Every child matters every day | All students can be high achievers

Junior Secondary Handbook
Lowood State High School
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Every child matters every day | All students can be high achievers
Message from the Principal
Mrs Anne McLauchlan

Thank you for entrusting us with the care of your son or daughter. We look forward to having you as part of our school community and working in partnership with you to ensure they have the best opportunities to achieve their personal bests academically and in all areas that interest them.

Our Mantras
We believe:

Every child matters every day | All students can be high achievers.

It is critical that all members of our school community have these beliefs and support every young person to be their best every day. To do this we tailor programs to support the needs of our students regardless of where they enter our high school.

High Expectations
A strong relationship which exists between students, teachers and parents at our school is crucial to the maintenance of these high expectations and attainment of student goals. We are a school that encourages our young people to develop attitudes of independence, initiative, self-regulation and a strong sense of belonging. Our school is a safe place where all students can pursue their studies and achieve their personal excellence.

Some points of difference that distinguish Lowood SHS from its competitors are:

Strong leadership that is shared
Junior Secondary Social and Emotional Student Wellbeing Team; consisting of JS Head of Student Wellbeing, JS Youth Support Co-ordinator, Speech Language Pathologist, Behaviour Support expert. This team will provide a wrap-around service for students to ensure we proactively support our students to survive, thrive and belong at Lowood SHS during their junior secondary years.

Junior Secondary Academic Team; consisting of the JS Deputy Principal, JS Head of Department, Curriculum Heads of Departments and subject teachers. This team will ensure students are engaged effectively in their learning to ensure their success. Every student is tracked academically via our Junior Certificate of Education (JCE) expectations. Students who are not on track to earn their JCE will be supported by an individual support program to get them on track and keep them on track.
School of opportunity:

- Challenge class in each year level across 7, 8 and 9:
- Year 8 football academy
- Working in partnership with universities to access STEAM programs and university experience days
- Brainways program for high achieving students
- Differentiated reading programs for all levels of readers; from Decoding Link, Quicksmart Literacy and the Tactical Teaching of Reading
- Quality pathways with academic and vocational opportunities

At Lowood State High School we cater for a broad range of student talents to enable all students to perform at their optimum level whether it is in the academic arena, in the Arts, culturally, on the sporting fields or in developing student leadership and valuing community service. We are motivated to build on our strengths and continue to develop in areas that support students to meet our school mantras. Lowood SHS is a school for every student as you will see throughout this handbook, central to our core business of teaching and learning, our moral purpose is to make a difference to every individual and strive to value-add to every students’ learning journey.

I welcome you to Lowood State High School – we are about ensuring every student achieves success.

Yours sincerely

Anne McLauchlan
Principal
At Lowood State High School, we believe:

**Two Mantras**
Every child matters every day
All students can be high achievers

**Six Givens**
1. Relationships
2. High Expectations
3. Presentation and Handwriting
4. Correction
5. Display
6. Classroom Tone

**Three Imperatives**
1. Student trusts and respects teacher
2. Work at their level
3. Friends at school

**Four Pillars**
1. Teacher accountable learning
2. Explicit instruction
3. Moving student knowledge from short term to long term memory
4. Effective relationships between teachers and students

**Our vision:**
Lowood State High School delivers high quality educational opportunities and outcomes that enable all students to experience success.
Junior Secondary Team

To support our Junior Secondary students and to ensure positive outcomes, a variety of support services (academic and wellbeing) are available to students. Each child in Year 7, 8 and 9 is allocated a home group teacher who they meet with every morning in their home room to have their attendance recorded and to hear the daily notices.

Students will also spend the majority of their school day with their two core teachers who will teach students in their four key learning areas – Maths, English, Science and Humanities. Junior School parades and year level parades will also be held in order to disseminate the appropriate information to students and also celebrate success within the Junior Schooling setting. The Head of Student Wellbeing is responsible for supporting the development of student’s social and emotional skills and coordinates our Care, Support and Information (CSI) program. These staff will also be the first point of contact and support for our students, along with the Junior Secondary Head of Department and Junior School Deputy Principal. Together, the Junior Secondary team will ensure the development and success of students in years 7-9.

Junior Secondary Team

Principal
Mrs Anne McLauchlan

Deputy Principal
Mr Tony Degnian

Junior Secondary Curriculum HOD
Mrs Tammy Baart

Junior School Head of Student Wellbeing
Mrs Mara Kitson

This team works collaboratively to respond to the diversity and individual needs of our Junior Secondary students. Students will ultimately build strong relationships with their home group teacher and core teachers who will offer the individual and group care for these students.
Junior Secondary at Lowood SHS

At Lowood State High School we believe that every child matters every day and that all students can be high achievers. We are committed to providing a variety of opportunities and programs for Junior Secondary school students to realise their full potential as creative and intelligent students who will achieve success. For year 7, 8 and 9 students it is imperative that a good educational platform is established, in order to do well later in the senior years of schooling.

**Junior Schooling Philosophy**

- Every student is known by an adult and has a strong sense of belonging.
- Parent/student/school communication is the key to student success.
- High regard for teaching standards and lifelong learning
- School pride, individual pride and uniform pride
- High expectations for behaviour, effort and attendance.

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<th>Support Services</th>
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<td>Brainways Excellence Days</td>
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<td>Teacup Tuesday</td>
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<td>Cooperative Learner Strategies</td>
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<td>Whole-School Reading Program</td>
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<td>Care, Support &amp; Information</td>
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<td>Academic Achievement - JCE</td>
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<td>Wellbeing and Care</td>
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**JS Learners**

*Wrapping around every student so all children can be high achievers.*
Junior Certificate of Education (JCE)

What is it?
The Junior Certificate of Education (JCE) has been designed as a tool to map the student’s *progress towards and attainment of readiness* to embark on their Senior Schooling journey. The Junior Certificate of Education is awarded to students who have *demonstrated improvement and success* throughout their Junior Schooling at Lowood State High School. The ideals of the JCE program support and are underpinned by the two school mantras.

*Every child matters every day*

*All students can be high achievers*

- **Bronze** – Year 7
- **Silver** – Year 8
- **Gold** – Year 9

**Platinum** is awarded to students who have received Gold, Silver and Bronze JCE as well as having participated in 10 extra curricula activities and additional responsibilities over the course of the 3 years of Junior Schooling.

To be awarded their JCE, students must achieve a pass in at least 5 of their subjects. Of these 5 subjects, 3 of these must be Science, Maths and English by the term 4 report card. Students and parents are supported to achieve this goal through intervention strategies, a Student Improvement Plan (SIP), Student and Parent Support Plan as well as meetings throughout the year to ensure that children are on track to achieve their best.

*Developing a partnership between families and LSHS to improve student outcomes.*
Student Wellbeing

Care, Support and Information (CSI)
Throughout the secondary schooling years; junior and senior secondary, our young people have a wide range of experiences depending on their age and stage of development. Through experience, we know that Junior Secondary students require different needs and levels of support during this pivotal time of development. Care, Support and Information (CSI) is a weekly timetabled lesson that has been designed to create opportunities to build the capacity of students through resilience, goal setting and community involvement.

Support Services
At Lowood State High School we strive to support all our students with a range of in-house support services. However, if it is determined that an individual student needs further assistance, the school service staff, in consultation with parents/carers will refer to external support agencies. In partnership with parents/carers our support staff, teachers and school administration most often we can achieve the best outcome for each student. Every student is at liberty to self-refer to any of the services available and as parents/carers please feel confident to contact key people if you believe your son or daughter requires the support that can be provided by key support people in our school community.

Available support services include:
- Guidance Officer
- Chaplain
- Youth Support Coordinator
- Community Education Counsellor
- School Nurse
- Police Liaison Officer

For further information regarding student wellbeing, please contact the Junior School Head of Student Wellbeing.

Working with the community to support students.
Attendance is a key indicator for a success. We encourage 100% attendance to ensure students achieve their potential.

Is your child needing help with school work?

Lowood SHS is here to help!

Homework Help (supervised by a Teacher) - 1st Break lunch every day in Room L3.

Requiring more assistance? See your Core Teacher for a time to sit down to discuss any difficulties.

COMPUTERS & INTERNET ARE AVAILABLE IN BOTH TIMES
Whole School Reading Program

A Lowood SHS priority is for all students to share a deep appreciation of reading and enjoy the lifelong benefits of being good readers. We support students to become confident young readers through providing the Quicksmart Literacy and Decoding intervention programs in addition to every teacher delivering the Tactical Teaching of Reading approach. Listed below is a brief description of each of the reading interventions available to LSHS students.

**Tactical Teaching of Reading (TTR)**

Reading works on the premise that better readers become better learners. To help students make meaning and understand texts, teachers are explicit with their students about reading processes. TTR practices and activities support students as they make sense of what they read and they work through reading processes before, during and after reading.

**Quicksmart Literacy Program**

The aim of Quicksmart is to improve the word recognition skills, word meaning knowledge, reading fluency and text comprehension of middle school students with learning difficulties. The program focus is on literacy content with instructional material that is planned to meet individual students’ learning needs. Teaching time allows students to self-monitor and receive immediate, informative feedback. Students take part in targeted practice activities and learn to develop effective strategies for both decoding and comprehending text. Lessons follow a structured format based around a “focus set” of words taken from a short piece of high interest text. Strategies are taught that support students for decoding, comprehension of text and fluent reading. Students aim to increase their accuracy and decrease response times, which demonstrate increased automaticity. The aim is to become both “Quick” and “Smart”.

**Carol A. Christensen Reading Link – Decoding.**

The Decoding Skills component helps students to develop the fundamental skills of reading. Decoding a text is a vital part in the ability to understand and use text. This program is sequenced and structured to teach students how to decode (read) and encode text (spell). The program’s activities gradually increase as students master the skills from simple to more complex words. Students are assessed regularly to monitor their individual progress. The program consists of four books and when the students have completed these they will be able to decode and encode simple to highly complex words. The aim of the program is to help students to be able to read to automaticity, build their vocab and enjoy reading.
You're Invited!

Junior Secondary Parent Feedback Session

Please join us for our Teacup Tuesday celebration where we recognise Year 7-9 student achievements at our Junior Secondary Assembly. Parents and Caregivers are then invited to gather for tea/coffee and biscuits where LSHS would like to seek your feedback around various aspects of your child's schooling journey.

Lowood SHS is very interested in hearing from you around how we can do things better.

Event Details:

- Held twice per term. Check social media for event dates.
- Please sign in at front office
- Lowood State High School Hall
CURRICULUM STRUCTURE

At Lowood State High School our school day starts at 9:00am and finishes at 3.00pm. Our lessons are structured around 4 x 70 minute learning blocks each day which allow teachers to maximise outcomes for all students. Subjects can be studied for the duration of an entire year, a semester or a term. There are 2 semesters in a year and 2 terms each semester.

Year 7

Challenge & Core Classes

A range of data sets are used to identify students for our Year 7 Challenge Class. This includes previous NAPLAN results, report cards, diagnostic testing as well as a student’s growth mindset. Lowood State High School works with our primary feeder schools to discuss and access the most up to date information on prospective students. Our challenge class will replace one lesson of both English & Mathematics with 2 lessons of German per week.

Care, Support & Information

In this subject students will study 1 x 70 minute lesson per week covering relevant social skilling topics such as social and emotional wellbeing, organisation, getting along and transitioning to high school.

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<th>LESSONS PER WEEK</th>
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<td>1 year - 2 semesters</td>
<td>5 x 70min lessons</td>
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Elective Subjects

Year 7 students will experience subjects within the learning areas of The Arts and Technology. Throughout the year students will study 1 term of each of the following subjects;

Visual Art
Develop the skills you need to express your imagination and explore your creativity. Once you have the know-how you can create anything!

Home Economics
Home Economics focuses on providing a general introduction to the study of foods and textiles. Students will explore introductory kitchen practices in regards to preparing and cooking food, as well as the introductory principles of sewing.

Manual Arts
A combination of Graphics, Woodwork and Metalwork. Students will explore Technical Drawing and sketching along with the skills, processes and technologies associated with working with timber and sheet metal. Project work is undertaken with an overarching focus on safety.

Music
In year 7 Music, students will be studying the elements of rhythm. This will include drumming, learning about the instruments of the orchestra and exploring tempo and dynamics.

Dance/Drama
Within Dance/Drama students will explore comedy and clowning. They will develop an understanding of acting techniques, group work and dance components. Students will create clowning scenes and learn a comedy dance.

Business Studies
Digital Presentation and Design is a very practical subject. Students will have the opportunity to develop their computer skills using a variety of different software programs in a fun and interactive way.
**CURRICULUM STRUCTURE**

**Year 8**

All students will study English, Mathematics, Science, Humanities, Health & Physical Education, & Care, Support & Information

**Challenge & Core Classes**

A range of data sets are used to identify students for our year 8 Challenge Class. This includes previous NAPLAN results, report cards, diagnostic testing as well as a student’s growth mindset. Our challenge class will replace one lesson of both English & Mathematics with 2 lessons of German per week.

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Students will study ONE Elective subject per semester, either an arts or a technology subject. Students are required to undertake a semester of each. All electives will be studied for 2 x 70 minute lessons each week.
Elective Subjects

Art

Within year 8 art, students will build on their knowledge of the Elements of Art learned in year 7. Students will explore a variety of techniques and media, including; painting, drawing, clay work and printing. Students use ICTs to design and develop their art works.

Dance

Within year 8 dance, students learn about safe dance practices, alignment, posture, injuries, bones and muscles. They then explore the Hip Hop dance style where they perform short sequences of dance and choreograph their own Hip Hop routine. They also engage in responding tasks where they analyse and evaluate dance pieces in the form of a small essay. To finish off the unit students then learn about the Contemporary dance style and perform another short routine.

Drama

The focus in year 8 drama is students learning about the elements of drama, acting techniques, group work, improvisation and expressive skills. Students engage in activities where they take on the roles of other characters and create and present scenes that create dramatic meaning. Throughout the unit students will learn about realistic acting, script writing and responding to their own or other’s work.

Music

Students in year 8 music will learn basic music theory, basic guitar, drum and keyboard skills, as well as learning about music from other cultures and group body percussion. Assessment includes a theory exam, practical checklist, composition and group body percussion performance.

Every child matters every day, All students can be high achievers
CURRICULUM STRUCTURE CONT.

Home Economics

“Eat well, Live well” gives students the opportunity to study the food groups and what healthy eating means. Students will be able to learn the basics of cooking healthy and delicious food through weekly cooking sessions. “Cushy Cushions” provides an opportunity for students to learn the basics of sewing and have some fun designing and creating.

Manual Arts

In this subject, students explore and learn about materials, tools, workshop safety and processes. It is a project based course that establishes and develops hand skills through wood, metal & plastic class activities. Assessment tasks are; project and theory work and written exams.

Graphics

Graphics is a computer based course in which graphical communication is explored. Topics include 2D and 3D views, Design and Introduction to Autodesk Inventor (software). Drawing interpretation and presentation is intrinsic in all units. Assessment tasks are; create a folio of drawings and graphical response exams.

Business Studies

Businesses use digital media techniques in a variety of ways to manage their finances and sell their products. Students will have the opportunity to gain an understanding of how to run a small business and how digital media can be used to enhance the business image. Students will be able to apply these acquired skills in other subjects at school as well as in their non-school life.

Football Extension

The Lowood Lighting Football Academy is an opportunity providing access for students with a passion and ability to develop their football skills within a schooling environment. Classes are aimed at coaching a male and female squad and preparing them for many competitions throughout the school year. The academy will have a unique set of theory learning experiences tailored to the growth of a footballer towards sporting excellence and a variety of senior sports subjects.
CURRICULUM STRUCTURE

Year 9

All students will study English, Mathematics, Science, Humanities, Health & Physical Education, & Care, Support & Information. Students will study ONE elective subject per semester, either an arts (Art, Dance, Drama & Music) or a technology (Manual Arts, Home Economics, Business Studies, Graphics). Students are required to undertake a semester of each. All electives will be studied for 3 x 70 minute lessons each week. Students do have the option to preference German which will run for the whole year.

Literacy/Numeracy

Literacy and Numeracy support is embedded across the curriculum through the use of explicit Literacy strategies in every lesson every day.

Care, Support and Information

In this subject students will study 1 x 70 minute lesson per week covering relevant social skilling topics such as healthy lifestyles, drugs and alcohol, and work readiness.

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Art

Within year 9 art students will build on their knowledge of the Elements of Art. They will also be introduced to the topics of design in art, clay work and printmaking. Students will design and create individualised art works with teacher guidance.

Dance

Year 9 dance sees students explore the many functions of dance styles such as artistic styles like Hip Hop, Contemporary, Ballet and Jazz as well as social dances from the 50s to today. Cultural dances are also explored from China, Cambodia, Germany and the Philippines. Students experiment with skills of performance, choreography and analysing and work towards assessment items both individually and in groups.

Drama

In year 9 drama, students explore the theatre styles Musical Theatre and Physical Theatre. Students will learn about the role of acting, singing and dancing in popular musicals and learn about how to use movement and their body in order to create dramatic meaning. Assignments in year 9 range from analytical essays based on a favourite musical, writing scripts for a class musical and performing student devised Physical Theatre works.

Music

Students in year 9 begin the semester by learning about music through history. Students analyse the lyrics and other musical elements such as melody, harmony, instrumentation, dynamics and texture for their assessment. They then move on to learning about a 20th century composition style called ‘Chance Music’ where students create their own chance composition. Throughout the semester students will continue to develop their practical skills on the guitar, keyboard and drum kit.

Home Economics

“In the Fast Lane” gives students the opportunity to study the fast food industry and its effects on our health. Students will cook delicious but healthy alternatives to some fast food favourites and have a chance to create their own healthy dish.

“Bags from Rags” provides students with an opportunity to understand the design process and create a bag using recycled material. Students design and make a bag for themselves.
MANUAL ARTS
Year 9 Manual Arts students establish and develop skills, knowledge and processes. It is a project-based course and visits wood, metal and plastic technologies. Students learn about materials, processes, safe work practices etc. This subject is suitable for students new to Manual Arts as well as those who have already completed Manual Arts in Year 8.

GRAPHICS
Year 9 Graphics seeks to establish new skills and knowledge and develop skills and knowledge gained in Year 8. It is a computer-based course in which graphical communication is explored. Topics include 2D and 3D views, Design and Introduction to Autodesk Inventor (software). Drawing interpretation and presentation is intrinsic in all units. This subject is suitable for students new to Graphics as well as those who have already completed Graphics in Year 8.

BUSINESS STUDIES
Businesses use digital media techniques in a variety of ways to market and advertise their products. Students will have the opportunity to gain an understanding of how businesses operate and how digital media is influencing businesses today. Students will be able to apply these acquired skills in other subjects at school as well as in their non-school life.

GERMAN
German offers students the chance to extend their knowledge of language and literacy in a fun, interactive and rich learning context. With a focus on language immersion and cultural understanding, students of junior German will acquire valuable skills to improve both German and English fluency, comprehension and authorship. They will also be given the opportunity to participate in excursions such as Oktoberfest for Teens and the Audi German Film Festival.
REACH NEW HEIGHTS
AT LOWOOD SHS

✔ STEAM
✔ Reader’s Cup
✔ Combined Ipswich Secondary School Sport Association – Winter & Summer Competitions
✔ Talent Quest
✔ Indigenous Dance Troupe
✔ Debating
✔ Musical
✔ Dance Troupe
✔ Arts Showcase
✔ Choir
✔ Instrumental Music
✔ School Band
✔ Gym
✔ Community Performances
✔ District and Regional Swimming, Cross Country and Athletics
✔ Fanfare
✔ Kokoda Challenge
✔ Art Competitions
✔ Ipswich Festival Unmasked Competition
✔ Brainways
✔ Robotics Competitions
✔ Junior Leadership opportunities

Please contact the office for more information on how students can become more involved in the Lowood SHS community.
Lowood State High School offers quality curricular and extra-curricular STEAM activities to all students.

These include:

- The STEAM Academy
- Western STEM Challenge
- Lunchtime Coding and Robotics Club
LSHS School Map  Junior Secondary Precinct
(Year 7 only area)
STYMIE

Stymie.com.au encourages students to support their peers by making anonymous notifications through their site. These notifications will be about others who are being bullied or experiencing harm.

Lowood State High School is committed to harnessing the power of bystanders to change the ‘culture of acceptance’ of bullying in our community.

#saysomething