Warwick State High School



Year 10 Information Booklet 2027

~ Excellence through Effort ~

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Message from the Principal



Thank you for entrusting us with the education of your child at Warwick State High School. We pride ourselves on building a positive school culture based on our values of Respect, Responsibility and Relationships. Teachers ensure that students are supported in their learning through the use of Relational Pedagogy.

Your child will have access to a variety of opportunities through the wide range of curricular and co-curricular offerings we have at Warwick State High School.

Before starting at this school, all new students and their parent/caregiver are required to attend an enrolment interview. These interviews allow us the opportunity to ensure a smooth transition to Warwick State High School for your child.

The following documents are to be returned to the school, fully completed, and then an interview will be scheduled at a convenient time.

- Application for Student Enrolment
- Birth Certificate (to be sighted only)
- Student Resource Scheme forms - Participation Agreement (compulsory)
- Court Orders (if applicable)

Thank you once again for choosing Warwick State High School.

Mr Will Curthoys
Principal



Mrs Michelle Ferdinand
Deputy Principal



Mr Dan Finn
Deputy Principal



Mr Daryl Thompson
Deputy Principal
Monday - Thursday



Mrs Tanya Wright
Deputy Principal
Friday

Warwick State High School

15 Palmerin Street WARWICK 4370

PO Box 67 WARWICK 4370

Email:	principal@warwickshs.eq.edu.au
Website:	www.warwickshs.eq.edu.au
Phone:	4666 9222
Office hours:	8.00am - 4.00pm

"Virtute et Labore" – Excellence through Effort



Founded in 1912, Warwick State High School is one of the oldest educational institutions in Queensland. Our gracious heritage buildings reflect a proud tradition of educational excellence while modern classrooms and modern facilities provide the environment and resources to prepare our students for the challenges of the 21st century.

Contact Phone Numbers and Emails

Office	4666 9222
Student Payments / Resources	4666 9232
Student Attendance / Leave Passes	4666 9263
Student Absence Line	4666 9266
Canteen	4666 9219
Special Needs and Support Group	4666 9216
Industry Liaison Officer (School Based Apprenticeships/Work Experience)	4666 9231

Head of Special Education Services (Acting)	Ms Jacinta Boland	jbola10@eq.edu.au

Heads of Department

English / LOTE / Humanities (Acting)	Mrs Kirsty Caterson	kcate1@eq.edu.au
Junior Secondary	Mr Nathan Rogers	nroge38@eq.edu.au
Mathematics / Science	Mr Brian Amedee	bamed2@eq.edu.au
Senior Secondary	Mr Cory Wren	cwren3@eq.edu.au
Teaching and Learning / Health and PE	Mrs Tanya Wright	twrig75@eq.edu.au
Technology	Mr Brad Hutchinson	bhutc64@eq.edu.au
The Arts	Mr Ian Follett	ifoll1@eq.edu.au

Guidance Officers	Ms Diane Baildon	dbail76@eq.edu.au
	Ms Anna Glassington	dglas17@eq.edu.au
Business Manager	Mrs Christine Holmes	cholm87@eq.edu.au

Year Level Co-ordinators

Year 7	Mrs Kirsty Wormington	kbaji0@eq.edu.au
Year 8	Miss Ella Harrison	eharr238@eq.edu.au
Year 9	Mrs Rebecca Rogers	rroge80@eq.edu.au
Year 10	Mr Ian Rowling	ibrow0@eq.edu.au
Year 11	Mrs Katrina Thomson	kthom734@eq.edu.au
Year 12	Mr Michael Tucker	mtuck61@eq.edu.au

Positive School Culture



As students of Warwick State High School we:

Connection, Safe Environment, Presence, Energy/Enthusiasm, Choice, Autonomy, Awareness, Movement, Mood, Inclusion, Edutainment, Engagement

Respect	Responsibility	Relationships
➢ Welcome everyone to our school, community and classrooms ➢ Foster belonging by accepting and celebrating diversity in our school community ➢ Use positive language in all interactions with all people ➢ Contribute to building a safe and supportive environment that demonstrates Positive School Culture	➢ Set high expectations for yourself and others ➢ Strive to achieve your personal best and support others to do the same ➢ Are punctual and prepared in all aspects of school life ➢ Seek ways to improve your learning ➢ Actively participate in the learning process	➢ Establish and maintain strong relationships with your peers, your teachers and the wider school community ➢ Have ownership over your choices and their effect on others ➢ Allow your teachers to teach and other students to learn ➢ Build confidence and capability in your peers ➢ Engage in giving and receiving feedback

School Workforce

Warwick State High School has an experienced leadership team and expert teaching staff. Students are also supported by a caring ancillary team as well as a comprehensive wellbeing team.

The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and by doing so, equips them to participate more meaningfully in society.

Guidance Officer Services

Warwick State High School has the services of a Guidance Officer 5 days/week. Services undertaken include counselling and social-emotional or mental health concerns. The Guidance Officer can liaise with outside agencies such as Headspace, CYMHS or other medical personnel to support your student. Specific completed paperwork may be required before such interventions can occur. Parents/Caregivers are encouraged to make contact with the Guidance Officer should you have concerns regarding your student. Appointments are arranged through the school office.

Student Resources – 4666 9232

The objective of the scheme is to provide a convenient and cost-effective way for students to access the educational resources necessary to enhance their learning experience at school. The Department encourages parents to participate in the scheme. Participation in the SRS is optional, and no obligation is placed on a parent to participate. Participation is for the duration of your child's enrolment at the school.

Students new to the school…..

Parents are required to complete and return the Student Resource Scheme (SRS) Participation Agreement Form when joining the scheme for the first time. If no participation form is received by the school, the parent has chosen to opt out of the SRS. The parent is then required to provide the educational resources listed in the SRS for their child. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

Warwick State High School offers a Student Resource Scheme to all students. The scheme has the approval of the school's Parent & Citizens Association and provides parents with the following general benefits:

- Minimises the cost of providing resource materials for their children
- Ensures that an adequate bank of resources is available to provide a good quality education
- Ensures all students have equal opportunity to participate in any subject
- On receipt of a signed registration form, the school will supply textbooks, equipment and resources used by the student.
- Students are to supply their own stationery, writing materials, drawing sets, cooking materials and some protective clothing used in special areas.

School Houses

There are four school houses. Students are allocated a house on enrolment. All siblings are placed in the same house. Houses are:

Barnes (Bear) Green Cunningham (Cobra) Gold Hamilton (Hawk) Red Leslie (Viking) Blue



IMPORTANT INFORMATION – Unique Student Identifier (USI)

The USI is needed because Year 10 students complete a Certificate II in Skills for Work. Without a USI, students will not be able to:

- Successfully complete the course
- Have their results recorded with the Queensland Curriculum and Assessment Authority (QCAA)

A USI:

- Stays with the student for life
- Records all nationally recognised VET qualifications
- Is required to receive a certificate or statement of attainment
- Can be used when enrolling in further training, TAFE, apprenticeships or traineeships

Without a USI, students **cannot be issued their Certificates.**

Students will need one of the following forms of ID to create a USI:

- Medicare card
- Australian birth certificate
- Non-Australian passport with an Australian visa

How to create a USI

1. Visit www.usi.gov.au
2. Select Student Login
3. Read and agree to the terms and conditions
4. Select Create USI
5. Follow the prompts

Need help? If a student already has a USI or needs assistance creating one, please contact Ana at anaou2@eq.edu.au.

Once the USI has been created, please contact Ana on 4666 9231 to advise or email her at anaou2@eq.ed.au.

Curriculum

Warwick State High School offers a broad curriculum to its students, covering a variety of academic and vocational subjects. All students have the opportunity to be involved in instrumental music programs and a wide range of extra-curricular activities including sporting, cultural and community.

Year 7	Year 8	Year 9	Year 10 – Semester 1	Year 11 and 12
English	**English**	**English**	**English**	**General English** **Literature** *Essential English*
Mathematics	**Mathematics**	**Mathematics**	**Mathematics** or **Foundation Mathematics** **Extension Mathematics**	**General Mathematics** **Mathematical Methods** **Specialist Mathematics** *Essential Mathematics*
Science	**Science**	**Science** *Agricultural Science*	**Science** *Agricultural Science*	**Agricultural Science** **Biology** **Chemistry** **Physics** **Psychology** *Cert II in Rural Operations*
Humanities includes History, Geography, Economics and Business Civics and Citizenship	**Humanities** includes History, Geography Economics and Business Civics and Citizenship	**History** *Geography* *Economics and Business* *Civics and Citizenship*	**History** *Geography* *Economics and Business* *Civics and Citizenship*	**Business** **Geography** **Legal Studies** **Modern History** *Social & Community Studies* *Tourism*
	Japanese	**Japanese**	**Japanese**	**Japanese**
Arts (includes Art, Drama and Music)	**Arts** (includes Art, Drama and Music)	**Art** **Drama** **Music**	**Art** **Dance** **Drama** **Music**	**Drama** **Music** **Music Extension** **Visual Art** *Visual Art in Practice* *Arts in Practice*
Design Technologies **Digital Technologies**	**Design Technologies**	*Engineering Principles and Systems* *Food Specialization* *Food and Fibre* *Materials and Technology*	*Engineering Principles and Systems* *Food Specialization* *Food and Fibre* *Materials and Technology* *Cert II in Workplace Skills*	*Engineering Skills* *Cert II in Engineering Pathways* *Cert II in Furniture Making Pathways* *Early Childhood Studies* *Fashion* *Hospitality Practices* *TAFE Opportunities*
Health and Physical Education	**Health and Physical Education**	**Health and Physical Education**	**Health and Physical Education**	**Physical Education** *Cert II in Sport Coaching* *Cert III in Fitness* *Sport and Recreation*

1. In Year 7 to 10, subjects in bold type are Core Subjects that students must study during each year of schooling.
2. In Year 8 to 10, subjects in italics are Elective Subjects.
3. Year 11 and 12 subjects in bold are General Subjects
4. Year 11 and 12 subjects in italics are Applied Subjects

QParent Registration

- Logon to *qparents.qld.edu.au*
- Create your account
- Skip Invitation Code
- Find your school by name '**WARWICK STATE HIGH SCHOOL'**
- Accept both Privacy Statement and QPAO Terms and Conditions
- Enter identity details – eg. Driver's licence 60 points and Medicare Card – 40 points.
- Complete Account Details – requesting access for your student's information – If your details match with OneSchool records, your student will be suggested, without the need for the parent to enter the student's EQID.
- Warwick State High School will receive a request to '**Approve'** your registration. You will be notified via email when this check is complete, and you will then have access to all the features in QParents.
- Download the QParent app, log in to your account and your student/s information should be available.

Should you have any questions please do not hesitate to email qparents@warwickshs.eq.edu.au

High and Extreme Risk Curriculum Activities

A number of curriculum activities have been designated as having a high or extreme residual risk. While the school has effective control measures in place, students selecting these subjects are required to follow workplace health and safety practices which include wearing the appropriate footwear for the subject and the school uniform as stated in the school's Dress Code.

It is the parent/caregiver's responsibility to update any changes or alterations to the high/extreme risk permissions. For any changes, please send an email to the principal@warwickshs.eq.edu.au

Parents/caregivers are required to give their approval for students to participate in these courses which involve high and extreme risk activities. When Parent/Caregiver consent is NOT given, students will need to reconsider their subject choice and join another subject where they can participate in the full range of learning and assessment activities throughout the year.

Activity Risks and Insurance: Please note that the Department of Education does not have personal accident insurance cover for students. If your child is injured as a result of an accident or incident while participating in these activities, all costs associated with the injury, including medical costs are the responsibility of the parent/caregiver. Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may also be covered by your provider. Any other costs must be covered by parents/caregivers. It is up to all parents/caregivers 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 to allow your child to participate in this activity.

The Leadership Team may make a decision regarding subject choices based on individual student circumstances.

Special Education Program (SEP)

The Special Education Program assists students with disabilities to access the curriculum and meet their full potential in the school setting. Students with a recognised disability receive support within the Special Education Program.

Provision of support may include:

- working closely with parents, students and teachers (Case Management)
- accessing the support process developed by the school. For example:
  - in-class support
  - transition to post-school options
  - work skilling
  - assistance with assignments/assessment
  - social and emotional skilling and personal and living dimensions
  - leisure and recreation access
  - curriculum/assessment modification
  - access to literacy/numeracy classes
  - development of Individual Curriculum Plans

Learning Support

Learning Support focuses on addressing the learning needs of all students who have a learning difficulty, disability, are gifted and/or talented or are falling below national and regional benchmarks in literacy and numeracy.

Diagnostic/standardised tests and level of achievement data are used to track student needs as well as their development over time. The focus is on supporting students in the classroom to enhance their learning opportunities. Our inclusive approach to support means working with teachers, parents and other professionals to facilitate development of a student's academic program at the appropriate level.

Additional support provisions:

- Differentiated curriculum and pedagogy
- Support Teachers of Literacy and Numeracy (targeted teaching)
- In class support (Inclusive Support Teachers, teacher aides)
- Intensive teaching
- Assignment and exam assistance
- Extension Programs

Academy Classes

English, Science and Maths Academy classes are an Academic Excellence Program designed to enhance the learning experience for students who excel in the subject areas for Year 8 - 10. Whilst students in Academy classes will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities, problem-solving tasks and connections that encourage the use of 21st century skills in ways that are original, flexible and fluent to the curriculum. The aim of these intensive programs is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills as they move forward into their senior phase of learning.

Phone Free Policy

Students with acute medical needs who require their phone on them during the day (eg. diabetes) must provide medical documentation to support their diagnosis. This will be approved by the Principal or delegate.

Mobile phones are to be off from 8.55am till 3.00pm. Students are expected to store their phone in their designated school locker. Students will be supplied with a school lock to secure their locker. *Mobile phones are banned in Queensland state schools.*

Definition: Mobile phones for the purposes of this policy includes mobile phones, portable music players, smart watches and air buds/earphones.

Website - www.warwickshs.eq.edu.au

Policies: The Code of Conduct for Students Policy is available on the website by clicking 'Our School' then 'Rules and Policies.

School Newsletter: Regular school-to-home communication will occur via our e-newsletter. These are published three times per term. To subscribe:

1. Log on to our website
2. Click on newsletter
3. Click subscribe to newsletter on left hand side (wait approx. 30 seconds)
4. Enter details

Paper copies are available at the office.

School Routine

- ***First bell*** rings at 8.55am with the school day beginning at 9.00am. Students should be at school by 8.55am. Classes conclude at 3.00pm.
- ***Late to School:*** Students who arrive late must report to the office with a note from a parent/caregiver to explain their lateness and to receive a late slip. If they fail to do this, they will be marked absent for the day.
- ***Lesson times***

Time	Lesson
8:55am	*Warning bell – start of school day*
9:00am – 10:10am	Lesson 1
10:10am – 10:20am	Transition Break
10:20am to 11:30am	Lesson 2
11:30am to 12:00pm	First Break
12:00pm	*Warning bell*
12:05pm to 1:15pm	Lesson 3
1:15pm to 1:45pm	Second break
1:45pm	*Warning bell*
1:50pm to 3:00pm	Lesson 4
3:00pm	Finish of school day

- ***Messages to students:*** Messages to students will be taken and delivered ***ONLY IN AN EMERGENCY***. Whilst every effort is made to deliver these messages, please note that classrooms do not have telephones.

- ***Leaving and returning to school:***
  - In order to maximise school curriculum time, parents/caregivers are encouraged to arrange all external appointments for students outside of school hours.
  - All students leaving the school during the day should be signed out of the school by a parent/caregiver via the office.
  - All students leaving the school during the day with an outside organisation (eg. Headspace, Carbal etc.) Permission must be provided in writing from both the parent/caregiver and the organisation. Times and dates must be stated in the permission.
  - All students returning to school must do so via the office with a parent/caregiver present. They will receive a Returning Pass, which must be shown to their class teacher.
  - Students who are registered to drive to school **do not** need a parent/caregiver to be present to sign out. However, parental permission to leave must be obtained by the school. A 'Permission to Drive' form is available from the office.
- ***Student Attendance***: Text messages are sent out every day for students who have an unexplained absence. Please remember to respond on a daily basis. If you do not respond to the text message, parents/caregivers will receive an emailed reminder. A student's attendance can impact on their future employability and life choices.
- ***Change of Details:*** If you have a change of address, phone number, email address or other details during the year, the office must be notified in writing so our records can be updated. An up-to-date contact phone number is essential in case of accident or illness.

- ***Unwell or injured students:*** Students who are injured or become unwell at school should obtain a note from their teacher before reporting to the office. A parent/caregiver will be called to collect them from Sick Bay. Students ***are not*** to contact parents. Since we are unable to look after sick students at school, parents are requested to collect unwell students as soon as possible. An ambulance will be called when necessary.

P & C Association Email – pandc@warwickshs.eq.edu.au

Everyone is welcome to attend the Parents and Citizens' Association (P&C) meetings, which usually convene in the Blue Room at 6.00pm on the dates as per calendar on our school website. Membership application forms are available on the website.

Input from the P&C is valued in the development of our school's policies and procedures, with meetings being a forum for discussion and ideas.

Canteen and Uniform Shop – 4666 9219 Email – whscanteen@hotmail.com.au

The P&C operates a canteen five days a week, during break times, with proceeds from the canteen distributed across the school for various projects. The canteen provides healthy meals and a variety of snack foods and drinks.

These comply with the directives and expectations of the Queensland Government's ***Smart Choice Healthy Food and Drink Supply Strategy*** for Queensland Schools.

Uniforms can also be purchased from the Uniform shop, located at the Canteen, between the hours 8:30am – 1:00pm (Monday – Wednesday) - Ph: 4666 9219.
A group of dedicated workers staff the canteen. Volunteers are most welcome to offer their services.

Dress Code

At Warwick State High School, we wear our uniform with pride. In line with our school values, we understand that the wearing of the uniform also demonstrates a connection to our school community. The school will support families wherever needed to ensure that all parts of the uniform are worn with pride.

General uniform can be worn each day, unless students are participating in a formal activity, in which case parents/caregivers will be advised of the need to wear a formal uniform prior to the event. Students who are not in correct school uniform will be sent to Wellbeing to be provided with a school uniform for the day.

General Uniform

- Navy skirt or plain navy mid-thigh length shorts
- WSHS polo shirt
- Fully enclosed, lace-up or velcro joggers/sport/gym shoes – (no canvas slip on shoes)
- A short-sleeved undershirt, if worn must be white or navy blue. Long sleeved undershirts not permitted.
- Plain navy track pants
- Plain navy jumper or jacket – hoodies are not permitted
- Socks-white or black. Ankle or mid-calf length socks
- A uniform hat must be worn for all outdoor activities. Available from the canteen - WSHS Cap, Coloured school/house hat OR plain navy. Plain navy beanie – no logos, brims, ties or ear flaps. Hats and Beanies are not worn indoors.

Formal Uniform

- Navy and blue check skirt – school fabric and design, or navy dress slacks or long trousers
- White blouse – school fabric and design or White shirt - long/short sleeves
- School tie
- Black leather lace up walking shoes (not sports shoes/boots, thongs, sandals or ballet flats)
- Navy stockings or plain white socks with
- Formal skirt
- Black socks with dress pants
- Choice of school navy jumper, WSHS blazer or WSHS jacket

Uniform Price List (prices subject to change without notice)

Polo Shirts	$40-00	V Neck Sweatshirts	$35-00
Plain Navy Shorts	$25-00	Long Sleeve Polo	$45-00
WHS Embroidered Shorts	$35-00	Tudor Soft-Shell Jackets	$75-00
Girls Formal Skirt	$55-00	Navy Track Pants	$35-00
Girls Formal Blouse	$35-00	Maroon Tie (sublimated WHS Crest)	$20-00
Metal/Cloth School Badges	$5-50	School Caps	$15-00
Navy Scarf	$10-00	Reversible House/WHS Bucket Hat	$25-00
Apron	$25-00	Hair Net	$2-50

- Medical jewellery is permitted.
- A discrete necklace is permitted. (not permitted in workshops due to Workplace Health and Safety requirements).
- Earrings - studs or sleepers (small) may be worn, as long as they comply with Workplace Health and Safety requirements. Ear stretchers and spikes are not permitted.
- Facial piercings - (nose) a small nose stud may be worn. All other facial piercings must be clear.
- Plain rings may be worn (not permitted in workshops).
- Bracelets / anklets are not permitted to be worn.

- A watch that cannot be connected to the internet or receive messages is permitted.
- Hair must remain a natural colour. Small, discrete hair accessories are allowed.
- Offensive tattoos must be covered.
- Make-up, if worn, needs to be very discrete.
- Shoes - enclosed shoes - must be worn for all occasions. Education Queensland mandates that footwear providing adequate protection (impervious material) and covering the entire foot shall be worn in all workrooms (workshops, laboratories, art, agriculture, and food preparation rooms) as per curriculum risk assessments. Steel capped boots are only to be worn in appropriate curriculum areas (ie. for Engineering)
- Senior School Jerseys and Senior Polos are to be worn by current Year 12 students only

Bus Information

Students who travel to school on a bus:

- Bus students are regarded as being at school and therefore subject to the Code of Conduct for Students from the time of boarding the bus in the morning, until disembarking from the bus on arrival at home in the afternoon.
- Bus companies also have rules and policies. Copies of this information are available from the bus companies. http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx
- Penalties for breaching this code can result in students being 'banned' from bus travel for periods of time. More information is available from bus companies.
- Bus students are not to go to the shops before and after school unless they have a note from their parents/caregivers, permission from a member of Administration and the appropriate pass from the School Office.

There is an extensive bus service that operates to and from Warwick State High School. The following companies offer a range of services in and around our district. A very high standard of behaviour is expected on all bus travel. Consequences of inappropriate behaviour are managed between the school, driver and bus committee.

West Warwick Coaches (Phone: 46611767)

Karara	Leaves Karara at 7.10am and follows the highway as far as Montrose. It then takes the old highway to Cunningham and Wheatvale before coming onto the new highway at the Sandy Creek turn-off. Pratten students, please contact bus company for further information.
Leslie Dam	Leaves Leslie Dam at 7.40am turns at Washpool Road, then Warner Street, then onto Lyndhurst Lane and Condavale Estate and goes directly to Warwick High School. via West State School.

Stuart Wheaton: (Phone: 0427537322)

Maryvale	Leaves Maryvale and goes along highway to Clintonvale. It then goes cross country via schools to Freestone and comes in to Warwick High School via Freestone Road

Crisps Coaches - (Phone - 46618333)

Allora	Leaves Allora at 7.50am.
Killarney	Leaves Killarney at 7.30am and goes through Tannymorel then goes past Murray's Bridge and Canningvale.
Pratten	Meets the Karara bus at Cunningham and students can again swap buses depending on their destinations. For further information please contact Crisps Coaches.
Upper Wheatvale Rosehill	Leaves Wheatvale at 7.30am. Bus goes by the Willowvale Road past the aerodrome and into town to Warwick High School.

Haidley's Panoramic Coaches (Phone: 46612816)

City Bus Service	Timetables are available at: www.translink.com.au, on the buses or at Haidley's depot
Lyndhurst	As per Warwick City Bus Timetable – Route 990 and 994
Pikedale/Connolly Dam	Leaves Connolly Dam 7.25am - Pikedale Rd – Rocklands Road – Thornton Road – Lyndhurst Lane – Schoch Road to Warwick State High School – connects with Warwick City Buses.
Junabee	Via Hermitage – Jingarry / Mt Sturt Road – Pedigrews Crossing Road – Cedar Crossing – Roona Road and connects with Warwick City Buses
Yangan	Departs Yangan 7:30am for Swanfels Road and loops back into Yangan at 8.00am. It continues along the Yangan Road, making the last eligible pick-up to Warwick, Yangan side of The Hermitage Research Station - connects with Warwick City Buses
Swan Creek	Please contact Haidley's Panoramic Coaches for further information.
Murray's Bridge	Please contact Haidley's Panoramic Coaches for further information.

Guidelines for Selection of Subjects

There are a number of factors for students and parents to consider before choosing subjects for Year 10. These are based on the students.

- results
- abilities
- commitment to study
- subject interests
- subject requirements for employment / training / courses
- the relationship between junior and senior subjects
- school recommendations

1. **RESULTS:** Present results are usually the best indication of future achievement.
2. **ABILITIES:** After ten years of schooling, parents and students themselves probably have a clear idea of the student's general ability as well as their areas of strength and weakness. The school seeks to offer a range of subjects suitable for differing abilities. It is better to succeed in appropriate subjects than to fail in ones that are too difficult. Similarly, students who select subjects that are too easy in relation to their own ability may regret the decision later.
3. **COMMITMENT TO STUDY:** Given the same amount of ability, the student who is prepared to work (both at school and at home) and who has already established sound study habits and a work ethic, will undoubtedly achieve better standards than the student who does little work. Very little accurate advice in selecting subjects can be given to those students who are not working to capacity, as it is impossible to predict their future performance.
4. **SUBJECT INTERESTS:** Students in Year 7, 8 and 9 were presented with a wide range of subjects. From this range, students are now asked to consider which subjects they are best able to cope with and those they particularly like studying. To balance these choices, students then need to find out if there are subjects relevant to careers of interest. It is important to talk to these subject teachers to gain a good understanding of the subjects at the junior level.
5. **SUBJECT REQUIREMENTS FOR EMPLOYMENT OR TRAINING COURSES:** During Years 7, 8, 9 and 10, all students are required to complete English, Math, Science, Health and Physical Education and History. These subjects will allow students to pursue most career pathways in the future. It is very difficult currently to exclude any student from a future career path due to not meeting a subject requirement. However, it is important to start exploring possible career pathways and subject requirements early.

   Students and parents wanting to know the specific subject requirements for the various courses offered by different tertiary institutions, TAFE courses, apprenticeships and other career information relating to subject choices should consult the Head of Department – Senior Secondary.
6. **THE RELATIONSHIP BETWEEN JUNIOR AND SENIOR SUBJECTS:** Whilst not compulsory, Junior subjects provide the basis and can instil an interest in a subject area that can be further explored in Senior.

   Year 10 provides a link into Year 11 and 12. A satisfactory performance in Mathematics and Science provides the basis for proceeding to the various Mathematics and Science courses the school offers in Years 11 and 12. To pursue Humanities based subjects in Years 11 and 12, a satisfactory performance in Year 10 English is desirable. To pursue some senior subjects high levels of achievement are required in Junior.

   Compulsory Prerequisites: All General subjects have pre-requisites. This means that to have a greater subject selection in Year 11 it is imperative that Year 10 students pass their studies.
7. **SCHOOL'S RECOMMENDATION:** Teachers who have daily contact with the students are an invaluable source of information. They can help enlighten you regarding attitudes to work, comprehension ability, class performance in oral / written work and work capacity. Heads of Department can provide clear guidelines to the standards required, and the Deputy Principals and the Head of Department – Senior Secondry are experienced in helping students select courses. They are aided by accessibility to a wide range of information about each student and they have the added advantage of having followed many students through their high school years. These school personnel are available for help and consultation.
8. **THINK ABOUT CAREER OPTIONS:** It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 10. Our school provides a career education program that helps you explore careers. Alternately you can talk to the Head of Department – Senior Secondary and check the following sources of information on subjects, courses and careers:
   - Australia's Career Information System Service, called myfuture, at www.myfuture.edu.au
   - Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
   - Accessing MYPATH on the QTAC website. It provides significant information on your strengths and weaknesses; career clusters and information on pathway courses and related information.
   - The TAFE Queensland Handbook at www.tafe.net
   - QCAA's website: www.myqce.qcaa.qld.edu.au
   - Career Builder on the school's computer network.

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and occupations that interest you. If details are unclear, check with the Head of Department – Senior Secondary.

General Subject Pre-requisites for Year 11

Students must have achieved the minimum result indicated in Year 10 to study the specific subject in Year 11.

Subject – Year 11	Pre-requisites (Year 10 results)		
Agriculture Science	English – C	Science – C	
Art	English – C	Art – C	
Biology	English – C	Science – C	*(Mathematics – C advisable)*
Business	English – B		
Chemistry	English – C	Mathematics – C	Science - C
Drama	English – C	Drama – C	
English	English – B		
General Mathematics	Mathematics – C		
Geography	English – B		
Japanese	Japanese – C		
Legal Studies	English – B		
Literature	English - B		
Mathematical Methods	Mathematics – B		
Modern History	English – B		
Music	English – C	Music – C	*A practising musician (either within or outside of the school)*
Physical Education	English – B	HPE – B	*A strong interest in healthy lifestyles and physical activity*
Physics	English – C	Mathematics – C	Science – C
Psychology	English – C	Science – C	Mathematics - C
Specialist Mathematics	Mathematics – B	*Students must also choose Mathematical Methods*	

Explanation of Laws relating to the Senior Phase of Learning (Years 11 and 12)

Legislation now requires that all young people must complete Year 10, and then participate in further education and training, full-time employment, or a combination of education, training and employment.

These laws make it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first and in addition:

- young people are required to then participate in education or training for a further two (2) years, or until they have gained a Senior Statement, and if they qualify, a Queensland Certificate of Education (QCE).
- or until they have gained a Certificate III vocational qualification.
- or until they have turned 17.
- Exemptions are provided for young people who enter full time work (ie greater than 25 hrs/week) after they have completed Year 10 or have turned 16.

Queensland Certificate of Education

To be eligible for a QCE, a young person must complete a set number of credits in the required pattern and at least one credit must be from Core studies completed while enrolled at a school.

Credits can accumulate for up to nine years. Learning accounts are automatically closed after a person is either awarded a QCE or nine years has passed; however, a person may apply to the QCAA to have the learning account reopened and credits continued. The person may then continue accumulating credit for a further nine years.

Note: A student is not eligible for a QCE if the QCE, a senior certificate, or equivalent interstate or overseas qualification has been previously awarded. Students repeating Year 12 are issued with a Senior Statement.

Senior Statement

The QCAA also issues a Senior Statement that records the specifics of a student's learning achievements that are banked in a Learning Account. These are established early in Year 10. Students are able to access their Learning Account to review their number of credits etc, by using their LUI Learner Unique Identifier (a number/code). This number is given to the students early in Year 10.

Acting Head of Department – Mrs Kirsty Caterson	Email: kcate1@eq.edu.au

ENGLISH

The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Key topics: Year 10 students will explore Narrative Transformation, Documentary Analysis, Responding to a Novel, Reading and Interpreting a Shakespearean Play, Responding to a Shakespearean play, Exploring perspectives and representations in non-literary texts

Assessment: Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

Homework Expectations: 1.5 - 2 hours per week. This includes reading, research and assessment completion.

Costs: The English Department aims to keep all additional costs at a minimum but encourages students to participate in as many extra-curricular activities as possible in order to extend their skills and to enhance their learning opportunities.

Head of Department – Mr Brian Amedee	Email: bamed2@eq.edu.au

MATHEMATICS

Mathematics and numeracy skills are critical to the learning and overall education of all students. Studying mathematics allows students to be able to think critically, problem solve using logic, think outside the box to develop multiple solutions, manage their time effectively and make connections creatively. Students will learn to use arithmetic, algebraic, spatial awareness and logical skills to solve contextual and abstract problems using a range of strategies.

Tutorials: Students are encouraged to participate in the free maths tutorials our teachers organise both after school, Tuesday 3:10pm to 4:30pm, and during school, Tuesday second break and Thursday second break.

Homework: Students are encouraged to complete one hour of study at home every week in order to consolidate their learning in class.

***Key topics*:** Pythagoras' theorem, trigonometry and measurement, Algebraic expressions, equations and finance, Probability, statistics and geometry, Quadratic equations and non-linear graphs

Assessment: Students will participate in two styles of assessment for maths in the form of exams and assignments. Both types of assessment will show the students' knowledge in understanding and fluency and problem solving and reasoning.

Head of Department – Mr Brian Amedee	Email: bamed2@eq.edu.au

SCIENCE

In Year 10, students participate in hands on experiments and activities under teacher supervision to provide opportunities for them to develop an understanding of important concepts and processes. There are strict laboratory rules to ensure safety with chemicals and equipment.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Science education is organised according to The Australian Curriculum: Science and has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Key Topics: At Warwick State High School, students engage in four units of work throughout the year that cover each of the strands mentioned above. Broadly, this equates to the familiar sub-strands of: Biological sciences – concerned with understanding living things – genetics and evolution, Chemical sciences – concerned with understanding the composition and behaviour of substances – chemical reactions, Physical sciences – concerned with understanding the nature of forces and motion, and matter and energy – Forces, Earth and space sciences – concerned with Earth's dynamic structure and its place in the cosmos – Earth and Atmosphere

Assessment: Assessment includes a variety of approaches that allow students to exhibit what they know, understand and can demonstrate. The techniques utilised include: Exam/test; student experiment with report, research task with report.

Costs: Students may participate in excursions and competitions

HEALTH & PHYSICAL EDUCATION

Head of Department – Mrs Tanya Wright | **Email: twrig75@eq.edu.au**

Health and Physical Education is a core (compulsory) subject in Year 10, studied for one semester. It builds on the Year 8 and 9 course and introduces learning approaches and content areas covered in senior elective subjects:

- Physical Education (PE) – General subject
- Sport and Recreation (REC) – Applied subject
- Certificate III in Fitness – Applied subject

The course is organised using the 2 strands of the Year 8-10 HPE syllabus: Personal, social and community health Movement and physical activity.

WHY STUDY HPE IN YEAR 10? To prepare students for subject choices in Year 11 and 12, i.e. Physical Education, Sport and Recreation, Certificate III in Fitness. To ensure students who appreciate physical activity can balance subject choices to include enjoyable and worthwhile exercise–based studies in their timetable. To consolidate a thorough Health & Physical Education program, continued from Year 8 and 9.

Key Topics: Sample Study Topics – Exploring fitness, Fitness testing/raining and Community Physical Activity. Sample Physical Activities – Badminton/Tennis, Basketball/Soccer, Touch Football/Hockey/Athletics, Archery/Recreational games

Assessment: Based on personal experiences, including, written exams, journals of learning; visual evidence of performance (video editing); assessment of practical skills and participation. The emphasis is on both strands of the course, NOT on elite physical performance.

Costs: Depending on electives chosen and facilities available, entry costs may be required e.g. pool, gym, community facilities

Links with Senior Studies: Year 10 HPE in 2027 will introduce learning experiences, study approaches, assessment methods and content areas similar to those in Year 11 and 12 Physical Education and Sport and Recreation. Practical activities will include recreational activities as well as more detailed coverage of fitness activities, sports and games. This will expose students to the nature of Sport and Recreation and the specialised study nature of Senior PE.

HISTORY

Head of Department – Mrs Tanya Wright | **Email: twrig75@eq.edu.au**

Australian Curriculum History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

In Year 10 History, students will refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They will analyse the causes and effects of events and developments and explain their relative importance. Students will also explain the context for people's actions in the past. In addition, they will explain different interpretations of the past and recognise the evidence used to support these interpretations.

When researching, students will develop, evaluate and modify questions to frame an historical inquiry. They will process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students will analyse these sources to identify motivations, values and attitudes. When evaluating these sources, they will analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. This will provide students with the skills to develop and justify their own interpretations about the past.

Key Topics: Students will undertake three areas of study in Year 10 History: World War II and Movements in the Modern World.

The study of History is interpretative by nature, and therefore promotes debate and encourages thinking about human values, including present and future challenges. It provides the opportunity for students to further develop their ability to ask relevant questions, critically analyse and interpret sources and respect and explain different perspectives.

Assessment: Students will complete a range of written tasks, which may include a short answer/response to stimulus test, an essay in response to stimulus and a research essay.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

Electives

ART

Head of Department – Mr Ian Follett **Email: ifoll1@eq.edu.au**

Art is the study of visual communication and visual expression. Students study (describe, analyse, interpret and judge) visual artworks and this becomes the basis of a contemporary interpretation. Students design and produce their own expressive artworks in a variety of media and art processes. Through this they develop skills in visualising and planning work.

The course is designed to be a practical subject with corresponding theoretical components and seeks to be an outlet for the expression of ideas. It has a focus on art as a means to develop problem solving skills requiring the students to research, develop and resolve ideas in a visually pleasing manner. This approach is developed upon in the Senior Visual Art program.

Sound achievement or above in Year 8 and/or Year 9 Art is recommended and a sound achievement in English as an indicator for the theory component of this subject.

Key Topics: Students will start with concrete concepts and then work towards abstract concepts through focus areas such as: Realism/Impressionism, Abstraction, Stylisation, symbolism.

Students will explore these concepts through various media and processes such as printmaking, ceramics, painting, assemblage, drawing

Assessment: Making: Practical pieces – 2D + 3-D. ***Responding:*** Written reflection and relating to their artworks

Costs: Students will be required to purchase a Visual Journal and drawing equipment. Possible excursion/s to art galleries (prices dependent on location of exhibition).

AGRICULTURE

Head of Department – Mr Brian Amedee **Email: bamed2@eq.edu.au**

Students will use agriculture theory to design, implement and evaluate local agricultural practices, activities and equipment. The practical component involves aspects of scientific and technological practices associated with both plant and animal industries.

Units of study will include learning activities related to forage, grain, beef, sheep, goat, beef and chicken production as well as horticulture. An interest in agriculture would be an advantage.

Key Topics: Farm safety, agricultural animal production, agricultural plant production, farm management, agricultural mechanics, crop production, small motors, conservation and sustainability, intensive and extensive agriculture.

Assessment: practical tasks, projects/reports and written tasks: short and/or extended responses

Costs: Some small additional costs may be associated with excursions to local examples of good practice or Ag Show/Farmfest.

CIVICS AND CITIZENSHIP

Acting Head of Department – Mrs Kirsty Caterson **Email: kcate1@eq.edu.au**

The study of Civics and Citizenship enables students to become active and informed citizens who participate in and sustain Australia's democracy. It provides opportunities for students to investigate legal and political systems, and explore the nature of citizenship, diversity and identity in contemporary society.

In Year 10 Civics and Citizenship, students will study contemporary legal issues, including the purpose and work of the High Court. They will explain how Australia's legal obligations influence law and government policy. Students will examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They will also compare and evaluate the key features and values of systems of government and evaluate a range of factors that sustain democratic societies. Therefore, this subject will prepare students for studying Legal Studies in Years 11 and 12.

When researching, students will evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They will account for and evaluate different interpretations and points of view. When planning for action, students will take account of multiple perspectives, use democratic processes, and negotiate solutions to an issue.

Key Topics: Students will undertake three areas of study in Year 10 Civics and Citizenship: How Australia's democracy is defined and shaped by the global context, How government policies are shaped by Australia's international legal obligations, Features of a resilient democracy and Structure and functioning of state and federal court systems

Therefore, through the study of Civics and Citizenship, students develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

Assessment: Students will complete a range of tasks, which may include: short answer/response to stimulus tests and research assignments.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

Head of Department – Mr Ian Follett	Email: ifoll1@eq.edu.au
DANCE SEMESTER 2 ONLY	Dance is expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and motivating students to reach their creative and expressive potential. Students will acquire and develop dance skills and then be able to apply these skills in a wide range of contexts. The three main focus areas are Choreography, Performance and Responding. In Year 10 dance will students learn through the integrated practices of choreography, performance and responding. Students will individually and collaboratively choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and other's cultures and communities. Movement is the essential material of dance. ***Key Topics:*** Exploring and responding, Developing practices and skills, Creating and making and Presenting and performing **Assessment**: While Dance is predominantly a practical subject, it has a strong theoretical component that compliments the practical aspects. Assessment is centred on the core dimensions of Making and Responding. **Making** assessment may involve the creation of choreographic skills and performance skills. **Responding** assessment may include research tasks, performance analysis and evaluation. ***Costs***: Possible excursions to view live Dance performances. This may take place in or out of school time (price dependent on location of event)

Head of Department – Mr Ian Follett	Email: ifoll1@eq.edu.au
DRAMA	This subject is designed to promote student's awareness of the dynamic nature of drama, enabling them to investigate and experiment within dramatic forms, whilst developing their own creativity and dramatic skills. Outcomes of the course include: improved self-confidence, social and communication skills, organisational and group-working skills, increased creativity and dramatic skills, and knowledge and understanding of a variety of dramatic forms. It is recommended that students have demonstrated a Sound Achievement or greater in English, as Drama has a strong written component. Students must work co-operatively as members of a group, requiring regular attendance. This is essential to the successful completion of the Drama course. ***Key Topics:*** Stagecraft, Movement skills, Acting skills, Monologue Performance and Verbatim Theatre ***Assessment:*** While Drama is predominantly a practical subject, it has a strong theoretical component that compliments the practical aspects. Assessment is centred upon the core dimensions of Performing Presenting, Making and Responding. Creating and Making assessments may include; character outlines, improvisations, script writing, directing and both scripted and student-devised performances within a range of dramatic styles. Responding assessment may include research tasks and performance analysis and evaluation. ***Costs:*** Possible excursions to view live theatre. This may take place in or out of school time. Cost will be kept to a minimum. Students may be involved in a workshop.

Acting Head of Department – Mrs Kirsty Caterson	Email: kcate1@eq.edu.au
ECONOMICS AND BUSINESS	The study of Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of business and economic decision-making and its effects on themselves and others, now and in the future. Year 10 Business, students will analyse factors that influence major consumer and financial decisions. They will investigate how businesses improve productivity and respond to changing economic conditions. In addition, they will evaluate the effect of workforce management on business performance. In addition, students will be given the opportunity to develop their understanding of why and how governments manage economic performance to improve living standards. They will provide explanations for variations in economic performance and standards of living within and between economies. Therefore, this subject will prepare students for studying Business and/or Accounting in Years 11 and 12. When researching, students will develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They will gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students will generate alternative responses to an issue taking into account multiple perspectives. Cost-benefit analysis and appropriate criteria will be used to propose and justify a course of action. ***Key Topics:*** Students will undertake two areas of study in Year 10 Business: - Improving Business Productivity and Managing the Workforce, Information Procedures: Financial Records Management and The Global Economy Therefore, through the study of Business, students will be better placed now and in their adult lives to actively and effectively participate in business and economic activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing. ***Assessment***: Students will complete a range of tasks, which may include: a practical exercise test, a short answer/response to stimulus test and a research assignment. ***Costs***: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

ENGINEERING PRINCIPLES AND SYSTEMS

Head of Department – Mr Brad Hutchinson **Email: bhutc64@eq.edu.au**

Year 10 Engineering Principles and Systems is studied for three lessons per week over a semester. This subject is well suited to the enquiring mind, with a strong focus on working out 'how things work'. Students will explore engineering principles relevant to the challenges they are given. Students will work independently and collaboratively to apply design processes. They will investigate relevant knowledge, generate and refine ideas, plan and produce design solutions, and evaluate solutions and processes.

Special Note: Our workshops involve machinery and processes considered to be of HIGH and EXTREME risk. All students choosing this subject will be required to submit a signed High and Extreme Risk Acknowledgement Form as part of the subject selection process. Failure to do so will result in students being allocated other elective preferences. Students are also required to wear an apron, hairnet and impervious upper shoes for every workshop lesson.

Key Topics: Engineering Principles and Systems is organised around the following topics: Investigating and making judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions, Generating and designing products, services and environments, Communicating design decisions, Testing, selecting, justifying and using appropriate technologies and processes to make designed solutions, Evaluating using criteria for success and Individually and collaboratively developing project plans to manage projects.

Students will engage in the above topics through units such as: Common machines – Materials, force, motion and energy (eg. Cranes, motor vehicles, aircraft) - creating with electro-technologies (E.g. Robots, drones), Common systems – Material properties and system functions (Eg. Motor vehicle braking systems), Materials, forces and safety in engineered systems. (Eg. Bridge building), Contemporary engineered systems – Materials, forces, energy and motion (Eg. 3D printer) and Project planning – Getting a project to completion.

Assessment: Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, computer generated presentations, peer and self-evaluation and reflection.

FOOD SPECIALISATIONS

Head of Department – Mr Brad Hutchinson **Email: bhutc64@eq.edu.au**

Year 10 Food Specialisations is studied for three lessons per week over a semester. The course is designed to be a practical subject which has a strong focus on learning through doing. Students will focus on the creation of designed solutions, investigating, planning and producing food items using a range of tools and technologies. They will be working independently and collaboratively throughout the semester. Students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

This subject will prepare students for studying Hospitality Practices in Years 11 and 12.

***Costs*:** Students will be expected to bring ingredients from home most weeks. Some of the ingredients required in the course of this subject will be supplied by the school, but the majority must come from home. Recipes can be adjusted to suit family budgets and dietary requirements. Herbs/spices required can be accessed from school pantry if family would not normally purchase.

***Key Topics*:** Australian Dietary Guidelines – the key to good health, Interpretation of food labels to make healthy choices, Investigation of convenience foods and their health implications, Sustainable food habits, Sensory analysis, Multicultural cookery, Working safely in the kitchen, Management skills

Assessment: Students will be required to provide evidence of their learning in a variety of forms - Weekly practical cookery – development of skills, Portfolios - written and practical components showing evidence of design ideas.and Reflection journal

FOOD AND FIBRE

Head of Department – Mr Brad Hutchinson **Email: bhutc64@eq.edu.au**

Year 10 Food and Fibre is studied for three lessons per week over a semester. This practical subject has a strong focus on learning through doing. Students will be exploring textile materials and production processes required to create textile items. Students will investigate, plan and produce textile items using a range of tools and technologies. They will be working independently and collaboratively throughout the semester. Students have the opportunity to be creative while working with textile materials and technologies. Some of the lessons will be dedicated to project work in which the student can learn time management skills and work at his or her own pace. It is not necessary to already know how to sew or to have completed Textiles in year 9. All practical work can be designed by the individual student to suit his or her own skill level.

Costs: Students will be asked to bring budget friendly fabric and requirements for two projects.

Key Topics: Fabric decoration techniques, Design and make your own cushion, Textile skills and techniques, Design and make your own wrap eg tool wrap or make up wrap, Working safely in the textile room and Management skills

***Assessment*:** Students will be required to provide evidence of what they are learning in a variety of forms. This may include practical textile items, project folio, workbook, and reflection journal.

GEOGRAPHY

Acting Head of Department – Mrs Kirsty Caterson **Email: kcate1@eq.edu.au**

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. Key concepts are place, space, environment, interconnection, sustainability, scale and change. Geography addresses scales from the personal to the global and time periods from a few years to thousands of years.

In Year 10 Geography, students will investigate how interactions between geographical processes at different scales changes the characteristics of places. They will predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students will also identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They will propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns.

When researching, students will develop and modify geographically significant questions to frame an inquiry. They will then collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They will evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. Students will also accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions.

Key Topics: Students will undertake two areas of study in Year 10 Geography: Geographies of Human Wellbeing and Environmental Change and Management

Therefore, through the study of Geography, students learn to make meaning of their world. They learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Assessment: Students will complete a range of written tasks, which may include a field report, research, practical exercises and/or folio of tasks.

Costs: Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

JAPANESE

Acting Head of Department – Mrs Kirsty Caterson **Email: kcate1@eq.edu.au**

Why study Japanese? Preparing for a global future! Communication in, and knowledge of, a foreign language is viewed most favourably by employers across various sectors of the community.

Japanese is particularly relevant to our state and local community in areas such as tourism and hospitality, business, agriculture, manufacturing and trade. A large number of businesses, service providers and government departments have links with Japan and have a growing need for employees with some Japanese language background. Some Junior Japanese is a desired pre-requisite.

The study of Japanese in Year 10 focuses on developing communication skills in Japanese through listening, speaking, reading and writing, across a variety of relevant topics. Japanese in Year 10 also gives students a strong foundation for those wishing to continue learning Japanese in senior.

LEARNING JAPANESE IS INTELLECTUALLY CHALLENGING!

Students will: learn how to learn which can improve performance in other subjects, learn how to problem solve by developing highly flexible and creative thought patterns, learn how to relate to people from different cultures, improve their knowledge of English language structure and usage by comparing English with Japanese, improve critical thinking and enhance a deep cross-cultural understanding

The use of ICTs in Japanese such as PowerPoint presentations and computer data shows, digital camera/video, DVD dual language facilities, Japanese web sites, emails etc. are considered very important and provide students with the latest technology learning skills and information.

Key Topics: Possible topics could include: Fast food, entertainment, seasons, part time jobs and the future, big cities of the world and international student exchange.

Assessment: Each semester, the four macro skills (listening, speaking, reading and writing) are tested under exam conditions and each test is weighted equally.

Costs: Students may be involved in some excursions or other class activities to further enhance the learning experience which may have associated costs. Attending the biannual school trip to Japan is an option available to students studying Japanese.

MATERIALS AND TECHNOLOGY

Head of Department – Mr Brad Hutchinson **Email: bhutc64@eq.edu.au**

Year 10 Materials and Technologies is studied for three lessons per week over a semester. This subject is closely related to the traditional Manual Arts courses offered in the past, with a strong focus on the materials and production processes required to design and manufacture everyday products. Students will work independently and collaboratively to apply design processes. They will investigate relevant knowledge, generate and refine ideas; plan and produce design solutions, and evaluate solutions and processes.

Key Topics: Materials and Technologies is organised around the following topics: Materials and technologies and how they impact on designed solutions, Generating and designing products, services and environments, Communicating design decisions, Evaluating using criteria for success, Creating and using project management skills, Selecting techniques and tools to manipulate or process materials and Independently and safely producing designed solutions in a workshop environment.

Students will engage in the above topics through units such as Metal and Engineering Trades (fabrication and fitting), Preparing for Furnishing Trades and Re-purposing old Technologies.

Assessment: Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, computer generated presentations, peer and self-evaluation and reflection.

Special Note: *Our workshops involve machinery and processes considered to be of HIGH and EXTREME risk. All students choosing this subject will be required to submit a signed High and Extreme Risk Acknowledgement Form as part of the subject selection process. Failure to do so will result in students being allocated other elective preferences. Students are also required to wear an apron, hairnet and impervious upper shoes for every workshop lesson.*

MUSIC

Head of Department – Mr Ian Follett **Email: ifoll1@eq.eduau**

Music is widely recognised as a powerful educative tool that contributes to the development of an individual. As one of the Arts, Music makes a profound contribution to personal, social and cultural identity. Studies in Music offer a unique form of self-expression and communication.

The music course is developmental in nature. Students will acquire and develop musical skills and then be able to apply these skills in a wide range of contexts. The three main focus areas are Responding, Composing and Performing.

The Year 10 Music Course assists students to enjoy, appreciate and make music. It does this by developing an awareness of sound as well as developing skills in practical music production and composition.

Students do not need to own a musical instrument, nor do they need to be able to play one, as the development of correct musical notation is part of the theory of this course. Students must have good listening skills and a commitment to involvement in practical situations.

Key Topics: A wide variety of Musical Styles and Forms are studied. Students will listen to and analyse music, compose, play music, perform music, and learn about the musical history of a variety of different styles

Assessment: Exploring and Responding **-** students compose music for the instruments available in the classroom and demonstrate an understanding of basic notation and the manipulation of musical elements. Students are required to write and talk about music works using the correct vocabulary. Students will demonstrate aural recognition and discrimination of the elements and concept of music. Presenting and Performing – students use Performance Skills to perform music. Reflecting Style and Style/Genre and to communicate ideas, perspectives and the meaning.

Costs: Possible excursions to music concert performances (prices dependent on location of event).

CERTIFICATE II IN WORKPLACE SKILLS

Head of Department – Mr Cory Wren **Email: cwren3@eq.du.au**

RTO: Warwick State High School

RTO No.: TBA

Qualification Code: BSB20120

QCE Credit Points: 4

QCE Learning Option: Core

Qualification Description: This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

2027 STATIONERY LIST - YEAR 10

This list includes subject-specific items required in addition to general multi-purpose items such as: Diary, minimum 8GB USB memory stick, blue, black and red pens, HB pencils, mechanical pencils, scissors, pencil sharpener, white plastic eraser, ruler, coloured pencils, felt pens, small stapler, highlighter pens, glue stick, pencil case, earphones.

Students are NOT to bring the following items to school:

- **Steel rulers - use plastic or wood**
- **Large 'Nikko' type marking pens – (if these are needed they will be supplied by the subject area)**
- **Liquid correction fluid**

Subject	Items required
AGRICULTURE	1 x A4 96 page exercise book or hole punched folder booklet that is separate to other subjects
ART	1 x A4 Visual Journal 2 each - HB, 2B, 4B, 6B pencils
CIVICS AND CITIZENSHIP	1 x A4 96 page exercise book that is separate to other subjects
DANCE	1 x A4 96 page exercise book (specific to this subject)
DESIGN STUDIES	General multi-purpose items listed above
DIGITAL TECHNOLOGIES	1 x A4 display folder
DRAMA	1 x A4 notebook that can be handed in separately from other subject
ECONOMICS AND BUSINESS	1 x A4 64 page exercise book 1 x calculator
ENGINEERING PRINCIPLES AND SYSTEMS **MATERIALS AND TECHNOLOGY**	Apron, hairnet, impervious upper shoes
ENGLISH	2 x A4 96 page ruled exercise books
FOOD AND FIBRE	Fabric will need to be purchased during textiles semester as advised by teacher
FOOD SPECIALISATIONS	1 Plastic Sheet Protector Ingredients will need to be purchased Shoes with impervious uppers (no mesh) will need to be worn
GEOGRAPHY	1 x A4 64 page exercise book that is separate to other subjects
HEALTH & PHYSICAL EDUCATION	General multi-purpose items listed above
HISTORY	1 x A4 64 page exercise book that is separate to other subjects
JAPANESE	2 x A4 96 Page ruled exercise books 1 x 10mm 48 page grid book
MATHEMATICS	Preferred scientific calculator: **TI 30XB** calculator from Texas Instruments 2 x A4 128 page exercise books – separate from other subjects 1 x 15cm ruler (30cm flexible)
MUSIC	1 x A4 96 page exercise book (specific to this subject) 1 x fine point black pen
SCIENCE	2 x A4 128 page exercise book for each semester that is separate to other subjects 1 x Scientific calculator (Same as Maths)

PLEASE NAME ALL PROPERTY CLEARLY AT THE START OF THE YEAR

"It is much easier to return named property to the rightful owner"

The information in this booklet is correct at time of publication (June 2026) but maybe subject to change