

Parent-Teacher interviews

These interviews are scheduled at the start of Term 2 following Interim Reports and at the start of Semester 2 following Semester 1 Reports. Teachers will nominate 'Parent interview requested' for all students who have achieved less than a 'C' for academic achievement or when effort/behaviour have been reported as 'Needs attention' or 'Unacceptable'.

Senior (Year 11 and 12) Subject Offerings

The calculation of an ATAR will be based on a student's best five General subject results OR in four General subjects plus an Applied subject or a Certificate III or higher VET qualification.

All students must study one of each English and Mathematics:

English English as an Additional Language	General Mathematics Mathematical Methods
Essential English	Essential Mathematics

Electives

General Subjects	Applied Subjects	VET Subjects
Ancient History Biology Chemistry Design Geography Legal Studies Modern History Physical Education Physics Specialist Mathematics	Building and Construction Skills Drama in Practice Industrial Graphics Skills Industrial Technology Skills Media Arts in Practice Science in Practice Social and Community Studies Sport and Recreation Visual Arts in Practice	Certificate II in Active Volunteering Certificate II in Applied Fashion Design and Technology Certificate II in Community Services Certificate II in Engineering Pathways* Certificate II in Health Support Services Certificate II in Hospitality Certificate II in Visual Arts Certificate II in Workplace Skills * External RTO

School Based Apprenticeships and Traineeships

- School-based traineeships and apprenticeships are supported by the school.
- Sunnybank SHS is an RTO for courses on its' Scope of Registration. Additional opportunities may be accessed through external RTO's.

Year 10 SET Planning

At Sunnybank SHS, the Year 10 curriculum program provides a transition year to senior schooling. The curriculum intent is to ensure all students are fully engaged in their learning while preparing them academically and vocationally to pursue senior secondary pathways. Completion of a Senior Education and Training (SET) Plan is mandated for every Year 10 student and has the opportunity for review in Years 11, and 12. SET Plan interviews are conducted with students and their parent/s in Term 3 each year. Students in Year 10 participate in the development of individual SET plans with parents, students, Guidance Officers, HOSES and ELT members supporting students in the development and updating of these plans.

Years 7 – 10 Subject Offerings

Core Subjects									
Year 7	English 3 periods	Mathematics 3 periods	Science 3 periods	Health and Physical Education 3 periods	Humanities 3 periods	Languages – Japanese OR FLS 2 periods (1 Sem)	The Arts – Drama, Media, Music, Visual Arts 3 periods (1 Sem)	Technologies – Graphics, Industrial Design, Food and Fibre, Digital Technologies, STEM 2 periods (1 Sem)	
Core Subjects									
Year 8	English 3 periods	Mathematics 3 periods	Science 3 periods	Humanities 3 periods	Health and Physical Education 3 periods	Languages – Japanese OR FLS 2 periods (1 Sem)	Arts – Drama, Media, Music, Visual Arts 3 periods (1 Sem)	Technology – Graphics and Industrial Design, Food and Fibre, Digital Technologies, STEM 2 periods (1 Sem)	
Core Subjects					Elective Subjects				
Year 9	English 3 periods	Mathematics 3 periods	Science 3 periods	History 3 periods (1 Sem)	Health and Physical Education 3 Periods (1 Sem)	Languages– Japanese	Technologies – Food Technologies, Textile Technologies, Industrial Design Technologies, Graphic Design Technologies, Digital Technologies, STEM	The Arts – Music Drama, Media, Visual Art	Humanities - Geography, Economics and Business, Civics and Citizenship
Core Subjects					Elective Subjects				
Year 10	English 3 periods	Mathematics 3 periods	Science 3 periods	History 3 Periods (1 Sem)	Health and Physical Education 3 Periods (1 Sem)	Extension – Mathematics Science Health & Physical Education	Technologies – Food Technologies, Textile Technologies, Industrial Design Technologies, Graphic Design Technologies, Digital Technologies, STEM	The Arts – Music Drama, Media, Visual Art	Humanities - Geography, Economics and Business, Civics and Citizenship

Year 7				
ENGLISH	Unit 1	Unit 2	Unit 3	Unit 4
	Speaking to Persuade	Exploring Australian Representations	Life Writing	Exploring Indigenous Poetry and Song
	In this unit, students understand how text structures and language features combine in media texts to influence audiences. Students examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students deliver a persuasive motivational speech as vodcast, which encourages house spirit and audience engagement in school carnivals at Sunnybank SHS in 2023.	In this unit, students listen to, read and view literature about Australia and Australians, including the close study of a literary text. They also explore ideas and viewpoints about events, issues and heroic characters represented in the text, engaging with complimentary informational texts. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They experiment with a range of imaginative text structures, to convey and transform particular point of views, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.	In this unit, students study life writing by reading and analysing autobiographical narratives, including memoirs and picture books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts for inclusion a Year 7 Sunnybank Anthology.	In this unit, students listen to, read and interpret a variety of poems and songs from First Nations authors that put forward different perspectives on a number of issues including connection to country, change, social disempowerment and displacement They analyse the text structures and language devices used in each poem to create particular effects and meanings. Students write an explanation, under exam conditions, that would serve as preface for one poem; analysing how text structures and language features position audiences to particular points of view.
	Assessment: Vodcast Technique: Extended Response Type of Text: Persuasive Mode: Spoken/signed Length: 2-4 minutes	Assessment: Folio Technique: Short Response Type of Text: Imaginative Mode: Written Length: 4 responses - 100 words per item	Assessment: Memoir Technique: Extended Response Type of Text: Imaginative Mode: Written Length :400-600 words	Assessment: Preface to a poetry anthology Technique: Short Response Examination Type of Text: Analytical Mode: Written Length: 100-300 words

MATHEMATICS	Unit 1	Unit 2	Unit 3	Unit 4
	Number	Patterns & Algebra	Measurement & Space	Statistics & Probability
	Students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students solve problems involving addition and subtraction of integers. They use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies. Students choose between equivalent representations of rational numbers and percentages to assist in calculations. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation.	Students use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values. They solve linear equations with natural number solutions. Students create tables of values related to algebraic expressions and formulas, and describe the effect of variation.	They apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons. Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle. Students classify polygons according to their features and create an algorithm designed to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. Students use coordinates to describe transformations of points in the plane.	They plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. Students interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning. Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.
	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written

SCIENCE	Unit 1	Unit 2	Unit 3	Unit 4
	Physics	Earth and Space	Chemistry	Biology
	This unit involves the study of forces- both contact and non-contact. Students will use the scientific method to design and perform physics experiments and communicate their learning in the experimental report genre.	This unit provides students with fundamental understandings of what causes many of the phenomena on Earth. Students investigate the Earth and how it interacts with other bodies in the solar system while learning how to explain the observable causes and effects of these interactions.	Students examine the concepts of pure substances and mixtures, including solutions. Students make accurate observations and perform a variety of laboratory techniques to separate pure substances from mixtures. Students use particle theory to describe the arrangement of particles in a solids, liquids and gases including the motion of, and attraction between particles, and relate this to the properties of the substance.	Students explain how biological diversity is ordered and organised. This unit introduces students to classification and the diversity of living things on the planet. Students learn to assess which features of organisms are useful for classification and how a hierarchical classification system works. Students also study ecosystems and represent flows of matter and energy and predict the effects of environmental changes. Students consider the role of organisms, including microorganisms, in food chains and food webs and the movement of energy through trophic levels.
Assessment Technique: Open book examination Type of Text: Written Mode: Explanatory	Assessment Technique: Closed book Examination Type of Text: Written Mode: Explanatory	Assessment Technique: Experimental report Type of Text: Written Mode: Explanatory	Assessment Technique: Closed book Exam Type of Text: Written Mode: Explanatory	

HUMANITIES	Unit 1	Unit 2	Unit 3	Unit 4
	Economics & Business: I'm an Entrepreneur	Geography - Water in the World	History - Investigating the Ancient Past	History - Ancient Egypt
	In this unit, students will develop their understanding of economics and business concepts by exploring what it means to be a consumer, and a producer in the market, and the relationships between these groups. Students will explore the characteristics of successful businesses and consider how entrepreneurial behavior contributes to business success. This unit outlines the significance of setting goals and planning to achieve these goals are vital for business success, and students will consider approaches to planning in different contexts, while also considering different ways to derive an income.	Students will examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards.	In this unit, students will learn some of the skills of being a historian. Studying Aboriginal and Torres Strait Islander history means studying both an ancient and modern society. This unit brings together Aboriginal and Torres Strait Islander ways of knowing about the past as well as historians' ways of knowing about the past. It shares some of the First Nations' stories of what has come before now.	In this unit, students will analyse the physical features and settlement patterns of Egypt and the importance of the Nile to Egypt's location. They will also determine the nature of the conflicts between Egypt and her neighbours in Italy and the western Mediterranean as well as analyse the characteristics of society and daily life in ancient Egypt.
Assessment Technique: Project Type of Text: Business Plan Mode: Written	Assessment Technique: Investigation Type of Text: Report Mode: Written	Assessment Technique: Project Type of Text: Folio of Tasks Mode: Written	Assessment Technique: Investigation Type of Text: Research Poster Mode: Written	

Year 8				
ENGLISH	Unit 1	Unit 2	Unit 3	Unit 4
	Close Study (<i>Detention</i>)	Interactive Characterisation	First Nations Perspectives	The Language of Persuasion
	In this unit, students listen to, read and view literature about Australia and Australians, including the close study of a literary text. They understand how text structures and language features that are used to develop narratives, including characterisation, setting and plot, and authorial choices that engage a young audience. Students demonstrate their understanding of narratives by creating an imaginative intervention using Tristan Bancks novel, <i>Detention</i> as stimulus.	In this unit, students read and comprehend a variety of children's picture books to understand the text structures and language features that are used to develop characterisation, setting and plot, and engage a young audience. They identify and explain authors' language and visual choices in children's picture books and understand how these choices are combined for particular purposes and effects for a specific audience of children. Students also have opportunities to practise narrative writing to experiment with visual and language choices for specific purposes and effects. In the assessment task, students write and illustrate a short story picture book, combining text structures, language features and visual choices for specific effects.	In this unit, students examine core concepts that have underpinned NAIDOC Week since inception including: Voice, Country, Language, Treaty and Truth-telling. Students will read, view and listen to a variety of texts including literary, non-literary and media texts that share Aboriginal and Torres Strait Islander peoples' histories and cultures. They will analyse the text structures and language, and audio and visual features that create these representations and position the audience to understand the collective perspectives and values of First Nations Peoples' across Australia. Students will have opportunity to build a knowledge and understanding of Students will construct an analytical essay that evaluates the credibility/authenticity/relevance of media text in communicating representations and perspectives of First Nations Peoples' in Australia.	In this unit, students will examine the language of persuasion. Students will be introduced to text structures and language features that support persuasive purposes and effects. They will explore how to be effective persuaders using rhetoric to influence others. The students will be exposed to texts that communicate representations and perspectives about Inclusion, in order to develop their own point of view on this topic. In creating persuasive texts, students will consider supporting material that supports their point of view and promotes attitudes, values and beliefs on this topic. Students will practice using interaction skills (verbal and non-verbal) to support speaking and consider complementary features that enhance their delivery. Students will be asked to consider the topic of Inclusion within Sunnybank State High School and use text structures and language features to influence the attitudes, beliefs, values, and/or actions of their audience.
	Assessment: Narrative Intervention Technique: Extended Response Type of Text: Imaginative Mode: Written Length: 450-600 words	Assessment: Game character pitch Technique: Extended Response Type of Text: Persuasive Mode: Multimodal presentation Length: 3-5 minutes	Assessment: Essay Technique: Extended Response Examination Type of Text: Analytical Mode: Written Length: 450-600 words	Assessment: Speech Technique: Extended Response Type of Text: Persuasive Mode: Spoken/signed Length: 3-5 minutes

MATHEMATICS	Unit 1	Unit 2	Unit 3	Unit 4
	Number	Patterns & algebra	Measurement & Space	Statistics & Probability
	Students recognise irrational numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the 4 operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.	Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one- variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools. Students use 3 dimensions to locate and describe position.	Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.	They conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments and simulations using digital tools to determine related probabilities of compound events.
	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written

SCIENCE	Unit 1	Unit 2	Unit 3	Unit 4
	Biology	Chemistry	Earth and space science - Geology	Physics
	Students examine cells and specialization of cells for their function. The organization of cells into tissues, organs and organ systems in multicellular organisms is examined with an emphasis on the relationship between structure and function. Reproduction and the reproductive systems in plants and humans are studied. Experimental investigations on the germination of seeds are performed.	Students study atoms, molecules, elements, compounds, phases of matter and mixtures. Physical and chemical changes are examined. Experimental investigations on solubility or the effect of changes in temperature on a chemical reaction are performed.	Students examine the rock cycle and the formation of sedimentary, igneous and metamorphic rocks.	Students learn about potential and kinetic energy. The experimental investigation is performed and students are asked to apply this knowledge to solve a real life application.
	Assessment Technique: Closed book Examination Type of Text: Written Mode: Explanatory	Assessment Technique: Experimental report Type of Text: Written Mode: Explanatory	Assessment Technique: Open book examination Type of Text: Written Mode: Explanatory	Assessment Technique: closed book examination Type of Text: Written Mode: Explanatory

HUMANITIES	Unit 1	Unit 2	Unit 3	Unit 4
	Business and Economics	Landforms and Landscapes	History – Medieval Europe	History – Shogunate Japan
	Students will continue to 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.	In this unit students will explore a range of different landscapes across the world including coasts, volcanoes and forests. They will examine the landforms that define these landscapes and how these environments change. This includes natural change due to geomorphological processes and changes due to humans such as urban development, recreation and the harvesting of natural resources. By examining the interconnection between these natural processes and human activities, they will gain an understanding of the ways in which landforms can be hazardous to people and how these risks are managed.	Students will build on understandings of the ancient world studied in Year 7, to develop an understanding of medieval life (social, cultural, economic and physical features), the dominance of religion, the role of key individuals, interaction between different social groups and also between the Western world and the Islamic world.	In this depth study, students examine how key features of shogunate Japan, including social and political structures, land use, trade and foreign contact, developed over a period of time. They explore differing explanations regarding the decline of the shogunate and the role of modern, Western influences.
	Assessment Technique: Project Type of Text: Feasibility Report Mode: Written	Assessment Technique: Investigation Type of Text: Research Poster Mode: Written	Assessment Technique: Project Investigation Type of Text: Source Analysis Mode: Written	Assessment Technique: Investigation Type of Text: Research Essay Mode: Written

Year 7/8 Band Plans

THE ARTS	Unit 1			Unit 2				
	Drawing: Still Life			Visual Arts - Painting: Portrait				
	Students will choose from a selection of still life photographs and experiment with various drawing techniques, processes, and materials including blind contour line drawings, carbon transfer shading studies, pen & ink tracing, and graphite tonal drawing. The final project will be a 2D graphite drawing in the photo-realist style. Students will also engage in in-class activities such as analyzing artists' perspectives, evaluating and comparing artworks, and writing an artists' statement and reflection.			This unit focuses on the exploration of painting techniques and processes in creating an abstract portrait painting. Students are tasked with using their understanding of visual conventions and abstract composition to communicate meaning in their painted portrait. The final project will be an A3 size abstract portrait painting that explores the concept of "Alternative Viewpoints" through a variety of painting processes and techniques.				
	Assessment Technique: Practical Type of Text: Short response and visual diary Mode: Folio, sketchbook that includes planning, development and resolved artworks			Assessment Technique: Practical and Extended Response Type of Text: Visual Artwork and Artist's statement Mode: 2D media and written statement				
	Unit 1			Unit 2				
	Drama - Story Telling through Pantomime 20 weeks			Drama - Play building- The Arrival 20 weeks				
	In this unit, students will create drama with meaning through play building, by experimenting with dramatic languages and conventions to engage young audiences. By collaborating with peers to make drama, students will have opportunities to refine performance skills, decode and perform published Pantomime scripts. Students will make self-devised performances which challenge and explore meaning through relationships, situations and perspectives for a young audience. Through responding to live and/or recorded theatre, students will learn how to critically explain, analyse and evaluate dramatic action and meaning.			In this unit students will use contemporary forms and styles to make and respond to drama, with a focus on understanding connections and relationships with people and place. By explicitly teaching the dramatic languages and performance skills, students will be able to communicate dramatic meaning using different modes and techniques. Throughout the unit students will connect with the graphic novel 'The Arrival' and explore themes and ideas through play building and contemporary conventions. By exploring and drawing upon different cultures, times and locations, students will be able to evaluate and justify choices and their intent of drama they make, perform and respond to.				
	Assessment 1: Making Technique: Performance Type of Text: Published Script Mode: Live spoken group	Assessment 2: Making Technique: Performance Type of Text: written fairy tale stimuli Mode: Live spoken group	Assessment 3: Responding Technique: Extended Response Text Type: Live or pre-recorded performance Mode: Written	Assessment 1: Making Technique: Performance Type of Text: Visual Stimulus Mode: Live Spoken Group	Assessment 2: Responding Technique: Short Response Type of Text: Written and visual stimulus Mode: Written	Assessment 3: Making Technique: Performance Text Type: Published Script Mode: live spoken group		
	Unit 1		Unit 2		Unit 3		Unit 4	
	Music - SOUNDS GREAT		Music Basic - Elements of Rock		Music - MUSIC WORX		Music - Music in Me	
In this unit, students will learn about the basic elements of music and how sounds are created and organised within music. Students will become familiar with a variety of sound sources including musical instruments, voice, body percussion and objects. All students are involved in active music making, ensemble playing, rehearsal and performing skills, working toward a keyboard performance before a live audience of their peers.		In this unit, students will learn about a variety of rock and popular styles of music, basic analysis and musicianship. Students are introduced to composition software. Our practical focus for this unit will be guitar and singing.		Students continue building on their knowledge of the Elements of Music, explored through theory work and practical / aural activities. They learn how to interpret music and justify musical choices of composers. Students learn how to play basic chords and melodies on the keyboard and guitar. Student learning is assessed through a Repertoire exam with seen and unseen stimulus and a performance on an instrument of their choice (approved by the teacher).		Students continue to explore the elements of music in greater depth. Students are introduced to music notating software to create music for a purpose. Student learning is assessed through a composition and a performance on an instrument of their choice (approved by the teacher); either as a soloist or in an ensemble.		
Assessment: Sounds Great Exam Technique: Exam Type of Text: short response Mode: Written		Assessment: Rock it Out Technique: Practical Performance Type of Text: Demonstration Mode: Performance		Assessment: Elemental Exam Technique: Exam Type of Text: Short Response Mode: Written		Assessment: Music in Me Technique: Performance Type of Text: Demonstration/Evaluation Mode: Practical/ Written		Assessment 2: Music in Me 2 Technique: Written score Type of Text: Composition Mode: Written/ Performance

Year 7/8 Band Plans

DESIGN TECHNOLOGIES	Unit 1	Unit 2	Unit 3	Unit 4
	Food and Fibre	Food and Fibre	Industrial Technologies and Design	Industrial Technologies and Design
	Rapt in Food	Rapt in Textiles	21 st Century Toolbox Pt 1	21 st Century Toolbox Pt 2
	Students explore design factors, and safely use tools, techniques and materials to create food design solutions for intended purposes. Students will adapt and communicate design ideas using technical terms and graphical representations. Students will use developed success criteria to judge the suitability of design ideas and design solutions.	Students explore design factors, and safely use tools, techniques and materials to create textile design solutions for intended purposes. Students will adapt and communicate design ideas using technical terms and graphical representations. Students will use developed success criteria to judge the suitability of design ideas and design solutions.	In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration. They will build a functional wooden toolbox with included battery-operated LED.	
Assessment Technique: Project Type of Text: Folio Mode: Written and practical	Assessment Technique: Project Type of Text: Folio Mode: Written and practical	Assessment Technique: Project Type of Text: Folio Mode: Written and practical	Assessment Technique: Project Type of Text: Folio Mode: Written and practical	

DIGITAL TECHNOLOGIES	Unit 1	Unit 2	Unit 3	Unit 4
	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies
	Cybersafety over Networks	Esports Data	Esports Data and Networks	Game Making
	Students will investigate how to be safe online across various types of networks. They will learn to distinguish between network types and their functions. In this unit students will explore a variety of online safety protocols and ways of being safe online including when gaming, on social media and via mobile phones. They will document their findings in a PowerPoint presentation.	Students will be introduced to the world of esports through the use of Nintendo Switch consoles and games such as Mario Kart, Super Smash Bros., Rocket League and Just Dance. Students will learn to collect data using Excel and display this data in meaningful ways. They will analyse the efficiency of online information systems (Excel online) in comparison to offline (book) systems of storing data.	Students will be introduced to the world of esports through the use of Nintendo Switch consoles and games such as Mario Kart, Super Smash Bros., Rocket League and Just Dance. Students will learn to collect data using Excel and display this data in meaningful ways. They will analyse the efficiency of online information systems (Excel online) in comparison to offline (book) systems of storing data. They will additionally explore the representation and storage of data on a computer in binary. They will explore networks in UpLink OS.	In this unit students will learn to design algorithms for simple processes by creating a game. They will utilise visual representations of algorithms (flowcharts) to document their planning phase of the assessment task. Students will utilise mindmaps to decompose problems and determine requirements. At the end of this unit students will have generated code to build a simple 2D game using Code.org Gamelab
Assessment Technique: Investigation Type of Text: Multimodal Mode: Multi-modal	Assessment Technique: Project Type of Text: Excel Mode: ICT	Assessment Technique: Project Type of Text: Excel Mode: ICT	Assessment Technique: Project Type of Text: Folio Mode: ICT	

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS	Unit 1	Unit 2
	STEM	STEM
	Vault-Tec Safe House	Gone with the Wind
	In these units, student will design solution to given challenges by analysing needed behaviour to design algorithm for robots and a wind turbine to perform specific task. Students will also design solutions to challenges arising from theoretical futures where resources are limited and conditions are vastly different from today's society. STEM is part of everyday life and an increasing part of every workplace. STEM education enables students to develop solutions to complex problems and provides them with literacies and capabilities that will help them succeed in a world of technological change. As future innovators, educators, researchers and leaders, it is important that students develop the skills required to compete on a global scale	In these units, student will design solution to given challenges by analysing needed behaviour to design algorithm for robots and a wind turbine to perform specific task. Students will also design solutions to challenges arising from theoretical futures where resources are limited and conditions are vastly different from today's society. STEM is part of everyday life and an increasing part of every workplace. STEM education enables students to develop solutions to complex problems and provides them with literacies and capabilities that will help them succeed in a world of technological change. As future innovators, educators, researchers and leaders, it is important that students develop the skills required to compete on a global scale
Assessment Technique: Project Type of Text: Written Mode: Folio	Assessment Technique: Investigation Type of Text: Multi-modal Mode: Multimodal response	

Year 7/8 Band Plans

LANGUAGES	Unit 1	Unit 2	Unit 3	Unit 4
	Self- Introduction	Free Time	Let's Eat	Characters
	In this unit students will: - exchange personal details, for example: name, age, birthday, family, where they live, likes and dislikes. - learn kanji numbers and counters for age - learn countries and nationalities investigate the Japanese sound and writing system	In this unit students will: - Describe what you and others do during free time and after school - Express where you like or don't like to go and do - Learn about popular after-school activities	In this unit students will: - Understand Japanese food and eating culture - Describe and order food - Be able to compare Australian and Japanese table manners and food culture. - Make and eat various Japanese foods	In this unit students will: - Create and describe their favourite character by describing their physical features, personalities and what they are wearing - Recognise kanji for body parts - Learn about cultural aspects such as anime, manga, cosplay
	Assessment Technique: Extended Response Type of Text: Interview Mode: Spoken /auditory	Assessment Technique: Examination Type of Text: series of journal entries Mode: written	Assessment Technique: Examination Type of Text: Short Response Mode: auditory	Assessment Technique: Extended Response Type of Text: Visual with commentary Mode: multimodal

Year 7/8 Band Plans

Year 7/8 Band Plans				
HEALTH & PHYSICAL EDUCATION - Year 7	Unit 1	Unit 2	Unit 3	Unit 4
	Back to basics	Athletics for Me	Touch and Nutrition	Indigenous and Inclusive Games
	<p>Students will explore various influences on the formation of identity. They will examine how they currently define their identity and how this has changed over time and look at strategies that can be used to maintain a positive self-image for themselves and others. Students will participate in a variety of "challenge games" which will allow them to develop both their general fitness levels and their social and interpersonal skills</p>	<p>In this unit students explore how HPE plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.</p> <p>Students practise and apply more complex combinations of skills and strategies in Athletics They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.</p>	<p>In this unit, students will be evaluating health and skill related components of fitness. They will further investigate and apply these concepts to the sport touch football. They will study and participate various touch football modified games and the movement concepts and sequences associated with them.</p> <p>Students will investigate the nutrition requirements of a touch football player of their own age according to the Australian Guide to Healthy eating. Students will apply the knowledge gained to develop a weekly eating plan to meet the nutrition needs of such a player.</p>	<p>Students investigate events and strategies that value the contributions of First Nations Australians and strengthen relationships, such as Indigenous rounds in sporting codes and NAIDOC Week.</p> <p>Students develop strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive sporting communities</p>
	<p>Assessment 1: Advice Letter to a Peer Technique: Investigation/inquiry Type of Text: letter Mode: Written</p> <p>Assessment 2: Challenge Games Technique: Practical performance Type of Text: refining and applying skills Mode: Practical</p>	<p>Assessment Highlights reel and self-reflection Technique: Multi Modal folio Type of Text: Spoken and highlights reel Mode: Multi modal</p>	<p>Assessment Weekly Nutrition Plan for a Touch player Technique: Investigation Type of Text: Action plan Mode: Written</p> <p>Assessment 2: Touch football performance Technique: Practical performance Type of Text: refining and applying skills Mode: Practical</p>	<p>Assessment 1: Write your own rules. Technique: Folio Type of Text: Written explanation of game and practical presentation in small groups Mode: Multi modal</p>

HEALTH & PHYSICAL EDUCATION - Year 8	Unit 1	Unit 2	Unit 3	Unit 4
	Athletics and Respectful relationships	Health Benefits of Physical activity and Basketball/Volleyball	Media/Social media and its influence on me/AFL	Fun in the Sun
	<p>Students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships.</p> <p>Students perform a range of movements and analyse their technique based on understanding of effort in relation to take-off, body position and landing in long/triple jump</p> <p>Students demonstrate an understanding of how to adjust the angle of release of a shotput and how this will affect the height and distance of flight</p>	<p>In this unit students explore actions and behaviours that promote safe participation in physical activities, and evaluating the impact participation can have on their own and others' mood and mental wellbeing.</p> <p>Students apply and refine skills to demonstrate how to manipulate space and relationships between players in the space to achieve successful movement outcomes</p>	<p>In this unit students will investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationship.</p> <p>This will include investigating how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.</p> <p>Students will be applying movement concepts and strategies to achieve outcomes as well as demonstrating control and accuracy when participating in Australian Rules Football.</p> <p>Students will design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes</p>	<p>In this unit students will plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing regarding healthy lifestyle choices with a core focus on sun safety.</p> <p>Students will apply movement concepts and sequences in familiar and non-familiar cricket situations. They will engage in modified small area, indoor and full field cricket.</p>
<p>Assessment 1: Respectful relationships board game Technique: Folio Type of Text: Visual and written representations Mode: Multimodal</p> <p>Assessment 2: Athletics performance long jump and shot put Technique: Practical Type of Text: Refining and applying movement sequences. Mode Practical</p>	<p>Assessment: Healthy Active me Technique: Investigation Type of Text: Report Mode Written</p> <p>Assessment 2: Practical Basketball/ Volleyball Technique: Practical performance Type of Text: Refining and applying skills Mode: Practical</p>	<p>Assessment 1: Me as an Influencer Technique: Investigation Type of Text; Mock Post Mode: Written</p> <p>Assessment 2: AFL practical performance Technique: Performance Type of Text: small sided 9's AFL Mode: Practical</p>	<p>Assessment 1: Fun in the Sun Diary Page Technique: Investigation Type of Text: Diary Advertisement Mode: Written</p> <p>Assessment 2: Performance Technique: Practical Performance Type of Text: Small sided and full sided game play Mode: Practical</p>	

Year 9

ENGLISH	Unit 1	Unit 2	Unit 3	Unit 4
	The Citizen, the Society, and the Future	Comparative Film study	Journalism	Dramatic Interpretations of Perspectives (12 Angry Men)
	In this unit, students will read and view a variety of speculative fiction texts, with particular focus on dystopian fiction. Students will examine how authors use text structures, language and visual features to present particular points of view about issues commonly represented in works of speculative fiction. They will also explore how authorial choices develop specific aesthetic qualities in literature. Throughout the unit students engage in independent creative writing. Students will use this knowledge to create their own dystopian story based on a non-literary text (such as a news article or scientific publication) or current event, focusing on promoting particular points of view on citizens taking control under exam conditions.	In this unit, students evaluate and analyse how representations and perspectives are constructed in filmic texts to position audience to particular points of view. The students will engage in a comparative study of the film <i>Black Panther</i> and <i>Hidden Figures</i> . This critical study will analyse and evaluate the representations of concepts, identities, times and places constructed through filmic conventions, directorial decisions, and the communication of underlying attitudes, values and beliefs to wider audiences that reflect a modern audience. Students will construct an editorial that promotes a particular point of view on the relevance of films to modern audiences.	In this unit, students will take on the role of a journalist and write a news article on an issue that is relevant to Australian youth today (2023). They will explore media texts, analysing how text structures and language features of these texts position listeners to respond in particular ways. Students will engage in research, interview stakeholders and pitch to the editor to develop their particular point of view on the youth issue. Students will combine text structures and language features to construct a media text, which presents information, opinions and perspectives on a specific youth issue, suitable for publication on the InQueensland Media Academy	In this unit, students will engage in a close study of a drama text to comprehend representations and points of view about human experiences and ethical dilemmas, such as justice, equity and prejudice. Students will explore what attitudes values and beliefs underpin representations in the text, through the interrogation of perspectives promoted in the dramatic text. Students will interpret and evaluate the enduring nature of these perspectives by exploring contemporary media texts that position audiences to particular points of view. Students will deliver a speech that evaluates whether similar representations of social and ethical issues are present in modern society, in order to position audiences to accept or reject the literary value of the text for inclusion in Sunnybank SHS curriculum.
	Assessment: Short Story Technique: Examination Type of Text: Imaginative Mode: Written Duration: 2 x 70-minute lessons Length: 600-800 words	Assessment: Editorial Technique: Extended Response Type of Text: Analytical/Persuasive Mode: Written Length: 600-800 words	Assessment: News Story Technique: Extended Response Type of Text: Persuasive Mode: Written Length: 400-500 words	Assessment: Speech Technique: Extended Response Type of Text: Persuasive Mode: Spoken/signed Length: 3-5 minutes

MATHEMATICS	Unit 1	Unit 2	Unit 3	Unit 4
	Measurement and Space	Algebra and Measurement and Space	Number and Algebra	Statistics and Probability
	Students recognise and use rational and irrational numbers to solve problems. They apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. They determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles.	Students solve problems involving ratio, similarity and scale in two-dimensional situations. They use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings. They apply the enlargement transformation to images of shapes and objects, and interpret results. Students design, use and test algorithms based on geometric constructions or theorems. They extend and apply the exponent laws with positive integers to variables. Students expand binomial products, and factorise monic quadratic expressions. Students express small and large numbers in scientific notation.	They find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations.	They compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events. They design and conduct experiments or simulations for combined events using digital tools.
	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written

SCIENCE	Unit 1	Unit 2	Unit 3	Unit 4
	Geology – Our Moving Earth	Chemistry	Biology	Physics
	Students review the geology of the earth by examining continental drift and plate tectonics and the evidence which has led to the development of these theories. Students apply their knowledge of convection to the movement of the earth's tectonic plates and the consequences of this including volcanoes, earthquakes and deep ocean trenches. This unit helps students, as members of the global community, understand phenomena which occur in the world around them	In this unit students begin the study of the components of the atom. Emphasis is placed on the study of the nucleus with atomic mass and atomic number examined and how an unstable nucleus results in radioactivity. The rearrangement of atoms in chemical reactions and their representation in chemical equations is considered. Conservation of mass is applied to these situations	The unit initially focuses students on the ways their body maintains constant internal conditions despite a changing external environment. They study the role of the nervous and endocrine system and specific examples of internal conditions such as blood sugar levels, temperature regulation, oxygen concentrations and water levels in the blood. The immune response to attack from invading pathogens is examined and the evolution of medical science is highlighted. An emphasis on preventative health care leads to discussion to raise student awareness of the benefits of vaccinations.	This unit examines the nature of many forms of energy that feature in student's lives – light, sound and electricity. Students gain an understanding of series and parallel circuits and the benefits and pitfalls of each. Voltage, current and resistance are modelled and their relationship is calculated in Ohm's Law. Safe behaviour with electricity at home and in the community is discussed at length. The wave nature of sound is examined and technological applications are reviewed. Light experiments provide opportunities to reveal the phenomena of refraction and reflection. Mirrors, lenses and optic fibre are all examined. Students gain insight into energy and its relationship to modern technology.
Assessment Technique: Data test Type of Text: Written Exam Mode: Analysis	Assessment Technique: Experimental report Type of Text: written Mode: explanatory	Assessment Technique: Closed Book Examination Type of Text: written Mode: Multiple Choice	Assessment Technique: Closed book exam Type of Text: Written Mode: Explanatory	

HISTORY	Unit 1		Unit 2	
	Making of the Modern World: The Industrial Revolution		World War 1	
	<p>In this depth study, students build on and develop their understandings of historical inquiry in the context of the making of the modern world. They investigate how life changed between the late seventeenth century and the beginning of the twentieth century through study of the Industrial Revolution, including the causes and effects of the development, and by making links to the Australian experience during this time of rapid industrialisation.</p> <p>This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy and significance.</p>		<p>In this depth study, students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of this war in world and Australian history.</p> <p>This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, cause and effect, perspectives, significance and contestability.</p>	
	<p>Assessment Technique: Examination Type of Text: Response to stimulus Mode: Written</p>		<p>Assessment Technique: Investigation Type of Text: Research Essay Mode: Written</p>	

GEOGRAPHY	Unit 1		Unit 2	
	Biomes and Food Security		Geographies of Interconnections	
	<p>'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.</p>		<p>'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.</p>	
	<p>Assessment Technique: Exam Type of Text: Response to stimulus Mode: Written</p>		<p>Assessment Technique: Investigation Type of Text: Report Mode: Written</p>	

ECONOMICS & BUSINESS	Unit 1	
	Competition in the Marketplace	
	<p>In this unit, students will take part in the \$20 Boss program, an inter-school entrepreneurship program which focuses on the development of enterprise skills such as financial capability and problem-solving in young people. It's committed to preparing them for their future work. The program – which gives students \$20 in start-up capital to create, launch and operate a business venture over the course of a school term – is about putting enterprise skills at the forefront of learning. The program is an immersive entrepreneurship program that provides students an opportunity to design, create, launch and operate their very own business.</p> <p>After researching and selecting their good or service, students used their \$20 loans to develop a budget, purchase the relevant resources, design a marketing campaign, and demonstrate their newly developed skills through the operation and running of their business market stall.</p>	
	<p>Assessment Technique: Investigation Type of Text: Business Plan Mode: Written</p>	<p>Assessment Technique: Project Type of Text: Market Day and Evaluation Mode: Practical and written</p>

HEALTH & PHYSICAL EDUCATION	Unit 1		Unit 2	
	Respectful relationships		Health for life	
	<p>Theory Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They explore how different attitudes, values, beliefs can affect a person's idea on what makes a relationship respectful. Students investigate the rights and responsibilities that individuals have in respectful relationships. They evaluate the outcomes of emotional responses to different situations. Student then apply decision-making and problem-solving skills when taking action to enhance their own and others' safety and wellbeing.</p> <p>Practical Students apply and transfer movement concepts and strategies to new and challenging movement situations in Speedminton. They work collaboratively to design and apply solutions to movement challenges involved in Orienteering.</p>		<p>Theory Students access, synthesise and apply health information about nutrition and physical activity from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in the year 9 community. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing by creating a well-balanced nutrition and fitness plan.</p> <p>Practical Students apply and transfer movement concepts and strategies to new and challenging movement situations in netball. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances in the main events of athletics.</p>	
	Assessment Theory Technique: Examination Type of Text: Response to scenario Mode: Written	Assessment Practical Technique: Performance Mode: Folio	Assessment Theory Technique: Assignment Type of Text: Response to scenario Mode: Written	Assessment Practical Technique: Performance Mode: Folio

MUSIC	Unit 1		Unit 2	
	Smooth Tones		It Started with The Blues	
	<p>During this unit, students will unlock the mysteries of 'Timbre' (tone colour), while revising and extending their knowledge about all of the Elements of Music. Through listening and analysing a variety of music genres and types of music groups, students will be able to gain a greater depth of understanding about the elements of music and apply this knowledge to their performances and compositions. Students will develop practical skills in: keyboard, guitar and voice.</p>		<p>During this unit, students will learn about the origins of Blues Music and other jazz styles and features and how the blues led to the development of contemporary styles of today! Students will use their knowledge and experiences with blues music to compose an original Blues Song. Students will continue to develop practical skills in keyboard, guitar and voice.</p>	
	<p>Assessment: Smooth Tones exam Technique: Exam Type of Text: Short response Mode: Written Assessment 2: Smooth Tones Practical Technique: Performance Type of Text: Demonstration Mode: Live performance</p>		<p>Assessment: It started with the Blues Performance Technique: Performance Type of Text: Demonstration Mode: Live Performance Assessment 2: Composing the Blues Technique: Practical Type of Text: Composition Mode: Written Composition</p>	

DRAMA	Unit 1		Unit 2		Unit 3	
	The Terrible Fate of Humpty Dumpty		Theatre of Time and Space		The World Today	
	<p>This unit allows students to explore and develop their dramatic languages and performance skills through making, performing and responding. Students will analyse, interpret and evaluate how the human context is explored through relationships and social contexts. During the semester students will deconstruct dramatic meaning and languages within script and</p>		<p>In a world of increasing digital interactions and decreasing face to face socialisation, Drama offers students new perspectives on building relationships. Drama teaches students to put themselves in different situations and explore various responses in a creative way; they collect, evaluate and interpret information and suggest reasons and solutions for what they have learnt. Drama provides students with opportunities to</p>		<p>This unit allows students to analyse and evaluate how society constructs ideas and stereotypes in modern performances and film. Through analysis and evaluation, students can begin exploring ways dramatic meaning can be communicated to a variety of audiences and perspectives, through different styles and forms. Students will view and respond to live theatre</p>	

	<p>scene work, while also analysing and interpreting meaning through different viewpoints. Throughout the semester students will engage with professional playscripts to understand how likeminded adolescence make decisions and understand collective responsibility, relationships, situations and context. Students will develop portfolios and respond to live theatre to gain a wider understanding of the world and matters relating to current issues they experience.</p>	<p>develop a wide range of skills, such as collaboration, creativity, critical thinking and character building, which can all be applied in everyday life and work. The subject helps students to develop higher order thinking and to communicate responses thoughtfully.</p>	<p>and create a mockumentary drama which will use the dramatic languages to comment on current societal discourses.</p>
	<p>Assessment 1: Making Technique: Performance Type of Text: Scripted Performance Mode: Live Spoken Group</p> <p>Assessment 2: Making Technique: Practical Type of Text: Practical Directorial Vision Mode: Live spoken Individual</p> <p>Assessment 3: Responding Technique: Extended Written Type of Text: Extended Response to Theatre Mode: Written Individual</p>	<p>Assessment 1: Making Technique: Performance Type of Text: Scripted Performance Mode: Live Spoken Group</p> <p>Assessment 2: Responding Technique: Extended Written Type of Text: Extended Response to Live Theatre Mode: Written Individual</p>	<p>Assessment 1: Making Technique: Performance Type of Text: Scripted Performance Mode: Live Spoken Group</p> <p>Assessment 2: Making Technique: Practical Type of Text: Practical Directorial Vision Mode: Live spoken Individual</p>

VISUAL ARTS	Unit 1	Unit 2
	Printmaking: Monotype	Printmaking: Linocut
	<p>Students will reflect on their local environment and use visual language to create a personal response of the landscape they occupy. The final project will be a series of monotype prints inspired by the student's local area and environment as well as in-class responding activities and artist statement.</p> <p>Assessment Technique: Practical and Short response Type of Text: short responses and visual diary Mode: folio</p>	<p>This unit focuses on exploring how artists display their environment through observation and representation of the everyday. Students will study their local area and create an image that reflects their surroundings through the process of lino-cut printmaking. The final project will be a lino-cut print created using traditional drawing skills and technology. In addition to in-class responding activities, students are required to provide an accompanying artist statement as a supportive document for their final artwork.</p> <p>Assessment Technique: Practical and Short response Type of Text: Visual Artwork and Artists statement Mode: 2D media and written statement</p>

FOOD TECHNOLOGIES	Unit 1	Unit 2	Unit 3
	Nutrition in Adolescents	Entertaining with Food	Bake House
	<p>In this unit students will explore and investigate principles of safe food handling, healthy eating and nutrition focussed on adolescents.</p> <p>Assessment Technique: Project Type of Text: Written Folio Mode: Written</p>	<p>In this unit students will explore and investigate and communicate principles of event catering, food production processes modification and marketing.</p> <p>Assessment Technique: Project Type of Text: Digital Folio Mode: Multimodal</p>	<p>In this unit students will explore, investigate and analyse principles and techniques of baked products and suitable accompaniment decorations.</p> <p>Assessment Technique: Examination Type of Text: Written Mode: Written</p>

TEXTILE TECHNOLOGIES	Unit 1	Unit 2
	Monsterlies	E-textiles
	In this unit students will explore the concept of age appropriate design. They will consider factors that impact on their design decisions and the technologies they use to produce products for a particular age group. Students will be required to apply design thinking and identify the challenges when producing a product as they design and make a textile item for a Teenager.	In this unit students will utilise what they have learned previously to design, develop and create an e-textiles product with working circuitry, LEDs and sound. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.
Assessment Technique: Project Type of Text: Written and Practical Mode: Folio	Assessment Technique: Project Type of Text: Written and Practical Mode: Folio	Assessment Technique: Project Type of Text: Written and Practical Mode: Folio

GRAPHICAL DESIGN	Unit 1	Unit 2
	Design with Empathy	Commercial
	In this unit students will be introduced to current trends in architecture, focusing on Pop Up Shops and their impact on urban planning and infrastructure. This unit will require students to design and prototype a house composed of only shipping containers to sit within the parameters of a property located in a beach side setting.	In this unit students will be introduced to tessellating patterns and how to manipulate the shapes to create unique designs. This unit will require students to plan and prototype the design of a wooden lampshade, and use Adobe Illustrator to draft out the nett and laser cut the final design for assembly.
Assessment Technique: Project Type of Text: Folio Mode: Multimodal	Assessment Technique: Project Type of Text: Folio Mode: Multimodal	Assessment Technique: Project Type of Text: Folio Mode: Multimodal

INDUSTRIAL DESIGN	Unit 1	Unit 2
	Laser Cut Pencil Box	C02 Dragster
	Students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures	In this unit students will be introduced to the competitive world of C02 Dragster racing. Students will design, construct and customise their dragster before a nail biting round of knockout racing. Only 1 dragster will be crowned the winner.
Assessment Technique: Project Type of Text: Folio Mode: Practical and Written	Assessment Technique: Project Type of Text: Folio Mode: Practical and Written	Assessment Technique: Project Type of Text: Folio Mode: Practical and Written

DIGITAL TECHNOLOGIES	Unit 1	Unit 2
	Internet Safety Podcasts	Casting the Web
	In this unit students will investigate internet safety and the role network hardware and software plays in the security of user data. They will learn to record, edit and export a Podcast around these topics, discussing hardware, software, security and data.	In this unit students will use JavaScript, HTML and CSS and an iterative and collaborative approach to create a web site that includes interactive features that allow for sharing ideas and information online. Students investigate theoretical components through the use of discussion forums and other sources.
	Assessment Technique: Project Type of Text: Audio Podcast Mode: Audio	Assessment Technique: Project Type of Text: Webpage Mode: Multi-modal

STEM	Unit 1	Unit 2
	The First Law of Robotics	Bridging the Gap
	In this unit students will design solutions to given challenges by analysing several scenarios, designing a robot and the algorithms that will allow it to complete specific tasks in relation to the First Law of Robotics: <i>A robot may not injure a human being or, through inaction allow a human being to come to harm.</i>	In this unit students will be introduced to the different systems that allow for the safe construction of bridges and other similar structures, and will be required to design, test and construct a suitable structure that will safely transport specific weights across a pre-determined gap.
	Assessment Technique: Investigation Type of Text: Report Mode: Written	Assessment Technique: Project Type of Text: Folio Mode: Multimodal

Year 10

Year 10				
ENGLISH	Unit 1	Unit 2	Unit 3	Unit 4
	Creative Writing	Interpretations of Shakespeare	Media Watch	Media transformations
	<p>In this unit, students listen to, read and view Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. They analyse how stylistic choices in text structure and languages serve multiple purposes and shapes a range of aesthetics. They consider how authors construct representations underpinned by cultural assumptions that promote particular points of views for audiences. Throughout the unit students engage in independent creative writing, culminating in the creation of a short story developed from poetry stimulus in class.</p>	<p>In this unit, students will listen to, read and view Shakespearean literature such as <i>Romeo and Juliet</i>, <i>Taming of the Shrew</i>, <i>A Midsummer Night's Dream</i>, <i>Much Ado About Nothing</i> or <i>Macbeth</i>. Through a close study of the text, they will analyse how text structure and language features are shaped to construct representations of identities, concepts and times and places within their respective text. Under exam conditions, students will analyse and evaluate how these texts demonstrate the complexity of human nature in order to position audiences to accept their interpretation.</p>	<p>In this unit, students will identify, explain, analyse and evaluate how media texts position audiences and create discourses. In analysing language features and text structures, students will critically respond to and create representations of situations, people and events and evaluate how texts shape and promote particular perspectives to audiences. Students will demonstrate critical thinking in interpreting and evaluating the invited reading of media texts and justifying how these position audiences to accept and reject points of view. Students will analyse how text structures and language features construct representations and perspectives in a range of media texts through short responses</p>	<p>In this unit, students will listen and view media texts transformation that seek to reflect contemporary society. Students will engage in a close comparative study of transformed texts and analyse how text structures and language features recontextualise representations to mirror diverse and inclusive societies. In analysing language features and text structures, students will critically respond to and create representations of situations, people and events and evaluate how texts shape and promote changing perspectives to modern audiences through intertextuality. Students will construct a podcast, which promotes their perspective on this transformation by evaluating how creators have responded to modern audience.</p>
	<p>Assessment: Short Story Technique: Extended Response Type of Text: Imaginative Mode: Written Length: 650-800 words</p>	<p>Assessment: Literary Essay Technique: Examination Type of Text: Analytical Mode: Written Length: 650-800 words</p>	<p>Assessment: Response to stimulus Technique: Examination Type of Text: Analytical Mode: Written Length: 100–300 words per item</p>	<p>Assessment: Editorial Podcast Technique: Extended response Type of Text: Persuasive/Analytical Mode: Spoken Length: 3-5 minutes</p>

MATHEMATICS	Unit 1	Unit 2	Unit 3	Unit 4
	Number and Algebra	Number and Algebra	Measurement and Space	Statistics and Probability
	Students recognise the effect of approximations of real numbers in repeated calculations. They use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically. Students make and test conjectures involving functions and relations using digital tools.	Students solve problems involving simultaneous linear equations and linear inequalities in 2 variables graphically and justify solutions. Students interpret networks used to represent practical situations and describe connectedness.	They solve measurement problems involving surface area and volume of composite objects. Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They identify the impact of measurement errors on the accuracy of results. Students use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings. They use deductive reasoning, theorems and algorithms to solve spatial problems.	Students plan and conduct statistical investigations involving bivariate data. Students represent the distribution of data involving 2 variables, using tables and scatter plots, and comment on possible association. They analyse inferences and conclusions in the media, noting potential sources of bias. Students compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers. They apply conditional probability to solve problems involving compound events. Students design and conduct simulations involving conditional probability, using digital tools.
	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam Type of Text: Extended response Mode: Written	Assessment Technique: Exam and PSMT Type of Text: Extended response Mode: Written

SCIENCE	Unit 1	Unit 2	Unit 3	Unit 4
	Physics – Linear Motion	Biology – Genetics and Evolution	Chemistry- The Periodic Table and Bonding	Earth and Space –The Universe
	Newtons 3 Laws of Motion, gravity, friction, displacement, speed, velocity, and acceleration, potential and kinetic energy are investigated. Students learn to analyse data from ticker timers.	Students explain the processes that underpin heredity and evolution including the structure of DNA, mutation, genes, chromosomes and inheritance. Natural selection as a mechanism of evolution is explained and the evidence-based nature of science is presented	Students study the electronic configuration of atoms and how this is applied to the layout of the periodic table. This is then extended to how atoms bond and different types of compounds.	Students examine the cycling of matter on the earth. They evaluate the evidence for scientific theories that explain the origin of the universe and examine the scale of the components such as stars and galaxies
	Assessment Technique: Experimental report Type of Text: written Mode: Explanatory	Assessment Technique: Data test Type of Text: Written Mode: Analysis	Assessment Technique: Experimental report Type of Text: Written Mode: Explanatory	Assessment Technique: Closed Book Examination Type of Text: Written Mode: Explanatory

HISTORY	Unit 1	Unit 2
	World War II	Rights & Freedom
	In this depth study, students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, cause and effect, perspectives, empathy and significance.	In this depth study, students focus on the struggles for human rights. They investigate how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
	Assessment Technique: Examination Type of Text: Response to stimulus Mode: Written	Assessment Technique: Investigation Type of Text: Research Essay Mode: Written

HUMANITIES EXTENSION	Unit 1	Unit 2	Unit 3	Unit 4
	Legal Studies – Youth and the Law	Accounting – An introduction to Accounting	Geography – Environmental Change and Management	Business – Financial Management
	Students are introduced to the Australian legal system, the sources of law, and the roles of parliament and the courts. The unit focuses on legal principles and criteria, for example, just and equitable outcomes. Students will consider how criminal law attempts to safeguard individuals' right to freedom from interference, with society's need for order. They examine the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences.	Students consider real-world applications of accounting to develop an understanding of the role, purpose and uses of accounting. Students are introduced to accounting concepts through the analysis of financial statements for businesses. Double entry accounting principles are applied to record and process cash and some basic credit transactions for sole trader service businesses. Students implement end-of-period processes to produce simple financial statements.	This unit focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.	This unit focuses on developing students' economics and business knowledge, understanding and skills in relation to how the performance of an economy is measured and why there are variations in economic performance in different economies. Strategies that governments use to manage economic performance are also investigated in addition to how governments, businesses and individuals respond to changing economic conditions.
	Assessment Technique: Investigation Type of Text: Inquiry Report Mode: Written	Assessment Technique: Project Type of Text: Financial Statements Mode: Written	Assessment Technique: Investigation Type of Text: Geographical Report Mode: Written	Assessment Technique: Project Type of Text: Financial Plan & Budget Mode: Written

HEALTH & PHYSICAL EDUCATION	Unit 1	Unit 2
	Drugs, Alcohol and Safety Dance/Volleyball	Cultural Identity AFL/Soccer
	In this unit students will access a variety of different health sources to examine the different classifications of drugs and the associated effects on the body, both short term and long term. Students will access a variety of credible sources to investigate different recommendations and solutions to drug addiction or drug use. Dance: In this unit students will undertake a variety of different dances. These dances will include bush dancing, line dancing and ballroom dancing. Students when learning these dances will focus on the process of learning a dance and different dance components. Students will learn how to synchronize a dance and how to develop a synchronized routine. Students Will create dance sequences to demonstrate skill in coordination, sequencing and dance components. Volleyball: In this unit students will participate in volleyball. Students will learn the fundamental skills of volleyball, dig, set, spike and serving. They will also learn volleyball specific game play and strategies.	Students will examine how physical activity has shaped sport in Australia. Students will investigate and analyse the impact sport has on building inclusive communities. Students examine, analyse and evaluate the barriers that exist in stopping people accessing sport and how different sports are enabling accessing to their sport and physical activity. Through the participation of AFL and Soccer/Futsal students are further building capacity of their skills previously developed. These skills are game specific but are they are also developing skills that are needed to work in a successful team. Students will be focusing on building specific skills needed to be successful in these games. They will also develop successful attacking and defensive strategies that can be used in their games. Students will also develop lifelong skills of communication, teamwork, persistence and resilience during their sporting units.
Assessment 1: Keeping safe at Schoolies Technique: Multi Modal Type of Text: PPT presentation Mode: Multi Modal Assessment Practical skill application Dance/Volleyball Technique: practical Type of Text: Performance/Evaluation Mode: Folio	Assessment: Cultural Identity and Sport newspaper article Technique: Written research Type of Text: Newspaper article Mode: Written Assessment 2: Practical skill application Dance/Volleyball Technique: Practical Type of Text: Performance/Evaluation Mode: Folio	

MUSIC	Unit 1	Unit 2	Unit 3	Unit 4
	A Reflection of Society	Blast from the Past	Film Music	Sampled
	Music throughout history reflects different aspects of society. Analysing a variety of instrumental music and vocal music (including protest music) will give students a glimpse into how music reflects us and can change us. Practically they will be involved in small ensembles and whole class ensemble experiences. Students will develop practical skills in: keyboard, guitar and voice. They will also revise music theory through doing short composing (formative) tasks.	During this unit students will learn about music throughout the ages. By analysing a variety of music genres from each period in history, students will learn about characteristics from each period which they can integrate into their own composition and performances.	Music is very important in film and when musical elements are combined, different moods are created and enhanced. By analysing and performing a variety of music genres, from a range of films, students will discover how music works in a partnership with the visuals in films to enhance the mood, characterisation, emotions and setting in order to perform stylistically in the film genre.	By analysing and comparing original music to covers, students will discover how covers of music works can differ greatly to the original music. Performers and composers can create almost entirely new music by making different musical choices, performers and composers can create almost entirely new music. Students will apply their understanding of manipulating music elements when creating their own composition.
Assessment: Reflection of Society Performance Technique: Practical Performance Type of Text: Practical Mode: Performance Assessment Reflection of Society Exam Technique: Exam Type of Text: Short response Mode: Written	Assessment Blast from the Past Performance Technique: practical performance Type of Text: Practical Mode: Performance Assessment Blast from the Past composition Technique: 12-16 bars Type of Text: Written/Composition Mode: Written	Assessment: Film Music Performance Technique: Practical Performance Type of Text: Practical Mode: Performance Assessment Film Music Investigation Technique: Investigation Type of Text: Report Mode: Written	Assessment: Samples performance Technique: Practical Performance Type of Text: Practical Mode: Performance Assessment Samples Composition Technique: 12-16 bars Type of Text: Written/ Composition Mode: Written	

VISUAL ARTS	Unit 1		Unit 2	
	Drawing: Still Life	Painting: Genre	Sculpture: Vessel	Design: Illustration
	This unit focuses on creating a still life composition to communicate a personal intention. Students will demonstrate their understanding of visual conventions and explore how still life elements can be used to express meaning. The final artwork must be A3 in size and made with relevant drawing materials. In addition to the final drawing, students will submit their visual diary that includes preliminary exercises, research, reflections, and experiments.	This unit focuses on the creation of a genre painting using acrylic on canvas or board, accompanied by an analysis of a selected genre painting created by an Australian artist the student admires. The written component of the unit will be a 400-word analysis of the selected artwork, describing, analysing, and evaluating the style of the artwork.	In this unit, students will research different artworks from various cultures, times, and places. They will choose one artwork that has directly inspired their own practice and use it as a planning resource to create a 3D clay sculpture that is a personal response to the concept of the "Vessel". Students will write a statement that reflects their own process and intention.	In this unit, students will explore their creativity and imagination by creating their own series of illustrations based on popular children's stories or nursery rhymes. The task involves designing and completing 3 watercolour images that reflect an original interpretation of a well-known narrative. In addition to the final artworks, students will present a reflection to explain their creative process and personal intentions.
Assessment Technique: Practical and Short Response Type of Text: Short Responses and Visual Diary Mode : Folio	Assessment Technique: Practical and Extended Response Type of Text: Visual Artwork and Analytical essay Mode: 2D media and written essay	Assessment Technique: Practical and Short Response Type of Text: Visual Artwork and Artists statement Mode: 2D media and written statement	Assessment Technique: Practical and Slideshow Type of Text: Visual Artwork and slideshow Mode: 2D media and presentation PPT	

FOOD TECHNOLOGIES	Unit 1	Unit 2	Unit 3	Unit 4
	Chop Chop	Travelling Feast	Marketta	Health Culture
	<p>Students will explore and investigate principles of safe food handling, healthy eating and nutrition focussed on adolescents.</p> <p>Students will explore how social, environmental and ethical issues influence the design of solutions as they create, refine and propose preferred futures to unique challenges using design thinking.</p>	<p>In this unit students will explore and investigate and communicate principles of event catering, food production processes modification and marketing</p> <p>Students will explore how social, environmental and ethical issues influence the design of solutions as they create, refine and propose preferred futures to unique challenges using design thinking.</p>	<p>In this unit students will investigate characteristics of food stalls and their food products, and how these satisfy consumer needs. Using your acquired knowledge, plan and produce a proposed food stall product.</p> <p>Students will explore how social, environmental and ethical issues influence the design of solutions as they create, refine and propose preferred futures to unique challenges using design thinking.</p>	<p>In this unit students will investigate one (1) diet-related health condition, write a journal article suitable for Australian Healthy Foods magazine that responds to the four inquiry questions they have created.</p> <p>Students will explore how social, environmental and ethical issues influence the design of solutions as they create, refine and propose preferred futures to unique challenges using design thinking.</p>
<p>Assessment Technique: Project Type of Text: Folio Mode: Written and Product</p>	<p>Assessment Technique: Investigation Type of Text: Written Mode: Written and Practical</p>	<p>Assessment Technique: Project Type of Text: Folio Mode: Written and Product</p>	<p>Assessment Technique: Project Type of Text: Folio Mode: Journal Article and Product</p>	

TEXTILE DESIGN TECHNOLOGIES	Unit 1	Unit 2	Unit 3	Unit 4
	Cultural Fusion	Sustainable Textiles	Designing for a Cause	Designing for Me
	In this unit, students identify the characteristics, techniques and design features of two (or more) cultural groups. They apply design thinking as they develop the design of a product that fuses elements from two cultures and explore how social, ethical and environmental issues influence the design of a textile product for a particular purpose	In this unit, students investigate and make judgments on ethical and sustainable textile use. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they develop a range of practical upcycled textile products suitable.	In this unit, students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for a particular community issue. Students will apply design thinking skills as they design and make a solution that addresses a real-world need or opportunity by combining characteristics and properties of materials and technologies. This will require thinking around suitability for purpose, laundry requirements, aesthetics, available materials and resources.	In this unit, students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they design and make a solution that addresses a real-world need or opportunity by combining characteristics and properties of materials and technologies.
	Assessment Technique: Project Type of Text: Folio Mode: Practical and Written	Assessment Technique: Investigation Type of Text: Written Mode: Written	Assessment Technique: Project Type of Text: Folio Mode: Multimodal	Assessment Technique: Project Type of Text: Folio Mode: Multimodal

GRAPHICAL DESIGN TECHNOLOGIES	Unit 3	Unit 4
	Sustainability – Ergonomics	Human Centred Design – South Bank
	This unit follows on from the work in Year 9, with a focus on Sustainably approaching design. Students have been given a variety of assessment techniques to explore social, economic and ecological sustainability in design. Students will also be introduced to the concept of preferred futures, and stakeholders when they design a laser cut leather artefact.	In this unit students will be introduced to current trends in architecture, focusing on Pop Up Shops and their impact on urban planning and infrastructure. This will require students to design and prototype a pop-up shop to sit within the given locations in the South Bank Parklands.
Assessment Technique: Project Type of Text: Folio Mode: Multimodal	Assessment Technique: Project Type of Text: Folio Mode: Multimodal	

DIGITAL TECHNOLOGIES	Unit 1	Unit 2	Unit 3	Unit 4
	The next big thing	Game Development in Unity	Databases in Games	Blockchain and the metaverse
	Students will utilise the EDGE process, a problem-solving approach used in Digital Solutions to propose a new social media website. They will learn about user personas, evaluate existing solutions, explore usability principles and generate pseudocode. Students will explore problems using mind maps and break them down into functional and non-functional requirements. They will explore privacy and online safety issues and look at how social media sites handle data.	Students will be guided through the development of five mini-games as they learn about Unity, 3D objects, conditional statements, loops, vectors and quaternions. Students will then be given challenges to do individually and these will form a portfolio of work over the term to be assessed. During this unit students will be introduced to game design concepts and the world of game design.	Students will learn about data storage systems and databases. They will explore how SQL databases create, read, update and delete data (CRUD) and how to write SQL queries. They will utilise their knowledge of Unity to implement an SQLite database into their game adding a leader board or similar data storage system.	Students will be introduced to Web 3.0 which was born from the advances made in blockchain technology following the 2008 GFC. Students will learn about blockchain networks, decentralised data storage, data verification and the use of blockchain technology for finance, voting, ownership, digital tokens and more. Students will evaluate a popular blockchain information system in terms of sustainability, innovation and risk.
	Assessment Technique: Investigation Type of Text: Written Mode: Technical Proposal	Assessment Technique: Project Type of Text: Folio Mode: Game Portfolio	Assessment Technique: Project Type of Text: Game Mode: ICT	Assessment Technique: Exam Type of Text: Written Mode: Short Response and Multiple Choice

INDUSTRIAL MANUFACTURING	Unit 1	Unit 2	Unit 3	Unit 4
	Two Drawer Box	Folding Shovel	Candle Holder	Camp Chair
	In this unit, students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.	In this unit, students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.	In this unit, students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.	In this unit, students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.
	Assessment Technique: Project Type of Text: Folio Mode: Practical and written text	Assessment Technique: Project Type of Text: Folio Mode: Practical and written text	Assessment Technique: Project Type of Text: Folio Mode: Practical and written text	Assessment Technique: Project Type of Text: Folio Mode: Practical and written text

STEM	Unit 1	Unit 2	Unit 3	Unit 4
	Skywalker Prototype 2.0	Eye in the Sky	Breaking Bad	Sole Survivor
	In this unit students will be introduced to humanoid robotic systems, their current uses and the future requirements of this technology. This will require students to design a humanoid glove that can be applied and adapted to a variety of scenarios including virtual reality and physical rehabilitation therapy.	In this unit students will be introduced to drones, their current uses and the future demands of this growing technology. They will be required to design a system that will allow for the safe transport of an identified future need from one point to another using this drone technology	In this unit students will be introduced to two new concepts, forensic science and molecular gastronomy. Students will be given the skills to analyse a pre-set crime scene and combine all evidence to solve the scenario, and then apply similar chemistry skills to experiment with the chemical composition of everyday food ingredients	In this unit students will be reintroduced into future focused design, in particular post-apocalyptic scenarios. Students will be required to pick scenario, identify the challenges to overcome and how to survive in this new world. This would require thinking around food and water production, travel and shelter from the available materials and resources.
	Assessment Technique: Project Type of Text: Folio Mode: Multimodal	Assessment Technique: Project Type of Text: Folio Mode: Multimodal	Assessment Technique: Investigation Type of Text: Written Mode: Multimodal	Assessment Technique: Project Type of Text: Folio Mode: Multimodal