



Course Selection Booklet

Year 8 ~ 2017

Cairns State High School

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INTRODUCTION

Dear Parents/Carers,

This booklet has been designed to provide you and your child with information which will assist you in making decisions about the course of study your child should take next year.

It contains:

- 1) comments and advice from the school's Guidance Officer
- 2) subject descriptions and requirements from each department

In order to ensure that your child selects the most appropriate course, a definite procedure has been adopted. This procedure is outlined on the next page.

Students are required **to complete an individual Subject Selection form** in consultation with their Parent/Carer. **Subject Selection forms must be completed and returned to the main office by Friday, 9 September, 2016.**

I urge you and your child to read this booklet carefully. The Guidance Officer, Heads of Department and the Administration team will do their utmost to ensure that the best selection is made. Unfortunately, there is no guarantee that students will be able to obtain all of the subjects of their choice, as availability will depend on teacher resources, physical resources and the demand for these subjects. Please note that students are not able to select the class teachers of their choice for any subject.

Subject Selection forms will be available to existing Cairns State High students at the subject evening or from Mr Easton at the Main office. Students wishing to enrol at Cairns State High School will need to complete an expression of interest form and wait for a decision to be made. Subject Selection forms will be given to the students at enrolment interviews and acceptance into the school along with an enrolment management plan.

Yours faithfully



WAYNE HAY
DEPUTY PRINCIPAL
Teaching & Learning 7-12

SUBJECT SELECTION PROCESS

This process will ensure that you make sure the best selection of subjects for Year 8.

READ BOOKLET CAREFULLY

COMPLETED SUBJECT SELECTION FORM

Available from Tuesday, 30 August, 2016

CONSIDER CAREER AMBITIONS, PAST ACHIEVEMENTS, SUBJECTS AVAILABLE

DISCUSS CHOICES WITH FAMILY AND TEACHER

Be guided by teacher recommendations for core subjects

MEET WITH SCHOOL PERSONNEL TO DISCUSS CHOICES
(An interview with parents/carers may be necessary)

SUBMIT SUBJECT SELECTION FORMS TO THE MAIN SCHOOL OFFICE

By Friday, 9 September, 2016

School personnel will look at each student's subject selection thoroughly. If a change is thought necessary the student will be contacted. Our concern is for students' welfare and an interview may be requested with a parent/carers to ensure the best choice is made. School personnel include the Principal, Deputy Principals, Heads of Department and the Guidance Officer.

All Year 8 students must study eight subjects.

CAIRNS STATE HIGH SCHOOL

PROGRAMS OF EXCELLENCE

The term 'Program of Excellence', refers to a curriculum program, which is additional to the normal QCAA or International Baccalaureate (IB) program timetabled classes in Years 7-12. Excellence programs enable students to develop their skills, attributes, talents, abilities and academic knowledge beyond the standard classroom setting. This will often involve students engaging in extra-curricular performances, school events, competitions, projects, community events and industry-specific activities. These extra activities may be on a local, state, national or international level. At Cairns State High School our Programs of Excellence (POE) are branded as 'Centres of Excellence Programs' (COE).

Centres of Excellence students will often have access to additional resources, experts in their field, as well as community/business and industry mentors in order to develop individual student skills and attributes. Real world activities, problem solving, performances, tournaments/matches and other scheduled events are an integral part of all of these programs.

Students may apply to enrol in a Centre of Excellence Program (COE), if they are within the enrolment catchment or outside of the catchment area. Applicants, who are outside of the enrolment catchment area and are successful in gaining a place in a Centre of Excellence, will therefore gain an enrolment place at Cairns State High School under the School's Enrolment Management Plan. This is a legally enforceable document used to govern enrolments at the school. Students who enrol within the catchment area are also able to apply to enrol in Centres of Excellence Programs; however, they will still have to apply and audition/trial through the same processes to be considered for selection into these programs.

There are strict selection processes around the selection of students and it is highly competitive to gain entry into these programs. Our Enrolment Management Plan (EMP) only allows for a set number of places in each year level for an intake of students into each Centre or Excellence Program.

Selection processes and the number of places vary according to the particular Centre of Excellence Program. The Expression of Interest Form for Enrolment must be completed and all the required documentation must be supplied as per the instructions on this form. Auditions, trials, academic tests, interviews and other selection processes are held as part of the selection process into each Centre of Excellence Program (Program of Excellence). These are normally scheduled for a specific date or dates for students and potential students to attend. A panel from the school reviews these applications, additional documents and other data as well as the results from the selection process auditions, trials, tests and interviews before making a decision on offering places in these programs. This is in accordance with the Cairns State High School Enrolment Management Plan.

Once an offer is made to a student and it is accepted, an agreement must be signed by the student, parent/carer, relevant Head of Department and a member of the school administration, stating that the student will commit to attending the Centre of Excellence Program for at least 12 months from enrolment into Cairns State High School. Many of the Centre of Excellence Programs require students to attend the program outside of the normal school hours of 9.00am – 3.00pm.

Any student, who wishes to enter a Centre of Excellence Program, must attend these timetabled sessions. This could be before school before from as early as 6.00am or 7.00am or after school until as late as 5.30pm depending on the length of the program lessons for each week.

All students enrolled in a Centre of Excellence Program will be enrolled in that program for the current calendar year in which they apply. They will be required to retriial, audition, or meet other entry requirements in order to be selected and accepted into the Centre of Excellence Program for the following year. The Music Centre of Excellence Program is the exception. Students in this program will remain in their identified ensemble group unless notified by the teacher to change or join additional or alternative ensemble groups.

All trials, auditions and selection processes will be held on a predetermined date and students and parents/carers will be notified of this. Students must attend and participate on these specific dates for selection purposes.

Students and parents/carers must also be committed to attending any associated events, performances, workshops or activities related to the Centre of Excellence Program and contribute the additional fees associated with participation in the relevant Program. They will all therefore, be party to signing the agreement to engage in a Centre of Excellence program. Students are able to take part in more than one Centre of Excellence Program; however, they must participate in the separate selection processes associated with each Centre of Excellence to be considered for entry into these programs.

CENTRE OF EXCELLENCE – ACADEMIC: STEM PROGRAM

COE STEM is a two year course which students are invited to apply to study for 1 x 70 minute lesson per week before school.

Aim

The COE STEM program is offered outside normal school hours with the aim of catering for highly motivated students with an interest in one or more of the fields of Science, Technology, Engineering and Mathematics (hence the name STEM), with components of English and Humanities skills embedded throughout.

Areas of Study

The learning experiences that students will be exposed to are connected to real life applications, albeit in a workshop or laboratory setting, and are designed to foster creative thinking and develop high level problem solving strategies. It is our hope that students will work collaboratively to construct meaning and understanding, and that individually they will generate a passion for learning and seeking new insights.

Students will be exposed to a diverse range of units, including for example: artificial intelligence and expert systems, bottle rocket design and development, computer coding and simple scientific practical activities. Students will also engage in a variety of learning skills such as 3D printing, software modelling, and work collaboratively to find solutions for specific scenarios. Through this course, students will also have the opportunity to engage with local and state-wide experts from university and industry, including for example, but not limited to:

- University of Queensland School of Maths and Physics
- ARC Centre of Excellence for Mathematical & Statistical Frontiers (ACEMS).
- Engineers without Borders (SE QLD)

Students are also enrolled to participate in the ICAS Science and Mathematics competitions for their appropriate year level.

The Year 9 and 10 Maths Science Enrichment course succeeds the Year 7/8 COE – STEM (Academic) course and is offered as an elective subject (major and minor) where the focus is on building further specialist knowledge and skills for senior science and mathematics.

Special Subject Advice

Entry into the COE STEM program is based on current results from their previous school and on the results of the Academic General Ability test (AGAT) which students apply to sit, generally the year before enrolment. Current students are also invited to participate based on their previous year's achievement, and will also need to sit the AGAT.

Assessment

Students will be assessed on a folio of their investigations/extended response tasks over each semester, including both individual and collaborative submissions.

Associated Subject Costs

The costs involved will provide for the purchase of consumables and resources for activities, in addition to the entry fees for national Mathematics and Science competitions. Students are also required to present with a laptop and be attached to the school network - fee must be paid and connected. (Note: students should also have Internet access at home).

Contact: Glen Collis, Head of Department Mathematics, L Block – Ph: 4050 3024
Robyn Cowie, Head of Department Science, G Block - Ph: 4050 3052

CENTRE OF EXCELLENCE – PERFORMING ARTS (MUSIC) CHORAL MUSIC

Aim

Choral Music caters for all students interested in developing their singing skills through choral singing in Young Singers Ensemble (Years 7-9).

The course is essentially practical and is designed to develop in participating students: knowledge, skills and experiences associated with vocal and choral music from a wide range of styles and periods. The academic content of the course is presented in the context of practical experience. This content is intended to develop the student's musicianship skills and ability to appreciate and interpret choral and vocal music.

Areas of Study

- Vocal skills (voice production, choral blending)
- Musicianship skills (musical literacy, aural ability, sight-singing)
- Performance skills (solo, small group, large group stage presence)
- Interpretational skills (style, phrasing, dynamics, etc.)
- Attitudinal skills (responsibility, confidence, independence, leadership, pride in achievements)
- Appreciation skills (choral music in general, community groups (Australia and overseas) involved in choral music etc.)

Students will study, listen to and, if possible, attend rehearsals of a number of local, inter-state and overseas choirs. They will be given the opportunity to work with guest conductors and possibly other school or community choirs. It is hoped that by emphasizing and enhancing student abilities to enjoy and participate in vocal and choral music, they will enter the community as musically active performers and as an educated audience.

Assessment/Workload

Assessment by way of attendance and performances, knowledge of parts and general participation and behaviour will occur throughout the course. Students may need to make themselves available for the Eisteddfod.

Associated Subject Costs

Subject fees to cover text and resources.

Certificates Possible

This subject is a school based subject and appears on School Report.

Contact: Lizanne Smith, Music Co-ordinator, E Block – Ph: 4050 3049
Lauren Hannay / Katherine Fraser, Vocal Consultants, E Block – Ph: 4050 3049
Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092

CENTRE OF EXCELLENCE – PERFORMING ARTS (JUNIOR DANCE)

Aim

The course of study aims to:

- Extend both performance opportunities and choreographic appreciation skills beyond the classroom situation
- Develop creative thinking through combining the expressive and aesthetic qualities in the use of mind and body
- Develop communication of issues and ideas using the body as the instrument of expression
- Develop the complete artist through exposure to a range of resources and experiences to challenge and extend.

Areas of Study

This course offers three main areas: performance, choreography and appreciation

- Understanding your style
- Eisteddfod performance and costume creation
- Group choreography for Dance Night
- Performance for Dance Night

Special Subject Advice

- It is strongly encouraged that students wishing to do this subject are enrolled in private dance lessons.
- Entry is by audition in late January/early February of the current year.
- Places are limited to approx. 18-20 students.
- Students in Year 8 will be placed in either the Intermediate or Junior COE Class based on skill level and maturity.
- Class is held on each Tuesday afternoon 3.15pm – 4.30pm for Intermediate and each Wednesday afternoon from 3.15pm – 4.30pm for Junior.

Assessment/Workload

By way of performances and set choreographic tasks. Some of these are public performances which occur outside of school time.

Associated Subject Costs

There will be a cost to cover costume costs, Guest Artists workshops, theatre performances, make-up and Eisteddfod entry fee.

Contact: Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092
Alysha Matthews, Lauren Portman COE Dance Teachers, Performing Arts, E Block –
Ph: 4050 3030

CENTRE OF EXCELLENCE – PERFORMING ARTS (JUNIOR DRAMA)

Aim

The course of study aims to:

- provide students with a range of acting and performance skills in a variety of contexts
- extend both performance and forming skills beyond the classroom situation
- provide opportunities for students to publically perform
- develop the complete artist through exposure to a range of resources and experiences to challenge and extend.

Areas of Study

Making/Forming

- Improvisation
- Playbuilding
- Blocking
- Devising

Making/Performing

- Improvisation
- Scripted drama
- Performance
- Physical theatre
- Realism

Special Subject Advice

- The class is held Thursday afternoons from 3.15pm – 4.30pm.
- Focus is on practical work and performance.
- Entry is by audition in late January/early February for the current year.
- Places are limited to approximately 20-24 students.

Assessment/Workload

By way of polished performances. Students will need to be available for some events which may occur during school holidays. Although much of the workload is conducted during class time, students will be required to attend lunchtime and weekend rehearsals in the lead up to public performances.

Associated Subject Costs

There will be additional fees to cover play texts, guest artist workshops, competition entry costs, costumes and props for production.

Contact : Nicole Cleland Junior COE Drama Teacher, E Block – Ph: 40503030
Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092

CENTRE OF EXCELLENCE – VISUAL ART (JUNIOR VISUAL ART)

Aim

COE Art provides opportunities for students to work in areas of the visual arts that are not possible in the normal school curriculum. The program is suited to students who are creative, passionate and highly motivated in the visual arts. It is interesting to note that Cairns High has been offering a visual art excellence program since 1985 when CAD (Centre for Artistic Development) was first introduced. In the COE art there is a strong focus on

- access to media, processes and techniques beyond the normal classroom curriculum
- a high level of resolved work suitable for exhibition in both school and community galleries and community events, for example - CAD wearable art Fashion Parade.
- linking with industry professionals and artists through masterclasses, artists in schools programs, exhibitions, gallery visits, artist talks and collaborative projects.
- providing a program which will link studio practice with specialised individual focus.

Areas of Study

This course offers a wide variety of practical visual arts experiences, focusing on the development of deep knowledge in technical processes and techniques. Some examples are ***Drawing, Printmaking, Ceramics, Sculpture, Painting, Fibre Arts, Photography and Projection Art, Fashion Design and Public Art.***

Through this course, students will also have the opportunity to engage with local and state-wide experts from university and industry, including for example, but not limited to:

- Centre of Contemporary Arts Cairns (COCA) - official partnership
- Regional Excellence in Arts and Culture Hubs (REACH)
- James Cook University Arts and Creative Media.
- A wide range of contemporary artists and Industry professionals.

Special Subject Advice

There is an audition in week 2 of Term 1 for all interested students.

Assessment/Workload

Assessment is by way of attendance and involvement in group exhibitions. Making and Responding and participation will be assessed throughout the course. Students should note that the class takes place after school on Tuesday's from 3.10 -4.20

Associated Subject Costs

A fee goes towards the purchase of materials and equipment for studio practice.

Contact: David Marsden, Head of Department Visual Arts, D Block – Ph: 4050 3083

CENTRE OF EXCELLENCE – SPORT (BASKETBALL) (SOCCER) (HOCKEY)

Aim

To provide the region's elite junior sports people with a skill and knowledge platform from which they can maximise their performance. Students will not only be taught how to perform skills but will also be coached to understand the concepts behind that skill and the physical requirements needed to successfully carry out the task.

Areas of Study

Five main areas of study are highlighted and common throughout all subjects:

- Intensive individual and team concept trainings
- Athletic development program, including strength and conditioning
- Sports Science (psychology, nutrition, etc.)
- Refereeing, coaching and administration (accreditation and practice)
- Life skills (time management, goal setting, etc.).

Special Subject Advice

Each program is supported by their various local and state associations. The basketball program has strong links with the Cairns Taipans NBL team.

Assessment/Workload

Each subject varies in the workload required and the associated assessment.

Associated Subject Costs

Applicants should note that there is a cost involved in these subjects. Some subjects may require their participants to be involved in fundraising activities. Applicants from outside the Cairns region are required to find suitable accommodation.

Contact: HPE, S Block – Ph 4050 3031

Basketball
Soccer (Boys)
Hockey
Soccer (Girls)

Brad Burdon, Teacher
Brian Stopford, Teacher
Carmel Bakurski, Teacher
Martin Fehlberg, HOD Student Services Yrs 7-9 (Ph. 4050 3020)

CENTRE FOR DIVERSE LEARNING

The Centre for Diverse Learning provides students with a disability the required support to participate in the school curriculum and the wider community to enable each student to achieve his or her potential.

We support students with a range of disabilities and their needs arising from disability. Each student's learning is addressed through collaborative approaches, individualised learning plans and differentiation practices. Our service is multi-disciplinary through the provision of special education teachers, teacher aides. Access to speech pathologists, occupational therapists, physiotherapists and advisory teachers is provided through Education Queensland student support programs.

For more information please contact Samantha Roestenburg, Head of Special Education Services:
Ph 4050 3074 Email: sroes3@eq.edu.au

ACCELERATED LEARNING

Are you interested in Acceleration?

Acceleration relates to an accelerated pace of learning and allows students who excel to learn at a level corresponding to their ability and matched to the speed at which they learn. Acceleration at Cairns State High School is based on comprehensive assessment (as per Gifted Education Policy) of the readiness of the individual. For the purposes of subject selection (or class placement) the following two options are currently available and must be negotiated with the school principal or delegate:

1. Subject Acceleration

Students are able to take a single subject or a limited range of subjects one or two years earlier. These may be accessed within the current school timetable (e.g. a Year 8 student attends Year 9 Maths where the rest of his/her class studies Year 8 Maths), or via Distance Education or university courses.

Students whose achievement levels are generally one or two years above year level placement, and identified as capable, will be considered for subject acceleration.

2. Accelerated Placement

Students may progress through their schooling at least one full year ahead of their age peers. Students will be considered for full year acceleration under the following conditions:

- Appropriate testing has been carried out to ascertain the suitability of the student and his/her readiness. In the case of intellectual abilities, administration of a Stanford Binet 5 or WISC IV is mandatory.
- Students in the 98th percentile and above will be considered for accelerated placement.
- Students above the 95th percentile who perform two academic year levels higher in their classroom/subject based assessment may be considered only at the recommendation of the testing psychologist or guidance officer.

Monitoring of student placements will include review meetings which will occur automatically twice yearly in July and November.

The Cairns State High School community of educators acknowledges that an appropriately challenging curriculum is the goal so that differentiation occurs within every classroom.

Contact: To be Advised, HOD Teaching and Learning (Yrs 7-9) – Ph: 4050 3081
Mark Harland, HOD Teaching and Learning (Yrs 10-12) – Ph: 4050 3060

BRING YOUR OWN DEVICE PROGRAM (BYOx)

ELearning at Cairns State High School is embedded within the whole school approach to curriculum delivery. This approach to learning means that all students require their laptop everyday across subjects to ensure that they have access to online resources and classwork available on the school network. Cairns High is transitioning to cloud-based provision of textbooks in 2017. This change will result in laptops being essential for access to textbooks in some subjects.

COMPULSORY SUBJECTS FOR ALL STUDENTS

Students must study the following six subjects

- 1. English**
- 2. Mathematics**
- 3. Science**
- 4. Health and Physical Education**
- 5. History and Geography**
- 6. Languages**
 - Japanese**
 - Italian**
 - Chinese (Mandarin)**

SUBJECT INFORMATION BY DEPARTMENT

BUSINESS AND INFORMATION TECHNOLOGY DEPARTMENT

Subjects - Digital Technologies (DIG)

Economics and Business (ECB)

DIGITAL TECHNOLOGIES (DIG)

Major Study (3 lessons per week for 1 Semester only)

Minor Study (2 lessons per week for 1 Semester only)

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems, prototyping and developing interactive content and digital solutions using a computer programming language. Two units aligned with the Australian Curriculum Digital Technologies will be undertaken at the time the student enrolls in the course whether that be in year 7 or year 8. Students will only be able to study digital technologies for one semester as either a minor or major study in either year 7 or year 8 but not both.

Curriculum Focus:

Students will learn algorithmic design skills (flow charting, pseudocode or NS Diagrams) and fundamental programming concepts in relation to interface, control statements, sequencing, looping and iteration. Students practise the elements of the Design, Development & Evaluation (DDE) Process through the production of a project. In year 7 students will use Scratch 2.0 (a visual programming language) and progress to using either Game Maker Language (GML), Small Basic code or Python to develop a Game Project. Concepts about game design, interface challenges and a brief overview of the impact of gaming addiction will be covered.

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.

As a major study students will be extended in developing a Major Project involving action scripting or learning the basics of another text based language such as Python programming.

Areas of Study

Aligned to the Australian Curriculum Digital Technologies: the following interrelated strands support the learning areas in this subject.

Knowledge and Understanding:

- Digital systems and representation of data

Processes and Production Skills:

- Collecting, managing and analysing data
- Creating digital solutions using the DDE model (Design, Develop and Evaluate)

Unit Topics include:

Unit 1: Get serious about Games 1	Unit 2: Get serious about Games 2
- Cybersmartness	Gaming Concepts (Including Addiction)
- Algorithms & Coding Concepts 1	Algorithms & Coding Concepts 2
- Game Development Challenge 1	Game Development Challenge 2
- Binary	Network Topology

Programming languages used will include but not limited to the following:

Scratch, Small Basic, Python, GML (Game Maker Language), Action Scripting

Special Subject Advice

Since coding (programming) is a significant part of the course, a fully functional laptop is required for every lesson. Learning to code or program digital solutions to a range of problem/project based scenarios is a serious academic study of information technology and students are expected to adopt independent learning strategies when creating solutions and solving digital based problems.

Assessment:

A Minor Project (Minor study) or Major Project (Major study), a Class Test and a Collection (Folio) of Classwork assessed using the following criteria:

- Knowledge and Understanding
- Processes and Production Skills

Contact Mr Neville Stibbs, HOD Business and Information Technology - Ph: 4050 3017

ECONOMICS AND BUSINESS (ECB)

Major Study (3 lessons per week for 1 Semester only)

Minor Study (2 lessons per week for 1 Semester only)

Whether you are selling items in a garage sale or eBay, running a dance school or being a professional sports person, an understanding of how the market economy works enables greater success in financial decision-making. Economics and business provides those skills and understandings.

Two units aligned with the Australian Economics and Business syllabus will be undertaken at the time the student enrolls in the course whether that be in Year 7 or Year 8. Students will only be able to study Economics and Business for one semester as either a minor or major study in either year 7 or year 8 but not both.

Curriculum focus:

In Years 7 and 8, 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. They 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 they derive an income and the influences on the way people work now and in the future.

The Australian Curriculum: Economics and Business is organised in two related strands — economics and business knowledge and understanding, and economics and business skills.

In both these strands, the study of economics and business issues, events and business case studies form an integral component of the curriculum.

Areas of Study

Unit 1: Seeking individual and business success in the market

Unit 2: Responding to business opportunities in the Australian market

Both Units cover the following related strands:

Knowledge and Understanding Concepts	Economics and Business Skills
- Resource allocation and making choices	- Questioning and research
- Consumer and financial literacy	- Interpretation and analysis
- The business environment	- Economic reasoning, decision making and application
- Work and work futures	- Communication and reflection

Students who undertake Economics and Business as a major study will be extended through Case Study Stimulus investigations and/or complete an additional assessment item.

Assessment:

- A collection of written work
- An Industry Case Study (Major Study)
- Multimodal presentation

Contact Mr Neville Stibbs, HOD Business and Information Technology - Ph: 4050 3017

LANGUAGES DEPARTMENT

Subjects - Japanese

Chinese (Mandarin)

Italian

JAPANESE (JAP)

Aim

Learning a language is about communication. Through language we negotiate our place in an ever-changing world. Learning a language allows students to:

- prepare for life in a culturally and linguistically diverse society
- relate positively to the richness of human diversity
- communicate across cultures
- engage in intellectually challenging tasks.

Areas of Study

Work in Year 8 is an extension of work covered in Year 7. As learning a language is based on effective communication, learning focuses on language comprehension (listening and reading) and composition (writing and speaking). 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, data projectors, recorders, digital cameras and the Internet. Students will become familiar with word processing, emails, power point, etc.

Special Subject 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.

Assessment/Workload

Students will be assessed in comprehension (listening and reading) and composition (writing and speaking) throughout the year. Assessment will vary between units with students being encouraged to demonstrate their learning through open ended assessment tasks in a format of their choice. In some instances a native speaker will assist with assessment. Anecdotal records and some closed tests will also inform students and teachers of student progress. In some terms student may have an assignment in addition to being tested in two skill areas.

Students in Junior Japanese 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.

Extracurricular Opportunities:

- participation in overseas tours organised by school staff
- hosting visiting students during homestays in Cairns
- interaction with Japanese native exchange teachers
- cooking and local restaurant visits
- participate in local cultural activities
- language and essay competitions
- act as buddies for visiting Japanese students
- educational exchange program with Oyama, Cairns Sister City

Contact

To Be Advised, Head of Department English/Languages, A Block – Ph: 4050 3046
To Be Advised, Languages Co-ordinator, R Block – Ph: 4050 3016

CHINESE (MANDARIN) (CHI)

Aim

Learning a language is about communication. Through language we negotiate our place in an ever-changing world. Learning a language allows students to:

- prepare for life in a culturally and linguistically diverse society
- relate positively to the richness of human diversity
- communicate across cultures
- engage in intellectually challenging tasks.

Areas 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 language comprehension (listening and reading) and composition (writing and speaking). Real language and authentic materials are used to enhance 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.

Special Subject Advice

Students will be eligible to study Chinese in Year 8 if they have previously completed the Year 7 program or other programs at a similar level.

Assessment/Workload

Students will be assessed in comprehension (listening and reading) and composition (writing and speaking) throughout the year.

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.

Extra-Curricular Opportunities

- Participation in language competitions
- Local restaurant or culture centre

Contact To Be Advised, Head of Department English/Languages, A Block – Ph: 4050 3046
To Be Advised, Languages Co-ordinator, R Block – Ph: 4050 3016

ITALIAN (ITL)

Aim

Learning a language is about communication. Through language we negotiate our place in an ever-changing world. Learning a language allows students to:

- prepare for life in a culturally and linguistically diverse society
- relate positively to the richness of human diversity
- communicate across cultures
- engage in intellectually challenging tasks.

Areas of Study

This course is an extension of work covered in Year 7 Italian. As learning a language focuses greatly on communication, language comprehension (listening and reading) and composition (writing and speaking) are the areas covered throughout the course. 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.

Special Subject 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.

Assessment/Workload

Students will be assessed in the above mentioned areas (listening, reading, writing and speaking).

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.

Contact To Be Advised, Head of Department English/Languages, A Block – Ph: 4050 3046
To Be Advised, Languages Co-ordinator, R Block – Ph: 4050 3016

PERFORMING ARTS DEPARTMENT

Year 8 Subjects -

**Dance Specialisation
Drama Specialisation
Music Specialisation**

**Dance Major
Drama Major
Music Major**

**Dance Minor
Drama Minor
Music Minor**

YEAR 8 DANCE SPECIALISATION

Dance Specialisation is a year long course that students elect to study for 2 x 70minute lessons per week, with a balance of all areas of Dance, but with an emphasis on skill development and public performance.

Aims

Dance Specialisation is a specialist program for students who have a passion and specific talent for Dance. Dance Excellence caters for students who have been learning dance for a number of years and who aim to continue their development of skill and technique. Through the study of dance students are engaged in building skills in choreography and performance as well as learning how to respond in writing to dance. Students will have greater exposure to industry professionals and public performance opportunities.

Necessary Foundation Skills:

- Dance Excellence Year 7 and/or
- Attending regular dance technique classes outside of school
- A talent for dance or acrobatics

Areas 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 explore dance, perform dance and choreograph dance that communicate ideas and intentions.
- Responding - includes exploring, responding to, analysing and interpreting dance through written and oral responses.

The units students may study are:

- Jazz
- Musical Theatre
- Tap
- Experimental Dance

Contact: Nicole Cleland/Lauren Portman/Alisha Matthews Dance Teachers, E Block Ph: 4050 3030
Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092

YEAR 8 DRAMA SPECIALISATION

Drama Specialisation is a year long course that students elect to study for 2 x 70minute lessons per week, with a balance of all areas of Drama, but with an emphasis on skill development and public performance.

Aims

Drama Specialisation is a specialist program aimed at students who have a passion and specific interest in Drama. Through the study of drama 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.

Necessary Foundation Skills:

- Drama Excellence Year 7 and/or
- Ability to work collaboratively
- Experience in drama outside of school

Areas 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 practices, perform drama and form drama that communicate ideas and intentions.
- Responding - includes exploring, responding to, analysing and interpreting drama through written and oral responses.

The units students may study are:

- Process Drama
- Shakespeare
- Playbuilding
- Comedy
- Physical Theatre
- Acting

Contact: Nicole Cleland/ Sarah Daggett/Nicole Whipp, Drama Teachers, E Block - Ph: 4050 3030
Sarah Daggett, Head of Department Performing Arts, E Block - Ph: 4050 3092

YEAR 8 MUSIC SPECIALISATION

Music Specialisation is a year long course that students elect to study for 2 x 70minute lessons per week, with a balance in all areas of Music: listening, performing and composing.

Aims

Music Specialisation is a specialist program aimed at students who have a passion and specific interest in Music. 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.

Areas 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 in Society
- The Musical
- Music of our World
- Music and Technology
- Australian Music
- Popular Music

Contact: Lizanne Smith, Music Co-ordinator, E Block – Ph: 4050 3049
Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092
Katherine Fraser/Andrea Leumann, Teachers Music E Block – Ph: 4050 3049

YEAR 8 DANCE MAJOR

Dance is a Major Elective studied for 3 x 70 minute lessons per week, with a balance of all areas in Dance over 6 months.

Aims

Dance Major aims to build on student's prior dance experience. Students will explore dance as an art form through choreography, performance and appreciation. Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention.

Areas 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 explore dance, perform dance and choreograph dance that communicate ideas and intentions.
- Responding - includes exploring, responding to, analysing and interpreting dance through written and oral responses.

The units students may study are:

- Jazz
- Musical Theatre

Contact: Nicole Cleland/Lauren Portman/Alisha Matthews Dance Teachers, E Block - Ph: 4050 3030
Sarah Daggett, Head of Department Performing Arts, E Block - Ph: 4050 3092

YEAR 8 DRAMA MAJOR

Drama is a Major Elective studied for 3 x 70 minute lessons per week, with a balance of all areas in Drama over 6 months.

Aims

Drama Major aims for students to explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama, whilst building on their understanding of the elements and function of drama.

Areas 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, perform drama and form drama that communicate ideas and intentions.
- Responding - includes exploring, responding to, analysing and interpreting drama through written and oral responses.

The units students may study are:

- Acting
- Improvisation

Contact: Nicole Cleland/ Sarah Daggett/Nicole Whipp, Drama Teachers, E Block - Ph: 4050 3030
Sarah Daggett, Head of Department Performing Arts, E Block - Ph: 4050 3092

YEAR 8 MUSIC MAJOR

Music is a Major Elective studied for 3 x 70 minute lessons per week, with a balance of all areas in Music over 6 months.

Aims

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

It is highly recommended that students choosing Music as a Major subject are currently learning a musical instrument (voice included) either through the school's Instrumental Music program or from a private music teacher.

Areas of Study

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

- **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 through written and oral responses.

The units students may study are:

- Popular Music
- Music in Society
- The Musical

Contact: Lizanne Smith, Music Co-ordinator, E Block – Ph: 4050 3049
Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092
Katherine Fraser/Andrea Leumann, Teachers Music E Block – Ph: 4050 3049

YEAR 8 DANCE MINOR

Dance is a Minor Elective studied for 2 x 70 minute lessons per week, with a balance of all areas in Dance over 6 months.

Aims

Dance Minor aims to develop student's knowledge and skill of dance. Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their intention.

Areas 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 explore dance, perform dance and choreograph dance that communicate ideas and intentions.
- Responding - includes exploring, responding to, analysing and interpreting dance through written and oral responses.

The units students may study are:

- Jazz
- Musical Theatre

Contact: Nicole Cleland/Lauren Portman/Alisha Matthews Dance Teachers, E Block - Ph: 4050 3030
Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092

YEAR 8 DRAMA MINOR

Drama is a Minor Elective studied for 2 x 70 minute lessons per week, with a balance of all areas in Drama over 6 months.

Aims

Drama Minor aims for students to explore and depict real and fictional worlds through the use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama, whilst building on their understanding of the elements and function of drama.

Areas 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.
- Responding - includes exploring, responding to, analysing and interpreting drama through written and oral responses.

The units students may study are:

- Acting
- Improvisation

Contact: Nicole Cleland/ Sarah Daggett/Nicole Whipp, Drama Teachers, E Block - Ph: 4050 3030
Sarah Daggett, Head of Department Performing Arts, E Block - Ph: 4050 3092

YEAR 8 MUSIC MINOR

Music is a Minor Elective studied for 2 x 70 minute lessons per week, with a balance of all areas in Music over 6 months.

Aims

In Music Minor 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.

Areas 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 through written and oral responses.

The units students may study are:

- Popular Music
- Music in Society

Contact: Lizanne Smith, Music Co-ordinator, E Block – Ph: 4050 3049
Sarah Daggett, Head of Department Performing Arts, E Block – Ph: 4050 3092
Katherine Fraser/Andrea Leumann, Teachers Music E Block – Ph: 4050 3049

PRACTICAL ARTS DEPARTMENT

INDUSTRIAL TECHNOLOGY AND DESIGN COMMUNITY AND FAMILY SERVICES

**Year 8 Subjects Home Economics
 Design and Technology**

HOME ECONOMICS

Aim

Students of year 8 Home Economics will develop skills in food, nutrition and textiles. Sustainable living practices are embedded throughout the course.

Areas of Study

Students in Home Economics will complete two units of work with a focus on practical skills and management in the following areas:

- Food and Nutrition
- Textiles and Design

Special Subject Advice

Students must participate in weekly cooking during foods units by supplying ingredients and also resources needed for the textile units.

Assessment/Workload

Assessment will be in the form of:

- Weekly practical cookery
- Practical cookery exams
- Written tests and assignments
- Practical textiles items

Associated Subject Costs

Most practical requirements will need to be supplied from home, with the exception of minor ingredients which are covered by the subject levy. Students will be required to supply fabric and other items for the textile units.

Major Elective Subject Choice

Students who choose this subject as a major elective will have the opportunity to further develop their practical skills. Due to the increased contact time within the subjects, students will be able to demonstrate a higher skill in design and problem solving in both Food and Textiles units.

Contact: Sandro Cossa, Head of Department Practical Arts, B Block – Ph: 4050 3085

DESIGN AND TECHNOLOGY

Aim

This industrial design and technology subject focusses on a creating solutions to real-life problems. The problem solving approach involves the ideation, sketching and computer modelling of solutions culminating with the manufacturing of the product. Through the process, hand skills and an understanding of tools, equipment and systems are gained while working with a variety of materials.

Areas of Study

- The design process- including sketching, ideation, annotations
- Computer design software
- Practical skills in the workshop - Safe operation of basic hand and power tools to manipulate materials
- Workplace Health and Safety - Safety when working within the workshop

Special Subject Advice

Safety is a major concern in the workshop environment and students will adhere to department policy.

- Fully enclosed shoes with a leather or synthetic leather upper providing adequate protection **MUST** be worn at all times.
- Safety glasses **MUST** be worn at all times.
- Shirts **MUST** be tucked in at all times.
- Loose clothing and hair **MUST** be secured/ tied back.

Students who fail to follow safety procedures may be asked to choose another subject.

Assessment/Workload

- Design Folio
- Product/s

Major Elective Subject Choice **Remove this paragraph for 2017**

Students who choose this subject as a major elective will have the opportunity to further develop their skills in woodwork and design through use of an extension project. This project will allow students demonstrate a higher skill in design and problem solving due to the increased contact time within the subject.

Contact: Sandro Cossa, Head of Department Practical Arts, B Block – Ph: 4050 3085

VISUAL ARTS DEPARTMENT

Year 8 Subjects - Art Specialisation
Art Major
Art Minor
Digital Art

YEAR 8 ART SPECIALISATION

Visual Art Specialisation (2 x 70 min lessons per week for 1 year) 80 hours

In the Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn through and about visual art practise, including the fields of art, craft and design. Students develop practical skills and critical thinking which informs their work as artist and audience.

Aims

Art Specialisation students will study the same Visual Art core program but extend into a wider range of art processes, for example ceramics and printmaking. The year course will also allow students more time to develop specific visual art skills and techniques.

The year 8 visual art program has been developed to give students knowledge, understanding and skills through a focus on art making and responding. Students will learn how to plan, develop and resolve art work while exploring a range of visual art techniques and processes.

Areas of Study

Through making and responding students are given opportunities to develop

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Assessment

1. Evidence of research, development and reflection in students Visual Art Diaries.
2. A minimum of 1 major resolved art work per term.
3. A folio of developmental art works.

Contact: David Marsden, Head of Department Visual Arts, D Block – Ph: 4050 3083

YEAR 8 ART MAJOR

Visual Art Specialisation (3 x 70 min lessons per week for 1 Semester) 60 hours

In the Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn through and about visual art practise, including the fields of art, craft and design. Students develop practical skills and critical thinking which informs their work as artist and audience.

Aims

Art Major students will study the same Visual Art core program with the extra lesson per week allowing students more time to develop specific visual art skills and techniques.

The year 8 visual art program has been developed to give students knowledge, understanding and skills through a focus on art making and responding. Students will learn how to plan, develop and resolve art work while exploring a range of visual art techniques and processes.

Areas of Study

Through making and responding students are given opportunities to develop

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Assessment

1. Evidence of research, development and reflection in students Visual Art Diaries.
2. 2 major resolved art works.
3. A folio of developmental art works.

Contact: David Marsden, Head of Department Visual Arts, D Block – Ph: 4050 3083

YEAR 8 ART MINOR

Visual Art Specialisation (2 x 70 min lessons per week for 1 Semester) 40 hours

In the Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn through and about visual art practise, including the fields of art, craft and design. Students develop practical skills and critical thinking which informs their work as artist and audience.

Aims

Art Minor students will study the Visual Art core program.

The year 8 visual art program has been developed to give students knowledge, understanding and skills through a focus on art making and responding. Students will learn how to plan, develop and resolve art works while exploring a range of visual art techniques and processes.

Areas of Study

Through making and responding students are given opportunities to develop

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Assessment

1. Evidence of research, development and reflection in students Visual Art Diaries. .
2. 1 major resolved art work.
3. A folio of developmental art works.

Contact: David Marsden, Head of Department Visual Arts, D Block – Ph: 4050 3083

YEAR 8 DIGITAL ART

Minor Elective (2 x 70 min lessons per week for 1 Semester) 40 hours

In Digital Art, students experience and explore the concepts of artists, artworks, world and audience. Students learn through and about visual art practise, with a focus on digital media and design.

Aims

The year 8 digital art program has been developed to give students knowledge, understanding and skills through a focus on art making and responding through digital art media. Students access the digital art Macintosh computer labs and software for all classes as well as digital cameras and photographic equipment for assessment.

Areas of Study

Through making and responding students are given opportunities to develop

- conceptual and perceptual ideas and representations through design and inquiry processes
- digital art techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Assessment

Term 1 – Digital Photography and Photoshop – “If I was two inches tall”

Term 2 – Image manipulation and product design – B Grade movie poster

1. Evidence of research, development and reflection in students Electronic Visual Diaries.
2. 2 major resolved digital art works.
3. A folio of developmental art works, photographs and software experiments.

Contact: David Marsden, Head of Department Visual Arts, D Block – Ph: 4050 3083

CAIRNS STATE HIGH SCHOOL

CONTACT LIST

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Visual Arts

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TRADITIONS



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