

# Warwick State High School



**Year 9  
Information  
Booklet  
2026**

**~ 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
  - o Participation Agreement (compulsory)
  - o SRS Fee Payment Arrangement (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



~ English ~  
**Acting Head of Department – Mrs Kirsty Catterson**  
Email: [kcate1@eq.edu.au](mailto:kcate1@eq.edu.au)

The English curriculum is built around the 3 interrelated strands of *Language*, *Literature* and *Literacy*. 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 9, 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 are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

**Key Topics:**

- Speculative fiction
- Representations of Australia's peoples, histories and cultures
- Exploring ethical issues in a drama text
- Evaluating characters in a novel

**Assessment:**

- Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

**Extra-curricular opportunities** – Debating and Reader's Challenge

~ Mathematics ~  
**Head of Department – Mr Brian Amedee**  
Email: [bamed2@eq.edu.au](mailto:bamed2@eq.edu.au)

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:**

- Rates, percentages, finance and indices
- Algebraic expressions, equations and linear graphs
- Pythagoras' theorem, trigonometry and measurement
- Geometry, probability and statistics

**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.

~ Science ~  
**Head of Department – Mr Brian Amedee**  
Email: [bamed2@eq.edu.au](mailto:bamed2@eq.edu.au)

In Science, 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.

At Warwick State High School, students engage in four units of work throughout the year that cover each of the strands mentioned above.

**Costs:** Students may participate in fieldwork or competitions.

**Key Topics:**

- Earth and space sciences – plate tectonics
- Biological sciences – body systems and homeostasis
- Chemical sciences – exothermic and endothermic
- Physical sciences – energy through mediums

**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.

**~ History and Extra Junior Program ~**  
**Acting Head of Department – Mrs Kirsty Caterson**  
Email: [kate1@eq.edu.au](mailto:kate1@eq.edu.au)

In the subject of History and Extra Junior Program students will study and develop important literacy skills to demonstrate their knowledge and understanding of grammar, punctuation, spelling and paragraph writing. They will also develop their understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

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

**Key Topics:**

- Making and transforming the Australia Nation
- World War I: An Australian Perspective

**Assessment:**

- Students will complete a range of tasks, including: short answer/response to stimulus, research assignments, essays in response to stimulus and/or completion of portfolio tasks.

**~ Health and Physical Education ~**  
**Head of Department – Mrs Tanya Wright**  
Email: [twrig75@eq.edu.au](mailto:twrig75@eq.edu.au)

There are 2 main strands included in the subject - **Personal, Social and Community Health** and **Movement and physical activity**. Health and Physical Education is compulsory for Year 9.

Health and Physical Education Course aims to involve students in regular physical activity each week, as well as regular classroom lessons on key topics. Physical activity is essential for all students. Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of academic goals.

**Costs:** Students may be required to participate in/or use community facilities in order to enhance their learning which may incur a cost eg. WIRAC.

**Key Topics:**

**Personal, Social and Community Health**

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Health topics include: sustainable health, social responsibilities, active lifestyles and respectful relationships

**Movement and Physical Activity**

- Moving our body
- Understanding movement
- Learning through movement

Practical movement activities include: invasion games, net sports, cultural games and striking/fielding sports

**Assessment:**

- **Health/Fitness Topics** assessed with written assignments and practical projects, as well as written exams.
- **Physical Activity** units assessed on subjective assessment of skills, participation and effort.

**~ ELECTIVES ~**

**~ Art ~**  
**Head of Department – Mr Ian Follett**  
Email: [ifoll1@eq.edu.au](mailto:ifoll1@eq.edu.au)

Art is the study of visual communication and visual expression. 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 in both two and three dimensional forms.

The course is designed to be a practical subject with corresponding theoretical components.

**Key Topics:** Students build on their knowledge gained in years 7 and 8. They will explore a variety of art materials and processes creating artworks using two-dimensional, three-dimensional and digital technology. Students also discuss, analyse and write about artworks as they look of different styles and cultural backgrounds. Students will make artworks that reflect themselves and the world they live in.

**Assessment:** Students are assessed on the following criteria

- **Making:** Students create art works using a variety of media (drawing, sculptural, digital) working through realism, symbolism and narrative design)
- **Responding:** Students analyse artworks of others as well as their own using related terminology.

**~ Agriculture ~**  
**Head of Department – Mr Brian Amedee**  
Email: [bamed2@eq.edu.au](mailto:bamed2@eq.edu.au)

Students use agricultural practice to design, plan, implement and evaluate agricultural enterprises, activities and equipment. Courses of study in Agricultural Education include learning activities related to enterprises such as grain, beef and dairy production, as well as sheep meat, mohair, poultry and horticultural production.

In Junior Secondary, Agriculture will take the form of a course designed to awaken and develop students' interests and skills in the study of both crop plants and farm animals. The emphasis is on involvement, with theory sessions supporting the practical components. It is envisaged that students will also develop a broad appreciation of the primary producer's role in society. Students will be involved in animal husbandry practices on sheep, goats and cattle.

**Key Topics:**

- Agricultural systems
- Agriculture and society
- Animal behaviour
- Crop production
- Animal production systems
- Animal reproduction
- Farm resource management

**Assessment:** Includes a variety of approaches including practical tasks, written tasks – reports and short and extended response.

**~ Materials and Technology ~**  
**Head of Department – Mr Brad Hutchinson**  
Email: [bhutc64@eq.edu.au](mailto:bhutc64@eq.edu.au)

Materials and Technology 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.

**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:** Materials and Technology is organised around the following topics:

- Materials and technology 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.
- Independently and safely producing designed solutions in a workshop environment.

Students will engage in the above topics through units such as:

- Metal fabrication and fitting.
- Creating with LED technology (E.g. Desk lamp).
- Basic woodworking.
- Re-purposing of existing products.

**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.

**~ Engineering Principles and Systems ~**  
**Head of Department – Mr Brad Hutchinson**  
Email: [bhutc64@eq.edu.au](mailto:bhutc64@eq.edu.au)

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. For example, the CO2 Dragster unit requires students to investigate the principles of mass, friction and drag and how they affect the performance of a CO2 Dragster. 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:

- Engineering principles 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.
- Independently and safely producing designed solutions in a workshop environment.

Students will engage in the above topics through units such as:

- CO2 Dragster design and construction.

**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](mailto:bhutc64@eq.edu.au)

Year 9 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, preparation, nutrition, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

**Costs:** Students will be expected to bring ingredients from home most weeks. Providing ingredients from home is essential for learning and succeeding in this subject. 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.

**Key Topics:**

- Working safely, hygienically and efficiently in a kitchen
- Understanding and applying the principles of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating model
- Investigating the various food groups and the best way to prepare and cook them
- Understanding food labels
- Sensory analysis of food
- Collaborating and group work
- 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

**~ Food and Fibre ~**  
**Head of Department – Mr Brad Hutchinson**  
 Email: [bhutc64@eq.edu.au](mailto:bhutc64@eq.edu.au)

Year 9 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.

**Costs:** Students will be asked to bring budget friendly fabric and thread to make their own shorts.

**Key Topics:**

- Eco-friendly fabric dyeing
- Sew your own drawstring bag
- Textile skills and techniques
- Design and sew your own budget shorts
- Working safely in the textile room
- 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.

**~ Drama ~**  
**Head of Department – Mr Ian Follett**  
 Email: [ifoll1@eq.edu.au](mailto:ifoll1@eq.edu.au)

In Drama, students will explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal and visual dimensions. In Drama students will experience theatre and develop an understanding of the performer/audience relationship. Students will combine the elements of drama to make, present and respond to representations of human situations, characters, behaviour and relationships. They will make drama through dramatic play, role-play and improvisation, structuring the elements into play-building, directing and scriptwriting. In presenting drama, they will learn, as actors, to use body and gesture, voice and language, in responding, students will learn about how drama contributes to personal, social and cultural identity.

**Key Topics:**

- Extending their foundation knowledge of the Dramatic Languages and styles of Theatre from Year 7 and 8
- Using drama for exploring and expressing their individual and social identities.
- Experimenting with innovative and hybrid forms and performance styles.
- Directing and production tasks and responsibilities.

**Assessment: Students are assessed on the following criteria**

- **Making:** Student-Devised Performance
- **Making:** Scripted Performance
- **Responding:** Short Response Exam

**~ Economics and Business ~**  
**Acting Head of Department – Mrs Kirsty Caterson**  
Email: [kcate1@eq.edu.au](mailto:kcate1@eq.edu.au)

Through the study of Economics and Business, students are empowered to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. Economics and Business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. This course enables students to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Therefore, Economics and Business provides students with fascinating and challenging units that enable them to: make informed decisions; effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

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

**Key Topics:**

- Australia's Relationship to Trade
- Financial Risks and Rewards
- Innovation and Entrepreneurship

**Assessment:** Students will complete a range of written tasks, including: short answer and extended response examination, QLearn topic quizzes and business report.

**~ Geography ~**  
**Acting Head of Department – Mrs Kirsty Caterson**  
Email: [kcate1@eq.edu.au](mailto:kcate1@eq.edu.au)

Through the study of Geography, students are empowered to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, this course enables students to question why the world is the way it is, and to reflect on their relationships with, and responsibilities for, that world.

Therefore, Geography provides students with fascinating and challenging units that enable them to: respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; suggest responses to what they have learnt; make informed decisions; and become responsible and active global citizens.

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

**Key Topics**

- Biomes and Food Security
- Geographies of Interconnections

**Assessment:** Students will complete a range of written tasks, including: portfolio of tasks, written research report and practical exercises.

**~ Japanese ~**  
**Acting Head of Department – Mrs Kirsty Caterson**  
Email: [kcate1@eq.edu.au](mailto:kcate1@eq.edu.au)

Through the study of Japanese, students will produce formulaic Japanese language and short phrases. They will develop proficiency in reading and writing the *hiragana alphabet*. Students will engage in processes such as analyzing, comparing and reflecting on aspects of Japanese language and cultural and their own. Japanese is offered as an elective in Years 9, 10, 11 and 12.

**Extra-curricular opportunities** – Hosting a Japanese student from our sister-school.

**Topics: Students will work through a variety of topics which might include:**

- |                      |                      |                       |                         |
|----------------------|----------------------|-----------------------|-------------------------|
| • Katakana Alphabet  | • Sports and Events  | • Visit to the Doctor | • Homestay in Australia |
| • Self-Introductions | • Japanese Folktales | • A Trip to Japan     |                         |

**Assessment:** Students are assessed in Comprehending (Listening and Reading) and Composing (Speaking and Writing) in Japanese, based on the units selected, in both formal and informal contexts.



**~ Civics and Citizenship ~**  
**Acting Head of Department – Mrs Kirsty Caterson**  
Email: [kcate1@eq.edu.au](mailto:kcate1@eq.edu.au)

Through the study of Civics and Citizenship, students are provided opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Students explore a wide range of topics and concepts including: how citizens choose their governments; how the system safeguards democracy; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life. While this subject focuses on the Australian context, students also reflect on Australia's position and international obligations, and the role of citizens today, both within Australia and in an interconnected world.

Therefore, Civics and Citizenship allows students to develop a wide range of analytical, evaluative and communication skills in relation to Australia's political and legal systems. These skills will enable them to be active and informed citizens who question, understand and contribute to the world they live in.

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

**Key Topics**

- Government and Democracy
- Laws and Citizens

**Assessment:** Students will complete a range of written tasks including short answer/response to stimulus tests, research assignments and information brochure.

**~ Music ~**  
**Head of Department - Mr Ian Follett**  
Email: [ifoll1@eq.edu.au](mailto:ifoll1@eq.edu.au)

**Subject Description:** 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 in a wide range of contexts. Three (3) main focus areas are: Performing, Composing and Responding.

The Year 9 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 music making situations.

**Key Topics:** A wide variety of musical styles and forms are studied. Students listen to and analyse music, compose, perform, play, arrange and learn about the musical history for a variety of different styles. Units studied are:

- Rock through the Ages
- R.O.C. (Rock in Other Contexts)

**Assessment:**

- **Making Tasks:** students compose music for the instruments available in the classroom and demonstrate an understanding of basic notation and the manipulation of musical elements. Students perform on the ukulele.
- **Responding Task:** 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.

**Costs:** possible excursions to attend live music performances (prices dependent on location of event).

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



# Warwick State High School

## 2026 STATIONERY LIST - YEAR 9

This list includes subject-specific items required in addition to general multi-purpose items such as: Diary, minimum 8 GB USB memory stick, headphones (specifications to be provided later in the year), blue 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.

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

ENGLISH	2 x A4 64 page ruled exercise books 1 x display folder
MATHEMATICS	Preferred scientific calculator: TI 30XB calculator from Texas Instruments 2 x 128 page notebooks – separate from other subjects Kent Set – protractor, compass etc. 15 cm ruler (30 cm flexible)
SCIENCE	1 x 128 page exercise book 1 scientific calculator (same as Maths)
HEALTH AND PHYSICAL EDUCATION	(recycled from a previous year/inexpensive option) School Hat/Cap mandatory for practical lessons General stationery as listed above for theory lessons 1 x 48 page exercise book
HISTORY AND EXTRA JUNIOR PROGRAM	1 x 128 page A4 book that is separate to other subjects
ART	1 x Plastic sleeve A4 book 1 each x HB, 2B, 4B, 6B, pencils
DESIGN AND TECHNOLOGIES AGRICULTURE	1 x 96 page exercise book or hole punched folder booklet that is separate to other subjects
DESIGN AND TECHNOLOGIES • ENGINEERING PRINCIPLES & SYSTEMS • MATERIALS AND TECHNOLOGY	Apron, hairnet, impervious upper shoes
DESIGN AND TECHNOLOGIES • FOOD SPECIALISATIONS	1 x plastic sheet protector 12 cup muffin pan and a slice tin will be required as these will be used regularly Ingredients will need to be purchased Shoes with impervious uppers (no mesh) will need to be worn in practical lessons
DESIGN AND TECHNOLOGIES • FOOD and FIBRE	Fabric will need to be purchased during the semester as advised by teacher
DIGITAL TECHNOLOGIES	General multi-purpose items listed above
DRAMA	1 x A4 notebook that can be handed in separately from other subjects
ECONOMICS AND BUSINESS	1 x 64 page A4 exercise book that is separate to other subjects
GEOGRAPHY	1 x 64 page A4 book that is separate to other subjects
JAPANESE	2 x A4 96 Page ruled exercise book 1 x 48 page grid book 10mm
CIVICS AND CITIZENSHIP	1 x 96 page exercise book
MUSIC	2 x 64 page exercise books or 1 x A4 96 page exercise book 1 fine point black pen

**PLEASE NAME ALL PROPERTY CLEARLY AT THE START OF THE YEAR**

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