

YEARS 9 – 10

ACADEMIC HANDBOOK



**Caloundra City  
Private School**

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## Senior School

Welcome to Caloundra City Private School's Senior School, encompassing Years 7 through 12. Nestled in the vibrant coastal community of Caloundra, our Senior School offers a dynamic and nurturing environment where students grow to become resilient, confident global citizens equipped with transferable skills for success.

The journey begins in Years 7 and 8 where our focus is not only on academic achievement but also on fostering a love for learning. Through engaging curriculum, supportive teachers, and diverse co-curricular opportunities, we strive to spark curiosity and enthusiasm in all students. It is during these formative years that students begin to discover their strengths, interests, and aspirations, setting the stage for the years ahead.

As students progress into Years 9 and 10, our approach shifts towards guiding them towards their individual interests and passions. With a wide range of subject offerings and elective pathways, students can explore various fields of study, develop their skills, and delve deeper into areas that resonate with their interests. Students learn to take ownership of their learning journey and prepare for the challenges and opportunities that lie ahead.

In Years 11 and 12, our focus turns towards supporting and preparing students for their chosen career pathways and life beyond school. Whether they aspire to pursue further education, enter the workforce, or embark on entrepreneurial ventures, our aim is to ensure that every student graduates from Caloundra City Private School equipped and ready for success.

## Challenging traditional models of education: 21<sup>st</sup> Century Powered Learning

Traditional models of education are being challenged as the Fourth Industrial Revolution emphasises the need for a dynamic, future-ready approach to learning. The Fourth Industrial Revolution has ushered in an era of unprecedented technological advancement, reshaping industries, economies, and societies worldwide and changing the way we live, work, and learn. Caloundra City Private School is at the forefront, providing a secondary school education that delivers innovative programs to meet the evolving needs of learners in the 21st century.

## Transferable Skills For Lifelong Success

Caloundra City Private School has identified 10 Transferable Skills essential for students to cultivate during their Senior School years, enabling them to excel in a Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment.

Our focus is on developing and tracking the following set of 10 transferable skills in each student throughout their Senior School years, to ensure they graduate ready for success.

- 1. A Global Perspective:** Developing an understanding and appreciation for different cultures, perspectives, and global issues.
- 2. A Futures Orientation:** Cultivating a forward-thinking mindset, setting goals, and planning for the future
- 3. A Capacity to work in teams:** Learning how to collaborate, cooperate, and contribute effectively within a group setting.
- 4. Creative Problem Solving:** Encouraging innovative thinking and the ability to find unique solutions to challenges.
- 5. Learning and Social Network:** Building connections and expanding knowledge through interactions beyond the walls of the classroom.
- 6. Interdisciplinary Knowledge and Skills:** Utilising knowledge and skills from various disciplines to tackle complex problems.
- 7. Literacy and Numeracy:** Developing strong foundational skills in reading, writing, and mathematics.
- 8. Scientific Process:** Gaining proficiency in scientific methods and incorporating computational thinking into problem-solving.
- 9. Multifaceted Communication Skills:** Enhancing communication abilities across different mediums and utilising information and communication technologies effectively.
- 10. Self-Mastery:** Cultivating self-discipline, resilience, and the ability to overcome challenges and persevere.

THE FUTURE OF **EDUCATION**

# 10 TRANSFERABLE SKILLS FOR LIFELONG SUCCESS



Global  
Perspective



Interdisciplinary  
Knowledge and Skills



Futures  
Orientation



Literacy and  
Numeracy



Teamwork



Scientific  
Process



Creative  
Problem Solving



Multifaceted  
Communication Skills



Learning and  
Social Network



Self-Mastery



**Caloundra City  
Private School**

“  
**Connecting  
education  
with the world  
of work.**

”



## Career Development Program

Unique to Caloundra City Private School, our Career Development Program spans across the Senior School years, providing assurance that your child's future is a top priority throughout their senior schooling journey. Graduates emerge well-prepared for the road ahead, equipped with the skills and knowledge needed for success in their future endeavors.

As students progress through senior school it is important to make subject selections that align with their career aspirations. Our dedicated career development coach works closely with each student, and their parents or carers, to identify their strengths, interests, and goals to assist with subject or course selections that will set them on the right path. For students interested in pursuing vocational pathways, we offer support for school-based apprenticeships and traineeships. Additionally, we provide opportunities for early entry into university or TAFE courses aligned with students' chosen industry pathways. Whether through accelerated learning programs, partnerships with educational institutions, or advanced placement opportunities, we ensure students have access to the resources they need to pursue their career goals. In Year 10, students engage in dedicated coursework focused on career exploration, goal setting, and planning for their future.

Outlined below are the key components covered by the Career Development Program for each year level.

<b>Years 7 - 9</b>	<ul style="list-style-type: none"> <li>• Tracking of Transferable Skills</li> <li>• Coaching on further developing their transferable skills</li> <li>• Active Volunteering</li> <li>• Workplace visit</li> <li>• Resume Writing</li> <li>• Cover Letter Writing</li> <li>• Mock Interviews</li> <li>• Year 9 Semester 2: First Career Experience</li> </ul>
<b>Year 10 – 11</b>	<ul style="list-style-type: none"> <li>• Tracking of Transferable Skills</li> <li>• Career Experience Term 1, 2 and 3</li> <li>• Opportunities to do Career Experience on the school holidays.</li> <li>• Mock Interviews</li> <li>• Learning Pathway Exploration</li> <li>• School Based Traineeship/Apprenticeship programs</li> <li>• Headstart: Start University Early</li> <li>• SET Plan (Senior Education and Training Plan)</li> <li>• Educational Providers Visits</li> <li>• Mentorship/Internship Programs</li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Optional Career Experience based on chosen pathways.</li> <li>• Building networks to support future career aspirations.</li> <li>• Internship/Mentorship program</li> <li>• Work Ready</li> <li>• Future Ready</li> <li>• Careers Development Digital Folio</li> </ul>

## Years 9 – 10: Exploring Horizons

During these crucial middle school years, students embark on a journey of self-discovery, contemplating their futures, and exploring the pathways that will shape their futures. It's a time characterised by significant learning and personal growth as students navigate the challenges of adolescence. As they question their aspirations and consider various possibilities, students are inspired to engage in their learning, delve into their passions, master self-efficacy, and lay the groundwork for informed decisions about their academic and professional pursuits. Throughout this pivotal phase, the school plays a central role, offering guidance, support, and resources to assist students in charting a path towards success in Years 11 and 12. With its nurturing environment and innovative educational programs, the school supports students to realise their full potential, pursue their dreams, and achieve their goals.

### Curriculum

English, Humanities, Languages other than English (LOTE), Mathematics, Health and Physical Education and Science are compulsory subjects and will be undertaken by all students. There is also an opportunity for students to select from a range of electives. Student academic strengths and personal interests will influence subject selection decisions.

The subjects offered are grouped under the following categories:

#### Core Subjects

- English
- Health and Physical Education
- Humanities
- Mathematics
- Science
- Careers Education

#### Electives

- Design and Digital Technology
- Enterprise, Hospitality and Tourism
- Japanese
- Media Arts
- Music
- Visual Arts

## Year 9 & 10 Subject Guide

### Design and Digital Technology

Students focus on the application of design thinking to envisage creative products, services, and environments in response to human needs, wants and opportunities.

Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Students work independently and collaboratively to design concepts, using drawing and low-fidelity prototyping skills, and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences.

Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved.

The Digital Technologies unit focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches. By the end of Year 10, students have an understanding of the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They can explain simple data compression, and why content data are separated from presentation.

#### Pathways

Many of the careers that this subject will assist with do not exist yet; however, it leads to careers in programming, multimedia, desktop publishing, database and web graphics, technical drafting, cartographer, mechanical/ electrical design, landscaping, graphic design, computer modelling, teaching, game design, technical illustrating, interior design/CAD work, architecture, engineering, building, town planning and commercial artistry.

#### Assessment

Assessment is both theoretical and practical. Written reports and oral presentations may also occur.

#### English

English is a compulsory subject for all students in Years 9 and 10. Units are designed to engage and enthuse students and follow the Australian National Curriculum in English.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Here at Caloundra City Private School, teachers bring these three strands to life, immersing and engaging students in listening, reading, viewing, interpreting, evaluating, and performing the arts of Language, Literature and Literacy. Learning in English builds on concepts, skills and processes developed in earlier years.

Students engage with a variety of texts. They interpret, create and craft, evaluate, discuss and perform a wide range of literary texts, as well as those designed to inform and persuade. These include various types of texts, including newspapers, magazines, film and digital texts, classic and contemporary fiction, non-fiction, poetry, journals, diaries, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.



Students develop critical understanding of contemporary media, and the differences between media texts. Literary texts that support and extend students as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

### **Pathways**

A course of study in English can establish a basis for further education and employment in various fields, including but not limited to: radio and film/television, journalism, law, education, politics, administration and writing/publishing.

### **Assessment**

Assessment will be continuous and can take the form of Reading and Viewing, Writing and Shaping, and Speaking and Listening (ACARA, 2020). All assessment tasks aim to give students a realistic opportunity to demonstrate understanding in a variety of genres and to a range of audiences. Students will create and craft a range of imaginative, informative and persuasive text types. For example: narratives, performances, and literary analyses. Students are expected to complete drafts, and seek and respond to parent, peer and teacher feedback in an attempt to develop their ideas and editing skills.

### **Enterprise, Hospitality and Tourism**

This course investigates how and why governments manage economic performance and analyse factors that influence major consumer and financial decisions. By understanding management, students explain how businesses improve productivity and respond to changing economic conditions. Students evaluate the effects of marketing and new business concepts for consumers and are inspired to innovate and design by successful entrepreneurs. Tourism is one of the most exciting and progressive industries in our local area. Tourism impacts on almost every other business. Throughout the course the students will learn how the tourism system operates, components involved and the marketing and business development.

Additionally, students will have the opportunity to involve themselves in both the theory and practical side of learning and working in the hospitality environment. Throughout the course students will develop an understanding of hygiene, safety and practical skills.

Through practical, real-world experiences, students develop the necessary skills required in business management including; formulating hypotheses, investigating, analysing, identifying trends and patterns, explaining relationships, justifying a course of action, applying theoretical knowledge and drawing conclusions.

### **Pathways**

A course of study in this subject can establish a basis for further education and employment in the fields of small business owner, project manager, marketing manager, tourist guide, travel agent, chef, waiter.

### **Assessment**

A variety of assessment instruments will be used, including short and extended response examinations, supervised assignments, responses to stimulus material and research assignments and projects.

## Health and Physical Education

Physical Education is a compulsory subject for all students in Year 9 and 10.

Students in Year 9 and 10 follow the Australian National Curriculum in Physical Education. Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. In Health and Physical Education students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong, and learn how to apply problem solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.

Health and Physical Education offers students distinct units of work per term that either promote the health of individuals and communities or develop the concepts and skills for physical activity. In the senior school studying Physical Education involves the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

### Pathways

A course of study in Physical Education can establish a basis for further education and employment in human movement-related fields, including teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics and program analysis.

### Assessment

A variety of assessment techniques will be used to gather information about each student's performance. Assessment will include demonstration of skills and abilities in a range of different modified drills and authentic environments. Practical activities will be assessed throughout the unit and in a more formal setting. Criteria-based assessment in skill development and performance, movement patterns in authentic environments, understanding of rules and safety and cooperation with others.

## Humanities

Humanities is a compulsory subject which follows the Australian National Curriculum for History, Geography and Civics and Citizenship, for all students in Years 9 and 10.

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires

an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The Year 9 History curriculum provides a study of history of the making of modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end wars'.

The Year 10 History curriculum provides a study of the history of the modern world and Australia from 1918 to the present. The twentieth century became a critical period in Australia's social, cultural, economic and

political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The Year 9 Geography curriculum 'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food production. 'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

The Year 10 Geography curriculum 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world.

The Year 9 Civics and Citizenship curriculum builds students' understanding of Australia's political system and how it enables change.

Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes.

They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

Students also examine global connectedness and how this is shaping contemporary Australian society.

The Year 10 Civics and Citizenship curriculum develops student understanding of Australia's system of government through comparison

with another system of government. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the

High Court. They investigate the values and practices that enable a democratic society to be sustained.

## Pathways

A course of study in Humanities can establish a basis for further education and employment in the fields of education, foreign relations, international diplomacy, property development, economics, business management, law, politics, stockbroking, architecture, engineering, tourism, social work, librarian, journalism, environmental management, conservation, museum curator, historian.

## Assessment

- Assessment tasks may include:
- Response to Stimulus and Short Response Tests
- Practical Tasks
- Research Tasks
- Tests / Quizzes
- Multimodal Presentations
- Extended Responses / Reports
- Debates and Discussions.

## Japanese

Learning a foreign language enriches students' lives on a personal, social and cultural level, and

presents opportunities for employment in an increasingly interconnected world. On a personal level, if students know a language, it deepens their experience of discovering a new culture and making friendships. On an employment level, languages provide a distinct advantage.

Language skills are an indication of reasoning ability, communication skills and an open, enquiring mind. Studying a language widens horizons, broadens cognitive and cultural experiences, develops communicative and intercultural competence, and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language enriches learners' cognitive, social and linguistic development by developing students' problem-solving skills, memory and decision-making skills.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and still one of our most important trading partners. Japan is the third largest economy in the world, and many Japanese companies have expanded overseas, with many large companies having businesses in Australia. The Sunshine Coast is also a popular holiday destination for Japanese tourists. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese culture while learning about similarities and differences between modern Australian and Japanese societies.

## Course Information

Year 9 and 10 Japanese will focus on communicating with more details and appropriateness. The program is designed to equip students with essential skills to interact with other speakers of Japanese in a wider range of contexts. Students explore a variety of grammar structures and expand their vocabulary. They also develop a greater understanding of Japanese culture norms and use culturally appropriate gestures and behaviours. Students use Japanese to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts.

Through learning Japanese, students have opportunities to develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in intercultural appropriate ways.

Topics of study may include:

- Extended introductions
- Daily student life in Japan
- Weather and seasons
- Asking for and providing directions
- Food and ordering
- Family
- Hobbies and special interests
- Japanese scripts: hiragana and katakana syllabaries and kanji
- Descriptions; manga and anime

### **Pathways**

There are some jobs that require Japanese/ English bilingual skills in Japanese companies in Australia and Japan. Even partial knowledge of a foreign language is desirable for potential employees in any sector, particularly given the global community in which we now live. In the long-term, knowledge of Japanese language and culture is advantageous as an additional skill even when not utilised daily. It can be pursued solely at university through Asian Studies or Linguistics; however, it is best combined with other disciplines (Business, Education, Journalism, Law, Medicine and Science).

A course of study in Japanese can establish a basis for further education and employment in the fields of:

- translating
- interpreting
- information technology
- government diplomacy
- flight attendant
- tourism industry
- travel consultancy
- defence force
- intelligence
- international business and law
- journalism
- education
- international trade (import/export)
- construction and mining sectors among many others.

### **Assessment**

Students will be assessed on Reading, Writing, Speaking and Listening.

## Mathematics

Mathematics is a compulsory subject for all students in Year 9 and 10. Students in Year 9 and 10 follow the Australian National Curriculum. The purpose of Mathematics education to the end of Year 10 is to provide all students with the mathematics required for numeracy and to provide an introduction to specialist mathematics for those students likely to go into professions whether it may be required. At both the numeracy and specialist levels, a successful study of mathematics at Years 1 to 10 is underpinned by concepts, facts and procedures; creativity; communication; and critical awareness.

The development of mathematical skills and understanding is through a 'hands on' approach and aims to ensure a deep understanding rather than a superficial knowledge. This approach will ensure that students can build on a sound foundation in future years. Students will be given opportunities to see how their mathematical skills can be applied to the real world.

The proficiency strands; understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describes how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

The achievement standards reflect the content and encompass the proficiencies. understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

The current program outlines the progressions of increasing sophistication and complexity in the learning of Mathematics. Core learning outcomes describe those learning outcomes which are considered essential for all students and success in these is essential for all students in Years 11 and 12. Additional learning outcomes describe what students know and can do beyond what is considered essential at this stage of learning. Whilst is not expected that all students will demonstrate these additional learning outcomes, these further concepts are considered critical to a good understanding leading to Mathematics in Years 11 and 12.

### Assessment

Assessment tasks could include:

- examinations
- practical investigations
- written assignments and/or reports
- ICT tasks

By the end of Year 9 and 10, all students should:

- appreciate the value of Mathematics and its applications in everyday life;
- know and apply concepts, facts, and procedures associated with number, measurement, space, chance and data, patterns and algebra, and be able to work reliably and accurately;
- be willing to think mathematically to interpret and solve problems and to investigate and explore situations;
- be able to effectively communicate mathematics;
- be confident, show initiative, creativity and be persisted in the face of initial difficulties;
- be well-prepared for the successful study of Mathematics in Years 11 and 12.

## Media Arts

Throughout the Year 9 and 10 courses of Media Arts, media students build on the knowledge and skills gained in previous years to create targeted media productions, which explore cultural and social values as well as the processes of selection, construction and representation.

Students will have opportunities to tailor their own learning and choose media products and genres they are interested in exploring further.

Throughout the course students engage in two main areas of study: Making and Responding. Students continue to develop strong media literacy skills to interpret and understand the influence of the media on shaping behaviour, social norms and trends. Through creating a variety of professional media products, such as music videos, advertisements, documentaries and short films, students gain a practical understanding of how the media works.

Technically, students master their video editing skills in Adobe Premiere, employ special effects such as the green screen, and use their mobile phones to film original professional footage.

Students can now also embed work from other applications in the Adobe Creative Suite such as Photoshop and After Effects to create innovative and exciting professional media productions.

The course aims to develop a young person's ability to:

- communicate information and ideas individually or as a team;
- create for a purpose and produce for an audience;
- be innovative and entrepreneurial
- use and explore technology
- persevere through to completion which requires being self-directed and self-assured;
- be critical of what they see, hear or read.

The course content includes a range of aspects. Listed below are examples of the types of activities students may be involved in during Media Arts:

- analysing and deconstructing news, television programs and stereotypes;
- examining the role of media;
- photographing people and objects and creating storyboards;
- recording voice-overs;
- constructing characters and writing scripts;
- focussing on the history of film and analysing important films/filmmakers;
- designing brochures and posters;
- advertising media products;
- experiencing with filming techniques;
- editing images and sound;

### Pathways

A course of study in media arts can establish a basis for further education and employment in the fields of:

- advertising
- animation
- audio engineering
- events management
- film production
- graphic design
- make-up artistry
- multimedia
- music recording
- photography
- public relations
- promotions
- publishing
- sales and marketing
- hospitality
- interior design
- journalism
- scriptwriting
- stage design
- web design

## Music

The Year 9 and 10 Music courses focus on the development of musical literacy, audition and performance skills, which provide students with an effective foundation for lifelong knowledgeable engagement with music. Music provides many opportunities for cognitive and cultural experiences, as students learn to analyse music, perform and compose their own works.



Music develops students' ability to be creative, an adaptable thinker and problem solver. It helps them make informed decisions and develops their abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making helps to cement in students a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression. Studying music gives students the opportunity to develop general capabilities and cross-curriculum priorities as outlined by the ACARA curriculum which include:

- Intercultural understanding
- Aboriginal and Torres Strait Islander Perspectives
- Critical and Creative Thinking
- Personal and Social Capability
- Information and Communication Technology Capability
- Asia and Australia's engagement with Asia
- Along with some literacy and numeracy concepts that are inherent in learning the language of music.

### **Course Content**

The content of the Music course includes musicology, composing and performing activities. The Music course is designed to build students musical literacy as well as strengthening their composing and performing skills. This affords students with the option of continuing the subject Music in Years 11 and 12.

Year 9 works through the following subjects:

- Music theory and literacy – Transposing and transcribing
- Musical Fusion
- Music Technology
- Film Music

Year 10 subjects:

- Music theory and literacy – Transposing and transcribing
- Audio Engineering
- Musical Theatre
- Art music and Classical music

### **Pathways**

A course of study in Music can establish a basis for further education and employment in the fields of performing, conducting, accompanying, music producing, DJ, sound engineering, instrument repair technician, choreographer, musical directing, composing, song writing, game making, booking agent, promotions, advertising and marketing, journalism, musicology, theatre coaching, musician, teaching, music therapy, law (music and copyright), public relations and event and venue management.

### **Assessment**

Students are assessed according to the three broad dimensions of music;

- Composing
- Performing
- Responding

Students will be assessed on a variety of tasks including individual and group performances and compositions. They will also analyse and evaluate the elements of music through aural tasks and written analysis of repertoire.

## Science

Science is a compulsory subject for all students in Year 9 and 10. Students in Year 9 and 10 follow the Australian National Curriculum in Science. The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided. The Science course content covers the main areas of Science Understanding (Biology, Chemistry and Physics), Science Inquiry Skills and Science as a Human Endeavour. This provides students with an introduction into these main areas and a taste of the subject material that will be covered further in Year 10, then again in the senior levels. Science is taught primarily through first-hand experiences and has an emphasis on acquiring and practising skills. Projects undertaken throughout the year allow students to develop their research skills and use technology appropriately. Science is also concerned with testing ideas and theories against evidence. Thus, it has a key role to play in developing in students the ability to draw logical, evidence-based conclusions, use problem-solving strategies and accept the provisional nature of scientific explanations.

By the end of Year 9, students will be able to use their knowledge to design research questions that can be investigated using a range of inquiry skills. They will apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They will be able to plan experimental procedures, which include the accurate control and measurement of variables. They will also be able to identify inconsistencies in results and suggest reasons for uncertainty in data. They will use scientific language and representations when communicating their results and ideas.

The Year 10 Science course further offers exposure to assessment items similar to those in senior science subjects. Assessment includes novel and complex tasks and student achievement is measured in three dimensions of Understanding, Science as a Human Endeavour and Scientific Skills. Tasks contain a familiar theme of linking foundation of experimental activity with core texts, as in previous years, but tasks also increasingly develop each student's capacity for organisation and self-directed research.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems. The philosophy for all levels of study in the Science Faculty is that students will learn best through doing Science, and the focus on experimentation and tasks to make sense of Science phenomena remains paramount.

## Pathways

A course of study in Science can establish a basis for further education and employment in the fields of medicine, forensic science, veterinary, food and marine sciences, agriculture, biosecurity, biotechnology, conservation and sustainability, engineering, environmental science, medicine, pharmacy, quarantine, sports science and fields of science and technology.

- engineering
- environmental science
- medicine
- pharmacy
- quarantine
- sports science
- fields of science and technology

### Assessment

- A variety of task types, including research and oral reporting, guided experimental investigations and exams are employed to assess each student's progress.

## Visual Art

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

In Visual Arts, students:

- build on their awareness of how and why artists, craftspeople and designers
- realise their ideas through different visual representations, practices, processes and viewpoints
- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
- research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts

- identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts
- use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- develop their understanding of the roles of artists and audiences.

### **Visual Diary**

Students are required to keep a Visual Diary. This is used to keep task sheets, to record image research and the development of ideas and to show evidence of completed artworks. Teacher feedback and Responding tasks can also be kept in the Visual Diary, which must be brought to class every lesson or kept in the Art room

### **Pathways**

A course of study in Visual Art can establish a basis for further education and employment in the fields of fine art, game design, graphic design, illustrating, animation, curating, teaching, education, interior design, visual merchandising, fashion design.

### **Assessment**

Students will be assessed on Making and Responding tasks for each unit.

Making tasks allow students to experiment and resolve works using various art making media and processes, such as drawing, painting, printmaking, ceramics, mixed media, assemblage and installation art.

Responding tasks require students to analyse their own and others' work and to discuss the meaning and purpose of their work.

## Co-Curricular Programs

At Caloundra City Private School learning, growth and the development of transferable skills also happens outside of the classroom. Our co-curricular programs are designed to offer students a diverse range of opportunities for personal growth, skill development and enrichment.

Our co-curricular offerings go beyond traditional academic subjects, recognising the importance of nurturing students' overall health and wellbeing. In line with this philosophy, we include programs that promote physical fitness, mental health, and emotional wellbeing as integral pillars of our students' development. Whether it's through sports teams, mindfulness workshops, or creative arts projects, we aim to support students in achieving balance and fulfillment in all aspects of their lives.

Participation in co-curricular activities not only enhances academic learning but also cultivates essential life skills such as teamwork, leadership, grit and resilience. We are committed to providing a supportive and inclusive environment where every student can explore their passions, discover new interests, and thrive both inside and outside the classroom.

The Co-Curricular offerings change each term. The following list is an example of some of the activities available.

- Sunshine Coast Independent School Sports Association (SCISSA) competitions: Volleyball, Netball, Basketball
- Oztag
- Futsal
- Tennis
- Dance Group
- Runfit
- Academic Tutorials
- Chess Club
- CCPS Writers' Club
- Japanese Club
- Choir
- Rock Band
- STEM Club
- Wellbeing Through Art
- Fishing Club – CCPS Fishtales
- The Duke of Edinburgh Awards



## The Duke of Edinburgh's International Award

Caloundra City Private School is one of the few schools on the Sunshine Coast to deliver the Duke of Edinburgh Award framework.

### What is the Duke of Ed?

The Duke of Edinburgh's International Award (the Duke of Ed) is the global leader in the organising and accrediting of non-formal education through its flagship 'Duke of Ed Framework'. For over 60 years, this Framework has been used by education providers and community organisations to accredit the non-formal learning outcomes and achievements of young people. The Duke of Ed has 3 [Award levels](#) and you can choose the level that's right for you: Bronze, Silver or Gold. Each level has different time commitments.

To finish the Bronze and Silver levels you have to complete 4 [Award sections](#) and 5 for the Gold level.

You design your own program around the things that interest you most.

The Award sections are:

[Voluntary Service](#)—get involved in your community and give service to others.

[Skills](#)—build your skills in something practical or creative, such as drawing, painting, fishing, or music.

[Physical Recreation](#)—take part in something active such as football, basketball, dancing, surfing or swimming.

[Adventurous Journey](#)—discover a sense of adventure and do something challenging with your friends.

[Gold Residential Project](#)—broaden your horizons and open your eyes to the world.

### Why do the Duke of Ed?

#### Employment Opportunities

The Duke of Ed is increasingly recognised by employers so it can even help you get a job. You will gain experience in many of the skills employers look for: communication, problem solving, initiative, organisation, and the ability to work independently and as part of a team. You will also be seen as someone with a range of interests, who actively participates in their community and who shows perseverance and commitment.

#### Earn credits towards your QCE

The Duke of Ed is a recognised course of study for the Queensland Certificate of Education (QCE), which is usually awarded at the end of Year 12. You can earn up to 4 credits—1 for Bronze, 1 for Silver and 2 for Gold. To earn credit points for your QCE, you must complete your Award while you are in Years 10–12 and provide the Queensland Award Operating Authority with your Learner Unique Identifier (LUI).

## It is recognised throughout the world

The Duke of Ed is part of an international program running in 140 countries and is the largest structured youth development program in Australia.

The Award is recognised interstate and overseas.





## Senior School Information

### Senior School Contacts:



**Leon van Niekerk**  
Principal



**Nathan Reynolds**  
Deputy Principal -  
Operations



**Kris Naiker**  
Deputy Principal -  
Students



**Cheryl McGregor**  
Student  
Administration



**Jane Brown**  
Receptionist



**Lisa Norris**  
Sports  
Administration

## House System

Upon enrolment, students become members of one of our esteemed houses: Henzell, McLean, Munns, or Ford, each representing the legacy of the families who founded and established our School in 2005.

This House System instils a sense of belonging and identity among students across the whole school. Through friendly collaboration and spirited competition in inter-house events, students develop pride, camaraderie and community spirit.

Senior School students gather in their House Groups for roll call on select mornings, fostering connections that span across all year levels. This nurtures friendships and mentorships, creating a supportive whole school community.

Leadership within our houses is integral, with Senior House captains elected annually by their peers. Junior School House Captains are also elected annually by our Junior School body and together, these House leaders play a crucial role in supporting house events and foster inclusivity throughout the school year. The House System aligns closely with our commitment to promoting the CCPS values of excellence, integrity, learning, respect and inclusiveness. These values serve as guiding principles, shaping the character and actions of every member of our school community.

Our Heads of House are members of our teaching staff who take on leadership responsibility to manage their House. Our Heads of House serve as the primary point of contact for both students and parents in the Senior School, offering guidance and support throughout the senior school years.



**Lauren Tralau**  
**Henzell Head of House**



**Kylie Lush**  
**Munns Head of House**



**Adam Burton**  
**Ford Head of House**



**Robert Pride**  
**McLean of House**



## **Caloundra City Private School**

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