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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 2018 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 7 classes in Year 7 2018 and students will be placed subject in classes which will best suit their individual needs.

We will offer

- a Foundation Class to cater for subjects below minimum national standards in Literacy and Numeracy,
- General mixed ability classes, and
- an Extension Class to cater for students who are achieving within the top two bands of National Literacy and Numeracy testing and can demonstrate above average achievement across a range of tests (e.g. ICAS Maths, English or Science).

Within the enrolment process there will be opportunity for students to apply for places in the above classes and places will be determined using strict criteria. More information will be given during the enrolment interview.

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 use various resources across each faculty.
Redlynch State College has a clear vision for integrating technologies: "At Redlynch State College we foster creative, engaged and globally-ready learners through the delivery of personalised, inclusive, flexible and innovative approaches and environments”.

Students in Year 7, 2018 will be able to bring their own device from home, (known as BYOx) subject to meeting our requirements. More information regarding the BYOx program is available on the College webpage – [www.redlynchsc.eq.edu.au](http://www.redlynchsc.eq.edu.au).

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

Sharyn Crookes
Deputy Principal - Junior Secondary
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:

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.
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** – RSC lessons have a strong focus on the health and wellbeing of our students. The weekly RSC lessons provide practical methods, tools and support to students personal development and understanding. Topics include emotions, personal strengths, health and relationships. 1 lesson per week covering a wide range of topics for student wellbeing.

**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

2. **enhanced curriculum and assessment**

3. **enhanced school organisation for learning**
CORE SUBJECTS

All students must study the following subjects;

1. English
2. Mathematics
3. Science
4. History & Geography
5. Health and Physical Education
6. Languages
7. Digital Technologies

DETAILS OF CORE SUBJECTS

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

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 Term Exams

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
HEALTH AND PHYSICAL EDUCATION

Units Studied
1. Theory: Approaching Adolescence
   Practical: Tball
2. Theory: Super Snacks
   Practical: Athletics
3. Theory: Coaching
   Practical: Oz Tag
4. Theory: Safety Storybook
   Practical: Netball

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: Exam
   Practical: Softball
2. Theory: Exam
   Prac: Athletics
3. Theory: Planning a training session
   Practical: Oz tag
4. Theory: Storybook
   Practical: Netball

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
  o Bucket hat
  o Running shoes
  o No jewellery
JAPANESE/FRENCH

Units studied
1. Wildlife Park
2. Fashion
3. Eating Around the World

Core Skills Taught
Ability to:
- Interact orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings
- Participate in planning, negotiating, deciding and taking action
- Obtain, process, interpret and convey information through a range of oral, written and multimodal texts
- Develop and apply knowledge
- Participate in and respond to imaginative texts
- Translate and explain
- Participate in intercultural exchange and reflect on one’s identity
- Understand the language system, including sound, writing, grammar and text
- Understand how languages vary in use
- Analyse and understand the role of language and culture in the exchange of meaning

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

Additional Information
- Excursion to Japanese / French Restaurant
- Option to participate in overseas tours organised by school staff
- Option to participate in student exchanges – both long and short term
- Option to host visiting students during home stays in Cairns
- Language and essay competitions
- Participate in the Study Tours program as buddies for visiting international students
DIGITAL TECHNOLOGIES

Units Studied
1. Digital Technology at work/school
2. Coding
3. Electronics
4. Design
5. Ethics

Core Skills Taught.

- Basic Computer skills required to best utilise RSC laptop program
- Coding structure
- Problem solving through basic coding
- Mechanical and Electrical engineering
- Project management
- Methods of producing 3D objects.

Assessment
- Portfolio of programming tasks
- Test
- Project
- Assignment
ELECTIVE CHOICES

Students must select a total of 4 electives to study – one elective each term. At least one elective needs to be from “The Arts” and at least one elective from “Creative Technology”. The remaining selections can be from any area.

OUTDOOR RECREATION

Units Studied
1. 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
- Communication skills to:
- Organisational skills to:
- to select an appropriate campsite location
- plan equipment and supply requirements (e.g. water and food) according to the conditions and duration of the bushwalk
- to interact with other class members and teacher
- to 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
1. 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
1. Elements of Drama

Core Skills Taught
- Students will know the 12 elements of drama through practical workshops and games
- Students will be able to apply the following elements of drama to their in-class performances: 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
1. 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)
- Basics of Final Cut Pro.
- Basic Principles of Editing (continuity, shot reverse shot)

Assessment
Short response exam
VISUAL ART

Units Studied
1. 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 (clay) making skills

• Manipulate the elements of art to construct art works
• Self-reflect on own art making & ways to improve work

Assessment
Small folio of Drawings
Clay work
Short Response Reflection

MUSIC

Units Studied
1. Concepts of Music

Core Skills Taught
• Using Music terminologies
• Using specialised language for particular techniques and skills associated with making, creating and responding to music works
• Developing knowledge and understanding of music literacies

• Developing rehearsal and practice skills
• Identifying music elements within own and others music works
• Developing music performance skills

• Developing knowledge of and skills in using computer Music programs
• Manipulating the elements of music to create music works

Assessment
Presenting (Performance):
In a small group (1 person per part) or as a soloist, students will practice and present a short music work on an instrument of their choosing (includes voice)

Creating (Composing):
Students will use the computer Music program GarageBand to create suitable music to underscore and accompany a short film clip

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: Project 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:
  - Adobe Fireworks
  - Audacity
  - Photo story
  - MS Excel
  - MS Word (intermediate)
  - MS PowerPoint (adv. techniques)

- Business and multimedia terms
- To complete simple business documents, electronically

Assessment
Practical Task: Integrated software assignment
- e.g. Produce a PowerPoint &/or Photo Story product, with audio soundtrack, about Retailers

Short-Response Test: Documents and Retail Outlets

MECHATRONICS

Units Studied
Interfacing with machines

Core Skills Taught
- Introduction to Coding structure and methodology
- Problem solving through basic coding
- Mechanical engineering
- Electrical engineering

Assessment
- Portfolio of programming tasks
- Assembly of mechanical and/or electrical components to solve a problem
- Test
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
May include the following:
Experimental Design
Report Writing
Folios of Work
Presentations

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