JUNIOR SECONDARY
[Years 7, 8, 9]
SUBJECT INFORMATION
2026

WELCOME

Acknowledgement of Country

At Woree State High School, we respectfully acknowledge the Traditional Custodians of the land on which our school stands, the Gimuy Walubarra Yidinji people. We pay our respects to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples in our community. We recognise their continuing connection to land, waters, and culture, and we are committed to embedding perspectives that honour the world's oldest continuous living cultures in our learning and school practices.

A Message to Parents and Caregivers

Dear Parents and Caregivers,

Welcome to the Junior Secondary years at Woree State High School.

Years 7, 8 and 9 are a time of growth, exploration, and discovery. Students begin shaping their interests, building their skills, and preparing for the pathways that lie ahead. At Woree, we are committed to nurturing capable, confident, and curious learners who contribute positively to their communities, both locally and globally.

Our junior curriculum is built on the Australian Curriculum, providing a balanced education across all key learning areas while giving students opportunities to explore a wide range of subjects. This variety helps them discover their passions and strengths, while laying a strong foundation for future subject choices, senior studies, and career pathways.

At Woree State High School, our philosophy of Everyone Succeeding Everyday guides everything we do. Success looks different for every learner, and through strong relationships, inclusive practices, and high expectations, we ensure every student experiences progress, achievement, and belonging.

Our curriculum has been deliberately designed to provide a seamless journey from Year 7 to 12. It builds strong foundations in the junior years and opens clear pathways to tertiary study, further education, training, or work. Along the way, students develop the knowledge, skills, confidence, and resilience needed to thrive in a rapidly changing world.

We value our partnership with you in supporting your child's learning and look forward to working together to ensure their success.

Warm regards,
The Woree State High School Team

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SUPPORTING EVERY STUDENT AT WOREE STATE HIGH SCHOOL

At Woree State High School, the needs of our students drive everything we do. We want to know every student well, and our leadership structure is designed to ensure every young person is supported to succeed.

As students grow and develop through their secondary years, their needs change academically, socially, emotionally and physically. Our team works closely with families to tailor support and provide the right opportunities at the right time.

Experienced school leaders take responsibility for the students in their care. They coordinate support, monitor progress and ensure access to services that help each student engage and achieve. They also lead wellbeing programs and work alongside Heads of Department and teachers to provide the best possible learning pathways.

Our leadership team works together to ensure a smooth and seamless progression for students as they move from year to year.

For any general concerns or questions about your child's learning, wellbeing or progress, the leadership team is your first point of contact. We always welcome and value communication with families.

Inclusion at Woree State High School

At Woree State High School, our philosophy of *Everyone Succeeding Every Day* extends to every learner. We are committed to providing an inclusive education that ensures all students can access, participate, and achieve in meaningful learning. Our inclusive practices align with the Department of Education's Equity and Excellence agenda and the Queensland Inclusive Education Policy.

Our Approach

Under the leadership of the Head of Inclusion, our team of specialist teachers, case managers, and support staff work alongside classroom teachers to provide tailored support. We collaborate with families, external agencies, and students themselves to ensure that learning is engaging, accessible, and responsive to individual needs.

Who We Support

We provide support for:

- Students with verified disabilities through the Special Education Program (SEP)
- Students requiring additional learning support in literacy and numeracy
- Students from non-English speaking backgrounds (EAL/D)
- Students needing targeted wellbeing or engagement supports

What Inclusion Looks Like at Woree

- **Case Management:** Students access the Australian Curriculum at their year level, with teachers applying reasonable adjustments to teaching and assessment. Case managers work closely with teachers and families to monitor progress and ensure students can demonstrate their abilities.
- **Targeted Support:** For students requiring more intensive intervention, highly modified curriculum and assessment is provided through Individual Curriculum Plans (ICPs). These programs are delivered in small group settings with specialist teacher and teacher aide support.
- **Pathways:** In the senior phase of learning, students are supported to access age-appropriate curriculum, vocational pathways, or adjusted programs. Reasonable adjustments ensure equitable opportunities for learning, assessment, and post-school transition.

At Woree SHS, inclusion is not a program, it is a culture. We believe that all students can succeed when high expectations, strong relationships, and the right supports are in place.

COURSE ORGANISATION JUNIOR SCHOOL (7, 8, 9)

Year 7 marks the beginning of each student's secondary school journey. It is a year of transition, where students build on their primary school learning while adjusting to the routines and opportunities of high school.

The Year 7 course provides a broad foundation across all learning areas, ensuring students experience a balance of core subjects and specialist subjects. This structure allows students to strengthen essential skills in literacy, numeracy, and critical thinking, while also exploring new areas such as The Arts, Technology, and Languages.

Year 7 learning at Woree SHS is designed to:

- Support a smooth transition into secondary schooling
- Build confidence, independence, and strong study habits
- Provide exposure to a wide range of subjects to spark interests and identify strengths
- Establish the foundation knowledge and skills needed for success in later years

This broad and balanced curriculum prepares students for the choices and challenges of Year 8 and beyond, setting them up for success in their high school journey.

Grade 7

Subject	Lessons per Week (70 mins)	Minutes per Week	Curriculum Focus
English		210	Literacy, communication, reading and writing across genres
Mathematics		210	Number, algebra, measurement, geometry, statistics and probability
Science		210	Biology, chemistry, physics, earth and space sciences
Humanities		210	Civics and Citizenship, Economics and Business, History & Geography
Health & Physical Education		210	Health, wellbeing, physical activity, sport and movement
The Arts Electives		140	Drama, music, dance, visual art, media arts
Technologies Electives		140	Design and Technologies, Digital Technologies, Food Specialisations

YEAR 8 COURSE ORGANISATION

Year 8 builds on the foundations of Year 7 while giving students greater independence in their learning. For the first time, students can choose elective subjects, allowing them to explore areas of interest while continuing with the core curriculum of English, Mathematics, Science, Humanities, and Health and Physical Education.
This balance of core and elective learning helps students consolidate essential skills, trial new subjects, and begin shaping the pathways they will further develop in Year 9 and beyond.

Grade 8

Subject	Lessons per Week (70 mins)	Minutes per Week	Curriculum Focus
English		210	Literacy, communication, reading and writing across genres
Mathematics		210	Number, algebra, measurement, geometry, statistics and probability
Science		210	Biology, chemistry, physics, earth and space sciences
Humanities		210	Civics and Citizenship, Economics and Business, History & Geography
Health & Physical Education		210	Place, space, environment, sustainability and global issues
The Arts Electives		140	Drama, music, dance, visual art, media arts
Technologies Electives		140	Design and Technologies, Digital Technologies, Food Specialisations
Rugby League		140	

YEAR 9 COURSE ORGANISATION

Year 9 is an important preparation year for the Senior Phase of Learning (Years 10–12). Students study the core subjects of English, Mathematics, Science, History/Geography, and Health and Physical Education, and choose two electives.

Electives allow students to explore areas of interest, trial potential pathways, and develop skills that may be important for future study and career choices. When selecting electives, students should consider their strengths, interests, and the prerequisites for senior subjects.

In Year 9, students build on the foundations of Years 7 and 8 while developing new knowledge and skills to support success in their senior studies and beyond.

Grade 9

Subject	Lessons per Week (70 mins)	Minutes per Week	Curriculum Focus
English		210	Literacy, communication, reading and writing across genres
Mathematics		210	Number, algebra, measurement, geometry, statistics and probability
Science		210	Biology, chemistry, physics, earth and space sciences
History		140	Ancient and modern history, inquiry and critical thinking
Health & Physical Education		140	Health, wellbeing, physical activity, sport and movement
Elective Geography / Economics and Business		210	Place, space, environment, sustainability and global issues
The Arts Electives		210	Drama, music, dance, visual art, media arts
Technologies Electives		210	Design and Technologies, Digital Technologies, Food Specialisations
Rugby League		210	

Mathematics

Faculty: Mathematics	**Contact person:** Mr Mark Stubbs

Mathematics at Woree State High School is designed to build strong numeracy skills and prepare students for everyday life, further learning, and a wide range of career pathways. Through the Australian Curriculum, students in Years 7 to 9 study Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Our program develops confident problem-solvers who can apply mathematical thinking to real-world situations and use technology to support and extend their learning.

Program Aims

The Junior Mathematics program aims to help students:

- Become confident and creative users of mathematics
- Apply reasoning and problem-solving skills in varied contexts
- Use technology to explore, model, and represent ideas
- Recognise the relevance of mathematics in daily life
- Build strong foundations for senior study and future pathways

Learning Approach

Students engage in:

- Practical, real-life maths applications
- Use of digital tools to support learning and problem-solving
- Opportunities to work independently and collaboratively

Pathways

Junior Mathematics provides the foundation for senior subjects such as General Mathematics, Mathematical Methods, and Specialist Mathematics, as well as Applied Mathematics pathways. It supports diverse careers in:

- Business, Finance, and Commerce
- Information Technology and Engineering
- Science and Education
- Social Sciences and the Arts

A solid grounding in mathematics opens doors to future study and employment opportunities across many industries.

Structure may include

YEAR 7	YEAR 8	YEAR 9
Unit 1: Number and Algebra	**Unit 1:** Number and Algebra	**Unit 1:** Number and Algebra
Unit 2: Statistics and Probability	**Unit 2:** Statistics and Probability	**Unit 2:** Statistics and Probability
Unit 3: Measurement and Geometry	**Unit 3:** Measurement and Geometry	**Unit 3:** Measurement and Geometry
Unit 4: Number 2 and Algebra 2	**Unit 4:** Number 2 and Algebra 2	**Unit 4:** Number 2 and Algebra 2

English

Faculty: English	**Contact person:** Ms Mel Geyle

English at Woree State High School helps students become confident communicators, creative thinkers, and active, informed citizens. Through the Australian Curriculum, students in Years 7 to 9 engage with a wide range of spoken, written, and multimodal texts to build essential skills for learning, personal growth, and future pathways.

Our program encourages students to explore ideas, reflect on different perspectives, and express themselves clearly and effectively in a variety of contexts.

Program Aims

The Junior English program aims to help students:

- Read, write, speak, view, and listen with confidence and purpose
- Understand and use language effectively in different contexts
- Analyse and create texts for varied audiences and purposes
- Reflect on ideas and experiences through literature
- Appreciate the richness and power of language

Learning Approach

Students study novels, plays, films, media, and poetry. They develop skills in:

- Creative, persuasive, and analytical writing
- Speaking, presenting, and participating in discussions
- Analysing text structures, language features, and author choices
- Responding critically and thoughtfully to themes and issues

Learning is supported through class discussions, critical reading, writing workshops, and multimodal tasks.

Pathways

Junior English provides the foundation for senior English subjects and supports pathways into fields such as:

- Media, Journalism, and Creative Industries
- Law, Politics, and Public Service
- Education, Business, and Communications
- Social Sciences and the Arts

A strong foundation in English underpins success in all senior subjects and equips students with the skills to participate actively, ethically, and effectively in a changing world.

Structure may include

YEAR 7	YEAR 8	YEAR 9
Unit 1: Representations in Australian Literature ***Unit 2:*** Persuasive Motivational Speaking ***Unit 3:*** Reading and creating life writing ***Unit 4:*** Exploring perspectives in song	***Unit 1:*** Representations of Australia ***Unit 2:*** Adolescents in Anguish ***Unit 3:*** *Finding Your Place in Film* ***Unit 4:*** Introduction to Shakespeare	***Unit 1:*** *Australians Remember* ***Unit 2:*** Australian Narrative Poetry ***Unit 3:*** Social Justice in texts and contexts ***Unit 4:*** Graphic Novels

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Science

Faculty: Science	**Contact person:** Mr Alan Bradshaw

Science at Woree State High School encourages curiosity, critical thinking, and a deeper understanding of the world around us. Through the Australian Curriculum, students in Years 7 to 9 explore key scientific concepts, learn how science influences society, and develop practical skills through investigation and experimentation.

Our program helps students make informed decisions about local, national and global issues, and provides the foundation for future studies or careers in science-related fields.

Program Aims

The Junior Science program aims to help students:

- Understand core concepts in biology, chemistry, physics, and earth sciences
- Develop scientific inquiry skills, including observation, questioning, and data analysis
- Apply knowledge to real-world contexts and environmental challenges
- Explore the role of science in society and everyday life
- Build confidence in using scientific language and processes

Learning Approach

Students participate in hands-on investigations and explore big ideas such as:

- The structure and function of living systems
- The properties and changes of matter
- Forces, motion, and energy transfer
- Interactions within ecosystems and Earth's systems
- Atomic structure and chemical reactions

Learning is supported by practical experiments, data collection, critical thinking tasks, and the use of digital technologies.

Pathways

Junior Science leads into a range of Senior Science subjects, including:

- Year 10: Science, Science Extension, Introduction to Aquatic Practices
- Years 11–12: Biology, Chemistry, Physics, Marine Science, Aquatic Practices

Science pathways support careers in fields such as:

- Medicine, Pharmacy, Veterinary Science
- Environmental and Marine Science
- Engineering, Technology, and Biotechnology
- Agriculture, Food Science, Conservation, and Ecotourism

A strong foundation in science helps students understand the world and prepares them for diverse education and career options.

Structure may include

YEAR 7	YEAR 8	YEAR 9
Unit 1: Forces	**Unit 1:** Chemical/Physical Change	**Unit 1:** Heat/Sound/Light/Electricity
Assessment: Student Experiment	Assessment: Exam	Assessment: Exam
Unit 2: Sensational Seasons	**Unit 2:** The Rock Cycle	**Unit 2:** Disasters
Assessment: Exam	Assessment: Research Investigation	Assessment: Research Investigation
Unit 3: Organisms	**Unit 3:** Energy Types	**Unit 3:** Responding to Change
Assessment: Research Investigation	Assessment: Student Experiment	Assessment: Student Experiment
Unit 4: Separating Mixtures	**Unit 4:** Cells, Systems, Reproduction	**Unit 4:** Chemical Patterns
Assessment: Exam	Assessment: Exam	Assessment: Exam

Humanities

Faculty: Humanities & Business	**Contact person:** Mrs Brooke Byars

Humanities and Social Sciences (HASS) at Woree State High School help students explore how people live, interact, and shape society — across time, cultures, and environments. Guided by the Australian Curriculum, students study History, Geography, Civics and Citizenship, and Economics and Business. These subjects help students understand the world around them and prepare them to be informed, thoughtful, and active citizens. Subjects are taught with both a local and global focus, helping students connect their learning to real-world issues and future challenges.

Program Aims

The Humanities program aims to help students:

- Develop a deeper understanding of people, places, events, systems, and cultures
- Build skills in research, critical thinking, and decision-making
- Communicate ideas clearly and effectively
- Explore current and historical issues from multiple perspectives
- Engage in respectful discussion and informed debate

Learning Approach

At Woree SHS, Humanities is taught through inquiry-based learning, encouraging students to ask questions, explore sources, and build evidence-based conclusions. Students learn to:

- Analyse historical and contemporary issues
- Interpret data and sources critically
- Examine environmental, social, and political systems
- Respect and explain different viewpoints

Pathways

A foundation in Humanities supports further study and future careers in:

- History, Law, Politics, and Economics
- Journalism, Media, and Writing
- Education, Psychology, and Social Sciences
- Business, Public Policy, and International Relations

The analytical, research, and communication skills developed in Humanities are highly valued across all industries — including science, health, and technology.

Structure may include

YEAR 7

Semester 1

History
Unit 1: Deep Time History
Unit 2: Ancient China

Civics & Citizenship

Unit 1: Government and Democracy
Unit 2: Laws and Citizens

Semester 2

Geography
Unit 1: Place and Liveability
Unit 2: Water in the World

Economics & Business
Unit 1: Consumers & Producers
Unit 2: Entrepreneurs and Innovation

YEAR 8

Semester 1

History
Unit 1: The Black Death
Unit 2: Japan under the Shogun

Civics & Citizenship

Unit 1: Citizenship
Unit 2: Diversity and Identity

Semester 2

Geography
Unit 1: Landforms and Landscapes
Unit 2: Changing Nations

Economics & Business
Unit 1: Consumers & Producers
Unit 2: Entrepreneurs and Innovation

YEAR 9

History

Unit 1: Industrial Revolution and the Movement of Peoples (1750-1900)

Unit 2: Making and Transforming the Australian Nation (1750-1914)

Unit 3: First World War (1914-1918)

Assessment: Research Investigation

Unit 4: Local History

Health & Physical Education

Faculty: Health & Physical Education	**Contact person:** Mrs Trish Goodwin

The Australian curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

The Australian Curriculum: Health and Physical Education, aims to ensure that students:

- refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence
- develop specialised movement skills and understanding in a range of physical activity settings
- analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities
- reflect on and refine personal and social skills as they participate in a range of physical activities

Structure may include

YEAR 7	YEAR 8	YEAR 9
Term One: Theory: Nutrition Assessment: Multi modal presentation Practical: Aquatics and Minor Games Practical: Volleyball, Cricket and T-Ball Assessment: Performance **Term Two:** Integrated Unit Prac and Theory together: Games and Sports Assessment: Performance Practical: Athletics, games and sports **Term Three:** Integrated: Diversity theory and practical Assessment: Project Practical: Yoga, Pilates, skipping, fitness circuits Assessment: Performance **Term Four:** Theory: Safety in FNQ Assessment: Exam Performance: Aquatics & Minor Games	**Term One:** Integrated: Team Building Assessment: performance Practical: Team building activities Assessment: Performance **Term Two:** Integrated Theory and Practical: Biomechanics Assessment: Project Practical: Athletics Assessment: Performance **Term Three:** Theory: Respectful Relationships Assessment: Exam Practical: Team sports & Outdoor and adventure challenges **Term Four:** Integrated Theory and Practical: Indigenous Games Assessment – Project Practical: Indigenous games	**Term One:** Theory: Respectful Relationships Assessment: Exam Practical: Soccer and Volleyball Assessment: Performance **Term Two:** Theory: Safety Online Assessment: Assignment Practical: Athletics and team sports Assessment: Performance **Term Three:** Integrated Theory & Practical: Active Aussies Assessment: Project Practical: Team sports **Term Four:** Theory: Drugs and Alcohol Assessment: Exam Practical: Ethic and Integrity in sport Assessment: Performance

Digital Media Arts

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Joshua Wass
Elective Subject	**Timetable Code: DMT**

Media Arts gives students the chance to experience the world of digital art, media, and graphic design. Students design social media graphics and logos, create stop-motion videos, produce digital posters, and explore how images and sound can be used to capture attention and tell stories. They also learn how movies use camera shots, angles, and sound to create genre, and plan and produce their own short multimedia projects.

The program is based on the Australian Curriculum: Media Arts, which focuses on creating and sharing media artworks using digital technologies. Students study how media is used in contemporary culture, design and produce their own works, and reflect critically on the influence of media in society.

Pathways

Prepares students for further study and careers in digital media, communications, film and television, advertising, journalism, and the creative industries.

Objectives/Aims

Students will:

- Explore and represent ideas through digital art and media
- Apply and refine media skills, concepts, and techniques
- Plan and produce media works such as videos, graphics, and digital art
- Analyse, reflect on, and respond to media artworks and cultural contexts

Assessment

- Practical projects (e.g., video, digital artwork, photography)
- Design folios or portfolios
- Written or multimodal reflection tasks

Structure may include

YEAR 7	YEAR 8	YEAR 9
Digital folio of images Short film	**1 Photography and retouching** Students take and retouch photos, focusing on composition, lighting and basic editing Portfolio of work and PowerPoint about choices **2 Film and Movies** Students analyse shot types, angles, sound and editing and types of genres Exam about filming choices and techniques **3 Social Media Music Video** Students plan, film and edit a short video using cameras and software Video project and PowerPoint about choices **4 YouTube Video Card** Students craft an image using colour, typography and focal point to attract viewers Image Project and PowerPoint about choices	**1 Geofilters** Students create a social media Geofilter using Adobe Illustrator 4 Geofilters **2 Narrative Illustration** Students create a digital drawing of a tv show or movie scene using Adobe Photoshop 1 A3 Digital Drawing **3 Stop Motion** Students use Adobe Premier Pro to create a short stop motion narrative video 1 30 second (minimum) video **4 Poly Portrait** Students use Adobe Illustrator to create a poly portraits of a celebrity 1 A3 Poly portrait artwork.

Digital Technologies

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Joshua Wass
Elective Subject	**Timetable Code: DGT**

Digital Technologies develops skills in coding, design, and digital problem-solving. Students begin by learning the foundations of programming with Python, creating interactive HTML webpages, designing 3D models, and building simple 2D games. They explore how code, graphics, and user input combine to create engaging digital solutions, while applying design thinking to become innovative creators and critical users of digital systems.

In Year 9, students extend these skills by designing 3D games, coding for automation and control, and working with physical computing and robotics. Through hands-on projects, they bring digital systems to life — building smart devices, sensors, and robotic solutions that respond to real-world needs. Collaboration and design-thinking are central as students prototype and refine their ideas.

Pathways

Supports further study in STEM and careers in computer science, IT, telecommunications, design, game development, software engineering, and robotics.

Objectives/Aims

Students will:

- Develop coding and programming skills
- Apply design thinking to create innovative digital solutions
- Build skills in web design, 3D modelling, game development, and robotics
- Strengthen problem-solving, analysis, and communication skills

Assessment

- Coding project or digital game
- Design task such as a website, 3D models, or smart device
- Written or multimodal response

Structure may include

YEAR 7	YEAR 8	YEAR 9
Unit 1: Introduction to Computer Science	**1. Python Programming Basics** Students learn to write basic Python programs using inputs, outputs, variables, loops, and decisions. They apply these skills to create simple text-based applications. **2. Web Design with HTML** Students design and build interactive webpages using HTML and basic CSS. They explore layout, links, images, and navigation principles to create user-friendly websites. **3. 3D Modelling for Design** Students use 3D modelling software to create digital objects, learning about scale, shape, and rendering techniques to produce print-ready designs. **4. 2D Game Creation** Students develop their own 2D game using a game engine (e.g. Scratch or Construct). They apply logic, design, and user experience principles to produce a playable game.	**1. 3D Game Development** Students design and build their own 3D video game using an accessible engine (e.g. Unity or Godot). They explore storytelling, level design, and player interaction to create an engaging gameplay experience. **2. Coding for Automation** Students extend their coding skills to automate tasks, control systems, and simulate smart technologies. 3. **Robotics & Physical Computing Using microcontrollers (e.g.** Micro:bit, Arduino), students design and build prototypes that respond to real-world inputs through sensors and programmed code. **4. Digital Systems Challenge** Students work in teams to apply coding, hardware, and design thinking to solve a real-world problem using digital systems.

Drama

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Joshua Wass
Elective Subject	**Timetable Code: DRA**

In Years 8 and 9, Drama empowers students to explore acting, storytelling, and performance. Students use voice, movement, and expression to bring characters and ideas to life through improvisation, play building, and creative performances. The program builds confidence, communication skills, and a love for the performing arts.

The Junior Drama program also introduces students to the elements of theatre, stagecraft, and production roles. By Year 9, students take on more complex tasks including analytical writing, set and costume design, and physical theatre, providing a strong foundation for Year 10 and senior Drama.

Pathways

Drama supports further study in the performing arts, film, television, and playwriting. It also develops transferable skills valued in creative industries, law, education, public relations, communication, and management.

Objectives/Aims

Students will:

- Develop performance skills in acting, improvisation, and play building
- Explore stagecraft, theatre roles, and design elements
- Build self-confidence, collaboration, and creative problem-solving skills
- Analyse, interpret, and respond to drama works

Assessment

- Performance tasks (acting, improvisation, play building)
- Design folio (set, costume, or production elements)
- Written or multimodal analysis of drama works

Structure may include

YEAR 7	YEAR 8	YEAR 9
Unit 1: Play study Assessment: Responding, Forming and Performing	1. **From the Script -** Students develop skills of acting and explore texts for youth audience. They present a polished performance from a published text - Polished Performance - Small groups 2. **Play School -** Students explore a range of children's theatre conventions and, in small groups, create their own children's show which is presented to students at Woree Primary - Devising Group task **3. Hollow Coves -** Students explore a range of storytelling conventions through a process drama set a school camp with a mysterious past. Process Drama - Individual and Small Group devising tasks 4. **All In This Together -** Students work together to bring to life a whole class production which is performed for a live audience - Polished Performance- Whole Class Project.	1. **Issue based Drama -** Students learn the basics of multiple roles playing and experiment with these skills by presenting scenes from 'The Stones'. The Stones - Polished performance. 2. **Call it out! -** Students identify and analyse how the 14 elements of drama are manipulated to create dramatic meaning - Responding to Live Performance **3. Copy, Cut, Paste -** Students learn the conventions of collage Drama and devise their very own production. Devised Performance - Presenting on Showcase Night. 4. **On the Spot -** Students learn the fundamentals of improvisation including accepting and extending offers. Students experiment with a range of theatre sports games and compete in a theatre sports competition - Improvised Theatre- Theatre sports games in groups.

Music

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Joshua Wass
Elective Subject	**Timetable Code: MUS**

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing, students have an individual experience of music. A study of music builds students' skills and understanding of the music around them. Learning in Music involves students making and responding to music independently, and with their classmates, teachers, communities and culture. They explore music as an art form through listening, composing and performing.

Grade 8 Short Overview: Further Introduction to the world of sound, rhythm, and melody through, playing instruments, and composing. Students develop an understanding of how music is created and performed, while building skills in listening and creativity. Projects such as composing, performances, and music analysis help students connect with their musical talents.

Grade 9 Short Overview: Students will be investigating, analysing, composing and performing to a variety of musical experiences across different cultures and historical time periods. They will explore how to respond to music, develop compositional devices and gain a deeper understanding for instrumental and performing techniques, individually as well as collaboratively.

Pathways

A course of study in music can establish a basis for further education and employment in the fields of performance, composing, producing, creative industries, band and stage management, game and film industries and music therapy.

Objectives/Aims

Music aims to ensure that students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control.

Structure may include

YEAR 7	YEAR 8	YEAR 9
Unit: Introduction to Music Performance Assessment: Performance	**Starting Your Music Journey** **Unit 1:** Further Foundations in Music**,** pick up an instrument or use your voice to explore the basics of making music. Discover the foundations of Rock Music—rhythms, riffs, and the legends who shaped it. Term 1 – Exam Term 2 – Performance and Composition **Unit 2:** Introduction to Film Music and explore how Film Music sets the mood and brings stories to life while creating simple rhythms, melodies, and soundscapes of your own Term 3 – Performance Term 4 – Exam and Composition	**Rocking into Music - Compose, perform, and collaborate in a fun, creative environment.** **Unit 1:** Pop Music **-** Jam out to Rock Music—from classics to today's chart hits. **Unit 2:** Music of a culture - Discover Music in Gaming and how epic soundtracks bring video games to life. **Unit 3:** Classical Music - Explore Classical Music and how it still shapes the music we love today. **Unit 4:** Australian Music - Dive into Australian Music and uncover our own musical identity.

Visual Art

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Joshua Wass
Elective Subject	**Timetable Code: ART**

In Years 8 and 9, Visual Art encourages students to experiment with materials and techniques to express ideas in creative and meaningful ways. Students explore painting, sculpture, ceramics, design, printmaking, and drawing, while learning how artists use elements, space, and concepts to shape meaning.

Projects may include painting landscapes, building imaginative sculptures, designing futuristic environments, constructing clay forms, or creating lino prints. As students' progress into Year 9, the program becomes more challenging, extending skills in both two- and three-dimensional art forms, and developing a strong foundation for further study in The Arts.

Pathways

Visual Art supports future study and employment in design, fine arts, craft, film and television, advertising, education, galleries, museums, and broader creative industries.

Objectives/Aims

Students will:

- Use creativity and imagination to express ideas through art
- Explore social, cultural, historical, and personal contexts in artworks
- Develop skills in painting, drawing, sculpture, ceramics, printmaking, and design
- Present and reflect on their own and others' artworks for different audiences and purposes
- Analyse meaning and consider the role of art across disciplines and communities

Assessment

- Practical projects in a variety of media (e.g., painting, sculpture, ceramics, printmaking)
- Visual art folio or design task
- Written or multimodal response analysing artworks

Structure may include

YEAR 7	YEAR 8	YEAR 9
Unit: "That's My Creature" - Creative rendering Assessment: Product	**1. The Great Outdoors -** Students create a painting of a local landscape, learning acrylic techniques and exploring how artists create depth and atmosphere in their work. **2. Genesis -** Students design and construct a sculpture based on the idea of a "Futuristic Creature." Inspired by evolution and artists such as Eduardo Kac and Patricia Piccinini, they explore how concepts of life and genesis can be expressed through art. **3. Surrealism -** Students create a surreal room using one-point perspective. They investigate the "Unexpected and Imagined" through the works of René Magritte, Salvador Dalí, and Edward Hopper, gaining insight into Surrealist approaches. **4. Art as Place -** Students construct a three-dimensional sculpture of their own room, drawing inspiration from contemporary artists including Claire Healy & Sean Cordeiro, Louise Nevelson, and Yayoi Kusama.	**1. Object of My Obsession** Students reinterpret a personal object of value from different perspectives using charcoal, pastels, and ink. They then deconstruct and reconstruct their studies into a final artwork. **2. Clayspace** Students explore ceramics by designing and hand-building an animal mug, applying decorative techniques to personalise their work. **3. Far Off Game Scapes** Students design imaginative environments for films, games, or animation. Working from creative briefs, they construct fantastical worlds that inspire a sense of wonder and possibility. **4. Aspects of Life** Students design a personal artwork inspired by aspects of their own life. This design is transferred onto lino, carved using negative space, and printed as a final piece.

Business & Geography

Faculty: Humanities & Business	**Contact person:** Mrs Brooke Byars
Elective Subject: Year 9	**Timetable Code: GEG**

The Business & Geography elective helps students understand how people, places, environments, and economies are connected in a changing world. In Semester 1, students study Business, exploring trade, entrepreneurship, competition, and the global economy. In Semester 2, they study Geography, focusing on sustainability, food security, and the interconnections that link people and products across the globe.

Program Aims

Students will:

- Build skills in research, analysis, and problem solving
- Communicate ideas clearly and effectively
- Explore current issues from multiple perspectives
- Work collaboratively and make informed decisions

Learning Approach

The subject uses inquiry-based learning. Students investigate real-world examples, analyse data and case studies, and apply business and geographical thinking to contemporary challenges.

Course Structure (Year 9)

Business (Semester 1)

- *Trading in a Global Economy*: Why Australia buys and sells with other countries and how this affects everyday choices
- *Doing Business Globally*: How businesses operate in international contexts
- *Competition and Risk*: Understanding challenges faced in competitive markets
- *Being an entrepreneur*: Developing and pitching innovative business ideas

Geography (Semester 2)

- *Feeding the Future*: Exploring biomes, food security, and sustainability
- *People, Places and Products*: Investigating interconnections in a globalised world

Assessment

Students may complete:

- Examinations (seen/unseen with stimulus material)
- Field investigations and research projects (Geography)
- Business investigations and projects (Business)

Pathways

Business & Geography provides a strong foundation for further study and careers in:

- Business, Economics, Law, and Politics
- Urban and Environmental Design, Planning, and Sustainability
- Journalism, Media, and Public Policy
- Conservation and Environmental Sciences
- Entrepreneurship, Marketing, and International Trade
- Education, Psychology, and the Social Sciences

The skills gained — including research, analysis, entrepreneurship, and communication — are highly transferable and valued across industries from science and health to technology and beyond.

Dance

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Joshua Wass
Elective Subject	**Timetable Code: DAN**

In Years 8 and 9, Dance offers students the opportunity to explore a range of dynamic styles including hip-hop, musical theatre, cultural dance, and contemporary dance. Students develop technical skills, creativity, and confidence while using movement to tell stories and express ideas. They also analyse and respond to dance works, deepening their understanding of dance as an art form.

The program combines performance, choreography, collaboration, and reflection, fostering self-expression and a love for the arts.

Pathways

Dance prepares students for senior Dance studies and supports pathways into the creative industries, performance, choreography, and education.

Objectives/Aims

Students will:

- Explore and perform a variety of dance styles and techniques
- Develop creativity and confidence through choreography and performance
- Work collaboratively in group routines and projects
- Analyse and reflect on dance as cultural expression and storytelling

Assessments may include:

- Choreography (Making)
- Performance tasks (Performing)
- Dance analysis (Responding)

Structure may include

YEAR 7	YEAR 8	YEAR 9
Year 7s explore various styles of dance such as hip hop, salsa and contemporary. Year 7s are introduced to the elements of dance and the overall importance of dance in our world cultures.	1. Express Yourself – Hip-hop Creation Making Task 2. Lights, Camera, Dance: Musical Theatre Performing Task 3. Exploring Cultural Dance Performing Task 4. Exploring Contemporary Dance Making / Responding Tasks	1. Express Yourself – Hip-hop Creation Making Task 2. Lights, Camera, Dance: Musical Theatre Performing Task 3. Exploring Contemporary Dance Making Task 4. Analysing Contemporary Dance Responding Task

Food Specialisations (Years 7, 8, 9)

Faculty: Design & The Technologies	**Contact person:** Mrs Chantal Bennett
Elective Subject	**Timetable Code: TFD**

Food Technology develops the knowledge, skills, and attitudes students need to make informed decisions about food and nutrition. Students learn to prepare healthy meals safely and sustainably, while exploring the influences that shape food choices in today's world. Learning is drawn from the Design Technology area of the Australian Curriculum and focuses on both practical cooking skills and understanding nutrition.

Pathways

Food Technology provides a foundation for further study and employment in health science, hospitality, and childcare.

Objectives/Aims

Students will:

- Identify and manage hygiene and safety risks in the kitchen
- Practise cookery techniques to produce nutritious meals
- Learn terminology, recipes, and correct use of equipment
- Investigate sustainability in food systems and consumer choices
- Explore ingredients, cooking methods, and presentation from different cultures

Safety/Subject Requirements

- Ingredients are provided through the Subject Fee
- Active participation in all practical activities is required
- Students must wear fully enclosed leather shoes (no exceptions)
- Hair must be tied back and hygiene practices followed

Assessment

- Culminating practical cooking activity
- Written task such as an exam, assignment, or food journal

Structure may include

YEAR 7	YEAR 8	YEAR 9
Students will study one term – 10 weeks **Unit 1:** Introduction to the kitchen with a focus on hygiene and safely use a knife, measure accurately and the safe use of variety of small appliances	**Unit 1: Nuts about nutrition** Project with Practical component **Unit 2: Fabulous fruit and vegetables** Investigation with Practical component **Unit 3: Breakfast bonanza** Project with Practical component **Unit 4: Eat well for the future** Investigation with Practical component	Unit 1 **Enough to Go Around** Students investigate food security and food equity and the factors that contribute to food availability. The role of aid agencies and food waste is also researched. **Market Stall** – Students explore the concept of Market Stalls examining historical and cultural significance, types of food presentation styles and packaging techniques. **Foods of Foods of Wari Jiguul** Students explore the cuisines of various countries and choose one culture or nation to investigate in depth. They conduct research and present their findings in a PowerPoint presentation. **Food Truck** - Students explore the dynamic world of food trucks through the lens of design and hospitality. They develop **knowledge and understanding** of mobile food businesses, current trends, and cultural influences.

Design & Technologies

Faculty: Design & The Technologies	**Contact person:** Mrs Chantal Bennett
Elective Subject	**Timetable Code: DAT**

Practical Design combines hands-on skills with design thinking to create solutions to real-world problems. Students work with a range of traditional and emerging technologies, developing skills in freehand and technical drawing, digital design (laser cutting and 3D printing), and production processes.

Pathways

Supports future study and careers in engineering, construction, design, and architecture.

Objectives/Aims

Students will:

- Build technological literacy and problem-solving skills
- Develop communication through sketches, drawings, and design folios
- Apply practical and digital skills in construction, furnishing, engineering, and design fields

Safety/Subject Requirements

- Enclosed footwear must be always worn (no exceptions)
- Safety glasses required for some projects
- All safety directions must be followed

Assessment

- Practical project or finished product
- Design folio with sketches and written work
- Student workbook tasks or written exam

Structure may include

YEAR 7	YEAR 8	YEAR 9
	Unit 1: BBQ spatula This term students are introduced to sheet metal, its properties and durability. **Unit 2:** Jewellery Box Students produce a jewellery box. They learn new joint and finishing techniques. **Unit 3:** CO2 Dragster Students investigate the design process and look at aerodynamics of dragsters. They design, construct and test their vehicle design. **Unit 4:** Design a chicken coop Students continue their investigation of the design process through an ecofriendly chicken coop using sustainable materials. They will construct a model chicken coop.	**Unit 1:** Metal Carry All This term students look at the properties of sheet metal and its durability. **Unit 2:** Bread Board This term students look at sustainability and how reusing timber can create useful items. **Unit 3:** Children's Stool This term students look at reading and understanding working drawings, cutting & costing lists, and sequenced processes to produce products. **Unit 4:** Eco Lamp This term students look to identify and consider the needs and wants of light sources.

Rugby League

Faculty: Health and Physical Education	**Contact person:** Mrs Trish Goodwin

In Years 7 to 9, Rugby League gives students the opportunity to develop their skills, fitness, teamwork, and game awareness in a safe and supportive environment. Students begin by learning the fundamentals of passing, tackling, and game rules before progressing to advanced techniques, personalised fitness programs, and leadership roles. Alongside practical skill development, students also explore the culture and values that make Rugby League unique, respect, teamwork, resilience, and pride.

Pathways

Rugby League provides a foundation for senior Health and Physical Education, Certificate-level Sport and Recreation programs, and pathways into school representative teams, community clubs, and potential professional opportunities in sport, fitness, and coaching.

Objectives/Aims

Students will:

- Develop core rugby league skills in passing, tackling, kicking, and gameplay
- Build fitness, strength, and agility through tailored programs
- Apply tactical thinking to attack, defence, and game awareness
- Explore team culture, respect, and the values of Rugby League
- Develop leadership, resilience, and collaboration skills on and off the field

Assessment

- Practical skill demonstrations and modified games
- Fitness testing, training journals, and personal progress records
- Tactical game reviews and gameplay assessments
- Group projects on team culture and reflective journals
- Leadership activities and peer/self-evaluations

Structure may include

YEAR 7

1. **Rugby League Basics: Let's Play!** – Jump straight into the fun! Learn the essential skills: passing, catching, safe tackling, and understanding the rules. Get a taste of the game in a safe, supportive environment.
2. **Get Moving: Fitness & Fun** – Explore what makes athletes strong, fast, and agile. Learn fun fitness challenges, warm-ups, and games to build your rugby body.
3. **Smart Rugby: Game Awareness** – Understand the basics of attack and defence. Learn to work as a team, find space, and make smart decisions in game-like situations.
4. **Team Pride & Culture** – Discover what makes rugby league teams special. Build friendships, celebrate team rituals, and learn how respect, teamwork, and effort make you a better player.

YEAR 8

1. **Game On! Rugby League Fundamentals** – Dive into the action as you learn safe tackling, lightning-fast passes, and clever play-the-ball moves. Discover the thrill of teamwork and the pride of wearing your colours.
2. **Gym Kick - Start & Rugby Fitness** – Step into the gym and learn the building blocks of athletic training. Master cool exercises, injury-proof your body, and find out what makes rugby league athletes tick.
3. **Smart Play: Attack & Defence Basics** – Learn the secrets of breaking lines in attack and shutting down plays in defence. Use small-sided games to sharpen your instincts and decision-making.
4. **Culture Champions: Respect & Team Spirit** – Explore what makes rugby league teams legendary. Build strong bonds, create team rituals, and understand the meaning of respect on and off the field.

YEAR 9

1. **Skill Surge! Advanced Techniques –** Take your passing, tackling, and kicking to the next level with high-intensity drills and fun, competitive challenges.
2. **Train Like a Pro: Personalised Fitness –** Build your own training program that's all about YOU. Explore gym programming, strength and conditioning, and sports science hacks for better performance.
3. **Game IQ & Film Room –** Decode attacking and defensive systems, read the play like a pro, and break down game footage to discover what makes winning teams tick.
4. **Leaders on and off the Field –** Become a voice in your team. Develop your leadership style, build resilience, and help create a team culture that drives success.

TOP 5 TIPS FOR SUBJECT SELECTION SUCCESS

Choosing subjects in Junior Secondary is an exciting step in shaping your learning journey. At Woree State High School, we want every student to feel supported, confident, and inspired when making these decisions. Here are our top five tips:

1. Follow Your Interests
Choose subjects that spark your curiosity and excite you. When you enjoy what you're learning, you're more motivated and successful.

2. Play to Your Strengths
Think about the areas where you feel confident or have received positive feedback. Building on your strengths can help set you up for future success.

3. Keep an Open Mind
Junior Secondary is about exploring. Don't be afraid to try something new, you may discover talents or passions you didn't know you had.

4. Think About the Future
It's never too early to start considering pathways. Ask yourself how your choices could connect to senior subjects, further study, or careers you're interested in.

5. Talk It Through
You don't have to make these choices alone. Discuss your options with your family, teachers, and support staff. Their guidance can help you make informed and confident decisions.

At Woree SHS, our message is simple: Believe in yourself, explore opportunities, and trust that every choice helps you grow.