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Welcome to Redlynch State College

Dear Parents and Guardians,

Welcome to Redlynch State College. The college is nestled in the Freshwater Valley surrounded by the beautiful hills, the essence of which is captured in our school vision “Learning in our valley, thinking beyond the hills”. Located in one of Cairns’ fastest developing districts, our school is expanding to meet this growth. In 2007 we enrolled our first Year 8 students. 2011 saw these students graduate as our first Year 12 students. In 2017 we anticipate around 180 Year 7 students will be enrolled at the college. The size of this year level will allow us to timetable a depth in the curriculum offerings while also maintaining a focus on the individual through our pastoral care and wellbeing programs.

Based on the current information available to us we will have at least 7 classes in Year 7. One of these classes will be an “extension class” catering for the most academically capable students. We will also create a “foundation class” to support and develop those students with the greatest literacy and numeracy needs. The remaining classes will be made up of mixed ability groupings. The school uses a range of data and information to determine the most appropriate class placements.

Our goal is to create an enhanced learning environment that meets the needs of all learners. On joining our school community, your child is being catered for throughout his/her entire schooling life - a seamless learning journey. During this journey ongoing positive relationships are encouraged; there are opportunities to succeed academically and engagement in real life learning occurs. We are providing innovative and challenging experiences for all students in preparation for future pathways beyond the school environment.

Many of our elective subjects require the payment of elective subject charges. These funds support the additional materials required to provide extra opportunities for those students undertaking the subject. Elective subject charges will be invoiced early in the term. Voluntary financial contributions are required to be paid at the commencement of the school year. On receiving payment students will be issued with an ID card that will entitle them to collect textbooks from the textbook hire room.

Thank you for choosing to share our learning journey at Redlynch State College.

Annie Murie

Deputy Principal

Junior Secondary

Redlynch State College
Behavioural Expectations

Redlynch State College is committed to ensuring that all young Queenslanders have a right to, and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour is focussed on these relationships and takes place in a caring supportive environment. We believe that self-control is necessary for children’s welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our behavioural expectations are:

![Respect, Safety, Commitment to Learning]

These behavioural expectations are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our behavioural expectations in all actions. These behavioural expectations are the foundation of our Responsible Behaviour Plan for Students.
Redlynch State College
Junior Secondary

Junior Secondary at Redlynch State College has a focus on the six key areas:

**Distinct Identity** for our year 7-8-9 students

**Quality teaching** in all curriculum areas

**Student Wellbeing** Human Relationship Classes (HRE) will be conducted for 1 full day program per term

**Parent and Community Involvement** on a regular basis

**Leadership** at the college has dedicated personnel to Junior Secondary

**Local decision making** through consultation with the college and wider community

We recognise that these learners have distinctive needs. These include a need for:

- a confident sense of self
- strong and supportive relationships with friends, family and teachers
- a sense of purpose in what they’re learning
- a strong sense of personal control over what they are doing and how they do it
- the ability to succeed
- high intellectual quality
- knowing they’re safe
- a sense of belonging

**How will we do it?**

Our committed educators are dedicated to improving learning outcomes for all of our students through:

1. **enhanced teaching and learning practices** in the classroom
   - Building and Maintaining Positive Relationships

2. **enhanced curriculum and assessment**
   - Engaging Students In Learning

3. **enhanced school organisation** for learning
   - Creating Innovative Learning Environments
CORE SUBJECTS

Students must study the following subjects:

1. English
2. Mathematics
3. Science
4. History & Geography
5. Health and Physical Education
6. Languages
**ENGLISH**

**Units Studied**
1. Media Techniques
2. Narrative Writing
3. Memoirs
4. Australia and Australians in Literature
5. Song Analysis

**Core Skills Taught**
- Identify and use persuasive techniques
- Identify and appeal to a particular audience
- Engage with a stimulus to create a storyline
- Identify and utilise short story structural features
- Develop effective writing techniques
- Editing techniques – work on grammar/punctuation/spelling to make writing more effective
- Writing to a word limit
- Identify abstract nouns
- How to write a memoir
- Identify character perspectives
- Develop varied sentence structure
- Read novels
- Establish opinions
- Locate evidence to support personal opinions
- Read songs/poetry
- Identify structural features, poetic devices and meanings
- Paragraph writing

**Assessment**
1. Deliver a persuasive motivational speech
2. Write a short story
3. Create their own memoir
4. Respond to a text creating a descriptive recount and persuasive text
5. Create and deliver a multimodal speech analysis a poem or song

**MATHEMATICS**

**Units Studied**
1. Whole Numbers
2. Integers
3. Fractions
4. Decimals, percentages and ratio
5. Algebra
6. Measurement
7. Linear Equations
8. Angles and shapes
9. Statistics and Probability
10. Transformation and visualisation

**Core Skills Taught**
- Mathematics Reasoning
- Problem Solving

**Assessment**
End of Unit Exams
Extension classes offered
(assessment will be tailored to the class)
SCIENCE

Units Studied
1. Working Scientifically
2. Interacting Ecosystems
3. Forces and Motion
4. Time and Tide (Earth and Space Science)

Core Skills Taught

- Questioning
- Predicting
- Planning and Conducting Investigations
- Collect accurate data
- Fieldwork
- Graphing of data
- Safe use of Equipment
- Identify relationships
- Draw conclusions
- Analyse patterns
- Evaluating data
- Summarise data
- Use of scientific language

Assessment

Exams
Practical Reports
Collection data analysis tasks

Additional Information

- Unit 2 – Day Excursion to Holloways Beach EEC. Cost involved.

HISTORY

Units Studied
1. Investigating the ancient past
2. Mediterranean World- Egypt
3. Ancient China

Core Skills Taught

- Use historical terms and concepts
- Sequence historical events
- Identify primary and secondary sources, including origin and purpose
- Draw conclusions
- Locate, compare, select and use evidence
- Develop texts using sources as evidence
- Develop historical inquiry questions
- Use a range of communication forms and digital technologies
- Identify and describe points of view, attitudes and values in primary and secondary sources

Assessment

Research task and presentation on an ancient artefact
Short response Exam
Extended Response Exam
GEOGRAPHY

Units Studied
1. Water in the World
2. Place and Liveability

Core Skills Taught

- Develop an understanding of the geographical contexts of Australia and countries in the Asia region
- Develop and discuss geographically significant questions
- Classify environmental resources and recognise how use of resources changes over time
- Make observations and select and record geographical information
- Represent geographical data in a range of graphic forms
- Interpret distributions, patterns, connectedness, trends and relationships
- Interpret, analyse and evaluate information for its reliability and usefulness, and form appropriate conclusions
- Apply geographical concepts to draw conclusions based on the analysis of the data and information
- Propose strategies to a geographical challenge
- Examine and understand measures of liveability
- Present findings using relevant geographical terminology and graphic representations in a range of communication forms
- Reflect on the inquiry process and learning

Assessment

Short Response Exam
Response to Stimulus Exam
Research Task – Multimodal Presentation
HPE

Units Studied
1. Theory: WHO AM I?
   Prac: Movement skills
2. Theory: Communication
   Prac: Athletics
3. Theory: Playing it Safe
   Prac: Oz tag
4. Theory: Puberty
   Prac: Tee Ball

Core Skills Taught

Ability to:
- identify issues and plan investigations and activities
- collect, analyse and evaluate information and evidence
- draw conclusions and make decisions supported by information and evidence
- propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development
- Use feedback to improve performance

- apply movement concepts and make purposeful refinements to movement skills
- create and perform movement sequences through modifying and combining movement skills and applying movement concepts
- identify risks and justify and apply safe practices
- Communication to increase participation to make it more enjoyable.
- reflect on learning, apply new understandings and identify future applications.

- select and demonstrate appropriate personal development skills and strategies in team and group situations
- reflect on and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, including the best use of positive influences

Assessment

1. Theory: Assignment
   Prac: Movement skills
2. Theory: Communication
   Prac: Athletics
3. Theory: Story Book
   Prac: Oz tag
4. Theory: Exam
   Prac: Tee Ball

Please note: All practical assessment is continuous throughout the term.

Additional Information

- Participation in the practical and theoretical aspects of the course is expected.
- Equipment includes:
  - Stationery
  - Bucket hat
  - Running shoes
  - No jewellery
JAPANESE/FRENCH

Units Studied
1. Wildlife Park
Greetings, names, introductions, basic instructions, numbers, ages, animals, place of residence and habitats, food / drink, basic descriptions
2. Fashion
Seasons, adjectives, clothing items, sports and hobbies, months, wear verbs and design descriptions
3. Eating Around the World
Food items, food-related adjectives, eating customs (what to do/ what not to do), likes and dislikes, cooking/drinking verbs, recipes, international countries

Core Skills Taught
• Interpret a range of spoken and written texts in different contexts
• interpret and respond by manipulating elements of language to contribute to conversations for different purposes, contexts and audiences
• recognise and use appropriate verbal and non-verbal language to support the development of communicative competence
• select and apply strategies to adjust verbal and non-verbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback
• construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register
• notice and compare similarities and differences between the target language and English and/or other familiar languages
• notice and compare their own beliefs, attitudes and practices and those reflected in the target culture
• reflect on and evaluate the suitability of language choices for purpose, context and audience
• reflect on learning, apply new understandings and identify future applications.

Assessment
Writing Task: Wildlife Park
Listening Task – Zoo Tour Guide
Speaking Task: Fashion Show
Reading Task: Fashion Article
Writing Task: Recipe
Listening Task: Cooking Show

Additional Information
• Excursion to JPN / French Restaurant
• Participate in overseas tours organised by school staff
• Participate in student exchanges – both long and short term
• Hosting visiting students during home stays in Cairns
• Language and essay competitions
• Act as buddies for visiting international students
ELECTIVE CHOICES

OUTDOOR RECREATION

Units Studied
• Basic Hiking Skills

Core Skills Taught
• Demonstrates bushwalking techniques including ascending and descending techniques
• Safe practices when involved in outdoor activities such as mountain biking and bushwalking.
• Team work
• Leadership
• Select, fit and adjust backpacks to ensure comfort and safety
• Organisational skills to:
  • to select an appropriate campsite location
  • plan equipment and supply requirements (eg water and food) according to the conditions and duration of the bushwalk
• Communication skills to:
  • Interact with other class members and teacher
  • Follow instructions and directions given by the teacher

Assessment
Supervised Exam
Participation in Bushwalk

Additional Information
• Camp: Overnight hiking from Stoney Creek to Speewah.
• There is a cost involved in this camp.

DANCE

Units Studied
• Let’s Move

Core Skills Taught
• Identify and apply safe dance principles
• Use dance terminology
• Explore ways to increase their movement vocabulary through improvisation and modification of dance elements
• Learn, practise and perform basic dance steps and sequences
• Reflect and offer feedback on their own work and that of their peers.

Assessment
Create and perform dance for in-class concert
Short response Reflection
DRAMA

Units Studied
• Elements of Drama

Core Skills Taught
• Students will know the 12 elements of drama
• Students will be apply to apply the following elements of drama in a performance: Human Context, Tension and Focus
• Improvisation skills
• Group work skills
• Presenting skills
• Responding to Drama skills

Assessment
Responding Exam on the Elements of Drama

MEDIA STUDIES

Units Studied
• Foundation Media Studies

Core Skills Taught
• View 4 components of Film (Cinematography, Mise En Scene, Sound and Editing)
• Know & use various shot sizes (and their uses)
• Camera Angles (and uses)
• Use of Colour and the basics of using light.
• Use of Sound and Music
• Appropriate Use of Camera Equipment
• Camera movement (and uses)
• Basic Principles of Editing (continuity, shot reverse shot)

Assessment
Short response exam
VISUAL ART

Units Studied
• Foundations 2D & 3D

Core Skills Taught
• Use visual art terminology
• Use specialised language for particular techniques and processes
• View artists’ works
• Identify visual art elements within own and other artists works
• Develop drawing skills
• Develop 3D art making skills
• Manipulate the elements of art to construct art works
• Self-reflect on own art making & ways to improve work

Assessment
Folio of Drawings Clay work Short Response Reflection

MUSIC

Units Studied
This unit focuses on developing musicianship by engaging students through making music and responding to music. This is achieved through an introduction to the Elements of Music across a variety of contexts.
• Performance
• Composition

Core Skills Taught

Students will know and be able to apply the following elements of music including Pitch, Duration and Expressive Devices in Performance through:
• Interpreting music
• Responding to music
• Demonstrating performance skills

• Demonstrating rehearsal skills (practicing your instrument) to prepare music to present to an audience
• Group work skills
Students will know and be able to apply the following additional Elements of Music Structure, Timbre and Texture in Composition through:
• Creating music by selecting and applying sounds including silences effectively to create a sound track for a short film
• Learning to navigate and use music software on MAC computers

Assessment
Presenting (Performance):
• approximately 1 30’ in length
• in a small group (1 person per part) or as a soloist with a backing track or suitable accompaniment

Creating (Composing):
• approximately 30’ in length
• selecting and combining at least 10 different loops
• capturing a mood, or portraying ideas of characteristic to enhance a storyline
Additional Information
• It is advisable that students have and are already learning an instrument (this includes voice). Students must be willing and able to bring their instrument to school on the days when they have Year 7 Music.
• Students are not required to have previous experience with creating and composing music. Students are explicitly taught to navigate and use music software to create music using loops and sound effects.

MANUAL ARTS
Units Studied
Projects such as:
• Spinning Top
• Jewellery Holder

Core Skills Taught
• Hole saw.
• Chiselling
• Designing and Evaluating
• Design process.
• Pedestal drill.
• Cordless drill
• Drill bits
• Hack saw
• Coping saw
• Marking and measuring

Assessment
Practical Theory: Designing and Evaluating

Additional Information
Students are at all times required to:
• Wear covered shoes.
• Follow safety guidelines.

GRAPHICS
Units Studied
Projects such as:
• Drawing portfolios
• Practical tasks and assignments.

Core Skills Taught
• 3D views (Isometric views)
• 2D views (Orthographic projection)

Assessment
Practical: Portfolio of drawings
BUSINESS AND MULTIMEDIA

Units Studied
Multimedia Topics:
1. Sound editing
2. Presentation techniques

Business Topics:
1. Retail Outlet Types
2. Documents: Invoice, Cheque

Core Skills Taught

Students will learn:
• The basics of multimedia and business software, such as:
  o Adobe Fireworks
  o Audacity
  o Photo story
  o MS Excel
  o MS Word (intermediate)
  o MS PowerPoint (adv. techniques)
• Business and multimedia terms
• To complete simple business documents, electronically

Assessment

Practical Task: Integrated software assignment
eg Produce a PowerPoint &/or Photo Story product, with audio soundtrack, about Retailers

Short-Response Test:
• Documents and Retail Outlets

ROBOTICS

Units Studied
Interfacing with machines

Core Skills Taught

• Syntax of programming languages
• Designing simple programs
• Using programming structures

Assessment

Portfolio of programming tasks

• Object Orientated programming
• Task based engineering
HOME ECONOMICS

Units Studied
Food Basics
Sewing Basics

Core Skills Taught

- Safety in the kitchen
- Safe use of knives
- Kitchen hygiene
- Measurement in recipes
- Stoves, ovens and cooktops
- Sewing Safety
- Classroom set-up
- Parts of the machine
- Use of the machine
- Threading
- Sewing Straight Seams, zig-zag and inserting velcro

Assessment

1. Continuous practical cookery
2. Practical sewing (Pencil Case)
3. Theory Exam

ENVIRONMENTAL SCIENCE

Units Studied
Environmental Project is determined by students and teacher
May include:
- Water study
- Reef Guardians
- School sustainable practices
- Horticulture
- Permaculture
- Tree planting

Core Skills Taught

- Questioning
- Predicting
- Problem solving
- Planning and Conducting Investigations
- Collect accurate data
- Graphing of data
- Safe use of Equipment
- Identify relationships
- Draw conclusions
- Analyse patterns
- Evaluating data
- Summarise data
- Reflection
- Use of scientific language

Assessment

Assessment may include the following:
- Report Writing
- Folios of Work
- Presentations

Additional Information

- Students will be involved in an environmental project relevant to the RSC community.