BRIBIE ISLAND State High School



Year 9

Subject Selection Booklet

2027



ACHIEVING OUR FUTURE

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INTRODUCTION

Dear Parents / Guardians

Bribie Island State High School has an extensive Education and Career Planning program which assists you and your child in making informed decisions about subject selection and career pathways.
The information provided in this Subject Selection Booklet will assist you in the subject selection process for your student. Roll Class teachers
will also meet with you on an individual basis to help you and your child select an appropriate course of study. Students with additional needs
should work with the SWAN team to develop their program.
Once subjects are selected, you will be required to make a financial commitment to ensure your student is equipped to commence school
l in 2025. The financial information in this booklet and the Roll Class teacher will assist you in planning your financial commitments for the
2025 school year.
Financial commitments will include general stationery items, and may also include joining the Bribie Island SHS
Student Resource Scheme (SRS) and User Pays Fees. Students need to make informed subject selections as once subjects are chosen,
there is limited capacity to change these.
Thank you for enrolling your child at Bribie Island State High School.

Yours sincerely



Matthew Bradley
Principal

JUNIOR SCHOOL CURRICULUM STRUCTURE

Philosophy

Curriculum in the Junior Phase (Years 7, 8 and 9) at Bribie Island SHS is organised under the *Key Learning Area (KLA)* framework. Junior School at Bribie Island SHS is viewed as an opportunity for students to experience a broad range of experiences across the KLAs as well as an opportunity for some specialisation in an area of expertise (CREST Academy). This will ensure that students are able to make
informed decisions about future specialisation as they progress through their senior schooling.

Structure

Bribie Island SHS embraces a strong focus on 21st Century skills through our curriculum delivery. All students will study Mathematics, English,
Science, Humanities and Health and Physical Education (HPE) from Year 9 to Year 10 Students will be able to specialise in particular KLAs
According to their talents and goals History.

KLA	**ENCOMPASSES**
English	English
Mathematics	Mathematics
Science	Science - STEM
Humanities	History, Geography, Civics, Economics and Business
Health and Physical Education	Health and Physical Education • CREST – Australian Rules Football • CREST – Rugby League
Arts	Visual Art, CREST - Dance, Music, Drama, Media
Design Technologies	Food Specialisation, Food and Fibre Production, Design and Technology Specialisation, Design and Technology
Digital Technology	Digital Technologies

How to Select a Course

Students will complete a full year of study in English, Maths, Science and Health & Physical Education.
Students will complete full 1 semester of study in Humanities.
Students will select 5 elective subjects (3 in one semester, 2 + History in the other semester).
Each student will need to meet the requirements of the prescriptors above. This booklet has been organised under Key Learning Area (KLA) framework. A brief outline of each unit offered is provided. Students, parents and teachers will work together to devise a course which meets both the prescriptor requirements and student needs and interests.

Please note:

- Classes will only run if adequate numbers of students select the subject.
- Allocation of students is based on the date they completed their subject selections, first in best dressed.

Year 9 – 12 Subject Progressions and Pathways

Year 9 Subjects	Code		Year 10 Subjects	Code		Year 11/12 Subjects for 2026
English						
English	ENG09		English Foundation	ENF10	→	*Essential English
		→	English	ENG10	→	**General English**
					→	**Literature**
Mathematics						
Mathematics	MAT09	→	Prep for Essential & General Mathematics	MAT10ABC	→	*Essential Mathematics
					→	**General Mathematics**
		→	Prep for Methods & Specialist Mathematics	MAX10XYZ	→	**Mathematics Methods**
					→	**Specialist Mathematics**
Science						
STEM	STM09	→	General science Natural Science Physical Science Digital Technologies Design	DIT10	→	Certificate III in Information Technology
						Information & Communication Technologies Industrial Graphics Skills
				DES10	→	Design
Science	SCI09	→	General science Natural Science Physical Science	SCI10	→	*Aquatic Practices
					→	*Science in Practices
					→	**Biology**
					→	**Marine Science**
					→	**Chemistry**
					→	**Physics**
Health and Physical Education						
HPE	HPE09	→	Physical Education	HPE10	→	*Sport and Recreation
					→	*Certificate III in Fitness*
					→	*Certificate II/III in Health & Community Services*
		→	SPP		→	*Early Childhood Practices
					→	**Health**
					→	**Physical Education**
	CAF09 CRL	→	CREST Australian Rules CREST Rugby League	SPR10	→	*Sport and Recreation
					→	*Certificate III in Fitness*
					→	*Certificate II/III in Health & Community Services*
					→	*Early Childhood Practices
Humanities						
Economics and Business	ECB09	→	Business and Technologies	BTA10	→	**Business**
					→	*Certificate II & III in Business*
					→	*Certificate IV in Entreprenuership & New Business*
Humanities	HUM09	→	Legal Studies	LEG10	→	Legal Studies
		→	History	HIS10	→	**Tourism**
					→	**Ancient History/Ancient History**
		→	Geography	GEG10	→	**Geography**

The Arts						
Dance	DAN09	→	Dance	DAN10	→	*Dance in Practice
Drama	DRA09	→	Drama	DRP10	→	*Drama in Practice
Media	MED09	→	Media Studies	MED10	→	**Film, Television & New Media** *Media Arts in Practice
Music	MUS09	→	Music	MUS10	→	**Music** *Music in Practice
Visual Art	ART09	→	Visual Art	ART10	→	**Visual Art** *Visual Art in Practice
Technology						
Digital Technology	DIT09	→	Digital Technology	DIT10	→	*Certificate III in Information technology*
					→	*Information and Communication Technologies
Material and Technology Specialisation	TMT09	→	Material and Technology Specialisation	IME10	→	*Engineering Skills *Certificate II in Engineering Pathways*
		→		IMF10	→	*Furnishing Skills
Food and Fibre Production	TFF09	→	Fashion	FAS	→	*Fashion
		→	Hospitality	HSP10	→	*Hospitality Practices
Food Specialisation	TFD09				→	*Certificate III in Hospitality*

General subjects are shown in **Bold type**.

- General subjects contribute to ATAR score and are suitable to a University entry pathway

Applied subjects are shown in **Regular type**.

- Applied Subjects contain practically focussed skills and suit students who are preparing for work and further training.
- One Applied Subject may be included in the ATAR score calculation, although these subjects will have a lower weighting contribution to the ATAR calculation.

Certificate Courses are shown in ***Italic type***.

- Certificate courses contain a strong practical focus of embedded work skills.
- Successful completion of a Certificate course provides a nationally recognised Vocational qualification.
- One Certificate course (at Level III or IV) may be included in the ATAR score calculation, although these subjects will have a lower weighting contribution to the ATAR calculation.

NOTE: Student enrolment numbers always determine whether a subject will be run in any particular year.
This is especially relevant for new offerings in the School where the level of student interest in unknown at this stage.

Core Subjects

CORE SUBJECTS: All Students to do the follow core subjects

ENGLISH

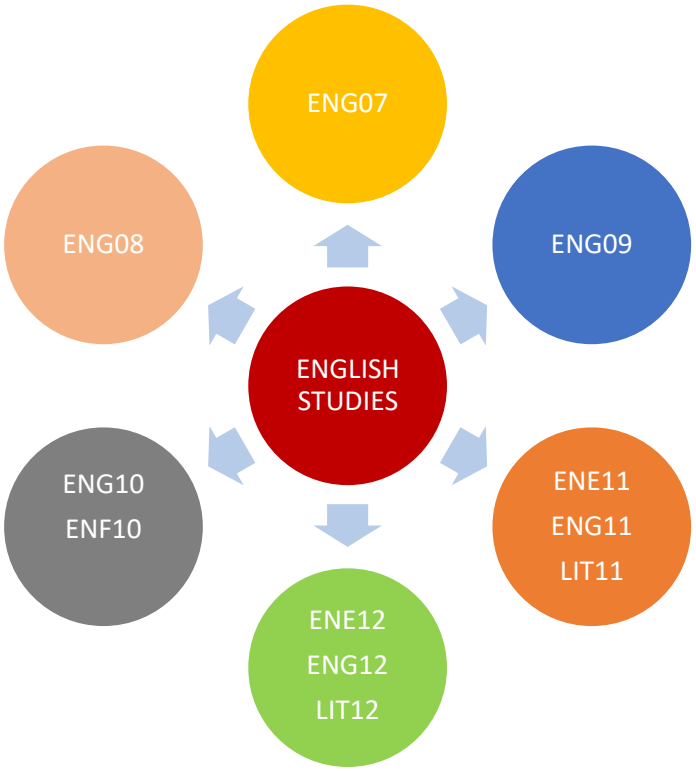
Introduction

Students at Bribie Island State High School live in an increasingly culturally diverse society with changing social structures. The English course is designed to provide students with the skills to be able to make judgements about meanings in texts and to empower them to realise their potential in this complex world.

UNIT CODE	**ENG09**
Unit Title	**Year 9 English**
Recommended Prior Learning	Year 8 English
Unit Description	The Year 9 English course implements the expectations of the National Curriculum and is built around three interrelated strands: **Language** The language strand involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works. **Literature** Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, film and multimodal texts, in spoken, print and digital / online contexts. **Literacy** Students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.
Expected Outcomes	RECEPTIVE MODES (LISTENING, READING AND VIEWING) By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience. PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Other important information	Preparation for NAPLAN exams is incorporated into the Year 7 to 9 curriculum. An above satisfactory level of Achievement (B or above) in Year 10 is recommended for students intending to study General English and/or Literature. To meet the Queensland Certificate of Education (QCE) requirements, students must pass the English course (Essential English, General English and/or Literature) in which they are enrolled in Year 11 and 12.
Assessment	Students will complete five (5) pieces of assessment over the course: 2 spoken and 3 written pieces. These pieces cover all 3 genres including: persuasive, analytical and imaginative.
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Class novels (to be chosen by the teacher at the start of the course), dictionary and a thesaurus.
Specific Equipment	Notepad, Stationery: pens, pencils, highlighters etc Students must bring a network connected digital device to each class (must meet the minimum specifications. Refer to the BYOD (Bring Your Own Device) Page
Cost	**Nil** - ***The fee structure is indicative only and subject to change in 2027.***

English Faculty Subject Progression flowchart



Code Description

ENG07 – Year 7 General English
ENG08 – Year 8 General English
ENG09 – Year 9 General English
ENF10 – Year 10 Foundation English
ENG10 – Year 10 General English
ENE11/12 – Year 11/12 Essential English
ENG11/12 – Year 11/12 General English
LIT11/12 – Year 11/12 English Literature

Functional Literacy – By Invitation Only

Introduction

Students at Bribie Island State High School live in an increasingly culturally diverse society with changes in social structure.
The Literacy course is designed to provide students with the skills to be able to decipher language needed for their ability to function in this increasingly complex world.

UNIT CODE	**FLI09**
Unit Title	**Year 9 Functional Literacy**
Recommended Prior Learning	Year 8 English / Functional Literacy. This is by school-initiated invitation only
Unit Description	The Functional literacy course offers eligible students, the opportunity to engage in learnings that are tailored to meet their needs. Students who access this course of student are those eligible to access and participated in explicit teaching and learning experiences under the provision of an Individual Curriculum Plan designed under the Guidelines for Curriculum provision for Students with Disabilities. **Literacy** Students accessing and participating in Literacy Studies apply their English language skills and knowledge to read, view, speak, listen to and write a selection of texts. The Literacy course focuses on the essential English skills required for reading comprehension and writing competence. Skills to successfully engage and demonstrate positive daily living skills, provide the real life platform for ongoing development of sight word recognition and production, vocabulary acquisition, grammar (particularly the basic parts of speech and language function), and spelling. Learning activities may include: reading short texts and answering comprehension questions, following instructions and deciding the correct order of a process, writing letters or e-mails, researching and making a presentation about a specific topic, reading short stories and comparing those to their movie adaptations, and using other multi-media based activities.
Expected Outcomes	RECEPTIVE MODES (LISTENING, READING AND VIEWING) Students analyse the ways that text structures can be manipulated. They analyse and explain how images, vocabulary and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience. PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary between themselves and others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.
Other important information	This course is by school-initiated invitation only.
Assessment	Students engage in assessment activities as part of classwork. These assessment tasks are set each term and form the basis for active engagement and ongoing monitoring and evaluation of student performance and outcomes. Students are required to complete one formal piece of assessment per term.
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Nil
Specific Equipment	Notepad x2 Stationery: pens, pencils, highlighters etc Students must bring a network connected digital device to each class (must meet the minimum specifications. Refer to the BYOD (Bring Your Own Device) Page.
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

MATHEMATICS

Introduction

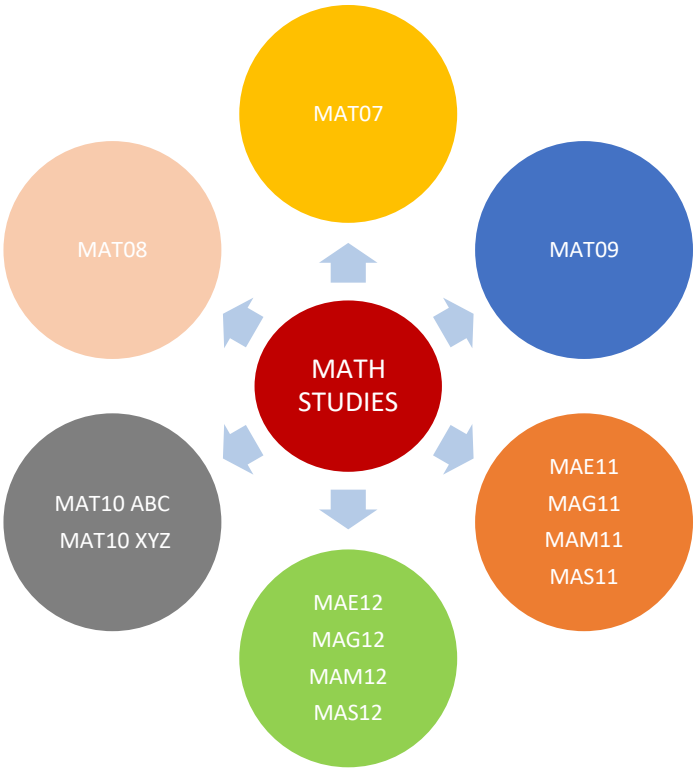
The Australian Curriculum: Mathematics is organised around the interaction of six content strands and four proficiency strands.
The content strands describe what students are learning during the course of study, in year 10 MAT ABC this includes; *Number, Algebra, Measurement, Space, Statistics, and Probability*. The proficiency strands describe how the content is explored, developed and accessed.
The proficiency strands for Version 9 of the Australian curriculum are; *Understanding, Fluency, Reasoning, and Problem Solving.*
The Junior School Mathematics program at BISHS is cyclical in nature. Each unit covers topics within the six strands of Mathematics.
In each strand, basic concepts are revisited before moving the student on to new concepts.

The key goal of Mathematics is: To foster lifelong learning attributes that empowers students to be effective participants in an interdependent world.

UNIT CODE	**MAT09**
Unit Title	**Year 9 Mathematics**
Recommended Prior Learning	Year 8 Mathematics
Unit Description	Topics relating to the mathematical strands of Number and Algebra, Measurement, Statistics and Probability.
Expected Outcomes	By the end of Year 9, students recognise and use rational and irrational numbers to solve problems. They extend and apply the exponent laws with positive integers to variables. Students expand binomial products, and factorise monic quadratic expressions. They find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations. They apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. Students solve problems involving ratio, similarity and scale in two-dimensional situations. They determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students express small and large numbers in scientific notation. They apply the enlargement transformation to images of shapes and objects, and interpret results. Students design, use and test algorithms based on geometric constructions or theorems. They compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events. They design and conduct experiments or simulations for combined events using digital tools.
Other important information	Preparation for NAPLAN exams is incorporated into the Year 7 to 9 curriculum. The Mathematics course offers students sequential semester units in Years 7 to 9, after which students are given the option of choosing units that suit their ability level and aspirations for senior subjects and career paths. A level of High Achievement (B or above) in Year 9 is required for students intending to study Mathematics Extension in Year 10 (to prepare students for Senior Mathematical Methods and Specialist Mathematics). To meet the Queensland Certificate of Education (QCE) numeracy requirements students must pass at least one unit of the Mathematics course in which they are enrolled in Year 11 and 12.
Assessment	Students will complete a maximum of six (6) pieces of assessment over the course: 2 problem solving and modelling tasks and 4 end of term exams.

Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Access is provided to a suite of digital and online resources
Specific Equipment	• Casio scientific calculator (accessed by students through SRS fees classrooms) • Protractor • Compass • Ruler • Graph paper (5mm) • General Stationery Requirements – Refer to last page of document.
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

Maths Faculty Subject Progression flowchart



Code Description

MAT07 – Year 7 General Mathematics
MAT8 – Year 8 General Mathematics
MAT09 – Year 9 General Mathematics
MAT10 ABC – Year 10 Essential & General Preparation
MAT10 XYZ – Year 10 General, Methods & Specialist Preparation
MAE11/12 – Year 11/12 Essential Mathematics
MAG11/12 – Year 11/12 General Mathematics
MAM11/12 – Year 11/12 Mathematical Methods
MAS11/12 – Year11/12 Specialist Mathematics

Functional Numeracy – By Invitation Only

To be able to confidently demonstrate functional mathematical skills to meet daily needs in today's society is essential for young learners.

UNIT CODE	**FNU09**
Unit Title	**Year 9 Functional Numeracy**
Recommended Prior Learning	Year 8 Mathematics / Functional Numeracy
Unit Description	The Functional Numeracy course offers eligible students, the opportunity to engage in learnings that are tailored to meet their needs. Students who access this course of student are those eligible to access and participated in explicit teaching and learning experiences under the provision of an Individual Curriculum Plan designed under the Guidelines for Curriculum provision for Students with Disabilities. Topics relating to the mathematical strands of Number and Algebra, Measurement and Geometry, Statistics and Probability
Expected Outcomes	The Units studied in Year 9 are designed to build upon learning from Year 8 and provide strong and relevant links to the studies of Functional Numeracy offered by invitation only in Year 10. • Number and Algebra • Measurement and Geometry • Statistics and Probability
Other important information	The Australian Curriculum Assessment and Reporting Framework for Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is being taught and learnt and include Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and mathematics. The Functional Numeracy Program at Bribie Island State High School is offered as an invitation only program to meet the needs of students, who through consultation with parents and other stakeholders are identified as requiring an Individual Curriculum Plan in line with Education Queensland Curriculum Assessment and Reporting Framework for Diverse Learners. Within the Functional Numeracy program, content is based around those strands outlined in the Australian Curriculum, Assessment and Reporting Framework with a focus placed upon Explicit Teaching, Scaffolded Instruction and Guided Practice within meaningful and real life applications.
Assessment	• Investigation • Bookwork • Life Tasks • Written exams
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Nil
Specific Equipment	• Casio scientific calculator • Protractor • Compass • Ruler • Graph paper (5mm) • General Stationary • General Stationery Requirements – Refer to last page of document.
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

HISTORY

Introduction

The Year 9 Humanities curriculum provides a study of the history and the making of the modern world from 1750 to 1918. Students also discuss the wellbeing and sustainability of the enviornment.

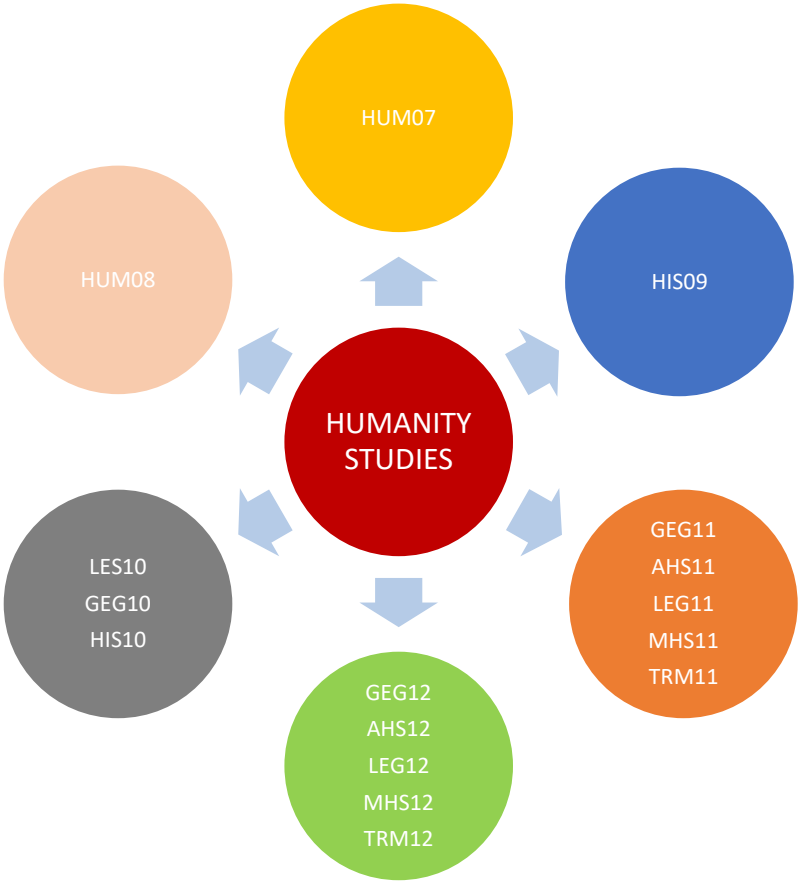
The content at this year level involves two strands: Historical and Geographical Knowledge and Skills. These strands are interrelated and should be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level include :

- **What was the significance of the Industrial Revolution?**
- **The cause, course and impact of World War I**
- **Biomes and food security – How can we feed the world and secure food supplies ?**

UNIT CODE	**HIS09**
Unit Title	**Year 9 HISTORY**
Recommended Prior Learning	Year 8 Humanities
Unit Description	**Unit 1: Making the Australian Nation** Duration 5 weeks Assessment task: Report: Journal entry **Unit 2: World War I** Duration 8 weeks Assignment: Investigation **Unit 3: Biomes and Food Securities** Duration 6 weeks Assessment Task: Examination
Expected Outcomes	The content provides opportunities to develop Historical and Geographical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.
Other important information	Humanities is a compulsory subject in Years 7 - 10. The Year 7 and 8 program focuses on a range of studies from the disciplines of History, Geography, Economica and Civics. These studies incorporate the values, processes and strands listed above. Students will study units that lead to subjects including: Ancient History, Geography, Legal Studies, Modern History, Social & Community Studies and Tourism
Assessment	**Semester 1:** • Investigation • Report • Examination
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom Activities
Textbooks Required	Pearson History 9 Geography Alive 9
Specific Equipment	General Stationery Requirements – Refer to last page of document
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

Humanities Faculty Subject Progression Flowchart



Code Description

HUM07 – Year 7 General Humanities
HUM08 – Year 8 General Humanities
HIS09 – Year 9 General History
LES10 – Year 10 Legal Studies
GEG10 – Year 10 Geography
HIS10 - Year 10 History

GEG11/12 – Year 11/12 Geography
AHS11/12 – Year 11/12 Ancient History
LEG11/12 – Year 11/12 Legal Studies
MHS11/12 – Year 11/12 Modern History
TRM12/12 – Year 11/12 Tourism

SCIENCE

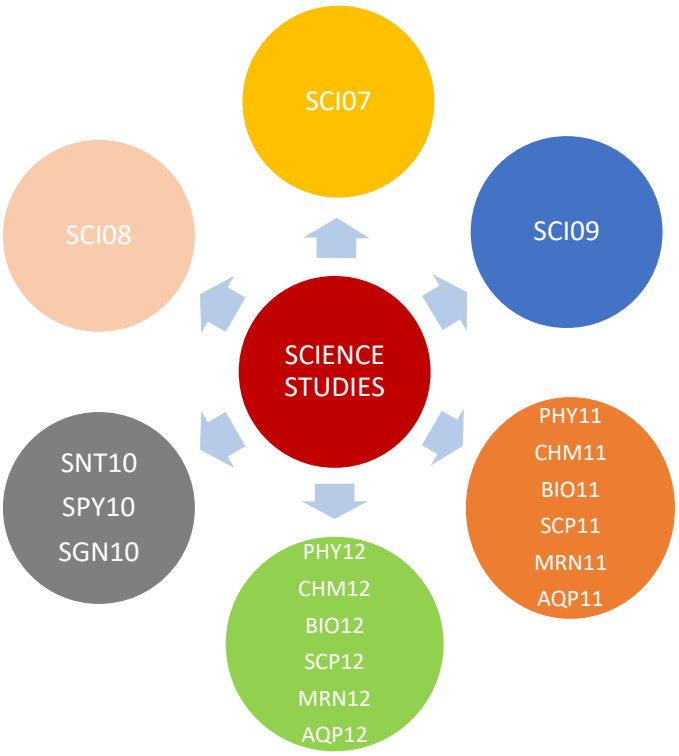
Introduction

Science provides a way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.
Science knowledge is contestable and is revised, refined and extended as new evidence arises.

UNIT CODE	**SCI09**
Unit Title	**Year 9 Science**
Recommended Prior Learning	Year 8 Science
Unit Description	**Biology:** Students explore the ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. **Chemistry:** Students delve into the structure of the atom and how this can change via nuclear decay. They learn that matter can be rearranged through chemical changes. **Physics:** Students are introduced into laws that govern our universe and help us to understand why energy and matter moves and interacts the way that it does.
Expected Outcomes	Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.
Other important information	Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity. The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.
Assessment	Assessment includes a number of very different formats that cater to the strengths of all students. Assessment may take the form of exams, practicals, reports, displays and presentations

Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities, Science Experiment Activities – conducting safe work practices, Chemical Hazards-Science Experiments, Biological activities. • Risk Level – Medium: Chemical Hazards-Science Experiments.
Textbooks Required	Access to the COSMOS suite of interactive lessons, available on-line including apps.
Specific Equipment	General Stationery Requirements – Refer to last page of document.
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

Science Faculty Subject Progression flowchart



Code Description

SCI07 - Year 7 General Science
SCI08 – Year 8 General Science
SCI09 – Year 9 General Science
SNT10 – Year 10 Biology & Marine
PY10 – Year 10 Physics & Chemistry
SGN10 – Year 10 General Science

PHY11/12 -Year 11/12 Physics
CHM11/12 – Year 11/12 Chemistry
BIO11/12 – Biology
SCP11/12 – Science in Practice
MRN11/12 – Marine Science
AQP11/12 – Aquatic Practices

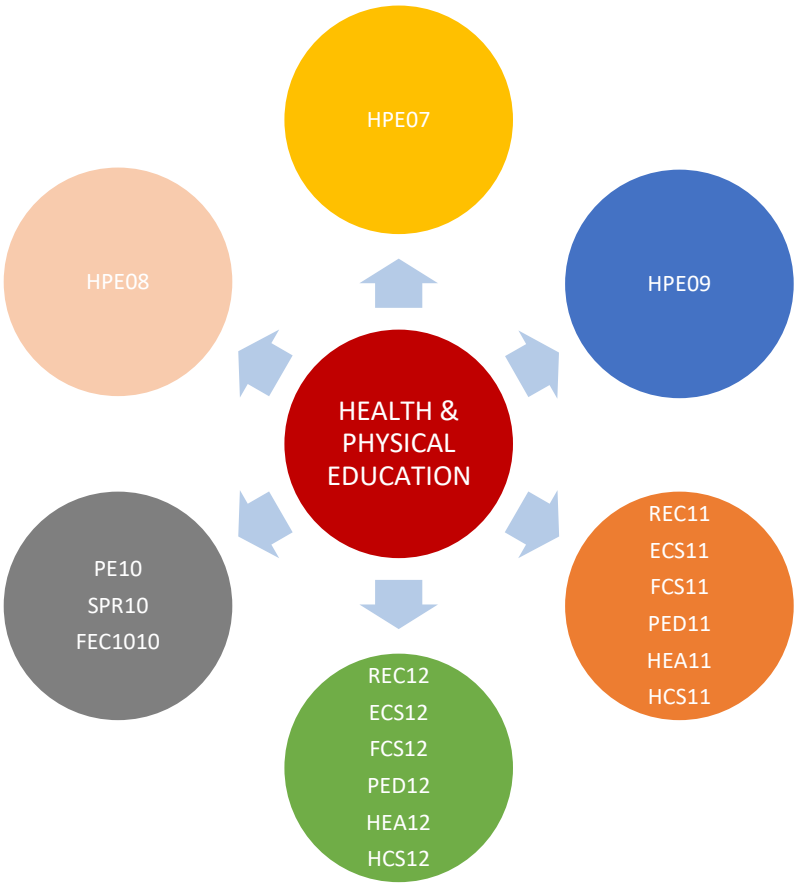
HEALTH AND PHYSICAL EDUCATION

Introduction

Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently.
In Health and Physical Education, students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

UNIT CODE	**HPE09**
Unit Title	**Year 9 Health and Physical Education**
Recommended Prior Learning	Nil
Unit Description	The aim of the Year 9 HPE course is to encourage healthy, safe and active participation in a non-threatening learning environment. Units of study include: • Fit 4 Life (Fitness theory and practical sessions) • Respect and Relationships • Softball
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	• All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). • Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject.
Assessment	• Research Task • Examination (short and extended responses) • Physical performance
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Minor Games, Orienteering, Fitness Activities • Risk Level – High: Nil Please refer to the CARA section on the school website for more information on high risk activities.
Specific Equipment	• Students are required to wear a hat (school hat preferred) for all practical lessons. • It is suggested that students bring a water bottle for practical lessons. • General Stationery requirements
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

Health and Physical Education Faculty Subject Progression flowchart



Code Description

HPE07 –Year 7 Health and Physical Education
HPE08 –Year 8 Health and Physical Education
HPE09 –Year 9 Health and Physical Education
PE10 –Year 10 Physical Education
SPR10 –Year 10 Sport & Recreation
FEC10 –Year 10 Foundation to Early Childhood

REC11/12 –Year 11/12 Sport & Recreation
ECS11/12 –Year 11/12 Early Childhood Studies
FCS11/12–Year 11/12 Cert III Fitness –Cert II Sport Coaching
PED11/12 –Year 11/12 Physical Education
HEA11/12 -Health
HCS11/12 –Cert II & Cert III Health & Community

CREST Academy

CREST – Australian Rules Football

Introduction
Students who are successful in their application for the BISHS CREST: AFL program will participate in an all-inclusive program that caters for individual needs for both males and females with the aim to create active, well rounded and committed young people with an interest in AFL.
The program provides students in Years 7-9 with the opportunity to develop their skills and provide a genuine learning pathway with AFL as the lens for their studies. Students in the program will gain access to a high-quality sporting program with recognised accredited AFL coaches and teachers.
Student's will participate in a tailored HPE curriculum and engage in extra curriculum AFL excursions and activities. The program not only develops strong sporting and physical competence, it also offers a comprehensive education in leadership, communication and team building skills.
In Year 9, students will participate in 5 x lessons associated with AFL – 3 of these lessons will be delivered through their elective selection, with 2 of these lessons facilitated through their scheduled HPE class.
The program focuses on a holistic approach to talent development which is made up of 4 core areas:

1. Athlete Development: Enhancement of fundamental skills, game knowledge and performance habits.
2. Promoting personal Growth: Through the development of leadership skills, wellbeing, communication and teamwork.
3. Community: Increased participation in the Bribie Island and Moreton Bay AFL Communities, whether it's on the field as a player, or umpire,
4. or off the field as a coach or volunteer at the local AFC club.
5. Future Pathways: Students will be provided with a range of career pathways through the practical experience in AFL and related areas
6. such sports performance, sports psychology and nutrition along with the opportunity to gain qualifications in areas such as coaching and umpiring.

The AFL program will have direct alignment to senior pathways in the senior phase of learning including Certificate III in Fitness, Certificate II in Sports and Recreation and Senior Physical Education Extra-Curricular Experiences: Students will be engaged in a number of experiences from grade 7 to 12 that will help develop the student around our core aims of the program.

- The possible experiences that the students will have the opportunity to participate in are: Participation in competitions such as the AFLQ schools of Excellence Cup, Q Schools Competitions and Gala Days
- Mentoring by highly qualified coaches supported by AFL Accreditations
- Access to Professional AFL Education Programs including (Training Habits, Sports Psychology, Nutrition, recovery)
- Leadership development and team building days and activities
- Tailored Strength and conditioning programs and sessions
- Umpiring and coaching qualifications

UNIT CODE	**CAF09**
Unit Title	**Year 9 CREST Australian Rules Football Application Only**
Recommended Prior Learning	Experience and participation in Australian Rules Football
Unit Description	The aim of the Year CREST AFL program is to encourage healthy, safe and active participation in a non-threatening learning environment. It includes topics such as: • Tactical Awareness • Gameplay and Structure • Physical Training and Performance • Nutrition and Food Solutions **Please note, this is a year long course and students will be expected to remain in this course for the entire year.**
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject
Assessment	• Research tasks • Examination • Folio of work • Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Australian Rules Football games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Textbooks Required	Nil
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear (football boots) and a mouthguard. General Stationery Requirements – Refer to last page of this document.
Cost	$350.00 - ***The fee structure is indicative only and subject to change in 2027.***

CREST - Futsal

What is the CREST Futsal Sport Program?

The BISHS CREST: Futsal Sport program is an all-inclusive program for students in that caters for individual needs for both males and females with the aim to create active, well rounded and committed young people with an interest in Futsal or Soccer.
The program provides students with the opportunity develop their skills and provide a genuine learning pathway with Futsal and Soccer as the lens for their studies.
Students in the program will gain access to a high-quality sporting program with recognised accredited Futsal and Soccer sport-based coaches and teachers. Student's will participate in a tailored curriculum and engage in extracurricular Futsal excursions and activities.

The program focuses on a holistic approach to talent development which is made up of 4 core areas:

1. **Athlete Development:** Enhancement of fundamental skills, game knowledge and performance habits.
2. **Promoting personal Growth:** Through the development of leadership skills, wellbeing, communication and teamwork.
3. **Community:** Increased participation in the Pine River/North Brisbane Futsal Communities, whether it's on the field as a player, referee or off the field as a coach.
4. **Future Pathways:** Students will be provided with a range of career pathways through the practical experience in Futsal related areas such sports performance, sports psychology and nutrition along with the opportunity to gain qualifications in areas such as coaching and umpiring. The Futsal program will have direct alignment to senior pathways in the senior phase of learning including Certificate III in Fitness, Certificate II in Sports and Recreation and Senior Physical Education

Extra-Curricular Experiences:
Students will be engaged in a number of experiences that will help develop the student around our core aims of the program. The possible experiences that the students will have the opportunity to participate in are:

- Potential Participation in some of the following competitions:
  1. QLD Winter Titles
  2. SEQ Futsal Challenge
  3. Summer State Titles
- Mentoring by highly qualified coaches supported by the Australian Futsal Association
- Leadership development and team building days and activities
- Tailored Strength and conditioning programs and sessions
- Refereeing and coaching qualifications

Expectations:
Before committing to the CREST: Futsal sport program, it is important that you review the code of conduct with your child to fully understand and be aware of the commitments required to be a successful Futsal Excellence student.

Students should demonstrate:

- Commitment to sporting pursuits and willingness to work within a team environment
- A desire and ability to play Futsal or Soccer
- School attendance is at 90% and provide explanations for any absences
- Abide by the school's behaviour expectations
- Wear the School Uniform in correct manner at all times
- Students are expected to participate in all school Futsal or Soccer games.
- Demonstrate sportsmanship and fair play at all times
- All students will be required to sign an agreement and pay annual fee (TBD) which includes; additional training gear, bus levies and the cost of extra-curricular activities. Any additional camps or excursions will incur additional costs

UNIT CODE	**CFF09 – Application Only – All Year Course**
Unit Title	**Year 8 CREST Futsal**
Recommended Prior Learning	Experience and participation in Futsal/Soccer
Unit Description	The aim of the Year CREST Futsal program is to encourage healthy, safe and active participation in Futsal. • Tactical Awareness • Gameplay and Structure • Physical Training and Performance Nutrition and Food Solutions
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	Program is run by highly qualified Coaches and Teachers Participation in VETO Sports Cup Competition- 4+ Match days per year Entry and travel to competitions at Nissan Arena, Nathan Use of BISHS Player Kits on Match Days BISHS Futsal Polo Shirt HUDL Video Analysis Software Subscription Recorded Performances- HUDL Access to Professional Education Programs including (Training Habits, Sports, psychology, Nutrition, recovery) Leadership development and team building days and activities Tailored Strength and conditioning programs and sessions Use of High- Quality Sporting and Recovery Equipment
Assessment	Research tasks Examination Folio of work Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: FUTSAL games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear appropriate to activity. General Stationery Requirements – Refer to last page of this document.
Cost	**$350.00** - ***The fee structure is indicative only and subject to change in 2027.***

CREST – Rugby League

Expectations:

Before committing to the CREST: Rugby Sports program, it is important that you review the code of conduct with your child to fully understand and be aware of the commitments required to be a successful Rugby sports excellence student.

Students should demonstrate:

- Commitment to sporting pursuits and willingness to work within a team environment
- A desire and ability to play Rugby sports (Rugby League, Touch, Oz Tag)
- School attendance is at 90% and provide explanations for any absences
- Abide by the school's behaviour expectations
- Wear the School Uniform in correct manner at all times
- Students are expected to participate in all school Rugby League games
- Demonstrate sportsmanship and fair play at all times
- All students will be required to sign an agreement and pay annual fee (TBD) which includes; additional training gear, bus levies and the cost of extra-curricular activities. Any additional camps or excursions will incur additional costs.

UNIT CODE	**CRL09 – Application Only**
Unit Title	**Year 9 CREST Rugby League**
Recommended Prior Learning	Experience and participation in Rugby League
Unit Description	The aim of the Year CREST Rugby League program is to encourage healthy, safe and active participation in a non-threatening learning environment. It includes topics such as: • Tactical Awareness • Gameplay and Structure • Physical Training and Performance • Nutrition and Food Solutions **Please note: This is a year long course and students will be expected to remain in this course for the entire year.**
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • Develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject • Program is run by 2 level coaches & teachers • Participation in competitions such as Q Schools Cup, Justin Hodges 9's, All Schools Touch & OZ Tag • Entry & travel to competitions • Use of BISHS player kits on match days • BISHS rugby sport shirts & training tee • Mentoring by highly qualified coaches supported by the NRL • Access to professional NRL Education Programs • Leadership development & team building day with activities • Use of high quality Sporting & Recovery Equipment • Recorded Performances-Analytical software (Huddle)
Assessment	• Research tasks • Examination • Folio of work • Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Rugby League Football games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Textbooks Required	Nil
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear (football boots) and a mouthguard. General Stationery Requirements – Refer to last page of this document.
Cost	**$350.00** - ***The fee structure is indicative only and subject to change in 2027.***

CREST - DANCE

What is the CREST Dance Program?

Students in this program will:

- Learn and perform choreography across a range of Dance genres
- Create and perform choreography across a range of Dance genres
- Advance audience etiquette skills through participation at competitions and classroom showcases
- Explore artistic works from First Nations Artists and artists from other cultures
- Expand interpersonal and leadership skills through teaching original choreography to classmates

Students will be provided with the opportunity to perform in multiple eisteddfods throughout the year, school assembly performances and whole school productions. Bribie Island State High School Dance Program participants will also have opportunities to engage with external professionals to expand and develop their Dance skills and abilities.

Bribie Island State High School is looking for students who are passionate, innovative, motivated, respectful and resourceful. We are looking for students with a variety of skills including the ability to work as a team, trust and listen to others. While many have performing experience, we recognise that some students may not have had access to performance opportunities and we are keen to identify students who have potential.

Expectations

We are seeking applicants who are interested in the area of Dance, and want to develop their skills over the 6 years that they are enrolled at Bribie Island State High School. Although the expectation is not that they choose this as a career, our Dance Program provides students with high-level skills that become invaluable in the real world.
Dance is not merely about performing. We are looking for a range of qualities including:

- Enthusiasm and motivation
- Commitment
- Willingness to learn
- A passion for Dance and the Performing Arts

Personal Qualities

- Ability to work effectively as part of a group
- Leadership qualities
- Motivation for wanting to be an active part of the program
- An effective and enthusiastic manner
- A willingness to accept unfamiliar tasks and challenges
- Aptitude and eagerness to learn and approach new material and concepts

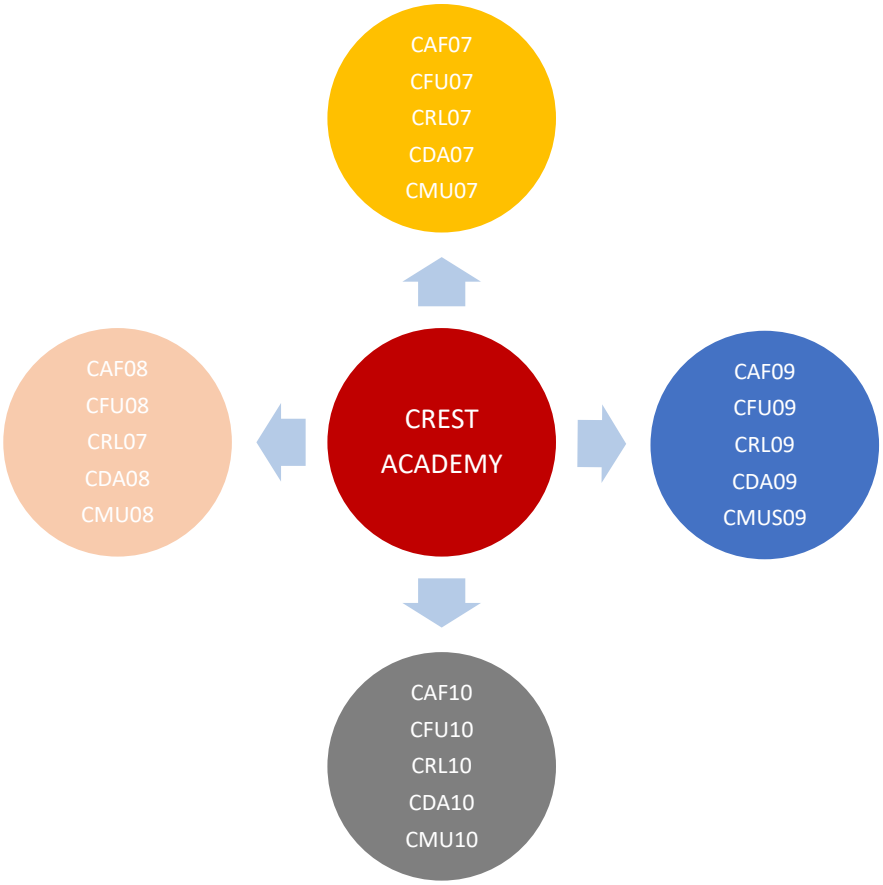
Our Dance Agreement

In Dance, we commit to engaging with all activities, dances and requirements during rehearsals, events and excursions.
We ensure that all members of the dance team are made to feel welcome and that all comments are positive. As a team, we support each other and encourage all members, teachers and visitors.

Students who are selected for the CREST Dance Program will be committed to the course for a minimum of 1 year, unless the student does not meet the expectations outlined as above as determined by the school. Students will have the opportunity to re-apply for the Program each subsequent year

UNIT CODE	**CDA09 – Application Only – All Year Course**
Unit Title	**Year 8 CREST Dance**
Recommended Prior Learning	Nil
Unit Description	**First term**: In this unit, students will explore forms of dance popular in today's culture. They develop a socially critical approach to the functions and purposes of popular dance in various contexts and the ways in which dance sequences reflect popular culture of today's youth. Students will learn steps that are characteristic to today's hip- hop and funk dance styles. **Second term:** In this unit, students make and respond to dance cultures, from local, Australian and global contexts, that reflect and identify, self- expression and community values. This unit is based around the exploration of Australian stimuli and students gain knowledge and understanding of various choreographic processes and contemporary dance techniques.
Expected Outcomes	In addition to the overarching aims of the Australian Curriculum: The Arts, dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop: body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently choreographic and performance skills and appreciation of their own and others' dances aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences
Other important information	• Program ran by Qualified Dance Teachers • Costumes for performances • Full-day dance workshop, including: • Team building • Nutrition talk • Strength and flexibility training • Hip hop and musical theatre sessions • Stage hair and makeup demonstration • Performance showcase • Entry, travel, and competitor pass to the competition • BISHS Dance polo shirt • Recorded Performances- Analytical Software • Strength and Flexibility Training • Performance Showcases
Assessment	Making – Choreographing, Performing and Responding
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Exploring movement and creating a dance
Textbooks Required	N/A
Specific Equipment	
Cost	**$300.00 -** ***The fee structure is indicative only and subject to change in 2027***
Extras not included	• Black jazz shoes (cannot be shared; most kids have already purchased) • Tights (specific to the dance style) • Tan underwear • Basic hair and makeup for performances

CREST - Progression flowchart



Code Description

CAF07 – Year 7 CREST Australian Rules
CRL07 – Year 7 CREST Rugby League
CDA07 – Year 7 CREST Dance
CFU07 – Year 7 CREST Futsal
CMU07 – Year 7 CREST Music
CAF08 – Year 8 CREST Australian Rules
CRL08 – Year8 CREST Rugby League
CDA08 – Year 8 CREST Dance
CFU08 – Year 8 CREST Futsal
CMU08 – Year 8 CREST Music

CAF09 – Year 9 CREST Australian Rules
CRL09 – Year 9 CREST Rugby League
CDA09 – Year 9 CREST Dance
CFU09 – Year 9 CREST Futsal
CMU09 – Year 9 CREST Music
CAF10 – Year 10 CREST Australian Rules
CRL10 – Year 10 CREST Rugby League
CDA10 – Year 10 CREST Dance
CFU010 – Year10 CREST Futsal
CMU10 – Year 10 CREST Music

Elective Subjects

Elective Subjects:

All students will study 5 electives across the year. Three choices in one semester, two choices in the other semester.

ART

Introduction

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

In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students 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

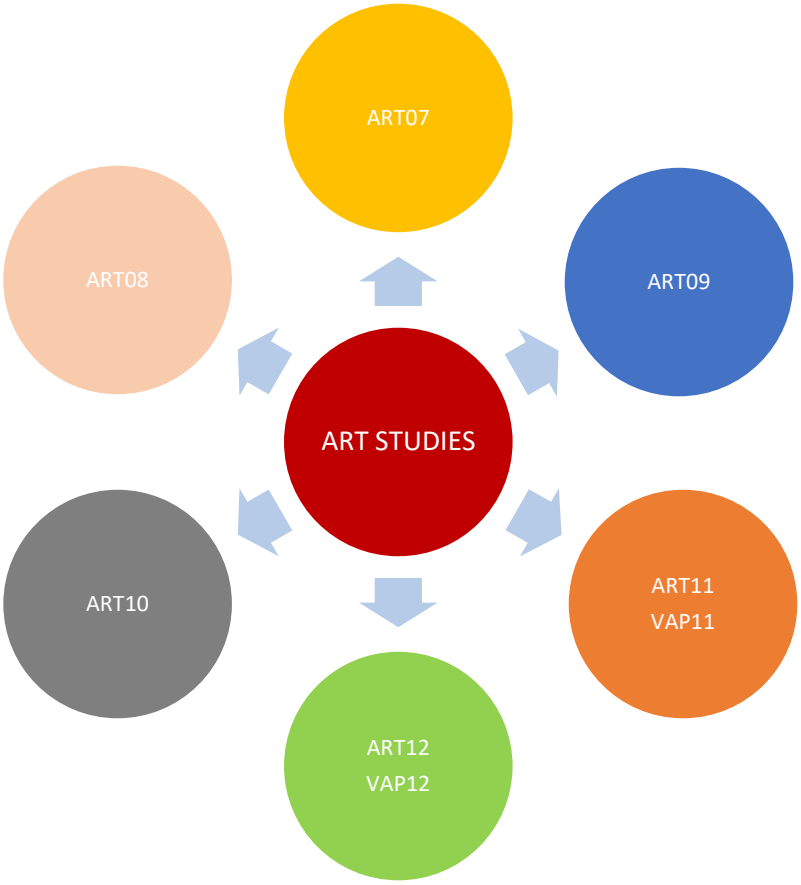
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

In each of the Arts strands students will be assessed in line with ACARA guidelines in the dimensions of making and responding.

UNIT CODE	**ART09**
Unit Title	**Year 9 Art**
Recommended Prior Learning	Nil
Unit Description	**Semester Unit** **"Modern Art"** Students will investigate how artists from 1900's onwards using the art Movements of Cubism, Surrealism and Pop Art represent the world around them. They will **analyse** artworks from the early 1900's onwards and establish connections between various art movements and their own work. Students will develop and **refine** a variety of media and techniques including painting, ceramics and digital art. They will identify influences of Cubist, Surrealist and Pop Artists on their finished artwork in an Artist Statement.
Expected Outcomes	By the end of year 9 students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.
Other important information	The senior Arts subjects are Visual Art, Visual Design Studies, Drama, Dance and Music. In the junior school students may choose which strand or strands of the Arts to specialise in. It is important to note that students may choose a wide number or all of the Arts subjects to study.
Assessment	• Making Tasks • Responding Tasks Assessment tasks include: Drawing/painting folio, 3D folio, design folio, logo design, skatedeck/surfboard design, mural design, written responding tasks.

Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Painting and drawing with toxic materials, Printmaking • Risk Level – Medium: Ceramics, Managing hazardous materials in art
Textbooks Required	Nil
Specific Equipment	Apron Cotton drill bib apron's are provided by the school, however students are able to purchase their own if chosen to do so. General Stationery Requirements – Refer to last page of document
Cost	$65.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression flowchart – Visual Arts



Code Description

ART07 – Year 7 General Art
ART08 – Year 8 General Art
ART09 – Year 9 General Art
ART10 – Year 10 General Art
ART11/12 – Year 11/12 General Art
VAP11/12 – Year 11/12 Visual Art in Practice

DANCE

Introduction

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.
Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.
Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills.
They respond to their own and others' dances using physical and verbal communication.
Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

UNIT CODE	**DAN09**
Unit Title	**Year 9 Dance**
Recommended Prior Learning	Nil
Unit Description	The Meaning Of Dance In this unit, students will explore the style of hip-hop they will perform a teacher devised routine. Students are introduced to making (choreographing) a piece from a chosen stimulus further examining the dance elements exploring how they can be used to convey choreographic intent. Students make and respond to dance cultures, from local, Australian and global contexts, that reflect and identify, self- expression and community values; to understand how a choreographer's intent can be communicated through the use of the elements of dance, choreographic devices and production elements.
Expected Outcomes	In addition to the overarching aims of the Australian Curriculum: The Arts, dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop: • body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently • choreographic and performance skills and appreciation of their own and others' dances • aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences • respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences
Other important information	The senior Arts subjects are Visual Art, Visual Design Studies, Drama, Dance and Music. In the junior school students may choose which strand or strands of the Arts to specialise in. It is important to note that students may choose a wide number or all of the Arts subjects to study
Assessment	Making- Choreographing, Performing and Responding
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities Risk Level – Medium: Exploring movement and creating a dance
Textbooks Required	Nil
Specific Equipment	Suitable pants for dancing
Cost	$50.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Dance



Code Description

DAN07 – Year 7 General Dance
DAN08 – Year 8 General Dance
DAN09 – Year 9 General Dance
DAN10 – Year 10 General Dance
DAN11/12 – Year 11/12 General Dance
DIP11/12 – Year 11/12 Dance in Practice

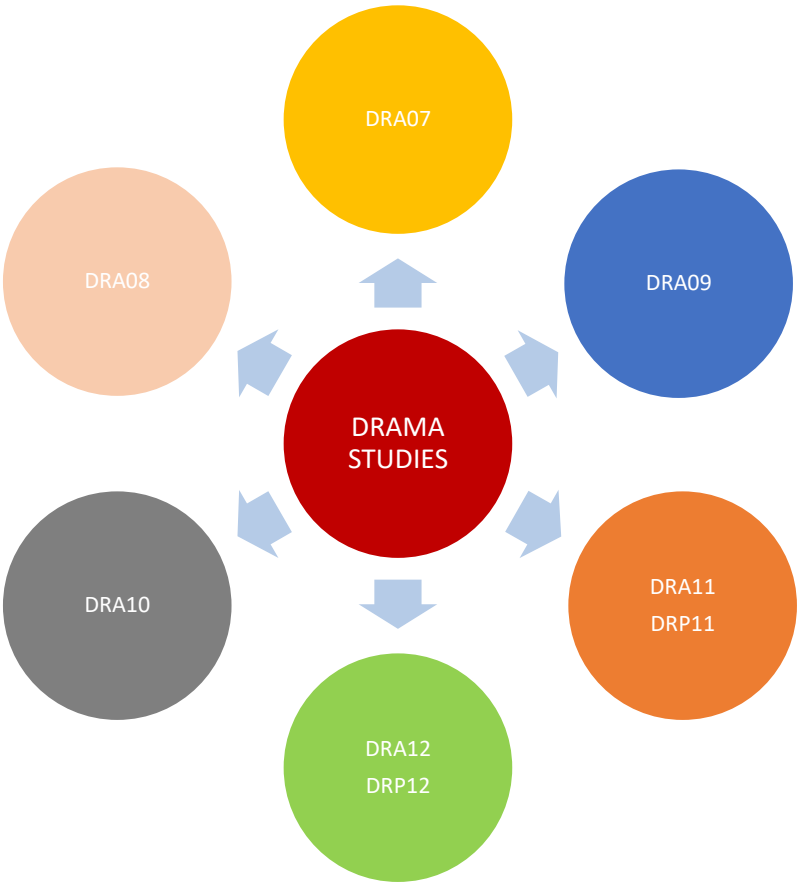
DRAMA

Introduction

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges.
Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.
Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.
Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.
Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.
Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

UNIT CODE	**DRA09**
Unit Title	**Year 9 Drama**
Recommended Prior Learning	Nil
Unit Description	**Playtext study** Within this, unit students explore making and performing of a published text. They participate in activities to develop their skills for acting on stage and screen. In this, unit students learn to respond to drama and develop performance for a clear purpose and context. **Shadows, Stories and Secrets** Shadows, Stories and Secrets is an imaginative, innovative and creative unit that involves story-telling, through visual forms of theatre. Students engaging in this unit will learn how to form and present a piece of live theatre, making use of written, spoken and physical performance techniques. This is unit is wonderful for developing engaging and thought-provoking ideas and concepts for young people.
Expected Outcomes	In addition to the overarching aims of the Australian Curriculum: The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop: • confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama • knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning • a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences • knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.
Other important information	The Junior Drama Program has been designed to link in with the Senior programs and will assist students planning to undertake Senior Drama or Authority English, both of which include, dimensions taught and assessed in the subject, such as: scriptwriting, oral response, extended essays and scripted or student devised polished performances.
Assessment	Students will be assessed in the assessable elements of Making (devising / performing) and Responding (critiquing / analysing)
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Low: Vocal and physical activities
Textbooks Required	Students will be given access to a range of play texts in Drama.
Specific Equipment	Pants suitable for acting in. General Stationery Requirements – Refer to last page of document.
Cost	$50.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Drama



Code Description

DRA07 – Year 7 General Drama
DRA08 – Year 8 General Drama
DRA09 – Year 9 General Drama
DRA10 – Year 10 General Drama
DRA11/12 – Year 11/12 General Drama
DRP11/12 – Year 11/12 Drama in Practice

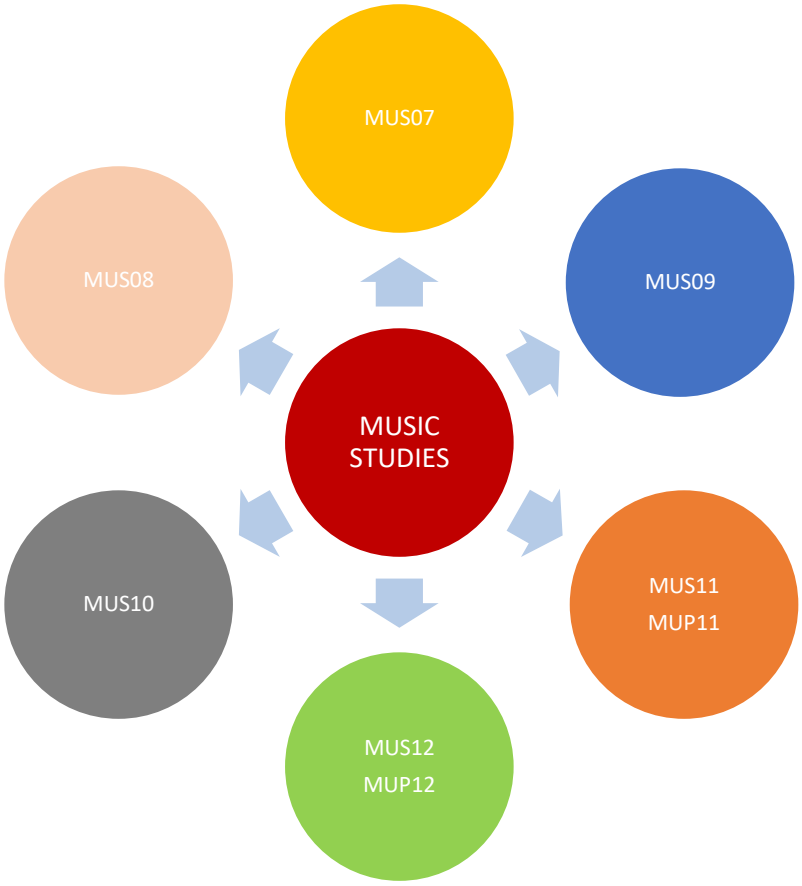
MUSIC

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped,
new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.
Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters Understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.
Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal
competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

UNIT CODE	**MUS09**
Unit Title	**Year 9 Music**
Recommended Prior Learning	Nil
Unit Description	I Like Big Bands and I Cannot Lie Through Making and Responding, students will investigate large ensembles and fusion music. They will also learn about an overall history of music, and what ingredients go into making a great large ensemble performance. They will also continue to improve or learn skills in basic keyboarding, guitars, voice or drum instruments.
Expected Outcomes	By the end of Year 9, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use knowledge of the elements of music, style and notation to compose, document and share their music.
Other important information	The senior Arts subjects are Visual Art, Visual Design Studies, Drama, Dance and Music. In the junior school students may choose which strand or strands of the Arts to specialise in. It is important to note that students may choose a wide number or all of the Arts subjects to study.
Assessment	Students will be assessed within the strands of Making (composing/performing) and Responding (reflection)
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities
Textbooks Required	At times student will be required to use the In Tune with Music series (textbook)
Specific Equipment	General Stationery Requirements – Refer to last page of document
Cost	$50.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Music



Code Description

MUS07 – Year 7 General Music
MUS08 – Year 8 General Music
MUS09 – Year 9 General Music
MUS10 – Year 10 General Music
MUS11/12 – Year 11/12 General Music
MUP11/12 – Year 11/12 Music in Practice

MEDIA STUDIES

Introduction

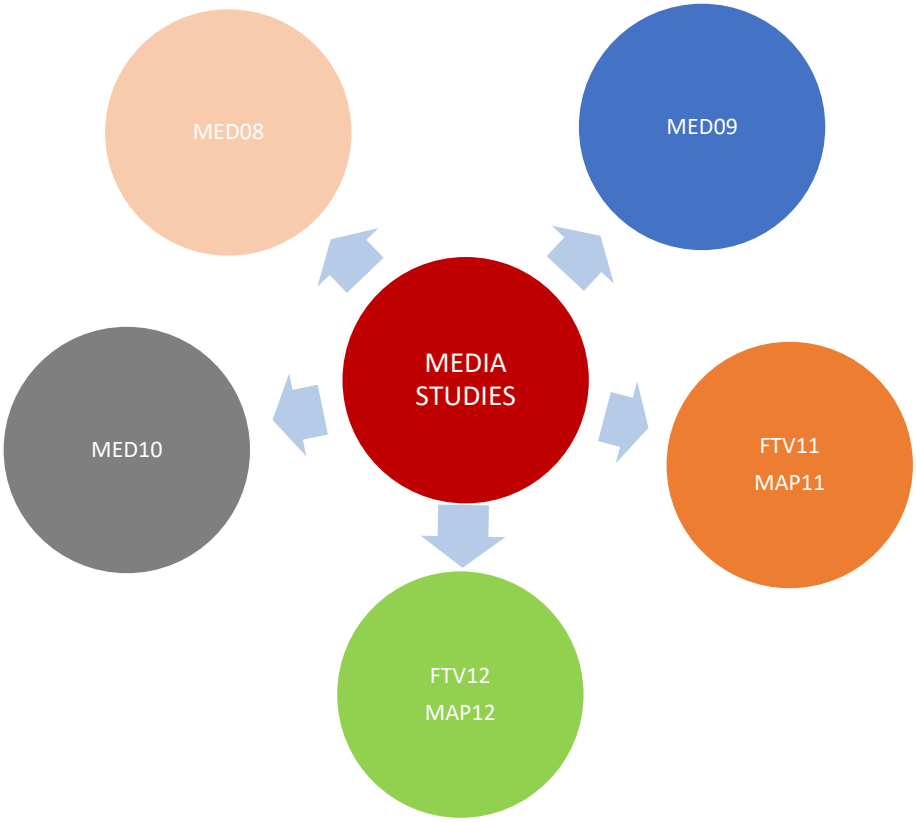
Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts enables students to imagine and participate in exploration of their worlds, individually and collaboratively.

In media arts students learn:

- How films are made and how they impact us as audience members.
- Different types of films including stop motion, advertising, genre films and more!
- How to design films (shot lists, treatments, storyboards)
- How to create our own films including filming and editing

UNIT CODE	**MED 09**
Unit Title	**Year 9 Media**
Recommended Prior Learning	Nil
Unit Description	**Camera craft** Camera craft is an introductory unit where students will learn about the different impacts of media technologies. Students will investigate a variey of ways in which a director can impact a target audience through using technologies and language. Students will then design and produce videos that demonstrate their understanding of media shot types and camera angles. **Stopmotion and Animation** Within this, unit students explore making and performing of a various forms of animation. They participate in activities to develop their skills in creating different forms of animation culminating in designing and making their own animation product. Students will also participate in an analysis of famous animations.
Expected Outcomes	In addition to the overarching aims of the Australian Curriculum: The Arts, media knowledge, understanding and skills ensure that, individually and collaboratively, students develop: • knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of media to engage audiences and create meaning • knowledge and understanding of traditional and contemporary media as critical and active participants and audiences • curiosity about the impact of media institutions and technologies on media users and consumers • creativity to explore and apply media technologies, language and representations to impact a target audience
Other important information	The Junior Media Program has been designed to link in with the Senior programs and will assist students planning to undertake Senior General Film, Television and New Media or Authority Media in Practice, both of which include, dimensions taught and assessed in the subject, such as: designing productions, creating productions and critiquing media products.
Assessment	Students will be assessed in the assessable elements of Making (designing / producing) and Responding (critiquing / analysing)
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities Risk Level – Low: Vocal and physical activities
Specific Equipment	Laptop (Editing software provided) General Stationery Requirements – Refer to last page of document.
Cost	$50.00 Per semester - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Media



Code Description

MED08 – Year 8 Media Studies
MED09 - Year 9 Media Studies
MED10 – Year 10 Media Studies
FTV11/12 – Year 11/12 Film & Television
MAP11/12 – Year 11/12 Media in Practice

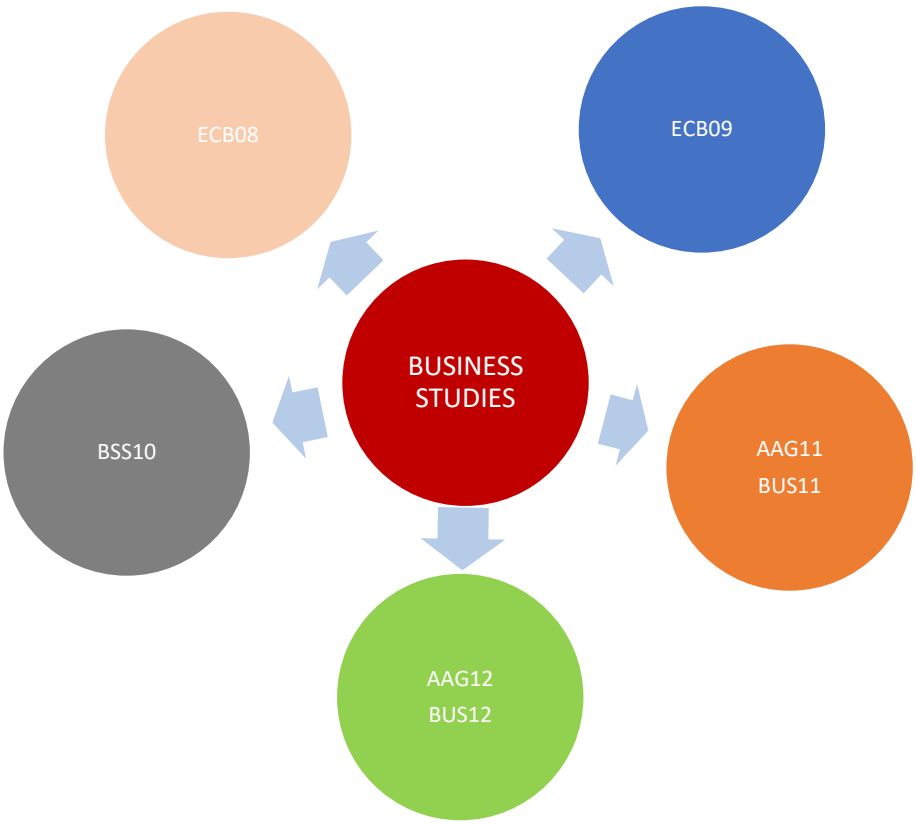
ECONOMICS AND BUSINESS

Introduction

Business refers to the endeavours undertaken in order to meet human needs and recognise their wants. Business impacts on and presents a range of challenges to individuals and members of groups and organisations in their roles as citizens, consumers, workers or entrepreneurs. Business practices involve the use of innovation, creativity, planning, marketing and communication. Business Education is important for students as the knowledge gained in this subject can be utilised as a skill in developing independence through accessing curriculum related to accumulating and managing finances, making decisions about goods and services and analyse their legal rights and responsibilities as citizens of todays society. Studies in this curriculum area are practical-based and related to real world situations. Teachers will endeavour to challenge students with activities that progressively build resilience and skills in the ever changing local, national and global business landscape.

UNIT CODE	**ECB09**
Unit Title	**Year 9 Economics and Business**
Recommended Prior Learning	Network connected digital device
Unit Description	**Term 1:** Introduction to Business Success and Entrepreneurs Business Students will be introduced to exploring ways consumers can limit their financial risks, and maximise their financial rewards. Consumer protection: scams and rip offs; the ethics of selling, sources of income and investment strategies will all be explored. Students will develop an understanding of entrepreneurial behaviours and success. . Students will design business products using vinyl cutter. **Term 2:** Financial Investment Students will be introduced to the Australian economy: who is involved and what role they play. Traditional economies; developing economies and modern market economies from across the world will be explored. Economic models and the interdependence of consumers and producers: relationship between consumers and producers, with links to ethical behaviour and business sustainability will be observed. Students will gain an understanding of the implications of businesses expanding overseas, and the impact of global business considerations.
Expected Outcomes	Students will understand the market driven economy of Australia Students will gain information of global business and financial investment
Other important information	Students in Year 9 can choose to study business education and in year 10 can choose to study Business. It is recommended that students who are aiming to study any Business subject in Year 11 & 12 should do a junior business subject.
Assessment	• In class test • Integrated project • Assignment
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Nil
Specific Equipment	Students must bring a network connected digital device to each class (must meet the minimum specifications. Refer to the BYO Device information. General Stationery Requirements – Refer to last page of document
Cost	TBA - ***The fee structure is indicative only and subject to change in 2027.***

Business and Economic Studies Progression Flowchart



Code Description

ECB08 – Year 8 Business, Economics & Civics
ECB09 - Year 9 Business, Economics & Civics
BSS10 – Year 10 Business Studies
AAG11/12 – Year 11/12 Cert III in Business
BUS11/12 – Year 11/12 Business General

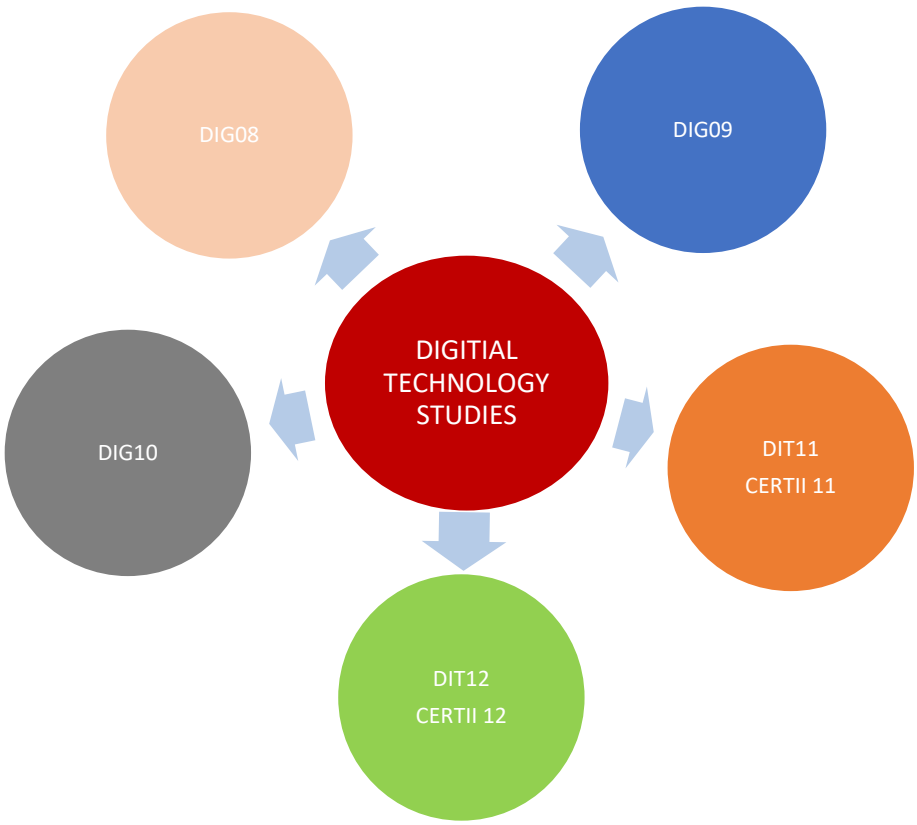
DIGITAL TECHNOLOGY

Introduction

Our world is changing more rapidly than at any other time in history with the influence of technology spreading to touch every aspect of our lives. As such it is important that students not only understand technology but understand how to use technology as a tool to create. Through the study of digital technology students identify problems and develop solutions using coding. From the knowledge they acquire through coding students will explore game development. After creating something using technology students will then utilise technology to engage society through graphic design.

UNIT CODE	**DIT09**
Unit Title	**Year 9 Digital Technology**
Recommended Prior Learning	Network connected digital device
Unit Description	**Term 1:** **Robotics Extended – MicroMelon Robotics ICSS** Students will create programming for simulated robots in multiple crash course exercises. Students will understand a mixture of block based and python programming languages in order to interact with the robotic simulator. **Term 2:** **Drone Operations** Students will develop an understanding of drone piloting and programming using DJI TELLO drones. Students will create their own drone flight course and pilot their drone through their course using block-based programming.
Expected Outcomes	Students will be able to understand programming elements in order to create both robotic commands and visual games. Students will be able to create a drone course and pilot a drone through their own developed course.
Other important information	Students in Years 8 and 9 can choose to study Digital Technology and in Year 10 can choose to student Introduction to Digital Technologies. It is recommended that students who are aiming to study Digital Solutions, Information & Communication Technology in Years 11 and 12 should do all information technology subjects. Students wishing to study Digital Technology, Web Design and Development, Game Development and Programming are encouraged to study Digital Solutions which provides students with a snapshot of the type of study students may focus on at university level.
Assessment	• Projects • Assignment • Portfolios
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	Nil
Description of fee	N/A
Textbooks Required	Nil
Specific Equipment	**USB** Students **must** bring a network connected digital device to each class (must meet the minimum specifications. Refer to the BYO Device information of this document).
Cost	**$55.00** - ***The fee structure is indicative only and subject to change in 2027.***

Technology Faculty Subject Progression flowchart -Digital Technology



Code Description

DIG08 – Year 8 Digital Technology Studies
DIT09 - Year 9 Digital Technology Studies
DIG10 – Year 10 Digital Technology Studies
DIT11/12 – Year 11/12 Digital Solutions General
CERT III 11/12 – Year 11/12 Information Digital Media & Technologies

MATERIAL AND TECHNOLOGY SPECIALISATION

UNIT CODE	**TMT09**
Unit Title	**Year 9 Materials and Technology Specialisation**
Recommended Prior Learning	Nil
Unit Description	Course structure and activities include: • Designing and making of practical projects using tools and equipment in the workshop environment. • Producing a folio with photos and notes you have taken during the production of your practical projects. • Documenting and evaluating the design process. • Workplace Health and Safety related to tools and equipment.
Expected Outcomes	Students engage in creative and critical thinking and manage projects from the identification of needs or opportunities to conception and realisation. They explore scenarios, generate and develop ideas, research, investigate, experiment and test. Students realise solutions by working technologically using technologies processes and production that use their hands, tools, equipment, data and digital technologies.
Other important information	Industrial Technology and Design is essentially a practical based subject which challenges students to design, make and appraise the practical projects that they construct from a range of resistant materials such as wood, metal and acrylic. There are several theoretical elements in the course and students need to be aware of this prior to committing to a course of study. The teaching environment is a fully fitted out workshop with extensive tools and equipment. Workplace Health and Safety is an essential element and only those students who can commit to the Industrial Technology and Design Department's guidelines regarding behaviour and safety should apply. As part of the course, students will be required to complete a number of practical exercises. Once completed, students are permitted to take these items home. Parents need to be aware that the projects are the result of a teaching exercise only. They do not conform to Australian Standards.
Assessment	• The construction of practical projects in the workshop environment. • Design folio – documenting design information and development evidence • Online workplace health and safety modules.
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities, Fixed Machines, Portable Electric Power Tools. Risk Level – Medium: Fixed Machines, Portable Electric Power Tools, Metalworking, Woodworking, Plastics-Thermoforming. Risk Level – High: Fixed Machines, Portable Electric Power Tools. Please refer to the CARA section on the school website for more information on high risk activities.
Textbooks Required	Nil
Specific Equipment	• HB and 2H pencils • White gum eraser • 48 page exercise book • Network connected BYOD compliant digital device. Safety is an important part of workshop practice. It is essential that parents/carers ensure their student has the necessary safety equipment. Students who are unable to comply with safety standards will be withdrawn from practical learning activities. General Stationery Requirements – Refer to last page of document
Cost	**$85.00** - ***The fee structure is indicative only and subject to change in 2027.***

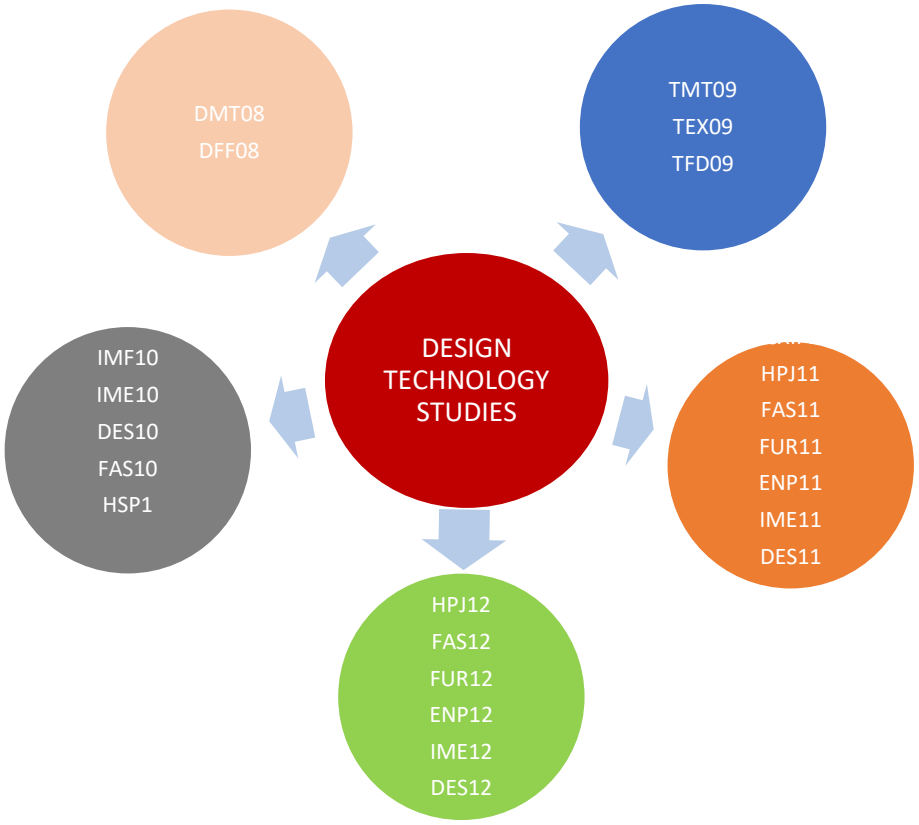
FOOD SPECIALISATION

UNIT CODE	**TFD09**
Unit Title	**Year 9 Food Specialisation**
Recommended Prior Learning	Nil
Unit Description	This course focuses on the development of a range of basic skills in food preparation and efficient management of resources (time, money) to equip students with the knowledge and skills to prepare for their own food needs, now and in the future. Environmental impact of food packaging is also studied.
Expected Outcomes	On completion of this course, students will have the knowledge to prepare their own food needs.
Other important information	N/A
Assessment	• Practical assessment tasks • Written examination • Written Folios
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Food handling. • Risk Level – High: Maintaining a safe kitchen. Please refer to the CARA section on the school website for more information on high risk activities.
Textbooks Required	Nil
Specific Equipment	General Stationery Requirements – Refer to last page of document
Cost	**$85.00 - *The fee structure is indicative only and subject to change in 2027.***

Textiles

UNIT CODE	**TEX09 (HEC09)**
Unit Title	**Year 9 Fashion**
Prerequisites	**Nil**
Unit Description	The course covers issues relating to: • Sustainability • Basic Textiles • Pattern reading • Design and manipulation of fabrics in constructing products
Expected Outcomes	In design technologies Fashion education, students investigate sustainability in the Fashion Industry and the impacts on consumers. Students will explore textile dying techniques and fabric manipulation.
Other important information	The central focus of design technologies fashion is the wellbeing of people within their personal, family, community and work roles. Design technologies fashion encourages personal independence and effective living within wider society, and promotes preferred futures for self and others.
Assessment	• Portfolio • Project • Written Assignments
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – High: Fixed Machines, Sewing Machine Please refer to the CARA section on the school website for more information on high risk activities.
Textbooks Required	Nil
Specific Equipment	• Closed-in shoes (as per school uniform policy) • General Stationery Requirements – Refer to last page of document • BOYD or school connected computer laptop or device
Cost	**$85.00 - *The fee structure is indicative only and subject to change in 2027.***

DesignTechnologies/Home Economics Faculty Flowchart



Code Description

DMT08 – Year 8 Materials & Technology Specialistions
DFF08 – Year 8 Food, Fibre Production
MT09 - Year 9 Materials & Technology Specialistions
TEX09 – Year 9 Textiles
TFD09 – Year 9 Food Specialisations
IMF10 – Year 10 Furnishing
IME10 – Year 10 Engineering
DES10 – Year 10 Design
FAS10 – Year 10 Fashion
HSP10 – Year 10 Hospitality
HCX11/12 – Year 11/12CERT II
HPJ11/12 – Year 11/12 Hospitalit Studies
FAS11/12 – Year 11/12 Fashion Studies
FUR11/12 – Year 11/12 Furnishing
ENP11/12 – Year 11/12 Cert II Engineering
IME11/12 – Engineering Studies
DES11/12 – Design

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SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS - STEM

Introduction

STEM is the integration of the Science, Technology, Engineering and Mathematics curriculum. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates the subjects into cohesive learning experiences, based on project-based, problem solving assessment. In doing this students will utilise a range of resources including: coding technology, robotics, drones, 3D printers, collaborative teaching and learning technology etc.

As new technologies transform the world around us faster than ever, it is vital that students are provided with the opportunity to think creatively and critically. Further, students need to be provided with the experience of collaborating with others in order to develop the interpersonal skills required to contribute within a global society. This is provided through study in STEM learnings.

UNIT CODE	STM09
Unit Title	STEM –Science Technology Engineering and Maths
Recommended Prior Learning	Nil
Unit Description	This course covers issues related to: • Developing STEM practices (STEM ways of thinking, knowing and doing) • Develop a deep understanding of the concepts and processes of Science, Maths and their relationship to Technologies and Engineering • Use knowledge and skills to identify needs, opportunities and problems from their communities Apply critical and creative thinking and ethical understanding to make informed decisions and choices when creating solutions to complex needs, opportunities or problems.
Expected Outcomes	Sustainability: Students use effective project planning techniques for a designed solution. They outline a research plan and design criteria. They explain the need for a design solution, using evidence and results. They will plan, budget and cost an event and use efficient strategies to calculate profit and loss. They cost the design choice and justify the cost. Environment: Students design questions for investigation using appropriate inquiry skills. They systematically record data, analyse trends in collected data and summarise findings. Students draw a conclusion from their results and discuss potential consequence of them.
Other important information	The study in the STEM elective is augmented with whole school projects such as the Bribie Island SHS STEM Challenge and visits from QUT scientists and PHD students. Students are also invited to participate in STEM activities and competitions such as the Robo Cup, First Lego League, ICAS competitions etc.
Assessment	• Project-based assessment with show case presentation
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities
Description of fee	• STEM equipment: e.g. Spheros, Makey Makeys, Microbit, McQueen robot, Little Bits, Drones
Textbooks Required	Nil
Specific Equipment	• Laptop is essential
Connecting Senior Subjects	The Year 9 STEM elective will be a gateway subject that providing students with the necessary learning to participate in extension subjects in senior years. Further, students will be exposed to learning opportunities needed for the 21st century learner including the six competencies of deep learning (collaboration, creativity, critical thinking, citizenship, character and communication).
Cost	**$50.00** - ***The fee structure is indicative only and subject to change in 2027.***

FINANCIAL COMMITMENTS

The information that you are about to read will assist you in making an informed decision regarding your financial commitments and ensure your student is equipped to commence the school year. Financial commitments will include stationery items, camps, excursions and joining the voluntary Student Resource Scheme.

1. **Why pay the Student Resource Scheme (SRS) fee before the school year begins?**
   We ask for all parents and carers to pay fees in full on or before the start of the school year, so that student learning materials and books may be purchased early and discounts secured through early payment and bulk ordering. All students will then have the opportunity of accessing their resources when they commence school.

2. **Payment options and methods**
   Parents are asked to indicate on the participation form the preferred method of payment. Payment can be made at the school's finance office by cash, cheque, EFTPOS, credit card or online via QParents, BPOINT, BPOINT direct debit or Centrepay. The school provides a range of payment options to suit your financial situation.

3. **Family discount**
   Due to the low cost of the SRS scheme, we are unable to offer family discounts. However, we do offer a range of extended payment plans for families.

4. **Non-compulsory (enrichment) activities and curriculum related excursions**
   Opportunities for students to participate in various excursions may occur during the school year. The SRS scheme does not include such activities. Before a student can be considered for any of the above activities, a parent who has joined the SRS scheme is expected to have:
   - fully paid the student resource scheme and user pays fees; or
   - have made regular on-going payments towards the student resource scheme and user pays fees, as previously arranged with the school Finance Office or Principal on an official "payment plan"; and
   - students must also maintain appropriate behaviour and full compliance with the Dress Code.

5. **Financial difficulty**
   Anyone experiencing financial difficulty and wishing to pay the fees over an extended period should phone the school's Finance Office to arrange an appointment on 3400 2457. It is our intention to encourage all families to join the scheme and enjoy its benefits.

6. **Important information regarding invoicing parents**
   - Invoices should be raised to the parent who has agreed for the child to participate in an activity or agreed to purchase goods or services from the school, and agreed to pay applicable charges.
   - It is a matter for the parents to determine who pays the invoiced fees, however, the parent who has been invoiced is liable for the payment. If there is a payment arrangement between the parents that has not been adhered to, that is a matter for the parents to resolve between themselves.
   - If both parents require a separate invoice to be issued by the school for a percentage of a charge, the school must have evidence from both parents that they have both agreed to the charge. Each parent can then be established as a debtor and issued an invoice for the agreed percentage of the charge.

7. **Equity Program**
   The school has special arrangements available for students who are not able to purchase laptops. An Equity Program has been established to support families with genuine financial hardship. Applications must be made directly to the Principal annually. The Equity Program provides parents/caregivers and students access to a school owned device if they are not able to purchase a device for their student. It is designed for parents suffering severe financial hardship, who have a healthcare card or for students in care. Devices will be issued based on greatest need and any enquires may be made by contacting the school. This Equity Program Application form must be signed and returned to the school before a school owned equity device will be approved and connected to the school network.

8. **Refund of SRS Scheme fees**
   If a student, having paid a participation fee, leaves the school through the year, a refund will be made to the parent, calculated on the participation fee paid, less the cost of consumed materials and the replacement cost of scheme items that are lost or negligently damaged or not returned, plus the pro-rata Textbook and Resource Allowance calculated on a 40-week school year basis. Please refer to the school refund policy for a full review of refund terms and conditions.

9. **Stationery items – general requirements**
   These will need to be purchased by individual students / parents / caregivers.
   - 1 Exercise book or loose leaf folder per subject (one book with multiple sections is not appropriate)
   - Red, blue and black pens and coloured pencils
   - Ruler
   - Pencil, sharpener, eraser
   - Glue stick

YEAR 9 Student Resource Scheme Fees (SRS)

Items excluded from the SRS scheme

General stationery requirements as outlined above, and materials required for student home assignment work.

Government textbook allowance

The Department of Education encourages schools to provide student resource schemes in an effort to reduce costs to parents. This allows books and materials to be purchased early and discounts to be secured through early payment and bulk ordering. To this end, schools with approval of the School Council, may elect to receive a direct bulk payment equivalent to the total of the Textbook Allowance for all students. In 2022, the Government Textbook Allowance paid to the school was $130.00 for Years 7 to 10 and $281.00 for Years 11 and 12. Our School Council has currently approved direct payment of the Government Textbook Allowance to the school in bulk.

Eligibility for government textbook allowance

All students are eligible to receive the Government Textbook Allowance, except for the following categories of students:

- students undertaking part-time study;
- international students and students on exchange programs; and
- students enrolled after the second Friday of Term 4.

Student Resource Scheme (SRS) fee

Every effort has been made to minimise costs to parents while ensuring that adequate resources are available for student use. Parents wishing to take advantage of the services provided by the SRS scheme, pay an annual fee and sign a contract agreeing to the conditions therein.

Great value

The SRS scheme represents excellent value and provides substantial savings to parents of students in all year levels. The cost of textbooks alone is a significant saving.

Participation in the SRS scheme

On the SRS scheme participation form, parents are asked to indicate whether they would like to join the voluntary scheme or not. Parents wishing to join the SRS scheme will need to sign the participation form indicating that they have read and understood the Terms and Conditions.

Non participation in the scheme

The school will provide a comprehensive list of all items that are covered under the SRS scheme applicable to your student (a general list is outlined in this document). It is the responsibility of non-participants of the scheme to purchase all the textbooks and resources provided by the scheme.

Bring your own device (BYOD) program

Students must bring their own device, however, it must meet the required specifications as outlined in the BYOD agreement. This device must be connected through our school network to provide protection and access. No stand-alone devices are allowed at school. Minimum specifications can be found on the last page.

2025 YEAR 9 SRS		
SRS Description	**Non Participating**	**Participating**
English - Text hire: class novel for unit of work	**$5.00**	**$2.00**
English – Resources	**$3.00**	**$2.00**
English - Consumables	**$6.00**	**$4.00**
English - Stationary	**$3.00**	**$2.00**
Online textbooks (Education Perfect or alternative)	**$400.00**	**$87.00**
Mathematics - Reflex Math Annual Subscription	**$40.00**	**$2.00**
Mathematics - Student folios for both summative assessment and formative classroom activities	**$2.00**	**$2.00**
Mathematics - Resources: Post-it notes, graph paper, lined paper, pens, coloured texters, pencils, erasers, sharpeners, rulers, protractors, compasses, scissors, highlighters, glue, masking tape, chalk	**$4.00**	**$2.00**
Mathematics - hands on resources and games including but not limited to dice, dominoes, tape measures, playing cards, 3D models, counters, spinners, linking cubes, board games, large number lines	**$12.00**	**$2.00**
Mathematics - variety of whiteboards (e.g. graphing, hand-held, clear for worksheet insert), whiteboard markers and whiteboard erasers	**$23.00**	**$13.00**
Mathematics - Calculator - Kept in classrooms for your student for Years 9 & 10.	**$20.00**	**$20.00**
Science - laboratory equipment: e.g. glassware, Bunsen burners, gauze mats, crucibles, evaporating basins, microscopes, slides, tripods, thermometers, safety glasses, spring balances.	**$50.00**	**$4.00**
Science - Laboratory consumables: e.g. gloves, aprons, matches, chemicals, glad wrap, alfoil, balloons, rubber bands, hand wash, string etc.	**$15.00**	**$7.00**
Science - Classroom resources: e.g. poster paper, posters, paddle pop sticks, glue, pipe cleaners, string, sticky notes, scissors, rulers, pens, note books	**$10.00**	**$3.00**
Science - STEM equipment: e.g. Spheros, Makey Makeys, Microbit, McQueen robot, Little Bits, Drones	**$50.00**	**$1.00**
Humanities - Student Consumables	**$4.00**	**$2.00**
Humanities - Student and Classroom Teacher Stationary	**$5.00**	**$2.00**
Technology - Headphones and mouse - provided for online NAPLAN	**$45.00**	**$25.00**
Technology - Adobe licensing fees	**$100.00**	**$11.00**
Technology - Compass student electronic diary	**$15.00**	**$11.00**
Technology - YONDR Pouch	**$15.00**	**$12.00**
HPE - Folio Document wallets	**$2.00**	**$2.00**
Student Engagement - Values and career planning resources	**$10.00**	**$10.00**
Student Engagement - Presentation/Workshops	**$10.00**	**$10.00**
Photocopying	**$50.00**	**$25.00**
SUBTOTAL	**$899.00**	**$263.00**
Less: State Textbook and Resource Allowance (provided direct to School, based on 2025 government grants)	**-$160.00**	**-$160.00**
TOTAL COST TO PARENT	**$739.00**	**$103.00**

SUBJECT SELECTION AND THE USER PAYS PRINCIPLE as in 2026

The table below is a list of all subjects offered to Year 9 students to assist you in making your selection.

User Pays Fees: Schools are able to charge fees for educational services, including materials and consumables, not defined as instruction, general administration and facilities. User Pays fees are charged for materials for subjects where the instruction is extended through providing practical learning experiences in excess of materials provided by school grants and for curriculum excursions. Please refer to the Student Resource Scheme Participation and Subject Selection form for User Pays fees associated with each subject including curriculum excursion costs.

SUBJECT CODE GUIDE YEAR 9			
Subject	**Fee inclusions**	**Costed value**	**User pay fee**
ART09	**Visual Art** - Stretched Canvas, A3 Plastic folio, pencils, coloured pencils, set of brushes, eraser, sharpener, ruler, ½ Ream of A3 cartridge drawing paper, acrylic paint (Red, Yellow, Blue, Black and White), ½ block of building clay, use of clay modelling tools, A3 colour printing.	$195.00	$65.00
CAF09	**CREST** – Australian Rules Football		$350.00
CDA09	**CREST** - Dance		$300.00
CFU09	**CREST** - Futsal		$350.00
CRL09	**CREST** – Rugby League		$350.00
DAN09	**Dance** - Costume hire and materials for costume construction, music, and video camera hire for assessment	$225.00	$50.00
DIG09	**Digital Technology** - Materials for the creation of robotics courses, 3D printing consumables, robotics consumables, network cable	$50.00	$55.00
DRA09	**Drama** - Costume hire and materials for costume construction, video camera hire and performance incursion	$150.00	$50.00
ECB09	**Business Economic Studies** - An assortment of materials for the creation of a game or 'product' to sell. May include materials for the 3D printer or laser cutter, cardboard, permanent markers, sticky tape / glue, coloured pencils, rulers, scissors, dice, vinyl for printing	$60.00	$0.00
ENG09	**English**		$0.00
HIS09	**History**		$0.00
IM09	**Music** - Instrumental Music Participation Fee (Application Only)		$35.00
IMHIRE	**Music** - Instrumental Music Hire (Application Only)		$95.00
IMPERCUSSION	**Music** - Instrumental Music Percussion Fee (Application Only)		$65.00
MAT09	**Mathematics**		$0.00
MED09	**Media** - Video camera hire, video equipment (green screen / lighting), USBs and drives, memory cards, special effects makeup, stop motion props	$1,450.00	$65.00
MUS09	**Music** - Instrument hire, provision of music scores and music files. Includes drum sticks, technical equipment including microphones and performance equipment	$70.00	$50.00
SCI09	**Science**		$0.00
STM09	**STEM** - Incursion and practical resources for project completion.	$60.00	$20.00
TFD09	**Food Specialisations** - All cooking ingredients are supplied for this subject, a booklet of recipes will be supplied at the commencement of the term. Also includes whole class demonstration ingredients, hairnets, cleaning and maintenance of aprons, general kitchen and cleaning supplies (cling wrap, alfoil baking paper, hand soap, detergent). Onguard Safety training subscription.	$140.00	$85.00
TEX09	**Food and Fibre Production** - All cooking ingredients are supplied for this subject, a booklet of recipes will be supplied at the commencement of the term. Also includes whole class demonstration ingredients, hairnets, cleaning and maintenance of aprons, general kitchen and cleaning supplies (cling wrap, alfoil baking paper, hand soap, detergent). All fabrics, cotton, bobbins, patterns, and sewing supplies are included. Onguard Safety training subscription.	$115.00	$85.00
TMT09	**Materials Technology & Specialisations** - All metal and timber project materials. Hardware supplies, canvas, surface finish materials and workshop consumables items are included. Scrap book, paper and pencils. Personal protective equipment such as safety glasses hearing protection, aprons and gloves are provided. Onguard Safety training subscription.	$120.00	$85.00

MANAGING RISKS IN SCHOOL CURRICULUM ACTIVITIES

The Department of Education and Training and Bribie Island State High School is committed to the health, safety and well-being of students, staff and *others* involved in all curriculum activities conducted at schools or other locations. The Curriculum Activity Risk Assessment (CARA) enables schools to identify potential hazards, assess risks, and implement control measures to keep everyone safe. The workplace health and safety risk management process involves the following steps:

1. Identify the potential hazards
2. Assess the risk
3. Decide on the control measures
4. Implement the control measures
5. Monitor and review.
6. Appropriate risk management reduces the risk level of activities.

The majority of routine classroom curriculum activities undertaken with students involves minimal risk of safety and could therefore be considered of 'low' risk. As these types of activities have little inherent risk a formal written risk assessment is not required. High or extreme risk activities require formal risk assessment documentation which is available from the school's website http://bribieisland.eq.edu.au/. Appropriate approvals and permissions need to be given prior to students participating in these activity. Subjects chosen that include **High Risk** activities must be approved by the parent/carer by signing the consent section in the Student Resource Scheme Participation and Subject Selection form before students can participate. Subject chosen that include **Extreme Risk** activities must be approved by the parent/carer by signing the Activity Consent form before students can participate.

Please refer to the Curriculum Activity Risk Assessment (CARA) section of this booklet for more information on high and extreme risk activities.

Curriculum activity risk levels

Low	when there is little chance of incident or injury
Medium	when there is some chance of an incident or injury requiring first aid
High	when there is a likely chance of a serious incident or injury requiring medical treatment
Extreme	when there is a high chance of a serious incident resulting in a highly debilitating injury

Activity Risks & Insurance

The activity outlined above carries an inherent risk of physical injury occurring. Please note that the Department of Education and Training does not have personal accident insurance cover for students. If your child is injured as a result of an accident or incident, all costs associated with the injury, including medical costs are the responsibility of the parent/carer. Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may be also be covered by your provider. Any other costs must be covered by parents/carers. It is up to all parents/carers to decide what types and what level of private insurance they wish to arrange to cover their child. Please take this into consideration in deciding whether or not to allow your child to participate in this activity. For more information about CARA go to - http://education.qld.gov.au/curriculum/carmg.

Information and Communication Technology (ICT) Charter

Technology at Bribie Island State High School

Schools are now educating a generation of students who have been born into a digital world. As the use of Information Communication Technology (ICT) continues to grow globally, students will increasingly demand an education that embraces ICT. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications

In order to provide these learning experiences students must have access to devices that support this learning. The goal when formulating a direction for technology access at Bribie Island State High School is to deliver options that are affordable as well as providing students the opportunity to satisfy their educational needs.

Bring Your Own Device (BYOD) is an information technology (IT) model that supports the learning of students in a 21st century classroom. This model allows students to bring an IT device to school, provided it meets the specifications supported by the resources of Bribie Island State High School, that best supports the students learning needs.

To support families who are unable to provide their sons/daughters with a device due to financial circumstances, the school has purchased a limited number of devices. There is an application process for these devices and the criteria for allocating these are explained in the Equity Device Application Form. These forms are available from the front office and there is documentation required, to support the application.

The school will continue to support students by diagnosing IT issues and consulting with families if further action is required. It is expected that students will have an IT device ready for the first day of school.

Choosing your device

You are welcome to purchase a device from any vendor you choose. In order to support your purchase, we have developed a checklist for you to take when making your purchase.

What do you look for when purchasing a device through an online store or store front?

- The devices are built for education or corporate environments.
- Notebooks and tablets come with a three-year, Onsite warranty and three-year Antivirus subscription.
- Accidental Damage Protection Policy: ADP is an enhanced Warranty Service provided by the vendor. If a Notebook/ Tablet fails because of accidental damage, the vendor will repair the device as necessary or replace the device with a new product which is equivalent to the damaged product. Check how many claims can be made and what, if any, excess is payable.

Software specifications

Please refer to the student resource booklet for the most up to date minimum specification requirements for BYOD.

Care of device

It is the responsibility of families to keep their chosen IT device in good working order to ensure minimal disruption to learning. It is expected that students bring their IT device to school each day fully charged. Each device should be clearly labelled with the student's name. Students should take care to put their device to sleep when moving around, as failure to do so can damage the hard drive and potentially lose files. Choosing a device with solid state drive (SSD) can alleviate some of these issues.

It is REQUIRED that all devices have some form of protective casing. This will minimize the likelihood of damage as students travel to and from school.

Insurance and Warranty

Purchasing insurance is a personal choice. Bribie Island State High **School strongly recommends that you purchase Accidental Damage Protection Insurance with your device**. When purchasing your laptop please learn about your options to purchase accidental damage protection for your IT device. This covers your device for accidental damage on and off the school campus. Fire, theft and acts of God are usually not covered under these programs and we request you to include it in your personal or home insurance. The insurance can be purchased with your computer vendor or any insurance company. All insurance claims must be settled between you and the insurance company.

We advise that all devices are covered by an extended warranty. Statistically a computer will require, on average, 2.5 repairs during its 3-year life cycle. This is a computer requiring a hardware repair due to component failure (warranty) or accidental damage (non-warranty). On average 70% of these repairs are warranty and 30% non- warranty.

Repairs and school support

All maintenance for the IT device, operating system, software and/or apps purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices.

If you run into a problem, we advise students to see the school IT staff who will attempt to diagnose the fault. If this is not able to be resolved, they can recommend a course of action for repair (e.g. warranty claim, insurance claim etc.). Troubleshooting will be limited to running an inbuilt diagnostic that has been installed by the manufacturer of your device and will only be performed in the presence of the student or parent.

Laptop guidelines

It is expected that students will have their device during all lessons except under special circumstances for example practical lessons.

To ensure you can access the school networks:

- please treat your device with great care;
- follow the Student Responsibility Agreement at all times;
- back up your data. At least once a week, you should make copies of your important schoolwork by copying to the network servers (H: Drive) or use your USB flash drive to back up work in progress;
- keep up to date with all messages sent to your MIS email address;
- regularly restart your laptop to ensure the device engages new updates.

If you have questions about whether a specific model will meet the requirements, please feel free to contact the Bribie Island State High School IT Department on (07) 3400 2444 or BYOD@bribieislandshs.eq.edu.au. More information can be found in the ICT Charter 2020 on our school website www.bribieislandshs.eq.edu.au.