

2024



Year 7

Subject Course Guide

SANDGATE

DISTRICT STATE HIGH SCHOOL

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The information contained within this Subject Course Guide is correct at time of publication, and to subject to change. The latest policies and procedures will always be stored on the school website.

WELCOME

We understand the importance of providing a supportive and nurturing environment for Year 7 students, and we ensure that our teachers are skilled in creating engaging learning experiences that cater to a wide range of learning styles and interests.

At Sandgate District State High School, we follow the Australian Curriculum for Years 7 to 10, providing a broad-based curriculum that encompasses English, Mathematics, Science, History, Geography, The Arts, Languages, Health and Physical Education, and Technologies. This breadth of study provides students with the opportunity to explore a variety of subject areas and find their areas of interest.

In the final year of Junior Secondary (Year 9) and beyond, students will have more opportunities to specialise, choosing from a diverse range of elective subjects that complement the core curriculum. They can delve deeper into subjects they are passionate about, and they can start to consider future study and career options.

Throughout these formative years, we also place a strong emphasis on developing students' skills in critical thinking, problem-solving, creativity, communication, and collaboration – skills that are crucial for their future careers and personal growth.

Beyond academics, we also value the development of character and citizenship. We encourage our students to engage in our community service programs, leadership activities, and various cultural experiences offered throughout the year. Through these activities, students can build empathy, resilience, and a sense of responsibility, all of which will help them to become well-rounded individuals who can contribute positively to society.

We invite you to explore our subject course guide, browse our website, and follow our Facebook page for more updates and information about our school community. We also recommend attending our parent information sessions and school open days to get a firsthand feel of our school culture.

We look forward to accompanying your child on this exciting journey of discovery and growth at Sandgate District State High School. Together, we will help your child expand their horizons and realize their full potential.



Andy Stergou
Principal

KEY PERSONNEL 2024

EXECUTIVE TEAM

Principal	Mr Andy Stergou
Deputy Principal – Year 7 and Year 10	Mrs Erin Geddes
Deputy Principal – Year 9	Mr Neil Dargusch
Deputy Principal – Year 8 and Year 11	Mrs Rachel O'Connor
Deputy Principal – Year 12	Mrs Brooke Crouch
Business Manager	Mrs Kirsten Tuckett

YEAR LEVEL COORDINATORS

Year 7 Coordinator	Announced at Open Day
Year 8 Coordinator	Ms Katie Maguire
Year 9 Coordinator	Ms Karissa Richter
Year 10 Coordinator	Mr Michael Wale
Year 11 Coordinator	Mrs Joanne Nichol
Year 12 Coordinator	Mrs Beth Oxley

HEADS OF DEPARTMENT

English	Mr Steve Pender
Human Movements	Mr Jonathan Hatch
Information Technology	Mr Alastair Smith
Industrial Technology and Design	Mr John Dillon
Mathematics	Ms Susan Jones
Performing Arts	Mr Ross Crear
Science	Mrs Alison Zinserling
Hospitality, Senior Schooling and VET	Mrs Teresa Ryan
Humanities	Mrs Krista Cameron
Learning Enhancement	Mr Derek Wood
Student Culture	Ms Kelly Hartzler
Student Performance	Mr Anthony Tencati
Student Engagement	Ms Veronica Fullard

STUDENT WELFARE PERSONNEL

Guidance Officer	Ms Christelle North
Guidance Officer	Ms Brooke Roza
Chaplain	Mr Nick Warren
Youth Health Nurse	TBC
School Psychologist	Ms Rosemary O'Reilly-Martinez
School Based Police Officer	Rhys Ewin
Youth Support Coordinator	Holly Leeson

YEAR 7 AT SANDGATE DISTRICT STATE HIGH SCHOOL

Overview

Learning at Sandgate District State High School is developed around the Australian Curriculum. Curriculum implemented by highly qualified and engaging teachers utilising exemplary pedagogical practices throughout the junior school sees our students well prepared to enter the senior phase of learning. Students exit Sandgate District State High School at the completion of their schooling with a range of academic, cultural, sporting and life skills ensuring that they are confident and capable to Be Work Ready for a dynamic and fulfilling life after school.

Assessment and Reporting

All students receive an electronic assessment planner within the first two weeks of each semester. This is able to be accessed through their OneSchool front page. This planner assists students to plan their workload to assist them to achieve at their best.

Assessment at Sandgate District State High School is measured against explicitly stated criteria and is supported by classroom preparation and support activities. Students develop their ability to problem-solve, analyse, evaluate, compare and contrast, recall, locate and select relevant information. Every student has the opportunity to *Be Their Best* in assessment tasks and explicit feedback and reflection processes assist students to improve future progress.

Students at Sandgate District State High School generally receive a written report 4 times annually. Parents also have the opportunity for scheduled parent teacher interview evenings twice per year. The following reports are offered at Sandgate District State High School:

	Style	Information included
Term 1	Interim progress report	Progress/Achievement, Effort and Behaviour ratings
Term 2	Semester 1	Achievement, Effort and Behaviour ratings
Term 3	Interim progress report	Progress/Achievement, Effort and Behaviour ratings
Term 4	Semester 2	Achievement, Effort and Behaviour ratings

**Distribution graphs showing where your child's result sits in relation to the rest of the cohort are included in each reporting period.*

***Year 12 students do not receive an interim report for Term 3 or a Semester 2 report.*

Planning a Course of Study

Students at Sandgate District State High School are offered a balanced program of study aligned with the Australian Curriculum. They are presented with the opportunity to select subjects within particular key learning areas of the Australian Curriculum. This enables each student to explore their individual interests and develop their skills and ability in these areas. The amount of choice students have increases with each year, as mandated subjects reduce due to Department of Education and Australian Curriculum requirements.

Subject choices are limited to places available within a class, based on maximum numbers and specialist teacher and facility availability. It is essential that both you and your child return subject enrolment forms as soon as possible to maximise your chances of successful enrolment in your chosen electives.

Connect @ Sandgate is our wellbeing and personal development program. In year 7 students will learn skills and strategies that empower them to be well equipped to successfully navigate the transition to high school, socially, emotionally and academically.

PERMAH+ at Sandgate District State High School	
Positive Emotion	While life will present many challenges to all of us, we need the skills to acknowledge what we are grateful for, to hold ourselves in high regard, and to be optimistic. Resilience in students at Sandgate District State High School is fostered through developing skills in positive emotion.
Engagement	When we're engaged, we're full present in what we're doing. In developing skills in engagement, students will better be able to focus on the task at hand and complete things to the best of their ability. Furthermore, resilience is developed through engagement, and students develop their ability to healthily balance their external stressors and the moment they are in.
Relationships	Relationships are an integral part of the human experience; in fact, connection to others is one of the single best determiners of long-term health and wellbeing. Through Connect @ Sandgate District State High School, students will develop skills in how to positively engage with fellow community members and make meaningful connections with those around them.
Meaning	Meaning is all about the understanding of how we contribute to the bigger picture, and the role we play in our community. Meaning is not about the individual; it's about seeing that we matter to, and impact upon, our community. At Sandgate District State High School, all students develop an understanding of their integral role in the overall welcoming and accepting nature of the school.
Accomplishments	Without working towards and celebrating our accomplishments, it's hard to feel like we're making progress. At Sandgate District State High School, students will engage in goal setting, achievement tracking, and meaningful reflection of the challenges they have overcome. In keeping with our school's mission, it is all about Expanding Horizons – taking in where we are, and seeing where we are capable of going.
Health	Health refers to how well we are able to check in with ourselves, and engage in healthy self-care. Health in Connect @ Sandgate District State High School is all about proactive measures students can take to maintain their wellbeing. This includes learning about sleep hygiene, mindfulness, and so much more.

YEAR 7 COURSE OVERVIEW

Year 7 students at Sandgate District State High School will study a maximum of 6 subjects at the same time. Each subject will provide three 70-minute lessons per week. Students will also have one 70-minute period for Connect (wellbeing and personal development), parade and one 70-minute period for sport. The Year 7 course structure is outlined below. Students will also have Connect for 10 minutes each day.

Learning Area Year 7 Subjects	
Subjects Studied All Year	
English	English <i>or</i> Excelsior English [^]
Mathematics	Mathematics <i>or</i> Excelsior Mathematics [^]
Science	Science <i>or</i> Excelsior Science [^]
Humanities	Humanities <i>or</i> Excelsior Humanities [^] <i>(History, Geography and Civics and Citizenship)</i>
Connect	Well-being and personal development (10 minutes each day and one 70 minute lesson per week)
Subjects Studied for 1 Semester	
Health and Physical Education	Health and Physical Education <i>or</i> Athlete Development Program* (studied all year) Sport – Inter/Intra-School (1 period per week all year)
Languages	Japanese German Literacy Support Program [#]
Elective Subjects – Subjects studied for 1 term	
In Year 7, students select two elective subjects in Technologies and two elective subjects in The Arts*. Subjects are selected at enrolment interview.	
Technologies	Digital Technologies Food Specification Design and Technologies
The Arts	Dance Drama Music Visual Art
	Music Excellence Program~ Dance Excellence Program~

[^]Entry to Excelsior classes for English, Mathematics, Science and Humanities is by application and selection based on academic entry test and latest report card results.

*The Athlete Development Program is a year long program in place of one Arts and one Technologies term elective. ADP students are guaranteed their two remaining electives in Arts/Technologies.

[#]The Literacy Support Program is provided to students with a language exemption which is determined by individual needs.

~Music Excellence and Dance Excellence Signature Programs are by audition and are studied in addition to The Arts curriculum subjects.

INDIVIDUAL SUBJECT INFORMATION

English

In Year 7 English, teaching and learning is based on the three interrelated strands of language, literature and literacy which are fundamental to the *Australian Curriculum: English*. These strands develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment, developing appreciation of the aesthetic aspects of texts and language. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts to persuade, entertain, analyse and inform.

Learning Experiences

- Listen to a range of spoken and multimodal texts including persuasive speeches, narratives, novels, autobiographies and biographies.
- Read a range of factual texts, speech scripts, novels, autobiographies and biographies.
- View persuasive speeches, short films, bio-pics and documentaries.
- Speak in front of audiences to persuade, inform, discuss and share opinions.
- Write responses that consolidate and develop grammar, punctuation and spelling knowledge and skills.
- Create texts that persuade, entertain, analyse and inform.

Assessment

- Persuasive speech on an issue impacting Year 7 students.
- Narrative focused on solutions to moral and ethical dilemmas.
- Analytical essay on representations in Australian literature.
- Multimodal biography presentation on an individual displaying courage or bravery.

Mathematics

In Year 7 Mathematics, students develop their mathematical understandings and skills across the three strands: number and algebra, measurement and geometry and statistics and probability. The curriculum focuses on developing students' mathematical understanding, fluency, reasoning, and problem-solving skills so that students can respond to familiar and unfamiliar situations involving mathematics.

Learning Experiences

Year 7 students engage with the curriculum in four units across the year:

Semester 1

Unit 1 – Number sense and laws, Introduction to Algebra, Integers

Unit 2 – Fractions, Operating with Fractions, Decimals and Percentages

Semester 2

Unit 3 – Algebra and linear equations, Cartesian Plane and Coordinates, Area and Volume

Unit 4 – Transformations, Data, Rates, Ratio and Best Buys

Assessment

In Junior Mathematics, students complete three assessments per semester.

- Two Exams: Short answer test, Mid Semester and End of Semester
- One PSMT: Problem Solving and Modelling Task (assignment)

Science

In Year 7, students cover the four main areas of science: Biological, Chemical, Physical and Earth and Space Sciences. Over the course of the year, students are exposed to and participate in a variety of experiments related to these units in order to build on their understanding of the scientific inquiry process. Students also investigate how science can be used to solve real-world problems and the implications of this for different groups in society.

Learning Experiences

Students will actively participate and engage in classwork through topics including:

- laboratory introduction to scientific equipment
- separation techniques and the effect of filtering on turbidity and recovery rate in mixtures
- data analysis of how communities are impacted by aspects such as water storage facilities
- the influence of the moon on tides
- forces and their effect on the motion of objects
- classification of organisms
- the influence humans and natural events have on ecosystems

Assessment

Throughout junior sciences, students engage in the below types of assessment. In year 7, students will be exposed to these and provided with scaffolding to help familiarise them with the structures of scientific writing.

- Experimental Inquiry: presented as an experimental report
- Short response examinations
- Research assignment

Humanities

The Year 7 Humanities and Social Science subjects provide a broad understanding of the world in which we live, and how people may participate as active and informed citizens, developing the analytical skills required for living in the twenty-first century. Humanities consists of 4 areas of study based on the Australian Curriculum - *History, Geography, Civics and Citizenship and Economics and Business*. The year 7 study requirements are:

Semester 1: History

Ancient Worlds – Students gain an historical understanding of Australia’s Ancient Past, Ancient Egypt and Ancient China through the process of historical inquiry. They develop critical thinking skills whilst investigating key concepts such as continuity and change, cause and effect, varying perspectives, empathy, significance and contestability.

Semester 2: Geography

Liveability and Water in the World – Students investigate place, space and environment in the local area, as well as how the natural resource of water is used in local, regional and global communities. Underpinning these investigations are the concepts of being interconnected and living sustainably always thinking globally and acting locally.

**Civics and Citizenship, and Economics and Business are integrated across our studies of History and Geography in year 7.*

Learning Experiences:

Students will actively participate in activities such as:

- Locating valid evidence to prove a hypothesis and form an argument relevant to events, people and issues

- Identifying varied perspectives found in sources across societies now and in the past
- Researching and evaluating points of view with empathy
- Using timelines to represent events and time periods
- Conducting geographical field work to collect data
- Field sketching, create surveys, maps, graphs, tables and reports
- Analysing data sets to formulate recommendations for change
- Creating reports, articles and presentations to represent findings
- Participating and promoting business opportunities
- Engaging in the community as active citizens

Assessment

Semester 1:

Historical Investigation
Response to Stimulus Exam

Semester 2:

Geographical Investigation
Skills and Analysis Exam

Health and Physical Education (HPE)

In Health and Physical Education, the curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing.

Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. Students will acquire movement skills and strategies that enable them to confidently and competently participate in a range of physical activities. They will learn to apply and transfer the movement skills and concepts to a variety of physical activities.

Learning Experiences

- Theoretical: Communicative and decision making skills, drugs and other influences, relationships, indigenous games and awareness
- Modified games and sport
- Students demonstrate control and accuracy when performing specialised movement sequences and skills

Assessment

- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

TECHNOLOGIES

Digital Technology

In Digital Technology, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

When defining problems, students identify the key elements of the problems and the factors and constraints at play. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

Learning Experiences

Students will:

- Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance
- Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints
- Design the user experience of a digital system, generating, evaluating and communicating alternative designs
- Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language
- Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability
- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account

Assessment

- Group task – Develop and evaluate plan for new student network at school
- Individual task – Design, generate and evaluate an original game

Technologies - Food Specialisation

Students analyse how characteristics and properties of food, determine preparation techniques and presentation when designing solutions for healthy eating. Students will investigate the importance of promoting health of individuals and communities – selecting and preparing healthier choices of food.

Learning Experiences

- weekly cookery activities
- producing a food item by effectively applying safe and hygienic procedures in a designed environment
- collaborating and working individually throughout the process
- using project management processes to coordinate production.

Assessment

- Practical Tasks
- Written (reports/assignments)

Technologies - Design and Technology (DAT)

In Year 7 students investigate and select and use a variety of materials, systems, components, tools and equipment. Students consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions.

Content Strands

Engineering Principles and Systems - *Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions*

Materials and Technologies Specialisation - *Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment*

Learning Experiences

In DAT, students design, produce and evaluate projects to meet the needs and wants of an individual and community, including aspects such as:

- Workplace health and safety
- Industrial literacies and communications
- Sustainable selection of materials and processes
- Engaging with emerging technologies
- Working creatively within constraints
- Developing criteria for success
- Developing design ideas
- Graphical representation techniques (including CAD)
- Competing design factors
- How to justify choices
- How motion force and energy are used control systems
- Project management process
- Production of designed solutions

Assessment

Students are assessed on their Knowledge and Understanding & Processes and Production Skills through Practical projects and Logbook.

- **Engineering Principles and Systems**
Control It Bot Project
- **Materials and Technologies Specialisation**
Laser Cut Clock

The Arts - Dance

In Dance, students learn through movement as artists and audience through the practices of choreography, performance and appreciation. Student participate in an active manner to develop knowledge and skills in Dance, focussing on the communication of meaning through movement. Through making and responding, students develop skills in and understanding of their dance making by becoming increasingly proficient in using choreographic, performance and appreciating practices. As students learn about dance, they broaden their experiences of dance styles and challenge ideas about the world around them.

Learning Experiences

Students will:

- explore dance as an art form through choreography, performance and appreciation
- 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
- understand that safe dance practices underlie all experiences in the study of dance
- develop technical skill, increasing their confidence, accuracy, clarity of movement and projection
- perform within their own body capabilities and work safely in groups.

Assessment

- **Making strand** - in class group performance and group choreography task
- **Responding strand** - exam demonstrating understanding of dance elements

The Arts - Drama

In Drama, students learn by drawing on the human experience as a source for ideas. Students engage with the dramatic elements, and develop skills and techniques as they explore a range of styles. Through making and responding, students develop practical and critical understanding of how the elements of drama can be manipulated to create dramatic works.

Learning Experiences

Students will:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- maintain safety in dramatic play and in interaction with other actors

Assessment

- **Making strand** - performance of a published play text in a small group

The Arts - Music

In Music, students learning about the elements of music through performing, composing and responding. They develop technical and compositional skills through performance and composition, drawing on a range of musical styles to expand their repertoire. Students consider the reasons for making music and develop an appreciation for the development of musical styles throughout history.

Learning Experiences

Students will:

- Practise and rehearse music to develop technical and expressive skills
- Analyse composers' use of the elements of music and stylistic features when listening to music
- Develop musical idea, by combining and manipulating the elements of music
- Experiment with texture and timbre in sound sources using aural skills

Assessment

- **Making strand** - performance of music work
- **Responding strand** - musical element exam

The Arts - Visual Art

In Visual Art, students create two-dimensional and three-dimensional artworks and respond to a range of artworks from local to internationally recognised artists. Students reflect critically on their own experiences and responses to the work of artists in the development of their own works. They draw on the world around them as a source of ideas and develop an appreciation for the manipulation of art elements.

Learning Experiences

Students will:

- Experiment with visual arts conventions and techniques, to represent a theme, concept or idea
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes
- Practise techniques and processes to enhance representation of ideas in their art-making
- Analyse how artists use visual conventions in artworks

Assessment

- **Making strand** - folio of 2D and 3D artworks
- **Responding strand** - artist statements

Languages - Japanese

In year 7 Japanese students will learn language about the following topics:

Self-Introduction | Japanese Folktales | Anime and Manga | Endangered Animals

Learning Experiences:

Within these topics, students will learn to express simple details about themselves and others, interact with others to exchange information, recount information and express opinions. Students will learn the foundations of hiragana script and selected kanji. Students will be exposed to katakana script, as appropriate. Culturally specific content is embedded in the learning experiences to enhance not only language learning but contextual and global understanding. Learning experiences in the classroom context centre around the four macro skills of Speaking, Reading, Listening and Writing. Students will also use the digital platform, Education Perfect for content consolidation and enrichment.

Assessment:

Assessment is made up of formative vocabulary tests as well as summative spoken, written and comprehension exams. Students will also complete one project in Japanese within the year 7 course of study.

Languages - German

In year 7 German students will learn language about the following topics: All about me | Family friends and pets | School | Weather and festivals.

Learning Experiences

Within these topics, students will learn to express likes and dislikes, conduct conversations, write various texts, and analyse similarities and differences between English and German. Students may also have the opportunity to attend Oktoberfest, immersing themselves in a cultural event.

Students will also learn to use two digital platforms: Education Perfect and Flipgrid.

Assessment

Assessment is made up of vocabulary tests, written and spoken exams and project work. Projects include such activities as posters, recorded texts and research tasks. Tasks will be produced in German. Whereas, analysis tasks will be produced in English.

LEARNING SUPPORT

Students who enrol at Sandgate State High School come from a diverse range of backgrounds and learning histories. The Student Support Team supports students with learning difficulties including Dyslexia, Dyscalculia, ADHD and Global Developmental Delay and general difficulties in learning. The Student Support Team consists of highly trained and experienced teachers and teacher aides. We also have very skilled EALD staff who support our students from non-English speaking backgrounds across the curriculum. Our team works closely with a visiting speech pathologist who is able to assist students experiencing more significant speech and language difficulties with a range of supportive interventions. We determine individualised support needs through previous student histories collected in transition meetings with primary school staff, teacher referrals, medical diagnoses, analysis of past student achievements and diagnostics that every new student to our school receives.

Literacy and Numeracy Support

In years 7 and 8, students that meet the criteria for Literacy support attend highly specialised literacy classes in addition to their normal subject classes where we reteach both phonological and phonemic awareness and utilise foundational learning programs that enhance comprehension linked to the student's unit of work in their English Class. For students who need further assistance, our dedicated team facilitates the Making Up for Lost Time In Literacy (Multilit) program from Macquarie University. This is a one to one program that we continue to gain success for all of our student participants. The program provides them with the confidence and improved literacy skills to engage with all of their subjects. An overview of Literacy support offered in Junior Secondary includes:

- In class differentiated support
- Literacy support classes grounded in phonological and phonemic awareness
- Personalised Multilit programs

Numeracy support is offered to student in years 7, 8 and 9 both from in class support with teacher aides and targeted intervention in small groups withdrawn from class. These classes have been designed and facilitated by the Mathematics Head of Department to make it more accessible for students to engage with fundamental concepts linked to the Australian Curriculum. The small group classes provide practical hands on activities and also designed to reduce the student's cognitive load by planning each lesson with specific goals that address the diversity of prior mathematical knowledge of the students. Each lesson works on three elements of: targeted fluency practice; language development and developing familiarity with key pre-requisite concepts. An overview of Numeracy support offered in Junior Secondary includes:

- In class differentiated support
- Numeracy Intervention classes designed to reduce cognitive load and improve learning
- Hands on activities to enhance concrete learning to develop capacity for abstract learning

SUPPORT FOR STUDENTS WITH A DISABILITY

Sandgate District State High School is committed to Inclusive Education. Students with a disability are supported by the Learning Enhancement Centre (LEC) who work as part of the Student Support Team. The team works collaboratively with students, parents, expert educators, teachers, teacher aides and other stakeholders to improve the educational outcomes for all students with a disability. The Learning Enhancement Centre support students diagnosed with Autism Spectrum Disorder (ASD), Intellectual Disability (ID), Speech-Language Impairment (SLI), Hearing Impairment (HI), Vision Impairment (VI) and Physical Impairment (PI). In the facilitation of individualised support, each diagnosed student is allocated a Case Manager.

Sandgate District State High School offers a wide range of support for students with disabilities. Alongside supporting students in mainstream classes with teacher aides, Sandgate District State High School also offers a Team-Teach class for English, Mathematics, Science and Humanities for Year 7,8 and 9. Team-Teach classes are taught by two teachers; Subject Teacher and Learning Enhancement Teacher. Both teachers plan units of work together, with each teacher equally responsible for the resources, instruction and support delivery across the unit of work.

SIGNATURE PROGRAMS

Sandgate District State High School offers a number of signature programs which allow suitably talented and motivated students to extend and refine their skills and talents in their chosen field. Application for these programs into Year 7 2024 begins with indicating an desire to apply through the Expression of Interest (EOI) to Enrol form and the specific application form for that program. Forms will be provided in enrolment packages on Open Day and are also available on the school website or for collection from the school office (Admin Block).

Athlete Development Program

Athletes who wish to extend their physical and mental capabilities will be able to access insight and input from external providers and experienced staff who will assist them to develop the skills to transfer their learnings to apply to their chosen sport. Students will benefit from Acceleration Australia (sprint training) Physiotherapy screening, rehab program development, nutritionists and sports excursions.

Music Excellence Program

Students with a passion and exceptional talent for instrumental and/or vocal music performance will have the opportunity to develop and refine their talents by engaging in a variety of ensemble groups, solo and chamber performances in a wide range of musical styles that suit their music style. Students will develop music theory, composition, improvisation, and performance skills through weekly tutorials provided by school staff. Students will have the opportunity to interact with like-minded students across the school and work with senior mentors as they continue their music development. This program supports student progress through the AMEB theory syllabus.

Dance Excellence Program

Students with a passion and talent for dance will have the opportunity to further develop their technical skills and performance abilities by focusing on a variety of performance styles. They will be challenged to extend their abilities in a high-level performance troupe. Other features of the program include weekly rehearsals with Dance staff, visiting choreographers and dance professionals, Students will have the opportunity to interact with like-minded students across the school and work with senior mentors as they continue their

music development. The Dance Excellence Program runs as an extra-curricular program outside of school hours

EXCELSIOR ACADEMIC PROGRAM

Excelsior (*Latin adverb*) Ex•cel•si•or. Onwards and upwards.

Sandgate District State High School is proud to offer the Excelsior Program from 2023. This innovative and exciting program allows students from year 7-10 to tailor their learning experiences in an environment specifically targeted towards enrichment (onwards) and extension (upwards).

Based on the Australian Curriculum, the Excelsior Program offers students the opportunity to develop:

- Higher order thinking skills
- Creativity, innovation and problem-solving skills
- Global citizenship, team building, collaborative and communication skills
- Competitions, excursions and unique learning opportunities
- Industry, business or university partnerships

Students who are members of the Excelsior program classes are offered flexibility to enrich, extend, compress or accelerate their learning in individual subject areas via an application process.

Subject Cost: Students enrolled in the Excelsior subjects will incur a subject fee to allow for the enrichment opportunities (eg competitions, materials and events)

Subject	Cost
Excelsior English	\$ 30
Excelsior Maths	\$ 30
Excelsior Science	\$ 30
Excelsior Humanities	\$ 30

How to Apply

Applications for membership of an Excelsior program class are extended each year during the subject selection process. Students will be required to maintain a level of achievement, effort, behaviour, collaboration and creativity to remain in each Excelsior program class each year.

Year 6 students wishing to apply to join an Excelsior program class must meet a number of requirements including an entrance exam. Excelsior program classes will be offered for English, Mathematics, Science and Humanities in years 7 through to 10. Student may elect to apply for any number of Excelsior subjects (eg all four or just their strongest / most passionate subject).

The Academic Entry Exam will be held on Sunday 11 June between 10:00am and 12:00pm.

There is an application fee of \$40 associated with this entrance exam to cover the cost of the online exam and administering it. This is a \$40 flat fee no matter how many Excelsior subjects you are applying for.

Excelsior English

Year 7 Excelsior English offers students numerous opportunities for enrichment and extension. The mandatory and assessable aspects of the curriculum are compressed within Excelsior English to provide students with the opportunity to work on an enrichment portfolio for a portion of each week. These enrichment portfolios culminate in the creation of artefacts and/or projects that extend upon the knowledge and skills of the core curriculum, allowing participants to pursue relevant interests and further develop their strengths in English. Additionally, in Excelsior English, text selection is designed to be challenging and will feature interaction with texts typically 'above' year level.

Enrichment Portfolio Projects

Semester 1: Intra-class Debating or Narrative Anthology

Semester 2: YA Fiction Panel & 'Book Trailers' or Family History Project

Excelsior Mathematics

Students in Excelsior Mathematics will study the Australian Curriculum at year level and concurrently with their peers. By compressing the curriculum and guided by the elements of creative and critical thinking, students will be provided with opportunities to think, work and report like a mathematician developing their problem solving and mathematical modelling skills in a term-long task shared with the wider school community at completion. Where available, students will be offered additional opportunities to extend their mathematical thinking in competitions and enhance understanding through external presentations.

Excelsior Science

Students in the Excelsior program will engage in Science learning at level with their peers. By compressing the curriculum, opportunities will be provided each week to students in order to enrich their science critical and creative thinking skills, personal and social capability, and provide avenues for students to pursue unit related topics that are of personal interest to them. Students will work towards presenting their findings and ideas to other members of the schooling community. Additionally, students will be provided opportunities to engage in science activities external to the school throughout the year (fees may apply).

Excelsior Humanities

Excelsior Humanities is an enrichment course that complements the core humanities program based on the Australian Curriculum. This course suits students who have a desire to delve into topics in greater scope and detail actively engaging in *History, Geography, Civics and Citizenship, Economics and Business*. The focus of enrichment occurs through active citizenship to stimulate change on a global issue in an ever-changing world. Extending and enhancing the skills of inquiry through participation in deeper learning, using a critical lens, students further develop analytical, evaluative and social-emotional skills that are at the heart of humanities. Students will have opportunity to nominate and engage in activities such as competitions, forums, and public speaking (fees may apply).

ENRICHMENT AND EXTRACURRICULAR ACTIVITIES

As students progress through their schooling at Sandgate District State High School they have many opportunities to extend and complement their learning through extra and co curricula activities.

Excursions

Participation in excursions can provide valuable learning experiences. All school excursions are integrated into the programs of study for particular subjects at particular year levels, and are a necessary component of the course of study and assessment program. Fees are charged on a cost recovery basis, with costs being kept as low as possible.

Sport

All students are expected to participate in the Sporting Program arranged during timetabled sport lessons. Parents should notify the school of any health issues preventing or impacting on a student's ability to participate.

Students are offered a choice of team sports that coincide with summer or winter seasons. The sports may include but are not limited to cricket, softball, volleyball, tennis, touch football, rugby league, Australian rules, soccer and netball.

In term 3 and 4 students are offered some recreational activities which may include but are not limited to skating, indoor cricket, aerobics, self-defence, tennis, squash, volleyball, badminton and minor games.

School Camps/Activity Days

The school recognises the value of camps as a means of furthering both curricular and co-curricular educational goals. Consequently, the camp program is designed to provide personal and group developmental experiences, outdoor education and/or practical field expertise in particular areas of academic study.

Instrumental Music Program

Students are eligible to join the Instrumental Music Program where they have the opportunity to learn a woodwind, brass, percussion or string instrument. All instrumental music students are expected to play in one of the Concert Bands and/or in the String or ensemble and/or in the Stage Band. Any enquiries should be addressed to the Head of Department -The Arts.

Public Speaking and Debating

Students at Sandgate District State High School have the opportunity to become involved with debating and public speaking. Our school has a proud tradition of excellence in these areas. Students are able to participate in the Queensland Debating Union Competition, Quota Student of the Year, Lions Youth of the Year and Zonta Scholarship public speaking competitions.

School Magazine

Students are involved in the production and compilation of "IBIS" the annual school magazine. They engage in a wide variety of associated activities including editing, proofreading, photography and layout. Students who are involved in this production achieve enormous satisfaction with their professional and polished result which is eagerly anticipated by all members of the school community.

Arts Enrichment Program

The Arts Enrichment program aims to provide opportunities for high achieving artists to consolidate skills with like-minded students in a creative environment. The program will enable students to connect with their arts subject and enhance their participation in the subject

moving towards senior schooling. Students are selected for the right based on aptitude, effort, and progress in arts subjects.

Learning Experiences

Through immersive learning experiences, once a term, students will:

- Engage with artists in residence to develop artworks in their chosen subject
- Develop higher order thinking skills required to achieve in senior subjects
- Work with like-minded peers to develop deeper understanding of technique and skills required for the art form.

Assessment

Students selected in the Arts Enrichment Program develop critical and creative thinking skills as they progress a body of work in their selected subject area. Students receive feedback on their progress from teachers and visiting artists to develop their craft while in the Enrichment program.

The Duke of Edinburgh's International Award

Sandgate District State High School is a Duke of Edinburgh's Award Centre. The Duke of Edinburgh International Award is a leading structured (non-formal education) youth development program, empowering young Australians to explore their full potential and find their purpose, passion and place in the world.

Duke of Edinburgh is available to students 14 years and over and is run as an extracurricular activity for students at Sandgate District State High School.

JUNIOR SECONDARY PATHWAYS

Learning Area and Subject Overview Table - Years 7 to 10

Learning Area	Year Level Subject			
	Year 7	Year 8	Year 9	Year 10
Connect English ^	Connect	Connect	Connect	Connect
	English	English	English	English
Mathematics ^	Mathematics	Mathematics	Mathematics	Mathematics
Science ^	Science	Science	Science	Science
	History	History	History	History
Humanities ^	Geography	Geography	Geography	Geography
	Civics and Citizenship	Civics and Citizenship	Economics and Business	Civics and Citizenship
				Economics and Business
Health and Physical Education	HPE or Athlete Development Program	HPE or Athlete Development Program	HPE or Athlete Development Program	HPE or Athlete Development Program
Languages	Japanese or German or Literacy Support#	Japanese or German or Literacy Support#	Japanese or German	Japanese or German
	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies
Technologies	Food Specialisations	Food Specialisations	Food Specialisations	Food Specialisations
	Design and Technology	Design and Technology	Materials and Technologies Specialisation	Materials and Technologies Specialisation
			Engineering Principals and Systems	Engineering Principals and Systems
				Design and Technology Extension
The Arts	Dance	Dance	Dance	Dance
	Drama	Drama	Drama	Drama
	Music	Music	Music	Music
	Visual Art	Visual Art	Visual Art	Visual Art
			Media Art	Media Art

^Excelsior is offered in English, Mathematics, Science and Humanities in Years 7 to 10. Entry requirements apply.

* Athlete Development Program has entry requirements. Students study one less subject of Technologies and The Arts in Years 7 and 8.

The Literacy Support Program is provided to students with a language exemption which is determined by individual needs.

Table Key	Compulsory Study	2 Electives from Technologies and 2 from The Arts must be studied in both years 7 and 8*	Elective Studies
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