

Junior Subject Guide

Victoria Point State High School

Year 7 and 8





Victoria Point State High School

93-131 Benfer Road, Victoria Point QLD 4165

Phone: 3820 5888 | Fax: 3820 5800 | www.vpshs.eq.edu.au

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Introduction

Victoria Point State High School is committed to offering students a variety of learning opportunities in a range of different curriculum areas across the Junior and Senior phases of learning. All learning pathways are designed to ensure all students progress with the necessary skills to enter the next phase of their education, or those required to enter the workforce.

This book is designed to inform you of your options for learning pathways as well as provide you with the expectations associated with each learning pathway. Furthermore, your pathway may provide you with some options for individual subjects which will also be explained in this book.

The Victoria Point State High School curriculum consists of subjects which are aligned with QCAA requirements. For more detailed information about the different subjects available at Victoria Point State High School please refer to the school's website (www.vpshs.eq.edu.au).

To ensure your learning is as engaging and productive as possible please ensure you take the time to understand the focus and content of your learning pathway. To assist you in this we suggest:

- Exploring all subjects in this book.
- Ask questions of relevant staff (Family Group Teachers, Curriculum Teachers, HODs).
- Attend the Performance Progress Day in Term 3.
- Apply yourself to all of your current classes to provide yourself with the best chance of obtaining all requirements for preferred pathways.

All students are also expected to participate in programs of School, Community and Culture, and Family Group. These classes are opportunities for students to gain skills to be valuable members of both the school community, as well as the wider community.

The learning you engage with now will have a significant impact on the opportunities you will have in the future.

The curriculum across the introductory phase of Junior Secondary (Years 7 & 8) is set for most students. Students will participate in core subjects with an experiential program for what will later become elective subject Key Learning Areas (KLAs). This will include a rotational system of semester units in Performing Arts, Visual Art and Design, Design Technologies, and Digital Technologies. Students have the opportunity to apply for the VPSHS Academy Programs of Excellence offered as part of School Community Culture.

Please note:

- The school reserves the right to withdraw any subject where there are insufficient numbers of students enrolled or where suitably qualified teachers are not available.
- The number of students enrolled in elective subjects is limited by timetabling constraints and classes may be capped at the determination of the Principal.
- It is assumed that students would have successfully completed the requirements from the previous year's subjects before selecting new subjects.

Core and Elective Subjects

Mathematics

- Mathematics

Technologies

- Design Technologies
- Digital Technologies

Languages

- Auslan
- Japanese

English

- English

Health and Physical Education

- Health and Physical Education

The Arts

- Performing Arts
- Visual Art and Design

Humanities

- History
- Geography

Science

- Science

- ## School Community and Culture
- School Community and Culture
 - VPSHS Academy

Core Subjects

Mathematics

Key Learning Area

Core

Mathematics in Years 7 and 8 is a continuation of the work covered in previous Primary School years. Students will maintain their study of Mathematics across the strands of:

- Measurement
- Probability
- Statistics
- Geometry
- Number

The field of Number will still have a focus on basic skills but students will start to venture further into representations of number via the study of Algebra. Assessment will be in the form of both exams and assignment or investigation work. Students will be required to recall and apply skills and concepts learnt and will be asked to extend this further to problem solving situations.

English

Key Learning Area

Core

The study of English at Victoria Point State High School aims to create confident communicators, imaginative thinkers and informed citizens.

In Junior Secondary English classes, students will be exposed to and produce a range of written, visual, literary and non-literary texts as well as regular explicit teaching of literacy skills.

Topics will include:

- Advertising
- Memoirs
- Issue Based Poetry
- Indigenous Australian texts
- Novel Studies
- Dramatic Plays
- Film Studies

History

Key Learning Area

Core

In Year 7, Term 1 “The Ancient World” unit provides an overview of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It investigates how historians and archaeologists investigate history, including excavation and archival research.

The Term 1 focus, “The Mediterranean World – Rome” examines: the physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there; roles of key groups in ancient Roman society (such as patricians, plebeians, women and slaves), including the influence of law and religion; the significant beliefs, values and practices of the ancient Romans, with particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs; contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs; and the role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus.

The unit in Term 2 is “The Asian World – China”. This unit examines: the physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there; roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion; significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs; the role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang.

In Year 8, Term 1 the unit is on Medieval Europe (c.590 – c.1500). Students will explore the way of life in Medieval Europe, including the social, cultural, economy and political features. They will also look at the legal system and influence of the Catholic Church on Medieval Europe.

The Bridging Unit is “The Black Death”. This explores the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease. They will also look at the effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact on society.

Term 2’s unit is “Japan Under the Shoguns (c.794 – 1867)”. This unit explores the way of life in Shogunate Japan, including social, cultural, economic and political systems. The feudal system and decline of the Shogunate will also be studied.

Geography

Key Learning Area

Core

In Year 7 Geography students begin Term 3 with the unit “Water in the World”. This unit focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

A unit on “Place and Liveability” follows in Term 4 and focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

In Year 8, Term 3 students study “Landforms and Landscapes”. This unit focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

In Term 4 this unit investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environment, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management of and future of Australia’s urban areas.

Health and Physical Education

Key Learning Area

Core

Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. They evaluate the impact on wellbeing of relationships and valuing diversity. Students analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environments can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students will have an opportunity to engage in practical food skills and investigate a range of topics related to nutrition. They demonstrate control and accuracy when performing specialised movement sequences and skills. Students apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Science

Key Learning Area

Core

In Year 7 Science, students will develop their knowledge across Chemistry, Physics, Astronomy and Biology. Students will explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They will use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems. Students will undertake studies in water and use filtration methods to develop clean water. They will analyse motion and the impact of forces through the design of a balloon-powered vehicle and investigate relationships in the Earth-Sun-Moon system to predict and explain events.

In Year 8 Science, students will continue their understanding of Biology by studying cells as microscopic structures that explain the properties of living things. They will link the form and function of cells, and explore the organisation of body systems with an aim to understand reproduction. Students will further their understanding of Chemistry by exploring changes in matter at a particle level, and distinguishing between chemical and physical change. During their Physics unit, students will classify different forms of energy, and describe the role of energy in causing change. They will build a device and analyse its components using their learning experiences from their study of a Rube Goldberg machine. Students will be introduced to Earth Science through the study of a local area, with particular focus on rocks, minerals and biotic factors.

Languages

Auslan

Core

Year 7 students study a Language Other Than English for 70 minutes, one lesson each week. Students will be introduced to Auslan, learn about its history and culture and begin to develop skills in basic signing. They will learn about the parameters of a sign, including hand shape, orientation, location and movement; and non-manual features. Signing will include the alphabet, numbers, colours, simple greetings, conversational words and school words.

Year 8 students have two lessons per week and will be exposed to additional signing, building on the work completed in Year 7. The Year 8 Auslan course is designed to develop each student's ability to communicate in Auslan through the skills of expressive and receptive signing.

Assessment

Tasks are designed based on the Australian Curriculum standards and relate to Communicating tasks (ability to read, write, sign and listen) and Understanding tasks.

Languages

Japanese

Core

Year 7 students study a Language Other Than English for 70 minutes, one lesson each week. To compensate for this shortfall, 1-2 cultural days are conducted each term that focus on the unit of study and a cultural event e.g. Term 1 Cherry Blossom Festival, Term 2 Children's Day Festival, Sports Day, Term 3 Art Festival, Term 4 New Years and Christmas Celebrations. Indigenous culture is also celebrated on each of these days and students rotate through activity stations related to both cultures.

Year 8 students have two lessons per week. Students are extended in the study of Japanese language and culture. An extension of hiragana and other scripts are introduced to build students' repertoire and immerse them in the skills of reading, writing, speaking and listening in Japanese. Cultural activities are conducted throughout the year for students to receive a richer understanding of the language and culture. Visiting Takahama High School students work with junior classes so students have the opportunity to interact with native speakers.

Assessment

Tasks are designed based on the Australian Curriculum standards and relate to Communicating tasks (ability to read, write, speak and listen) and Understanding tasks.

School Community and Culture

Wellbeing

Core

All students participate in activities that help build the school's community and culture and can include project-based work for local, national and international organisations. School Community and Culture also includes Family Group in which students develop an understanding of social awareness and practice skills that enable productive and healthy relationships both at school and beyond. Students are also given the opportunity to engage in the sporting culture of the school through participation or representation.

Elective Subjects

Design Technologies

Science, Technology, Engineering & Mathematics

Elective

Design Technology allows students to explore the “design, make, appraise” process through a variety of mediums and rotations. Students are given the opportunity to research a given problem using the internet as well as other internal sources. This research includes; Material properties, Critiquing previous solutions, Ergonomics, Safety, Measuring, Calculating and Justifying. Students both hand sketch and model on computer using the latest industry standard software.

During these stages of the design process students are also given the opportunity to build their hand skills in the workshop through set projects. At the completion of the build process students appraise or evaluate their project. Students take time to document what went right, what went wrong and how they could do things different next time.

Design Technology is an exciting subject where students will feel challenged by having to solve problems using a variety of core skills including Maths, English and Fine Motor Skills.

Assessment

- Engineering Design Folio
- Practical Hand Skill Project
- 3D Modelling / CAD Design Project

Digital Technologies

Science, Technology, Engineering & Mathematics

Elective

Digital Technology is a hands-on subject in which you will be introduced to coding and computer systems. You will be using the software Scratch to learn how to program interactive elements, stories and games and will continue your introduction into introduction into Digital Technologies with a series of Cryptography challenges. You will learn about the components of a computer system and problem solving.

Assessment

- Project and folio of Cryptography challenges

Performing Arts

The Arts

Elective

Students will study the practice, terminology and unique ways of looking at the world through Music or Drama.

In Drama, students explore and devise real and fictional worlds through use of voice, body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama through the real and dramatic contexts. Students will study two units, Improvisation and Scriptwriting.

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

Assessment

- Forming task (Drama) or Composing task (Music)
- Performing task (Drama) or Performing task (Music)
- Responding task (Drama) or Responding task (Music)

Visual Art and Design

The Arts

Elective

Visual Art and Design introduces students to fundamental skills in two dimensional and three dimensional art forms in preparation for further studies in visual art. The Inquiry Learning Model is the basis of the course which encourages higher order thinking skills and challenges each student at their own level and allows for extension. Students engage in the research, designing and the creation of two resolved artworks over the semester.

Elements and principles of art and design are studied, discussed and applied to the creation of student artworks. Students engage in a reflective process of their artwork and look at works of other artists from different art movements and cultures.

Visual Art and Design is a hands-on and engaging subject.

Assessment

- Making tasks - Clay sculpture with accompanying visual art diary, Drawing task with accompanying visual art diary and Painting of the clay sculpture with accompanying visual art diary
- Responding Tasks – Exam, evaluations of own art.

The Victoria Point State High School Academies are specifically targeted at supporting students who have expressed interest in and can demonstrate targeted skills in a specialised field of study.

The Victoria Point State High School Academies aim to create intensive and focused pathways for potential futures, create an environment of motivation, engagement and success, and develop skills and opportunities for students to work with industry professionals and collaborate with local and wider community in order to build deeper knowledge, skills, training and experience.

The Academies run across Years 7-10. Each of the Academies aligns to senior subjects in a QCE + ATAR or QCE Pathway.

Students enrolled in the VPSHS Academies are expected to abide by a Code of Behaviour.

Academic Academy

The Academic Academy is by invitation only and is studied as part of the core discipline of History/Geography.

The Academic Academy is specifically targeted at supporting highly academic students who intend on embarking on university studies. The goal of the program is to equip students with the specific skills aimed at enhancing future studies and providing them with the opportunity to achieve their highest ATAR in order to maximise their university options.

Over the course of the year, students will engage in philosophical inquiry to enhance their 21st Century skills. The purpose of the program is to expose students to open-ended, abstract problems to challenge their thinking and develop collaboration skills.

Students will embed Critical and Creative Thinking skills to respond and evidence the standards of the Australian Curriculum. These include:

- Reflecting on Thinking and Processes
- Analysing, Synthesising and Evaluating reasoning and Procedures
- Inquiring – Identifying, Exploring and Organising Information and Ideas
- Generating Ideas, possibilities and Actions

Students will work and learn through critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world. Initially students will collaborate to construct their knowledge and aim to think and work together with a powerful synergy of shared cognition. New knowledge created will leverage both individual and collective expertise and the quality of the shared thinking will ensure that new knowledge is highly applicable to the real world. Students will be able to articulate how they “think together” to improve results.

(Critical Thinking: New Pedagogy for Deep Learning)

Criteria

Academic GPA; Diagnostic Test Results; Student Report Card – Entering Students; Professional Judgement.

On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Elective Academies

All Elective Academies incur a levy, payable upon successful application. Scholarships are available.

Vikings Sport Academy: AFL

Foundation and Intermediate

The AFL program is by application and trial only. Students will engage in a year-long program offered as part of School Community and Culture.

The Vikings Sport AFL program Mission, “Bringing Australian Football and School Communities together to improve student educational outcomes and grow the game of Australian Football” forms the foundation for our participation in the wide range of activities.

Players will have access to an excellent level of competition designed by AFL Queensland to allow ‘Schools of Excellence’ students to play in a premier schools competition. This is only afforded to students in the Excellence Schools across Queensland, and at Victoria Point we are very proud to be continuing in this elite group. “The Schools of Excellence competition is designed to foster the development of Australian Football by providing students from secondary schools with the opportunity to participate in an AFL competition that is to provide a fun, friendly environment concerned with the development of the game and students participating” (AFLQ 2015).

The Vikings Sport AFL program is derived from the Health and Physical Education Australian Curriculum whilst also linking elements of the current requirements of the modern Australian Footballer. The focus areas within our curriculum include History of AFL, Anatomy and Physiology, Biomechanics, Training Principles, Officiating, Coaching, Sports Nutrition and Sociology. The overarching goal is to produce well-rounded student-athletes.

Criteria

Application Package and Trial.
On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Creative Industries Academy: Dance

Foundation and Intermediate

The Dance program is by application and audition only. Students will engage in a year-long program offered as part of School Community and Culture.

The Dance program is an energetic, specialised pathway for talented students to successfully engage in Dance as performers and choreographers. The curriculum begins by exploring the components and functions of Dance and provides students with a solid foundation in both theoretical and practical aspects of dance. Students develop knowledge, skills and attitudes, essential for future success in a demanding and highly competitive industry that requires both working as part of a high functioning team and individual performer.

Criteria

Application Package and Audition.
On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

STEM Technologies Academy: Robotics

Foundation and Intermediate

The Robotics program is by application only.

Students will engage in a year-long program offered as part of School Community and Culture.

The Robotics program allows students to experience an interactive course in which they design, build and program their robots. The program is targeted at students who have a keen interest in coding and engineering. Students work predominantly with the LEGO Mindstorm kits. They begin by building a basic autonomous mobile robot through which they explore the fundamentals of movement, design and programming. Students will also have the opportunity to learn to program the Sphero robots and littleBits modular electronics to tackle real world scenarios. A critical thinking and problem-solving approach to the design process is used.

Criteria

Application Package.

On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Creative Industries Academy: VPtv Media

Foundation and Intermediate

The Media program is by application only.

Students will engage in a year-long program offered as part of School Community and Culture.

The Media program develops intensive and focused pathways for potential futures in a variety of speciality media areas. The program creates an environment of motivation, engagement and success which will develop skills and opportunities for students to work with and learn from guaranteed industry professionals both on location and in workshops. Students demonstrate media proficiency through exposure to 21st Century Skills and Employability Skills, all of which are fundamental to learning and engagement, and are essential in being able to contribute Media Skills within Industry and Community Partnership opportunities.

Criteria

Application Package.

On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Scholarships

Victoria Point State High School offers Scholarships for Academies. One student scholarship is awarded per year level based on:

- demonstrated performance, and
- aptitude and potential to excel in their chosen field.

Scholarship Value

An application is required for Academy students to be considered for a scholarship.

VPSHS Academy - Scholarship Value: \$200 - \$400 for one successful student per Academy, per year level.

The Scholarship value will be held by the school.

Parents can access the Scholarship value for the following:

- School Resource Scheme – Participation at no cost to cover fees.
- Subject Levies – that apply to specialist areas of common program, considering the scope of areas of the Academies.
- Subject Competition/s costs – including Mathematics and Science competitions, Eisteddfods.
- Excursions – curriculum based as requested.

Code of Behaviour

Responsible Behaviour Plan for Students

All students enrolled at Victoria Point State High School are expected to uphold the School Values of Respect, Integrity and Responsibility. All students are subject to the consequences outlined in the school's 'Responsible Behaviour Plan for Students'. In addition, VPSHS Academy students must also abide by the expectations of high levels of school representation. Students must act in accordance with the responsibilities outlined in the Victoria Point State High School Academy Code of Responsibilities.

Academy Code of Responsibilities

Please note: Academy Codes of Responsibility may vary according to the specialist field. These responsibilities will be outlined in the consent forms which will require student and parent signature.

Individual Academic Review

VPSHS Academy students' progress will be monitored and reviewed with regard to specific disciplines and all-round academic progress as well as behaviour and attitude. An overall student review will be conducted towards the end of each semester.

In addition to the general Academy intake conducted at the end of each year, staff can recommend and approve a student's commencement in an Academy throughout the year for new students enrolling mid-year at Victoria Point State High School.

A high level of achievement and consistently high attitudinal and behavioural engagement along with levy payment will enable a student to continue the Academy pathway.

Student Responsibilities

- Strive for personal excellence by working hard.
- Demonstrate respect and courtesy at all times.
- Cooperate with peers, staff, and community members.
- Display appropriate behaviour in all situations.
- Learn to value honest effort, skilled ability and improvement including a sense of trial and error and experimentation where all outcomes are valued.
- Represent the School and the Academy appropriately and with pride, including wearing uniform correctly.
- Attend all extra-curricular activities.
- Notify staff of the inability to attend extra-curricular activities promptly.
- Complete all set work including assessment within the allocated time frame.
- Treat all resources and equipment with care and respect.
- A breach of the Academy Code of Responsibilities and/or the school's 'Responsible Behaviour Plan for Students' will result in consideration of suspension of Academy activities and/or cancellation of enrolment in the Academy. Please note financial refunds will not be possible.
- Parents will be notified of any breaches of the Academy Code of Responsibilities and the immediate actions. Whereby a student's enrolment is recommended for cancellation the Principal will determine the outcome.

Parent Responsibilities

- Encourage their child to always uphold the School Values and follow Codes of Conduct and support the decisions of staff and management.
- Develop in their child a commitment to an honest effort and positive attitude in order to maintain or improve their skills and level of achievement.
- Instil in their child an appreciation and respect for their studies and encourage them to participate in the spirit of the Academy.
- Applaud good student outcomes and celebrate success.
- Acknowledge and support specialist staff.

Staff Responsibilities

- Encourage students to display positive attitudes and to participate within the spirit of the Academy.
- Teach students the required knowledge and skills and extend their abilities to meet high expectations.
- Ensure mutual respect in all contexts and situations.
- Provide positive feedback when students improve their skills and outcomes and celebrate success and self-efficacy.
- Reinforce the School Values and VPSHS Academy Values through modelling positive attitudes and perceptions.
- Keep students informed regarding current industry practice for engagement in future pathways.
- Support students to manage time and work load.
- Be consistent when making decisions.
- Provide a safe and supportive environment for students to learn.
- Ensure Workplace Health & Safety regulations are enforced.

Victoria Point State High Contact Details

General

School Administration Phone Number	(07) 3820 5888
School Fax Number	(07) 3820 5800
School Website	www.vpschs.eq.edu.au
School Administration email	admin@vpschs.eq.edu.au

VPSHS Academy Staff

Academic Academy	Head of Department – Humanities Christina Kasper ckasp1@eq.edu.au
Vikings Sport AFL	Sports Coordinator Tom Marshall tmars193@eq.edu.au
Dance Creative Industries	Head of Department – Arts Jo Bierton jbier1@eq.edu.au
VPtv Media Creative Industries	Head of Department – Arts Jo Bierton jbier1@eq.edu.au
Robotics STEM Technologies	Head of Department – Technology Michelle Galpin mmend12@eq.edu.au