Welcome to Proserpine
State High School

In Junior Secondary at Proserpine State High School, we strive to develop learners who challenge themselves and embrace opportunity, who can innovate and create and who can shape and define their future. We enable this through building positive relationships, ensuring the social emotional wellbeing of our students and encouraging our students to strive for success.

Our Junior Secondary Curriculum supports students in their transition from primary school to high school by providing them with a comprehensive program where students are engaged in learning utilising the Australian Curriculum. With our supportive teachers encouraging students to achieve to their potential, your child will develop as an independent learner with the knowledge and skills to engage in future learning and be productive and valued members of our wider community.

Our curriculum also caters for the diverse needs, interests and abilities of all learners with targeted programs for those experiencing difficulties engaging in learning, to extension programs for those students who require accelerated learning. Our Special Education Program provides specialised programs for students with disabilities. This combination of challenge and support will provide your child with every opportunity to be successful at Proserpine State High School.

Principal
Mr Don McDermid

Deputy Principals
Mrs Alison Rodgers

Mr Ian Dachs

Heads of Department
Business & Technology
Mrs Deb Brown

English and LOTE
Mrs Corinne Raiteri

Health and Physical Education
Mr Andrew Cox

Home Economics
Ms Kellie Klupfel

Humanities & Social Sciences
Mrs Glynis Nicolson

Industrial Technology & Design (ITD)
Mr Ben Whybird

Mathematics
Mr Rod Wecker

Science and Marine (Acting)
Ms Michelle Wild

The Arts
Mrs Jenny Napier

Inclusive Education Services
Mrs Rosin Connolly

Junior Secondary (Acting)
Mr Rob Jensen

Literacy & Numeracy
Mrs Jo Goodall

Guidance Officer
Mrs Sharon Rudinski

School Based Youth Health Nurse
Mrs Karen Dachs

Behaviour Support Teachers
Mrs Leanne Farr

Mr Chris Lane

Year 7 Coordinator
Mrs Narelle Latter
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WHY DO WE OFFER THE SUBJECTS WE DO?

The Junior Secondary School is designed to respond to the needs of the young adolescent in Years 7 to 9. This stage of adolescence is one of intense growth and change in the lives of young people and the school considers many developmental factors when planning for their learning.

Our junior school is founded on:

- An understanding of the nature of our adolescents
- Social development and building self-esteem
- Developing positive relationships amongst students and teachers
- Engagement in learning
- Considering the demands of a rapidly changing world
- Promoting the future leaders of our community.

AUSTRALIAN CURRICULUM

Australian Curriculum sets the curriculum (Year 7 – 10) at Proserpine State High School for English, Mathematics, Science, The Arts - Art, Drama and Music, and Humanities and Social Sciences - History, Geography, Economics and Business and Civics and Citizenship (although languages have not yet been included in the Australian Curriculum, it is a core subject requirement in Queensland schools Years 7 and 8).

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.
LITERACY AND NUMERACY SUPPORT

Specialised Literacy and Numeracy classes are provided to all Year 7 students. These lessons are offered once a week and are designed to support and enhance student abilities at all levels.

Support is available at Proserpine State High School for those students who have been recognised as requiring extra assistance in Literacy or Numeracy. Students who require this support are identified by their teachers as having failed to achieve a pass in their academic achievement, or have fallen below expected minimum standards in their Literacy and Numeracy testing, including NAPLAN testing. These students will be encouraged to take part in additional literacy or numeracy classes.

An Intensive Reading program has been implemented to support Year 7 students with specific reading needs. This program is designed as one-on-one short sessions with a teacher skilled at teaching reading in secondary school.

Additional support offered by the Literacy and Numeracy Teachers include:

♦ assisting with differentiation of the curriculum to accommodate all students.
♦ supporting students in the classroom.
♦ supporting students with reading and comprehension
♦ supporting students who have English as a second language.

SUCCESS TOGETHER PROGRAM

The aim of the Success Together Program is to promote the wellbeing and success of each and every one our Junior Secondary students. The Success Together Program will be delivered to both Year 7 and Year 8 students for one 70 minute lesson per week. During this lesson, students will be involved in building resilience and tolerance, standing up to bullying, organisational skills, building success, positive attitudes, creative and higher order thinking and the appropriate use of digital devices.

This program has been developed to deal with the social emotional needs of the students and equip them with all the necessary knowledge and skills to help them achieve their potential.
PERSONALISED LEARNING – Literacy and Numeracy

To target our student’s individual needs, data is used to determine the strengths and weaknesses of each and every student within our Junior Secondary School.

Personalised Learning – Literacy and Numeracy comprises of two 70 minute lessons per week designed to offer students a holistic, engaging and highly personal learning experience. Based on data collected from diagnostic tests that your child will undertake, committed teachers will address those needs with comprehensive lessons that teach a whole range of fundamental literacy and numeracy skills in differentiated environment.

This is a unique experience to support their learning in a new and innovative way.

JUNIOR SECONDARY CURRICULUM – CORE

Junior Secondary students are expected to study the core subjects on a continuous basis from Year 7 to Year 10 (and a second language in Year 7 and Year 8).

<table>
<thead>
<tr>
<th>These core subjects are:</th>
<th>Heads of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and LOTE (Japanese)</td>
<td>Mrs C Raiteri</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Mr A Cox</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>Mrs G Nicolson</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr R Wecker</td>
</tr>
<tr>
<td>Science</td>
<td>Ms M Wild</td>
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Please note: Digital Technologies will be a core subject in Year 8 in 2017.
### JUNIOR SECONDARY CURRICULUM ORGANISATION

<table>
<thead>
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<th>YEAR 7 SUBJECTS</th>
<th>YEAR 8 SUBJECTS</th>
<th>YEAR 9 SUBJECTS</th>
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<tr>
<td>English</td>
<td>English</td>
<td>English Extension</td>
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<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics Extension</td>
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<td>Science</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>History and Social Sciences</td>
<td>History and Geography and Citizenship</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>History and Geography</td>
<td>History and Geography</td>
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<td>Science</td>
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<td>HPE</td>
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<td>LOTE</td>
<td>Japanese</td>
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<td>Success Together</td>
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<td>21st Century Projects</td>
<td>The Arts</td>
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<td>A Magic Carpet Ride</td>
<td>Art</td>
<td>Drama</td>
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<td>Amazing 3D Modelling</td>
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<td>Music</td>
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<tr>
<td>Creating With Colour</td>
<td>Drama</td>
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<tr>
<td>Collaboration With Colour</td>
<td>Music</td>
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<tr>
<td>Computer Animation</td>
<td>Wood Technology</td>
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<tr>
<td>Design a Mechanical Toy</td>
<td>Metal Technology</td>
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<tr>
<td>Games Day</td>
<td>Graphics</td>
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<tr>
<td>Jamming With Junk</td>
<td>Food Technology</td>
<td></td>
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<tr>
<td>Special Event Planning</td>
<td>Textile Technology</td>
<td></td>
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<tr>
<td>The Big Bang Challenge</td>
<td>Health and Nutrition</td>
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<tr>
<td>21st Century Projects</td>
<td>Business Studies</td>
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<tr>
<td>A Magic Carpet Ride</td>
<td>Digital Technologies</td>
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<tr>
<td>Amazing 3D Modelling</td>
<td>Digital Technologies</td>
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<td>Creating With Colour</td>
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<td>Collaboration With Colour</td>
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<td>Computer Animation</td>
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<td>Design a Mechanical Toy</td>
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<td>Games Day</td>
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<td>Jamming With Junk</td>
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<td>Special Event Planning</td>
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<tr>
<td>The Big Bang Challenge</td>
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</tbody>
</table>
CORE CURRICULUM SUBJECTS
## ENGLISH

### Subject Description
Understanding how to deconstruct and analyse texts is an essential skill. Year 7 English focuses on developing student understanding of a variety of everyday texts and building their analytical, evaluative and creative skills so they can deconstruct or construct their own texts to suit different audiences, purposes and objectives.

### Course Content

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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</thead>
<tbody>
<tr>
<td>Narrative Persuasion</td>
<td>Consumer Savvy in the 21st Century</td>
</tr>
<tr>
<td>Poetry Breakdown</td>
<td>Teen Issues: Novel Study</td>
</tr>
</tbody>
</table>

Prior to NAPLAN (Week 4 of Term 2) students will spend several weeks on preparation and practice NAPLAN tasks.

### Assessment Summary
Assessment in English is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and understanding and Reasoning.

Types of assessment may include:

**INSTRUMENT 1**
- Imaginative Written – Narrative

**INSTRUMENT 2**
- Persuasive – Analytical exposition

**INSTRUMENT 3**
- Part A: Informative Written – Poem analysis
- Part B: Imaginative Spoken – Poetry recital

**INSTRUMENT 4**
- Persuasive Spoken – Commercial

**INSTRUMENT 5**
- Imaginative Written – Comprehension exam

### Homework Requirements
Students will have set activities related to classwork and assessment to complete.

### Resources/Stationery Requirements
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork
HEALTH AND PHYSICAL EDUCATION

Subject Description
Health and Physical Education is a core subject that includes both practical and theory units. It aims to teach movement skills and physical activities to enhance their health and wellbeing. They learn about the benefits of fitness and the key role health plays in their lives. It develops student’s knowledge, understanding and skills to manage change, accept responsibility and to face more complex life situations. They will examine relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students will reflect on, develop and refine personal and social skills to become resilient and cope with life situations.

Course Content

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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</thead>
<tbody>
<tr>
<td>Educational Gymnastics</td>
<td>Winter Games</td>
</tr>
<tr>
<td>Healthy, Fitness and Nutrition</td>
<td>My Body</td>
</tr>
<tr>
<td>Summer Games and Sports</td>
<td>Summer Games and Sports</td>
</tr>
<tr>
<td>Sun Safety</td>
<td>Swimming</td>
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<tr>
<td>Athletics</td>
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</tbody>
</table>

Assessment Summary
Assessment in Health and Physical Education is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and Understanding and Reasoning.
Types of assessment may include:
- Written Test
- Practical performance of skills in class
- Practical assessment of performances

Homework Requirements
Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork
## HUMANITIES AND SOCIAL SCIENCES

### Subject Description

**HISTORY** in Year 7 provides a study from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

**GEOGRAPHY** provides a study of the natural and human world we inhabit with particular focus in Year 7 on water and liveability of places.

‘Water in the World’ focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is valued, its different forms as a resource, the ways it connects places as it moves through the environment, and its scarcity.

‘Place and Liveability’ focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning.

**CIVICS AND CITIZENSHIP** provides a study of the way Australia’s system of government and the justice system aim to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. Students also explore how Australia’s secular system of government supports a diverse society with shared values.

### Course Content

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 3</strong></td>
</tr>
<tr>
<td>History: The Ancient World</td>
<td>Geography: Water in the World</td>
</tr>
<tr>
<td>Investigating the Ancient Past</td>
<td>Place and Liveability</td>
</tr>
</tbody>
</table>

| **TERM 2** | **TERM 4** |
| History: The Ancient World | Civics and Citizenship: Exploring Influences that Shape Citizenship in Australia’s Democracy |
| The Mediterranean World (One of Egypt, Greece or Rome) OR The Asian World (One of China or India) | |

### Assessment Summary

Assessment in Humanities and Social Sciences focuses on two strands: Knowledge and understanding and Skills.

Types of assessment may include:

- **History**
  - Poster
  - Collection of work

- **Geography**
  - Short response/response to stimulus test
  - Multimodal presentation

- **Civics & Citizenship**
  - Participatory Action

### Homework Requirements

Students will have set activities related to classwork and assessment to complete.

### Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
**JAPANESE**

**Subject Description**
Year 7 Japanese provides the opportunity for students to develop their language skills for use in a variety of contexts.

Unit 1: Explores the language and cultural practices related to houses in the target country and Australia.
Unit 2: Explores the language and cultural practices related to invitations to events, outings and celebrations in Japan and Australia.
Unit 3: Explores the language and cultural practices related to the purchasing of goods and services in Japan and in Australia.
Unit 4: Explores the language and cultural practices related to festivals and celebrations in Japan and Australia.

**Course Content**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
</tr>
<tr>
<td>There’s No Place Like Home</td>
<td>Let’s Get Together</td>
</tr>
<tr>
<td><strong>TERM 3</strong></td>
<td><strong>TERM 4</strong></td>
</tr>
<tr>
<td>Let’s Go Shopping</td>
<td>Let’s Join In</td>
</tr>
</tbody>
</table>

**Assessment Summary**
Assessment in Japanese is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and understanding and Reasoning.

Types of assessment may include:

**UNIT 1 and 2**
- Listening comprehension
- Written comprehension
- Intercultural reflection
- Oral comprehension

**UNIT 3 and 4**
- Reading comprehension
- Oral comprehension
- Listening comprehension
- Written comprehension

**Homework Requirements**
Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork
# MATHEMATICS

## Subject Description

## Course Content

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 3</strong></td>
</tr>
<tr>
<td>Index Notation, Fractions and Integers</td>
<td>Money and Financial Maths</td>
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<tr>
<td>Measurement and Geometry</td>
<td>Integers and Real Numbers</td>
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<tr>
<td><strong>TERM 2</strong></td>
<td><strong>TERM 4</strong></td>
</tr>
<tr>
<td>Numbers and Algebra</td>
<td>Statistics and Probability – Sample Space</td>
</tr>
<tr>
<td>Statistics and Probability - Chance</td>
<td>Data Representation, Location and Transformation</td>
</tr>
</tbody>
</table>

## Assessment Summary

Assessment in Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and understanding and Reasoning.

Types of assessment may include:

- **UNIT 1**
  - Exam – short answer responses

- **UNIT 2**
  - Assignment – Design a vegetable garden

- **UNIT 3 and 4**
  - Exam – Algebra and Chance

- **UNIT 5**
  - Assignment – Plan the catering for a class BBQ

- **UNIT 6**
  - Exam – Integers and Real Numbers

- **UNIT 7**
  - Exam – Constructing Sample Spaces and Assigning Probabilities

- **UNIT 8**
  - Assignment – Folio of selected class work

## Homework Requirements

Students will have set activities related to classwork and assessment to complete.

## Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
## Subject Description

In Year 7 Science students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

## Course Content

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>Physics</strong></td>
<td><strong>Chemistry</strong></td>
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<tr>
<td>Moving Right Along (Forces)</td>
<td>Water – Waste Not, Want Not</td>
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<th>Semester 2</th>
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<td><strong>Earth Science</strong></td>
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<td>Heavenly Bodies</td>
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<td>Sensational Seasons</td>
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<th>Semester 4</th>
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<tr>
<td><strong>Biology</strong></td>
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<tr>
<td>Classification</td>
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<tr>
<td>Organism Interactions</td>
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</tbody>
</table>

## Assessment Summary

Assessment in Science is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Science Understanding* and *Science Inquiry Skills*.

Types of assessment may include:
- Written examination
- Experimental Investigation
- Research Task

## Homework Requirements

Students will have set activities related to classwork and assessment to complete.

## Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
21st Century Projects
21ST CENTURY PROJECTS OVERVIEW

There is compelling need to develop transferable learning-how-to-learn capabilities in our students, which are relevant and applicable for our students to succeed in the interconnected, digital, globalized world of today.

We have introduced 21st Century Projects to assist students in gaining these skills. Each of the projects that have been introduced for 2015 have been based around Microsoft’s 21st Century Learning Designs Dimensions.

- Collaboration
- Real-world problem-solving and innovation
- Knowledge construction
- Use of ICT for learning
- Self-regulation
- Skilful communicator

These 21st Century Projects have been introduced as the vehicle through which these skills will be developed around each of the dimensions. 21st Century Projects are an innovative way to engage students in solving problems through collaboration and experimentation. Through these innovative projects students will engage in learning that encourages collaboration - problem solving - creative thinking - digital applications.
### A MAGIC CARPET RIDE

**Subject Description**

Throughout the project the students will **rehearse** a performance from the ‘Arabian Nights’. Students will **present** this performance to your peers and other guests at the term Culminating Day.

During the rehearsal process, the students must **prepare** for and/or **create** all aspects of the performance, including:

- Performance skills
- Ensemble skills
- Staging
- Lighting and sound

This project incorporates tasks to develop students who are:

- Skilful and creative communicators

### AMAZING 3D MODELLING

**Subject Description**

This 21st Century Project investigates 3D modelling and 3D printing. 3D printing is now being used to improve product design in a variety of industries. It does this by facilitating the rapid creation of concept models. This allows designs to be viewed and handled early in the design process. 3D printing enables students to make a three-dimensional object of almost any shape based on a 3D model created using Computer Aided Design (CAD). Students will learn how to use a CAD program to design and create a 3D model. Students will then print their final design using a 3D printer. Throughout the project students will create designs, investigate materials and their properties, and gain an understanding of how 3D printing systems operate.
COLLABORATING WITH COLOUR

Subject Description
Students will develop an understanding of the element of colour. They will look to other artists for inspiration and learn how and why artists use colour in their artworks.
Students will use an art journal to research and develop skills needed to communicate ideas through the use of colour.
They will then work collaboratively to make an artwork for display.
This project incorporates tasks to develop students who are:
- Effective Communicators
- Creative Thinkers
- Reflective learners

COMPUTER ANIMATION

Subject Description
Animation is an innovative new way to encourage students to communicate stories, ideas and concepts in a creative and original form. 2D animations will be created using a stick figure character and a series of frames to tell a story. To do this, students will need to plan and organise their storyline, use templates and components to design and build, as well as learn skills to create and manipulate objects.
In this unit, the project based assignment will involve the use of the project development model to design, develop and evaluate a 2D animation to meet the needs of a specific audience, for a specific purpose.
Overall students will demonstrate technical and presentation skills when their creation is exported for viewing to an audience.
CREATING WITH COLOUR

Subject Description
This project engages students in creative decision making and experimenting using a range of techniques to colour and decorate fabrics. This project introduces basic design processes and sewing skills. Students will solve a design problem by using their fabric pieces to create a fabric item such as a wall canvas, book, iPad, laptop, game console covers, or another simple item. In completing the project students will investigate textiles and their uses; develop and evaluate their ideas; and plan, produce and evaluate their article.

This project incorporates tasks to develop students who are:
- Effective Communicators
- Creative Thinkers
- Reflective Learners

DESIGN A MECHANICAL TOY

Subject Description
This 21st Century Project is aimed at introducing students to mechanisms and how they work. Throughout this project cam profiles and linkages will be investigated to look at what they are used for, where they are used, and the benefits of using cam profiles and linkages. This investigation will allow students to use their knowledge and skills of cams and linkages to design and produce a toy of their choice. Throughout this project, students will be introduced to workshop safety and basic hand and power tools. Students will also investigate the properties of different materials and choose the most appropriate materials to construct their design.

GAME DAY

Subject Description
Students collaborate and organise sports house competitions on a culminating day of each term in two (2) different sports. They learn the sports skills, roles and how to plan and organise a competition and draw for that sport. They organise and coach house teams during lunchtime practice for their chosen sport in preparation for “Game Day” competition. They are self-regulating and require skilful communication to successfully complete their task.
**JAMMIN’ WITH JUNK**

**Subject Description**
This project engage students to work in small groups to create a rhythmic composition based on ostinato patterns within a structure; and perform rhythmic compositions using everyday objects or ‘junk’ (not usual music instruments).

Styles may include Hip Hop and Indigenous music.

The students will then use these musical skills and new skills to play and sing a selected song on the ukulele using correct fingers on chords, clear string tone, constant tempo throughout, and sing as in tune as is appropriate for skill level.

This project incorporates tasks to develop students who are:

- Collaborative Learners
- Creative Thinkers
- Self-regulated Learners

**SPECIAL EVENT PLANNING**

**Subject Description**
The project engages students in exploring and taking on a role in event planning to produce a themed celebration. Students work in groups to plan a celebration. Planning will also include menus, shopping lists, invitations, table settings and etiquette. The project culminates with the preparation of menu items and enjoying their celebration.

This project incorporates tasks to develop students who are:

- Effective Communicators
- Creative Thinkers
- Reflective Learners.
THE BIG BANG CHALLENGE

**Subject Description**
This project engages students in the scientific inquiry process. Students work together to develop hypotheses, identify variables, design experiments and investigate scientific phenomenon. Students develop their practical science skills and reflect on aspects such as accuracy and precision. Some investigations may include rockets, catapults, building bridges & towers, non-Newtonian liquids and lava lamps. Parents will be invited to attend the culminating science fair where students will show a video of their investigations and have visual demonstrations.

This project incorporates tasks to develop students who can:
- Collaborate
- Engage in meaningful knowledge construction
- Solve real world problems
- Use ICT’s for learning
- Communicate skilfully
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