Warwick State High School



Year 9 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



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.

ENGLISH

Acting Head of Department – Mrs Kirsty Caterson | **Email: 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**

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's 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**

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 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.

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

HISTORY AND EXTRA JUNIOR PROGRAM

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 an 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.

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

HEALTH & PHYSICAL EDUCATION

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 aim 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**

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*:** Creating and Making - students create art works using a variety of media (drawing, painting, sculptural, digital) working through realism, symbolism and narrative design). Exploring and Responding - students analyse artworks of others as well as their own using related terminology. Presenting and Performing – considering display options for high school art exhibition.

AGRICULTURE

Head of Department – Mr Brian Amedee **Email: 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.

CIVICS AND CITIZENSHIP

Acting Head of Department – Mrs Kirsty Caterson **Email: 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 allow 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.

DRAMA

Head of Department – Mr Ian Follett **Email: 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: Creating and Making - student-devised performance. Performing and Presenting - scripted performance. Exploring and Responding - short response exam.

ECONOMICS AND BUSINESS

Acting Head of Department – Mrs Kirsty Caterson **Email: 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.

ENGINEERING PRINCIPLES AND SYSTEMS

Head of Department – Mr Brad Hutchinson **Email: 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 AND FIBRE

Head of Department – Mr Brad Hutchinson **Email: 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.

FOOD SPECIALISATIONS

Head of Department – Mr Brad Hutchinson **Email: 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

GEOGRAPHY

Acting Head of Department – Mrs Kirsty Caterson **Email: 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**

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.

Key Topics: Students will work through a variety of topics which might include: Katakana Alphabet, Self-Introductions, Sports and Events, Japanese Folktales, Visit to the Doctor, A Trip to Japan, Homestay in Australia

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.

MATERIALS AND TECHNOLOGY

Head of Department – Mr Brad Hutchinson **Email: 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 (eg. 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.

MUSIC

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

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.

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 attend live music performances (prices dependent on location of event).

2027 STATIONERY LIST - YEAR 9

This list includes subject-specific items required in addition to general multi-purpose items such as: Diary, minimum 16 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**

PLEASE NAME ALL PROPERTY CLEARLY AT THE START OF THE YEAR

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

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
AGRICULTURE	1 x 96 page exercise book or hole punched folder booklet that is separate to other subjects
CIVICS AND CITZENSHIP	1 x 96 page exercise book
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
ENGINEERING PRINCIPLES & SYSTEMS MATERIALS AND TECHNOLOGY	Apron, hairnet, impervious upper shoes
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
FOOD AND FIBRE	Fabric will need to be purchased during the semester as advised by teacher
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
MUSIC	2 x 64 page exercise books or 1 x A4 96 page exercise book 1 fine point black pen

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