



Junior Secondary
Experience the opportunities



CAIRNS
State High
The best we can be.

ACKNOWLEDGING THE GIMUY WALUBARRA YIDINJI PEOPLE

Cairns State High School acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, the Gimuy Walubarra Yidinji people, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

Ancestors have walked this country and we acknowledge their special and unique place in our school's historical, cultural and linguistic identity.

PRINCIPAL'S MESSAGE

WELCOME TO CAIRNS STATE HIGH!

This information book aims to help you become familiar with Cairns State High so you can be ready for next year. It showcases our Guiding Statement, provides information about the transition to High School and how Year 7 and 8 work on a day to day level. You will also get an idea of what each subject will be like in the curriculum section.

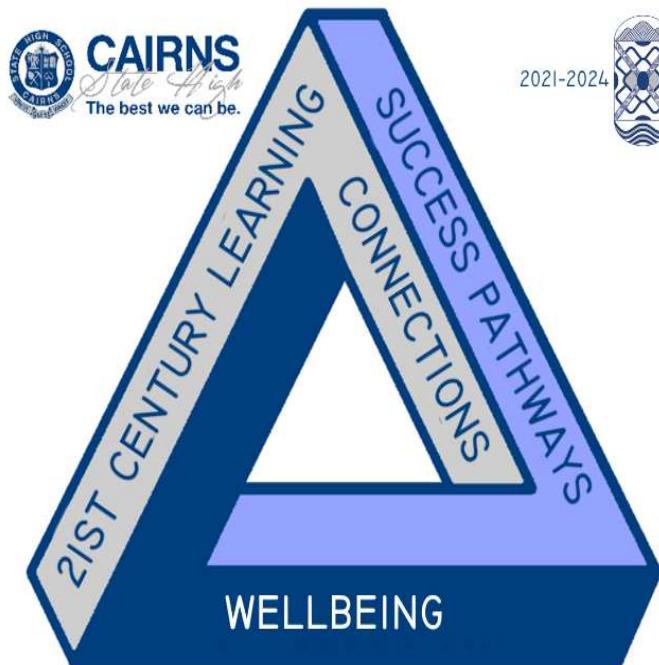
Year 7 and 8 are closely related in that students participate in a range of subjects to build on their experience at Primary School. Our objective is to see every student improve and make the most of every opportunity in the school.

We look forward to providing you with more information during the transition process. I encourage you to take the time to look at the extensive information on the school website and welcome your contact at any time if you would like to share more background or have any concerns.

This is a great time to be at Cairns State High! Be the best we can be!

Christopher Zilm
Executive Principal

GUIDING STATEMENT



ATTRIBUTES OF A CAIRNS STATE HIGH LEARNER:

Inquirers	develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	people explore concepts, ideas and issues that have local, national and global significance. In so doing, they acquire in-depth knowledge and develop a deep understanding across a broad and balanced range of disciplines.
Thinkers	exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, to draw justified conclusions, and make reasoned, ethical decisions.
Effective communicators	understand and express ideas and information confidently and creatively in a variety of modes of communication and in more than one language. They work effectively and willingly in collaboration with others.
Principled	people act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded and flexible	people understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring and cooperative	people show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and work collaboratively to make a positive difference to the lives of others and to the environment.
Confident to embrace new challenges	means approaching unfamiliar situations and uncertainty with courage and forethought, and having the independence of spirit to explore new roles, ideas and strategies. These people are brave and articulate in defending their beliefs.
Balanced and resilient	people understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	people give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



CONTENTS

Acknowledging the Gimuy Walubarra Yidinji people.....	2
Principal's Message	2
Welcome to Cairns State High!	2
Guiding Statement	2
Care and Wellbeing	5
Transition to High School	5
Year 6 INTO Year 7	5
Intake information	6
Literacy and Numeracy: What about NAPLAN?	6
C4DL: Centre for Diverse Learners	6
Support services: Who can we go to for help?	7
Important things to know	8
Important Policies: What to know and where to find them	8
P&C: A great way to be involved and know what's happening.....	8
Uniform: Being a proud member of Cairns State High	9
Curriculum.....	10
Year 7	10
Time allocations in Junior 7	11
Curriculum overviews	12
English.....	12
Mathematics.....	12
Science.....	12
History	12
Geography	12
Civics	13
Health and Physical Education.....	13
Languages	13
Performing Arts & Visual Arts.....	14
Industrial & Digital Technologies/Enterprise Technologies.....	14
Year 8	15
Time allocations in Junior 8	16

Art	17
Chinese (Mandarin)	17
Dance.....	18
Dance extension	18
Design and Technology.....	19
Digital Art.....	19
Digital Technologies.....	20
Drama	20
Drama extension.....	21
Economics and Business	21
Home Economics	22
Italian.....	22
Japanese	23
Music	24
Music extension.....	24

CARE AND WELLBEING

The needs of the student drives all that we do at Cairns State High including the organisation of our Executive Leadership Team. We want to know every student well and to achieve this, we have effectively created three sub-schools as well as one overarching position to lead the strategic management process in the school. The needs of our students differ and develop as they mature and move from early to late adolescence so this arrangement helps to tailor our programs to best meet their needs:

- Intellectual
- Emotional
- Physical
- Social

Each of these experienced educators takes stewardship for the young people in their care. They coordinate services, monitor every student's progress and establish the support available to ensure optimal engagement and attainment. They lead the wellbeing programs for their students and work with a range of stakeholders including the faculty Heads of Departments (Curriculum) to provide the best curriculum pattern for your child.

The work of the Executive Leadership Team is supported by the Executive Principal, Mr Zilm and they all work together to ensure a seamless progression through the school as the student moves from Year level to Year level.

The Head of School is the main contact for general issues or concerns you may have regarding your child's progress at Cairns State High. We all welcome your communication.

TRANSITION TO HIGH SCHOOL

YEAR 6 INTO YEAR 7

Coming to High School is easier with the opportunities to visit, participate in events and trial at Cairns High.

Students traditionally enter the school as either part of the **Programs of Excellence** or as students living in the geographical vicinity, called a **catchment**. Parents/Carers and students from our local area will meet with the Head of Junior to ensure key information is well-communicated both from the staff about the school and from the parent/carer about the young person. This exchange of information is important as it helps the teachers to know the student well and gives the young person all the information so they quickly become a proud member of the Cairns State High community.

The program of transition generally includes:

- Primary School visit by school staff and students;
- Enrolment form and providing documentation;
- An enrolment interview;
- Opportunity to provide information using an online information tool;
- Support staff meetings if desired (Students with disability meet with the Head of Centre for Diverse Learning);
- Parent information evening;
- A familiarisation tour in Term Four;
- An invitation to school events, such as the School Musical, Drama nights; and
- A student transition day (in December).

It is recommended that you join our [Facebook page](#) to see not only what is happening in the school but what is coming up during the year. We would love to see you and your child at our school events.

Students involved in Programs of Excellence participate in a rigorous selection process including testing and/or sport trial or audition. Some groups, such as Junior Visual Art commence their transition through a program at the school in Semester Two of the year prior their commencement (while they are still in Year 6). All Programs of Excellence students are involved in the above transition activities as well as group transition led by the teachers and Heads of Department in these Programs.

It might also be useful for you to meet with other staff in preparation of the start at Cairns State High.



*Starting at school
Connect program and teacher
Support and services
Achievement and goal setting
Opportunities and extension
Students networking
Futures and options*

INTAKE INFORMATION

Right from the very start, we collect information about every new student and then share this with our teaching teams. What is the information we seek?

- Attendance levels and patterns;
- Behaviour and leadership;
- Level of academic progress in school curriculum including awards and achievements;
- Support and extension in Primary School;
- Testing records such as NAPLAN, diagnostic testing or observational data collected by Primary School;
- Hopes and dreams.

All this information helps us to form a picture of our new student so we can know them well and meet their needs.

Students coming in to other Year Levels will meet with the relevant Head of School and be introduced to the Year Coordinator who will help with the induction to the school. We request information from previous schools formally in a transfer note.

LITERACY AND NUMERACY: WHAT ABOUT NAPLAN?

The Australian government's testing program for students in Years 3, 5, 7 and 9 provides learning information that we can use to address gaps in learning or curriculum. We also get a good idea of the general needs of students in a year level from the aggregated performance. And the school uses the group results to see how we are travelling in key pieces of work like the effective teaching of 'writing'.

For us, NAPLAN is just one tool which helps us to know the performance of our students. Because there is information about how students across the country perform, we can measure what we need to do to further support and extend our students. It is a point in time snapshot and does not tell us everything we need to know about how well the 'whole student' is developing.

The best preparation for NAPLAN is great teaching in class. We don't run 'NAPLAN sessions' with 'experts', extra drill sessions or after school cram sessions. Not only do these things not achieve long term gains, they add to the stress in a young person's life unnecessarily. What we do is ensure that our regular classroom experience gives students the necessary skills – the toolkit – to be successful in the future. Having good literacy and numeracy skills is the result of well-structured learning in our subjects and focusing on wellbeing at the same time. Students are exposed to a range of text types, engage in comprehension strategies and participate in our major focus of 'writing' in every subject. When looking at text, they learn how to talk about main idea, fact and opinion, compare and contrast, cause and effect, bias and prejudice, figurative language

We normalise the test days as much as possible and ask students to be well-rested, well-nourished and happy in preparation for the actual tests so they can shine and show off their skills.

C4DL: CENTRE FOR DIVERSE LEARNERS



Under the leadership of the Head of Special Education Services, a team of Special Education Program Case Managers and support staff work closely with all teachers to provide the most inclusive education opportunities possible to students with verified disabilities. Students with Learning Support needs, or those from non-English speaking backgrounds are also supported through the C4DL.

The Special Education Program provides two key levels of support to students:

Case management support and liaison with students and classroom teachers in cases where students primarily access a mainstream program of study. Curriculum is delivered at the age appropriate level, although the methods of teaching and assessing the curriculum can incorporate reasonable adjustments to ensure the student can effectively demonstrate their ability in the subject area.

Intensive support delivered through a highly modified curriculum and assessment program. Students access the curriculum at junctures described in an Individual Curriculum Plan and assessment formats accommodate students' strengths and individual capabilities. Modified curriculum is delivered in small group settings with SEP teacher and teacher aide support throughout junior secondary.

In senior secondary, students transition to a course identical in content to their age peers, but with reasonable adjustments applied.

SUPPORT SERVICES: WHO CAN WE GO TO FOR HELP?



Social emotional support

Cairns State High has two full-time Guidance Officers who are available every day.

- **Ms Kiri Clark** specialises in supporting students in Junior and Year 9s from Intermediate.
- **Ms Gathering Garrone** works mainly with Senior students and Year 10s from Intermediate as they transition to Senior.

They support students with stress and coping skills, mental health support, friendship issues and any other concerns.



Career Guidance

Part of the program of pastoral care is about career education – exploring interests and possible careers then planning a suitable learning program and choosing subjects. There is counselling and support available from the Guidance Officers who also connect students with university and TAFE.

For older students who are looking at work or a trade after school, we also have a Head of Department and support staff who manage our extensive work experience, school-based traineeship and apprenticeship programs. **Mr Mark Harland** leads this team.



Social Services

Cairns State High employs an experienced and qualified Youth Worker to assist students facing issues that may affect their schooling. **Ms Suzie Claxton** can assist students who become independent, have sudden or unexpected changes to their living arrangements, or need to be connected with a range of services available in the community. Her work also builds relationships and skills young men and women in teamwork.



Health Services

If a student is unwell or is injured, we have a fully-serviced sick bay staffed by a caring and experienced first-aider, **Mr Bruce Morris**.

The Department of Health also employs a School Based Youth Health Nurse located at the school. **Ms Marysia Skret** provides young people with health related advice and services.



Chaplaincy

The School's P&C has elected to support the federal Chaplains in Schools program. The Chaplain provides support to those students who elect to seek it. In ongoing situations parents/carers are contacted as approval must be given.



Student services office

There are a range of staff working in our student services office. They

- Manage daily rolls and record absences
- Investigate truancy
- Send SMS messages to parents/carers of students absent unexplained daily
- Process late students and early departures
- Provide uniform passes
- Manage the after school detention list.



School Staff

Subject teachers: The best place to start when you have a concern is with your child's teacher. There is up-to-date list and email contacts on our website:

<https://cairnsshs.eq.edu.au/Ourschool/Ourstaff/Pages/Ourstaff.aspx>

Head of School: **Ms Laura Mazzolini** looks after Year 7&8 and is the person to contact for general concerns.

Subject HODs: Each subject has a teacher who reports to a Head of Department. Contact a Head of Department when there are issues you need assistance with

Year Coordinator: A year coordinator can be a great person to contact if you have general welfare concerns for your child.

- Year 7 Coordinator is **Ms Vanessa Johnson**
- Year 8 Coordinator is **Ms Andrea Leumann**

Behaviour Support teacher: To support the range of support programs we have available, we also have a full time teacher working with students needing social skill development. Parents/carers are engaged in the planning for these programs with the Head of School.

IMPORTANT THINGS TO KNOW

Canteen	The School operates a canteen every day. Healthy options are available for purchase and can also be pre-ordered.
Payments	Students and parents can make payments electronically or in person at the main office up the flight of stairs at the Sheridan/Upward Streets corner.
Uniforms	The School operates a uniform shop on Sheridan Street. Students can access the shop from within the school in C Block.
Text book	The school operates a student resource scheme. Some subjects use printed text books and these are issued when needed under teacher supervision. An increasing number of subjects are now using e-books.
Assembly	Students have a weekly assembly in Crosswell Hall. Year 7s are on Monday and Year 8s are on Fridays. The Year Coordinators run them.
Formal assembly	Each Semester, students participate in a formal assembly. Formal uniform is expected to be worn and a set protocol is followed. Students are briefed on the expectations before the assembly.
Sport	Year 7 and 8 will participate in a sport program for recreation as part of the RAW lesson.
Lunchtime activities	Students can participate in a number of lunchtime activities like knitting club, table tennis or games. Students are encouraged to engage in physical activity by bringing sporting gear and playing on the oval. Handball is quite the popular game.

IMPORTANT POLICIES: WHAT TO KNOW AND WHERE TO FIND THEM

<https://cairnsshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx>

- Administering First Aid and medication
- DET Administration emergency medication form
- Assessment policy 7-9
- Assessment policy 10-12
- Attendance
- Computer Use
- Homework
- Personal Electronic Devices
- Refund
- Responsible Behaviour and Wellbeing Plan
- Strategic Plan
- Uniform

P&C: A GREAT WAY TO BE INVOLVED AND KNOW WHAT'S HAPPENING

<https://cairnsshs.eq.edu.au/Ourcommunity/PandC/Pages/PandC.aspx>

The Cairns State High School Parents and Citizens' Association (P&C) was officially formed in 1979 however historical accounts and photographs of activities run by the 'Parents Committee' date back to as early as 1917. The P&C is the parents' voice and the committee works closely with the school community and School Council on policy decisions and development.

The P&C generally meets on the third Tuesday of every month at the Library from 5.30pm. All parents are encouraged to become a member ([Annual P&C Membership Application \(PDF, 144KB\)](#)) and contribute to building a stronger school community for their child/children.

Assisting with events and activities as well as [voluntary financial contributions \(PDF, 342KB\)](#) are very appreciated.

UNIFORM: BEING A PROUD MEMBER OF CAIRNS STATE HIGH

Cairns State High is a uniform school for which the P&C Association have signified their support. Upon enrolment all parents/carers are asked to agree to their child wearing the uniform according to the Uniform Policy. Uniforms project a united and dignified presence, and show that students belong to the Cairns High community.

The school colours are royal blue and white. Students are expected to be clean and well groomed. School dress is to be neatly and tidily worn. The official uniform is to be worn to all general classes and excursions outside the school unless instructed otherwise. Students are also expected to carry their ID with them at all times and produce it when requested.

Students are only permitted to wear items that meet the standards indicated below:

Allowable combinations for students in Year 7 – Year 12

Sport or Day Uniform

Students can wear their sport uniform on a day-to-day basis or their formal uniform. Each is a 'set' and cannot be mixed.

Sport/Day uniform: The sport uniform is the uniform most-commonly worn by students.

- Official Cairns State High junior sport shirts are predominantly blue and white with several characteristic features. The shirt worn by students in Year 7-12 is predominantly blue in design. The Year 11 and 12 student shirt is predominantly white. Both share common distinctive characteristics in the design.
- All Cairns State High shorts must have the school bulldog emblem on them and must not be altered.
- The school track pants and jacket can be worn with the sport uniform.
- Short plain white socks (visible above the shoe);
- Plain black or plain white sport shoes (leather or suede)

Formal uniform

- Official formal junior blouse;
- Long blue formal skirt with pleated waist, no slits;
- Official formal junior shirt and short plain white socks (only);
- Long grey trousers, a black leather belt and worn with black socks;
- Black leather, polish-able, lace up shoes

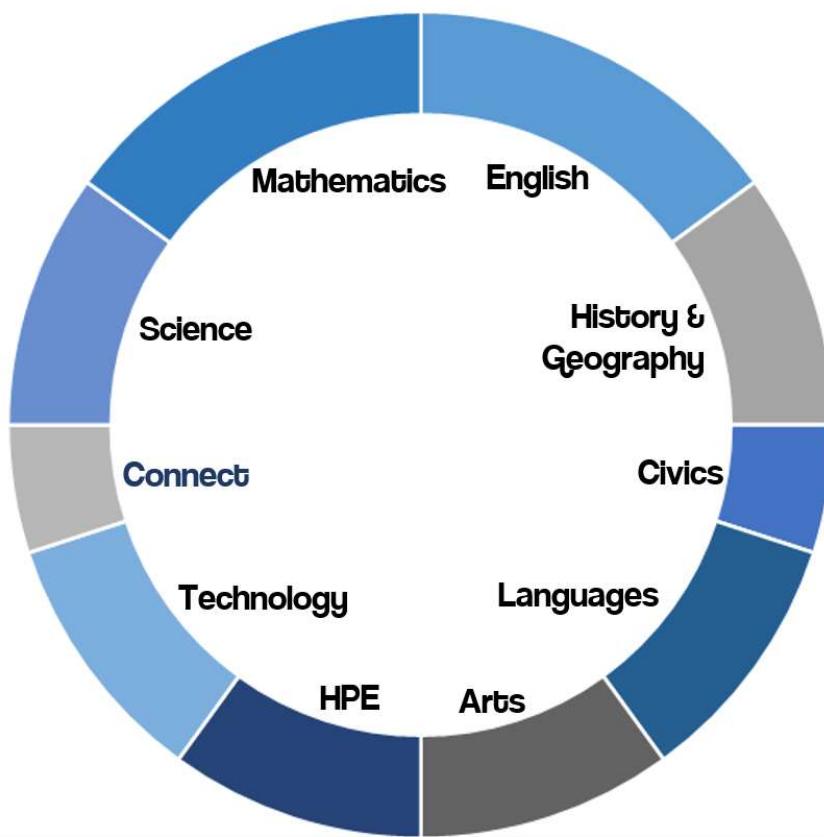
Non-permitted articles

- Stubbies, ruggers or skirts;
- Hoodies;
- Peninsula and Queensland school sport clothing;
- Centre of Excellence uniforms or training outfits are only to be worn at training or rehearsal sessions;
- Canvas, slip-on or buckle shoes.

Find more information in the policy (<https://cairnsshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx>)

on:

- School Representative uniform
- Jewellery
- Wearing the formal uniform
- Footwear
- Hats
- Hair
- Facial hair
- Make up
- Nails
- General
- Workplace Health and Safety issues in practical subjects
- Student council non-uniform days



All students participate in a quality-assured curriculum throughout the years of Junior Secondary (7-9). Developed by our expert faculty teaching teams and audited to ensure alignment with authorized curriculum, students study subjects based on the Australian Curriculum, or the QCAA Queensland syllabuses.

Organized in a timetable of 20 lessons and a 10 minute meeting with a form teacher every morning to take the roll, give out notices and ensure students are ready for the day.

Students in Year 7 engage in new learning experiences which expose them to a range of contexts in specialist facilities with our expert teachers over the course of the year.

Students select TWO different **Arts** subjects to study during the year (one per Semester) in Year 7:

- Music
- Dance
- Drama
- Visual Arts

Students doing Music Extension study this for the full year (both semesters) exclusively.

Students commence their study of **Technology** subjects in Year 7 and continue this as a rotation into Year 8. Students study two of the following four subjects during the two semesters of Year 7 and then complete the remaining two of the four during the two semesters of Year 8:

- Home Economics
- Design and Technology
- Digital Technologies
- Economics and Business

TIME ALLOCATIONS IN JUNIOR 7

Subject	Terms	Lessons/Week (70 minutes)	Minutes/Week	Curriculum
English	   	  	210	
Mathematics	   	  	210	
Science	   	 	140	
History	 	 	140	
Geography	 	 	140	
Civics & Citizenship	 		70	
Health and Physical Education	   	 	140	
Arts: Performing Arts and Visual Arts	   	 	140	
Technology: Business and Enterprise & Design Technology	   	 	140	
Languages (Chinese, Italian or Japanese)	   	 	140	
CONNECT	   		35	

CURRICULUM OVERVIEWS

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.



Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

MATHEMATICS



The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:

- Number and Algebra,
- Measurement and Geometry, and
- Statistics and Probability.

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

SCIENCE

The learning strands in Science are:

- Science Inquiry Skills,
- Science as a Human Endeavour and
- Science Understanding.



The three strands of the curriculum are interrelated and their content is taught in an integrated way. Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

HISTORY



Students develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content involves two strands: Historical Knowledge and Understanding and Historical Skills.

GEOGRAPHY

Students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments.

They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.



CIVICS

The Year 7 Civic and Citizenship curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.



The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

HEALTH AND PHYSICAL EDUCATION

In Health and Physical Education curriculum, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships.



The curriculum helps them make decisions and take actions to promote their health, safety and physical activity participation

Integral to Health and Physical Education is the development of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

LANGUAGES

Students use their existing understanding of language and culture to identify how languages are inextricably linked to cultures.



They develop the skills needed to communicate in the target language, and to build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal and written features. They expand their understanding of their own languages, cultures and identities through engagement with and use of the target languages and cultures.

Students explore alternative ways of experiencing, acting in and viewing the world and understand the importance of bilingualism and multilingualism in contemporary society.

At Cairns State High, students can study Chinese, Japanese or Italian.

ITALIAN IMMERSION - HISTORY, GEOGRAPHY AND ICT IN ITALIAN

This course is an Italian extension course for absolute beginners and background speakers alike. Students will study History and Geography in Italian following the Australian curriculum guidelines. Units include: Ancient History, Ancient Civilisations, the Ancient Romans for History; Place and Liveability and Water in the world for Geography. Native language speakers and authentic materials are used to enhance both the teaching and learning of content through the targeted use and learning of the Italian language (Content and Language Integrated Learning – CLIL approach). Students develop content knowledge and skills (refer to History and Geography in English) as well as a wider range of creative and critical thinking skills, and target language fluency. Students also study and apply ICT skills as part of their Humanities course.



Students do not need any previous knowledge of Italian – they will learn new language that will facilitate their understanding of the subject content, and appropriate scaffolding and support are provided throughout the course as well as extension options for background students. In line with our school's priorities, the Italian Immersion programme is highly focused on student's wellbeing and developing a supportive environment for risk-taking, essential to ensure academic success and life-long love of learning.

This is an elective option – in alignment with the current Government policies on second language education and retention, as well as the identified 21st century skills, the Immersion programme aims to challenge and extend students who are interested in a global education to foster open-minded global citizens. The course replaces the study of Humanities in English. Students opting for the Italian Immersion programme must select Italian for their Languages study. They will be able to continue their Immersion studies until Year 10.

Research has demonstrated that students exposed to this pedagogical approach:

- are more stimulated and subsequently motivated
- improve their literacy skills and develop a range of learning and critical thinking skills
- achieve higher results in a variety of subjects compared to those students who are exclusively taught in English
- acquire a great deal of the foreign language used, in our case Italian
- develop deeper intercultural understanding, coming to appreciate community values, and become better global citizens.

PERFORMING ARTS & VISUAL ARTS

Performing Arts and Visual Arts subjects at Cairns State High entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens.

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.



These aims are extended and complemented by specific aims for each arts subject.

At Cairns State High School, subjects in this area are derived from the Performing Arts faculty and the Visual Arts faculty.

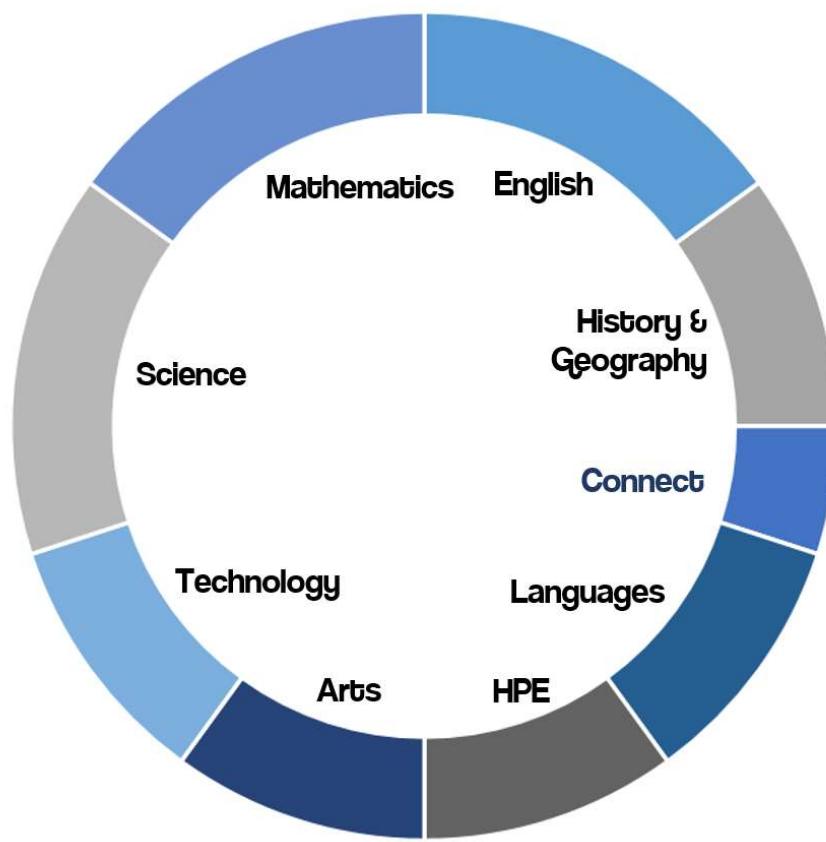
INDUSTRIAL & DIGITAL TECHNOLOGIES/ENTERPRISE TECHNOLOGIES

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.



By the end of Year 8 students will have had the opportunity to create designed solutions at least once in the following four technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. Students should have opportunities to design and produce products, services and environments.

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.



Students select TWO different **Arts** subjects to study during the year (one per Semester) in Year 8:

- Music
- Dance
- Drama
- Visual Arts
- Digital Art

If students engage in

- Dance extension
- Drama extension
- Visual arts extension

or

- Music extension.

These extension subjects are studied for full year (both semesters).

Students commence their study of **Technology** subjects in Year 7 and continue this as a rotation into Year 8. Students study two of the following four subjects during the two semesters of Year 7 and then complete the remaining two of the four during the two semesters of Year 8:

- Home Economics
- Design and Technology
- Digital Technologies
- Economics and Business

TIME ALLOCATIONS IN JUNIOR 8

Subject	Terms	Lessons/Week (70 minutes)	Minutes/Week	Curriculum
English	Four State High School Cairns logos, each representing a term.	Three State High School Cairns logos, representing the lessons per week.	210	
Mathematics	Four State High School Cairns logos, each representing a term.	Three State High School Cairns logos, representing the lessons per week.	210	
Science	Four State High School Cairns logos, each representing a term.	Three State High School Cairns logos, representing the lessons per week.	210	
History	Two State High School Cairns logos, each representing a term.	Two State High School Cairns logos, representing the lessons per week.	140	
Geography	Two State High School Cairns logos, each representing a term.	Two State High School Cairns logos, representing the lessons per week.	140	
Health and Physical Education	Four State High School Cairns logos, each representing a term.	Two State High School Cairns logos, representing the lessons per week.	140	
Arts: Performing Arts and Visual Arts	Four State High School Cairns logos, each representing a term.	Two State High School Cairns logos, representing the lessons per week.	140	
Technology: Business and Enterprise & Design Technology	Four State High School Cairns logos, each representing a term.	Two State High School Cairns logos, representing the lessons per week.	140	
Languages (Chinese, Italian or Japanese)	Four State High School Cairns logos, each representing a term.	Two State High School Cairns logos, representing the lessons per week.	140	
CONNECT	Four State High School Cairns logos, each representing a term.	One State High School Cairns logo, representing the lessons per week.	35	

ELECTIVE SUBJECTS

ART

Elective Course

Units of Study
In Visual Art students combine practical studio work with research to help develop creative ideas. The elective art course in year 8 runs for 2 lesson a week over one semester. Students also have a choice to choose Extension art that runs for 2 lessons a week over the whole year. Extension art covers the same content and studio work as Art but in addition students have a full semester to specialise in a selected media area.
Assessment
Practical Art work – experimental and resolved Research and development that is recorded in student's visual art diary's.
Advice
The Visual Art program will introduce students to practical studio and research learning, developing understanding of techniques, art materials and Artists from various traditional and contemporary arts practice. Students will develop skills in drawing, painting, mixed media, ceramics and sculpture. Elements and principles of design will be studied to develop student's critical understanding of composition and effective design.
Pathway
Year 9/10 Art

CHINESE (MANDARIN)

Elective Course

Units of Study
The course is an extension of work covered in Year 7 Chinese. As learning a language is based on effective communication, learning focuses on understanding (listening and reading), communicating (writing and speaking) and intercultural capabilities (use and role of language in the intercultural communication). The course is structured around six fields: international world, built world, natural world, personal and community life, leisure and recreation and the imaginative world. Students will gain skills in the use of both character writing and pinyin.
Assessment
Language communication skills, intercultural capabilities, understanding role of language and culture, and capability to reflect on use of language. Students in Junior Chinese are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.
Advice
Students in Junior Chinese are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.
Pathway
Year 9/10 Chinese

DANCE

Elective Course

Units of Study

Students will be encouraged to perceive, think, express and communicate in Dance under the making and responding dimensions of the Australian Curriculum Arts Dance strand.

Making - includes learning about and using knowledge, skills, techniques, processes, materials and technologies to perform and choreograph dance that communicates ideas and intentions.

Responding - includes exploring, responding to, analysing and interpreting dance

The units students may study are:

- Dance of the People
- Musical Theatre

Assessment

Performance

Advice

Students actively dance each lesson individually and with others. Students perform learnt class work at the annual Dance Evening in October to the school community.

Pathway

Year 9/10 Dance

DANCE EXTENSION

Elective Course

Units of Study

Students will be encouraged to perceive, think, express and communicate in Dance under the making and responding dimensions of the Australian Curriculum Arts Dance strand.

Making - includes learning about and using knowledge, skills, techniques, processes, materials and technologies to perform and choreograph dance that communicates ideas and intentions.

Responding - includes exploring, responding to, analysing and evaluating dance.

The units students may study are:

- Dance of the People
- Musical Theatre
- Experimental Dance

Assessment

Performance

Advice

Necessary Foundation Skills:

- Attending regular dance technique classes outside of school
- A talent for dance or acrobatics

Pathway

Year 9/10 Dance

DESIGN AND TECHNOLOGY

Elective Course

Units of Study

Industrial Design – Paper Plan Launcher

Assessment

Students are assessed through:

- Design Folios
- Sketching
- CAD Modelling
- Prototyping & Product Analysis

All assessment is compulsory. Students are expected to show progress and draft work and will be given class time as well as home time for completion of tasks.

Advice

Students should do 1-2 hours of homework per week. At times homework will be in the form of sketching, CAD and Design Folio work.

Pathway

Year 9/10 Design and Technology

Year 9/10 Graphics

Year 9/10 Industrial Technology Skills

DIGITAL ART

Elective Course

Units of Study

Photoshop and Digital Photography

Students use Digital SLR cameras and Photoshop to produce a range of resolved works based on the elements and principles of art in creating and manipulating images. All student planning, research, reflection and development are recorded in their Electronic Visual Diary. Students are encouraged to experiment, plan and produce creative resolved images using their own photos and web images.

Assessment

Folio of resolved images

Electronic Visual Diary

Advice

Through active engagement students develop and enhance their understanding of the visual arts through the use of digital media. Students work creatively and imaginatively in a range of digital media and are encouraged to take risks and challenge themselves.

Digital Art students are given challenging tasks and allowed to respond personally and encouraged to resolve works creatively and individually.

Pathway

Year 9 Digital Art/Year 10 Film

DIGITAL TECHNOLOGIES

Two lessons per week for one Semester only

Units of Study

Students continue to learn the fundamental programming concepts introduced in year 7 using Scratch but in year 8 programming will be about game design and creating a digital project using GameMaker 8.1. Programming concepts are taught in relation to interface, control statements, sequencing, looping and iteration. Student practise the elements of the Design, Development & Evaluation (DDE) Process through the production of a gaming project.

Students will plan and manage digital projects to create interactive information. They will evaluate their digital solutions in terms of meeting needs, innovation and sustainability. Students will also learn the basics of how computers utilise binary code to represent numbers, text, colour and images.

Assessment

A Project assessed using Digital Technologies Knowledge and Understanding and Digital Technologies Processes and Production Skills

Pathway

Year 9/10 Digital Technology

DRAMA

Elective Course

Units of Study

Students will be encouraged to perceive, think, express and communicate in Drama under the Making and Responding dimensions of the Australian Curriculum Arts Drama strand.

Making - includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore drama and make drama that communicate ideas and intentions.

The units students may study are:

- Character: Duologue performance
- Image Theatre
- Clowning
- Theatresports: Improvisation

Assessment

Performance

Devised Scenes

Advice

Nil

Pathway

Year 9/10 Drama

DRAMA EXTENSION

Elective Course

Units of Study

Students are engaged in making and responding to drama as well as building skills in group work, problem solving and innovative thinking. Students will have greater exposure to masterclasses and performances with industry professionals and public performance opportunities.

Students will be encouraged to perceive, think, express and communicate in Drama under the making and responding dimensions of the Australian Curriculum Arts Drama strand.

Making: includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Drama practices and make drama that communicate ideas and intentions.

Responding: includes exploring, responding to, analysing and interpreting drama.

The units students may study are:

- Character: Duologue performance
- Image Theatre
- Clowning
- Theatresports: Improvisation
- The Rabbits: Embracing the process
- Opening the Book: Children's Theatre

Assessment

Performance

Responding: essay

Advice

Necessary Foundation Skills: Ability to work collaboratively and perform to a public audience

Pathway

Year 9/10 Drama

ECONOMICS AND BUSINESS

Two lessons per week for one Semester only

Units of Study

Students develop an understanding of the way the market system operates in Australia, the interdependence of consumers and producers in the market and why governments may influence the market's operation. Students consider factors that influence individual, business and financial success, examine the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are also introduced as students consider why people work, how income is derived and the influences on the way people work now and in the future. The emphasis in Economics and Business is on personal, community, national or regional issues or events.

Students are encouraged to inquire about such questions as:

- Why are markets needed and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

Assessment

Students are assessed through:

- Written test, Assignment

Pathway

Year 9 Economics and Business, Year 10 Business and Accounting

HOME ECONOMICS

Elective Course

Units of Study	
1. Sew Good	
2. Food and Nutrition	
Assessment	
Students are assessed through:	
Weekly practical cookery	Practical textiles items
Practical cookery exams	Process journals
Written tests and assignments	
All assessment is compulsory. Students are expected to show progress and draft work and will be given class time as well as home time for completion of tasks.	
Advice	
Students must participate in weekly cooking during foods units by supplying ingredients and also resources needed for the textile units.	
Pathway	
Year 9/10 Food, Nutrition & Fashion	
Year 9/10 Hospitality	

ITALIAN

Elective Course

Units of Study
This course is an extension of work covered in Year 7 Italian. As learning a language is based on effective communication, learning focuses on understanding (listening and reading), communicating (writing and speaking) and intercultural capabilities (use and role of language in the intercultural communication). Native language speakers and authentic materials are used to enhance the teaching and learning of Italian. The course is structured around, but not limited to, the following topics: international world, daily routines in Italian culture, transport, school, food and drink, hobbies and interests.
Assessment
Students in Junior Italian are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30 – 60 minutes of home study each week.
Advice
It is recommended that students wishing to study Italian in Year 8 have completed the Year 7 program, however, it is not a pre-requisite and students can commence their studies in Year 8 providing they are willing to make a strong commitment to their work.
Pathway
Year 9/10 Italian

ITALIAN IMMERSION – HISTORY AND GEOGRAPHY IN ITALIAN

Elective Course

Units of Study

This course is an extension of the Year 7 Italian Immersion programme. Students continue to study History and Geography in Italian following the Australian curriculum guidelines. History units include an overview of the Ancient to the Modern world, and investigations of a society from the Western and Islamic World, a society from the Asia-Pacific World, and a historical development to explore the interaction of societies. Geography explores the units ‘Landforms and landscapes’ and ‘Changing nations’. Native language speakers and authentic materials are used to enhance both the teaching and learning of content through the targeted use and learning of the Italian language (Content and Language Integrated Learning – CLIL approach). Students develop content knowledge and skills as well as a wider range of creative and critical thinking skills, and target language fluency.

This is an elective option – in alignment with the current Government policies on second language education and retention, as well as the identified 21st century skills, the Immersion programme aims to challenge and extend students who are interested in a global education to foster open-minded global citizens. The course replaces the study of Humanities in English.

Assessment

Assessment includes a series of learning experiences, tasks, projects and assignments as ongoing formative assessment of subject content knowledge and skills. All assessment is compulsory and is in Italian - appropriate scaffolding and support are provided. In line with the school’s priority, the Italian Immersion programme is highly focused on student’s wellbeing and developing a supportive environment for risk-taking, essential to ensure academic success and life-long love of learning. Students will cover History content the first semester and Geography in the second semester for two periods per week. Regular class and homework exercises are expected to be completed.

Advice

While it is preferable that students have studied Italian and Italian Immersion in Year 7, this is not a pre-requisite and students can commence their studies in Year 8 Italian Immersion providing they are willing to make a strong commitment to their work. Extension options are provided for background speakers.

Students opting for the Italian Immersion programme must select Italian for their Languages study.

Pathway

Year 9/10 Italian & Italian Immersion

JAPANESE

Elective Course

Units of Study

As learning a language is based on effective communication, learning focuses on understanding (listening and reading), communicating (writing and speaking) and intercultural capabilities (use and role of language in the intercultural communication). Real language and authentic materials are used to enhance communication.

Technology is an integral part of the Japanese program and as such students will have the opportunity to work with a range of information technologies. This will include computers, recorders, digital cameras and the Internet. Students will become familiar with word processing, emails, power point, etc. All full time Language staff possesses the ICT Certification from Smart Classrooms.

Assessment

Language communication skills, intercultural capabilities, understanding role of language and culture, and capability to reflect on use of language.

Advice

It is recommended that students wishing to study Japanese in Year 8 have completed the Year 7 program. However, it is not a pre-requisite and students can commence their studies in Year 8 providing they are willing to make a strong commitment to their studies. Students are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.

Pathway

Year 9/10 Japanese

MUSIC

Elective Course

Units of Study

Students will be encouraged to perceive, think, express and communicate in Music under the 'Making and Responding' dimensions.

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing. Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works.

The units students may study are:

- Popular Music
- Music in Society

Assessment

Performance

Classwork

Advice

In Music students listen to and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

Pathway

Year 9/10 Music

MUSIC EXTENSION

Elective Course

Units of Study

Students will be encouraged to perceive, think, express and communicate in Music under the making and responding dimensions.

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing. Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works.

The units students may study are:

- Music and Society
- Discover music
- In the band

Assessment

Performance

Class work

Advice

Music Extension is a specialist program aimed at students who have a passion and specific interest in Music. It is offered as a 6 month or 12 month program. Students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts.

Necessary Foundation Skills:

- Music Excellence Year 7 and/or
- Must be learning a musical instrument (voice included) either through the school's Instrumental Music program or from a private music teacher.

Pathway

Year 9/10 Music



CAIRNS
State High
The best we can be.

Cnr Sheridan & Upward Streets, Cairns, Queensland

P.O. Box 5643, Cairns, Qld Australia 4870

Telephone: +61 7 4050 3033 • Facsimile: +61 7 4051 5972

Email: the.principal@cairnsshs.eq.edu.au • Website: www.cairnsshs.eq.edu.au

CRICOS Provider Number 00608