At Toolooa State High School we work with our students and community to develop the best personal learning outcomes for our students. Central to our core values is that, together, we are able to create a challenging learning environment for all students that caters for all and is based on academic excellence, quality vocational training and readiness for work or future study. Our belief is that our school is a significant contributor to preparing young people for their future success in life and, in doing so, adds to the construction of a strong and positive spirit in our community.”

—Alan Whitfield, Principal Toolooa State High School
PATHWAYS TO SUCCESS (P2S)

This subject is most suitable for students who need extra assistance with numeracy, literacy and organisational skills. Structured as an individual tutorial program, students will learn strategies, overcome barriers and develop self-confidence in achieving learning outcomes that will enhance their Pathways to Success.

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**Values and Beliefs**

**At Toolooa we value:**
- The worth of every individual
- Equality of opportunity
- The spirit of co-operation
- Sincere effort
- The pursuit of excellence
- The desire to learn
- High ethical and moral behaviour

**Within a positive, caring learning environment, we believe each student has the opportunity to:**
- Enjoy learning
- Develop mental and physical abilities to the fullest
- Develop an inquiring mind
- Contribute to the growth and development of the school community and
- Appreciate and protect the environment
- Learn to use leisure time effectively
- Learn to respect the rights and opinions of others
- Prepare for vocational pursuits and lifelong learning
- Use relevant technology
- Prepare for vocational pursuits and lifelong learning
- Use relevant technology

**Industrial Workshop Studies**

Students work on Woodworking, Woodturning, Plastics – (integrated with these are safety, project planning and design, workshop graphics, surface finishing). Units are project based – each project is considered to be one unit. Whole group demonstrations given, then students complete their own projects with individual help from teachers. There are theory components for each unit. Projects are marked at various stages.

Students complete units on sheet metalwork, fitting and fabrication, metal turning, basic mechanics, basic electronics (integrated with these are safety, project planning and design, workshop graphics, surface finishing). Units are project based – each project is considered to be one unit. Whole group demonstrations given, then students complete their own projects with individual help from teachers. There are theory components for each unit. Projects are marked at various stages. Tests and practical units (projects) will use all three criteria.

**Graphics**

While the subject still retains many aspects of traditional Graphics, Toolooa’s Graphics program has shifted with industry demands and is now primarily driven by Computer Aided Design (CAD) drawing. Students also cover plane geometry, orthographic projection, pictorial development, diagrams & charts and manual drafting using drawing boards and tee squares. Assessment consists of practical & theory tests after each unit of work, class work and homework.
**Dramatic Media**

Elements of drama and media will be studied in this new subject for 2013. Along with skills and themes associated with drama and performance, students will be exposed to studies in media. Media takes students behind the scenes of the production of television, film, radio, internet and print media forms. They gain the skills necessary to be able to comprehend and understand how media manipulates images and sounds to create meaning.

Dramatic media aims to build confidence and develop communication skills that are valuable life-skillS. Students are provided with opportunities to work both independently and as part of a group.

**Music**

The core components of music consist of aural musicianship, performing skills, listening skills and composing skills. Students are able to work at multigroup computer workstations (independent), or teacher-directed whole class activities, or performance using band instruments. Students are assessed on aural skills, aural analysis and visual analysis. Learning experiences in music develop skills that are transferable into everyday life.

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**Principles reflected in our supportive school environment:**

- A consistent approach by the whole school community is required to develop a Supportive School Environment
- Appropriate behaviour is expected from all students
- The school has in place a Behaviour Management Policy which provides support for all students to allow them to achieve in a Supportive School Environment
- Our school environment can positively influence students’ behaviour and performance
- A proactive approach is preferable to a reactive approach
- Encouraging appropriate behaviour is better than managing misbehaviour
- A safe and supportive school environment is guaranteed when members of the school community relate to one another with mutual respect and when everyone is committed to establishing a positive and caring environment

**Management Policies of Toolooa SHS:**

- Keep Safe
- Anti-Smoking
- Attendance Procedures
- Excursion Procedures
- Jewellery & Uniform
- Keep Clean
- Assignment Policy
- Points System
- Reporting Procedures
- Communications Device Policy
Junior Secondary Subject Choices

'Raising the Bar'

A major focus at Toolooa SHS is our belief in maximising the potential of each of our students. To that end, in our subjects, as well as maintaining high expectations, we provide extension opportunities where selected students work with extended curriculum to be challenged outside their regular year level content. As an example, students in Year 8 Mathematics extension classes have been involved in Year 10 Trigonometry and Algebra topics, while students displaying a high level of skill in English have been involved in writing, publishing and selling books such as 'Untold Stories of Gladstone' and 'Hometown Heroes.'

Visual ART

Visual art involves manipulating visual elements and processes to express ideas. Art consists of four major areas—painting, drawing, printing and sculpture. The structure of the course allows students to experiment in a range of art genres to develop their own style as an artist. The nature of the subject encourages students to explore a range of mediums and helps to develop creativity. Students are encouraged to display their work through opportunities provided by the Arts department such as Gallery exhibitions, showcase nights and the school musical.

Dance

The Dance course aims to foster an enthusiasm of dance as an individual and as a member of a group. Dance heightens awareness of, and develops respects for, the body and increases the quality of individual's physical well being. Students develop skills in choreography, performance and appreciation of a variety of dance genres to learn the history and functions of dance. Students are provided with opportunities to work both independently and as part of a group as they participate in practical dance techniques classes, dance workshops, view live performances, and work with community dancers, choreographers and artists. All tasks focus on Choreography, Performance or Appreciation using practical, written and oral instruments.
**Science**

General Science covers Life & Living, Natural & Processes Materials, Energy & Change, Earth & Beyond and Science & Society. There are theory and practical classes, with an emphasis on hands-on experiences and the day-to-day applications of Science. All students complete a core component and then sit for a test. Those obtaining satisfactory marks proceed to do extensions of the core. Those who are not yet satisfactory have an opportunity to upgrade their marks.

2013 will see a continuation of Science programs as part of the National Curriculum roll out across all schools in Australia. Further information can be found at www.australiancurriculum.edu.au.

**Computer and Business Studies (CBS)**

Students operate in an IT and Business context, in practical lessons using computers and various types of computer software. Students work on keyboarding, word-processing, display skills, spreadsheets, databases, PowerPoint. Assessment is completed via exams and in class assignments.

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<th>SAMPLE TOPICS</th>
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<td>Advertising and Marketing</td>
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<td>Creating Business Stationery</td>
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<td>MYOB - Computerised book keeping</td>
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<td>Computer Programming</td>
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**English**

The focus for English in junior secondary is consolidation of skills in the areas of language, literature and literacy. This is achieved through studies of various media texts, novels, and poems. Students respond to these texts in a variety of modes under a range of conditions. Grammar, spelling and reading for pleasure are valued as essential skills and time is allocated to develop these in the English program.

2013 will see a continuation of English programs as part of the National Curriculum roll out across all schools in Australia. Further information on this can be found at www.australiancurriculum.edu.au.
**Mathematics**

In junior Mathematics, students cover a broad cross section of Mathematical topics with emphasis on topics, such as number study, space, chance & data, patterns & algebra and measurement. Higher achievers are placed in extension classes who cover some levels of work more quickly, then spend more time on higher levels of work. Others are arranged in mixed groupings. Flexible interfacing between groups means Recovery classes may be formed if need arises for specific students who find Mathematics difficult. 2013 will see a continuation of Maths programs as part of the National Curriculum roll out across all schools in Australia. Further information on this can be found at www.australiancurriculum.edu.au.

**Japanese**

Look at different aspects of Japanese language and culture – basics of writing, listening, speaking and reading. The course takes an holistic view of Japanese, also focusing on customs, food, social life etc. Students complete their course book and learn through guest speakers and excursions. Assessment is via exams in writing, speaking, reading, listening and other assignments in research areas.

**Health & Physical Education**

Students in the Junior school work through units on dance, large ball sports, athletics, gymnastics, small ball sports, full-body activities, sport-related fitness, health-related fitness, Human Relationship Education, outdoor ed., first aid, nutrition, sociology, sports science and physical recreation. Students select from a variety of sports each term. 50% prac. 50% theory. Practical work is assessed through skills, drills, game play, participation and co-operation.

**Home Economics**

Two strands: Sewing – “Creative Textiles” (Will run if sufficient numbers) Food Studies – 4 Modules “Function Catering”, “Food Technology”, “Festivals and Celebrations”, “Towards Independence” The nature of these courses is weighted heavily toward a practical component with lessons completed in kitchen facilities.