

# Senior Subject Guide

Year 10



*Learn, Think, Perform, Belong*

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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 option 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 (Queensland Curriculum & Assessment Authority) 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](http://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 and any electives you choose. To assist you in this we suggest:

- Exploring all options outlined in this book.
- Ask questions of relevant staff (Family Group Teachers, Curriculum Teachers, HODs)
- Attend the Performance Progress Day in Term 3
- Choose subjects which interest you and will be beneficial to future pathways you are interested in.
- Apply yourself to all of your current classes to provide yourself with the best chance of obtaining all the requirements for preferred pathways.

All students are also expected to participate in programs of Pathways for Success, 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 choices you make now can and will have a significant impact on the opportunities you will have in the future.

Students will be involved in career guidance activities to prepare them for Foundation Studies in Semester 2 of Year 10. Students will complete subject selections for Semester 2 at the School and Subject Information Pathways and Careers Expo.

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.

# Senior Assessment System

## Information for Foundation Studies – Semester 2

The senior assessment system is a school-based assessment approach. Teachers exercise their professional judgement in designing and administering school-based senior assessment. Senior students will be provided with multiple opportunities to demonstrate their skills and knowledge. These features will also be complemented by subject-based external assessment and processes to support and promote high-quality assessment practice.

The Australian Tertiary Admission Rank (ATAR), as used in other Australian states and territories, is a rank indicating a student's position overall against other students. The ATAR is expressed on a scale from 99.95 highest, down to 0 in increments of 0.05. ATARs below 30 are reported as '30.00 or less'. The ATAR will be used by tertiary institutions (either on its own or in conjunction with other selection criteria) to rank applicants for selection into tertiary courses.

Eligibility for an ATAR will be subject to satisfactory completion of an English subject and school-based pre-requisites. A student's ATAR indicates their overall position across each of their subjects; therefore, a student can only maximise their ATAR by performing well in their subject.

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five of six General subject results or
- best five General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

Furthermore, the ATAR will be calculated from scaled marks. Inter-subject scaling is a means of determining overall comparative performance between subjects. Scaling is necessary so that students' results in different subjects can be compared. It is commonly accepted that it is harder to attain a VHA in Specialist Mathematics than General Mathematics. Inter-subject scaling allows for these relatives to be taken into account. These scaled scores can then be aggregated and used to derive ATARs.

For more information, please visit [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

## Core and Elective Subjects



### English

English



### Health and Physical Education

Health

Vikings Sport Academy



### Humanities

Economics and Business

Geography

History



### Languages

Japanese



### Mathematics

Mathematics



### Technologies

Design Technologies

Digital Technologies

Food Technology

Hospitality

Industrial Technologies & Engineering

STEM - Robotics Academy



### Science

Science



### The Arts

Creative Industries Academy – Dance  
Drama

Certificate II in Creative Industries –  
Screen & Media - VPTv

Music



### Pathways for Success

Family Group

Pathways for Success



### Personal Development Program

ASDAN

# CORE SUBJECTS

## English

### Health, Humanities and Enterprise

Core

Students will continue to develop their language skills through exposure to a wide variety of written, spoken and visual texts.

Students will also be encouraged to think critically about language and its use. Some possible focuses for study include historical perspectives in texts, novels, plays (including Shakespeare), current world issues and media (film, television, newspapers).

### Assessment

Tasks are designed based on the Australian Curriculum standards and include a range of:

- Written and spoken tasks
- Exams and assignments

## Geography

### Health, Humanities and Enterprise

Core

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using concepts of place, space, environment, interconnection, sustainability, scale and change.

It addresses scales from the personal to the global and time periods from a few years to thousands of years. Students will be introduced to environmental change and management, and indicators of human wellbeing.

Unit of work focus: Environmental Change and Management.

### Assessment

- Exam

## History

### Health, Humanities and Enterprise

Core

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Unit of work focus: World War II.

### Assessment

- Exam

# Mathematics

## Science, Technology, Engineering & Mathematics

Core

Students will choose from Mathematical Methods or General Mathematics or Essential Mathematics, Available choices will be based on the meeting of prerequisites and teacher recommendation.

Students in the Mathematical Methods or General Mathematics courses will still study Year 10 Australian curriculum content; however, Mathematical Methods classes will engage in some extension topics related to number, algebra, geometry and measurement.

Students in the Essential Mathematics course will revisit core mathematics topics to ensure workplace every day numeracy skills are mastered. Students in the Essential Mathematics course will only be able to choose Essential Mathematics in year 11.

### Assessment

- Exams
- Assignment work

# Science

## Science, Technology, Engineering & Mathematics

Core

Students build deeper Science understanding based on the foundation they have built in their junior years.

Students develop their understanding of Chemistry further through the examination of atomic theory in order to understand relationships within the periodic table. Their exploration of Physics centres on the study of moving objects and applying Newton's laws, and seeks to develop the understanding that motion and force are related. Students complete a detailed investigation in Biology on the topics of genetics and evolution, and learn about relationships between aspects of the living, physical and chemical world.

### Assessment

- Scientific experiment
- Examination
- Research Investigation

# Pathways for Success

## Wellbeing, Career Education & Study Skills

Core

Pathways for Success includes the Family Group program in which you develop an understanding of social awareness and practice skills that enable productive and healthy relationships both at school and beyond. Students participate in activities that help build self-awareness and self-esteem, as well as the school's community and culture through individual and project-based activities.

Students are also given the opportunity to engage in the sporting culture of the school through participation or representation in interschool sports in the summer and winter seasons.

# ELECTIVE SUBJECTS

## ASDAN

### Personal Development Program

Elective

Award Scheme Development and Accreditation Network (ASDAN) is a United Kingdom based resource development organisation offering a variety of programs, in which Education Queensland is registered to deliver. All ASDAN programs and courses are moderated, with students able to achieve ASDAN endorsed certificates of achievements as well as earn credits for a QCIA or some credits for a QCE depending on what combination of programs and courses are completed.

A course of study in ASDAN may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy and numeracy used by various professional and industry groups.

### Assessment

- To complete the relevant qualification, students completed a range of pre-determined challenges in consultation with their teacher.

## Auslan Language

Elective

Auslan focuses on skills in communicating - listening, reading, speaking and writing. Activities and discussions are conducted to further develop understanding and ability to compare and contrast, to sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail.

You will engage with a range of Auslan texts, and express feelings and emotions creatively in the language. You will participate individually and in groups in tasks and learning experiences, explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. You may select this course if they have prior experience of Auslan.

### Assessment

- Communicating and understanding tasks include: viewing, reading, signing and writing assignments
- Exams relating to topics studied.



# Creative Industries Academy: Dance

## The Arts

Elective

The Creative Industries: Dance Academy is by application and audition only and will incur a levy of \$100.00. Prerequisites for enrolment:

Newly enrolled students: Minimum C standard in Year 9 English, Mathematics.  
Continuing students: As above and a minimum standard in Year 9 Dance Academy – Advanced.

Dance is a valuable subject for the 21<sup>st</sup> century learner and is intellectually engaging, provoking alternative ways of seeing, thinking and doing. Students learn through forming choreography, performing movement and responding to dance works. Dance teaches creativity, collaboration, critical thinking and communication skills in an experiential learning environment.

The students will study popular dance styles such as: Hip Hop and Commercial Jazz, Contemporary Dance and Dance with Technology. Comfortable dance attire appropriate to practical lessons is to be worn. Dance Foundation prepares students for the Year 11 and 12 senior dance general ATAR subject.

### Assessment

One assessment task per term covering Forming, Performing and Responding, including;

- group performances of both teacher and student choreographed dance works,
- small group choreographic works
- written responding exams focussing on the analysis, interpretation and evaluation of dance.

# Drama

## The Arts

Elective

Drama is an important 21<sup>st</sup> century subject which teaches students creativity, collaboration, critical thinking and communication skills.

Students manage, demonstrate and respond to the elements of drama and conventions of Verbatim Theatre; where they will explore personal narrative and the dramatic style of Commedia dell'Arte.

Excursions to view live theatre and guest lectures, facilitators and performers are an integral part of the program; although dependent on the scheduling of relevant performances that coincide with areas of study.

### Assessment

One assessment piece each term that covers Forming, Performing and Responding and ask may be conducted and presented in parts at different stages of the unit of study.

## **Design Technologies**

### **Science, Technology, Engineering & Mathematics**

Elective

This subject builds on the foundations of Year 9 Design Technologies and begins to prepare students for the senior Design course in Years 11 and 12. Students will deepen their understanding of design thinking and enhance their drawing and prototyping skills through practical, hands-on experiences. The focus is on developing innovative solutions that respond to environmental challenges, human needs and wants, and real-world opportunities, encouraging creativity, critical thinking, and purposeful design.

#### **Assessment**

- Design Folios & Design Projects
- 

#### **Additional Costs/Requirements**

\$25.00 subject levy for Semester 1 only. Please Note: Due to Workplace Health and Safety regulations the wearing of approved personal protective equipment is required to gain workshop access (e.g. approved enclosed footwear, safety glasses, etc.)

Subject levies may vary from year to year.

## **Digital Technologies**

### **Science, Technology, Engineering & Mathematics**

Elective

Digital Technologies empowers students to become creative and effective problem solvers by building on the coding and computational thinking skills developed in Year 9. In this course, you'll take on exciting challenges—designing and coding your own websites and developing functional programs using Python. You'll work with real-world data to create digital solutions that organise, filter, and present information efficiently.

Throughout the course, you'll also explore how digital systems protect information through encryption, delving into the fascinating world of cryptography. This subject is perfect for students who enjoy coding, designing, and bringing digital ideas to life.

#### **Assessment**

- Project
- Project folio

# Economics and Business

## Health, Humanities and Enterprise

Elective

In Economics and Business, you will be introduced to the concepts of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy.

You will consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses, and governments. Through practical activities, you will explore what it means to be a consumer, a worker, and a producer in the market and the rights and responsibilities of each group.

You will also investigate the characteristics of successful businesses and how entrepreneurial capabilities can contribute to this success. You will learn in a practical sense what it means to be an entrepreneur by running your own business. This unique opportunity will build valuable skills such as problem solving, critical thinking, financial and digital literacy, teamwork and communication.

Economics and Business content is taught through contemporary issues, events and case studies that cover personal, local, national, regional, and global contexts.

### Assessment

- Practical assessment tasks
- Multimodal presentations
- Project work.

# Food Technology

## Science, Technology, Engineering & Mathematics

Elective

Students creatively respond to design solutions which focus on food sustainability, food preservation and food technologies and trends. Students will immerse themselves in a broad range of intermediate cookery techniques to assist in building their skills and independence in the kitchen. They will work independently and collaboratively to prepare, present and evaluate their design solutions.

Food Technology is concerned with the theoretical concepts and practical applications of food preparation, kitchen essentials, safety, hygiene and nutrition with particular attention to food practices in meal planning and preparation. Students will:

- Develop essential skills for safe operation within a food preparation setting
- Design and manufacture products that meet nutritional and quality standards
- Implement practical and sustainable solutions to real world problems
- Engage in the planning and preparation of menus to meet specific design briefs
- Understand the principles of food preparation techniques
- Develop critical thinking skills through researching and analysing practical and written projects

### Assessment

- Projects - multimodal

Please Note: You will be required to supply ingredients for some practical cookery lessons, as advised. You must also be dressed appropriately for practical work in compliance with the school dress code regarding shoes, hair, jewellery and nail polish.

# Health and Physical Education

## Health, Humanities and Enterprise

Elective

The Year 10 Semester 1 HPE curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

### Assessment

- Investigation
- Project

# Vikings Sport Academy

## Health, Humanities and Enterprise

Elective

The Vikings Sport Academy program is by selection, application and trial only, and incurs a \$100 levy.

The Vikings Sport Academy mission 'to provide our high performing Vikings Sport students with the greatest possible opportunity to engage, succeed and excel in their sporting and educational endeavours' forms the foundation for our participation in the wide range of activities offered. Students will engage in a holistic development program which is aligned with the Australian Curriculum for Health and Physical Education.

The Vikings Sport Academy will utilise the sporting context to facilitate student development in the areas of skill, fitness, culture, character and performance. This will be achieved by utilising a 'Craft and Culture' curriculum model through which students will engage in a holistic educational experience that is responsive to their individual needs, wants and capabilities.

Through the practical elements of the Vikings Sport Academy, curriculum will be focused on the development of each individual student's "CRAFT". This focus will be primarily on developing the student's capacity to perform in the areas of Motor Skill Development, Fitness Component Application and Game Sense (strategy and tactics). The theoretical element of the Vikings Sport Academy curriculum will see students engage in a program of learning that is fully aligned with version 9 of the Australian Curriculum for Health and Physical Education. Students will have the opportunity to engage in a "CULTURE" of learning that allows them to optimise both their physical, intellectual, social and emotional performances. Specific topics of learning will include; Sportsmanship and Leadership, Sports Nutrition and Sport Psychology

## Criteria

An invitation to join the Viking Sports Academy is based on review of your submitted written application and a sports trial.

Academic progress is subject to on-going monitoring through Visible Tracking, TrackEd & your OneSchool Student Profile.

## Assessment

- Exam
- Research report

# Industrial Technologies and Engineering

## Science, Technology, Engineering & Mathematics

Elective

This subject continues the course of Industrial Technology and Engineering from Year 9 and begins to prepare students for the trade-based pathways in Year 11 and 12. The subject is a "hands –on" approach to the safe and correct use of tools, equipment and materials in the workshop and focuses on theoretical understanding and practical application related to trade based industries, such as furnishing, design engineering and construction.

Students wishing to study Industrial Technology Skills, Building and Construction Skills (with embedded Certificate I in Construction) or Furnishing Skills in Year 11 and 12 should select this subject.

## Assessment

- Projects and practical demonstrations including Camp stool and Wooden Passive Amp

## Additional Costs/Requirements

Please Note: Workplace Health and Safety regulations stipulate wearing of approved personal protective equipment for workshop access (e.g. approved enclosed footwear, safety glasses, etc.).

Subject levies may vary from year to year.

## Japanese Language

Elective

Studies continue to focus on skills in communicating (listening, reading, speaking and writing) Japanese language. Activities and discussions are conducted to develop students' understanding and awareness of the close relationship between language and culture through studying a range of topics focusing on life in Japan and making connections and comparisons with Australian lifestyles.

Japanese cultural experiences and excursions: e.g. Obento lunch opportunities for students, movie festivals and restaurant visits.

### Assessment

- Tasks that reflect the dimensions of Communicating and Understanding of the Australian Curriculum are applied when assessing students' skills in listening, reading, speaking and writing. Instruments such as assignments or exams are used.

### Additional Requirements / Prerequisites

- For enrolment consideration, students must be passing English
- Students must have studied Japanese in year 9 and/or year 10 semester 1.

## Media (VPtv)

### Certificate II Creative Industries – CUA20215 The Arts

VET

Pre-requisites:

- Newly enrolling students: Minimum C standard in Year 9 English and Mathematics, assumed knowledge of subject.
- Continuing students: As above and a minimum standard in Year 9 Media Academy – Advanced.

Certificate II in Creative Industries is a way to jump start a creative career pathway within the media industry. Students will be given the opportunity to build foundation skills in the areas of film making (including editing), basic animation, photography and graphic design.

Students will work individually and collaboratively towards the completion of media productions, while being exposed to real-world application of skills. Students also develop critical and creative thinking, problem solving skills, planning and organisation techniques, as well as effective communication and collaboration skills. Successful students will also be required to build and utilise positive, collaborative working relationships with other media students as well as clients and customers.

Certificate II in Creative Industries course directly aligns with Certificate III in Screen and Media pathway. Our VPtv Media program is currently partnered with SAE, JMC and Brisbane TAFE (Southbank). We also work collaboratively with media industries such as Live Stream Brisbane and Alpha Media.

Successful students who continue their studies in media can find employment pathways in filming and camera operation, editing, cinematography and content writing.

## Competencies Delivered

BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
BSBCRT210	Develop and apply thinking and problem-solving skills
BSBCRT311	Apply critical thinking skills in a team environment
CUACAM 211	Assist with basic camera shots
CUADES201	Follow a design process
CUADIG212	Develop digital imaging skills
CUAPOS211	Perform basic vision and sound editing
CUAVSS211	Develop basic vision system skills
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages

## Assessment

- Projects include project briefs, current industry research, WHSS, pre-production planning, concept development, production outcomes and reflections.
- Projects are student-negotiated and industry relevant. Competency requirements include questions/interviews, observational checklists, production evidence, and workshop attendance.

## Additional Costs/Requirements

- \$150.00 subject levy for entire course (single upfront payment).
- Levy covers Industry workshops; travel costs (usually train) associated with excursions to tertiary institutions and/or industry studios.
- Students are to have own external HD 500 GB with USB connection, 32GB SDHC memory card.

## Music The Arts

Elective

Music is an important 21st century subject which teaches students creativity, collaboration, critical thinking and communication skills.

In Music, students explore the elements of music and the conventions of different styles and genres. They develop skills through learning experiences in the dimensions of Performing, Composing and Responding. This subject will prepare students for the complexities of Senior Music and Senior Music Extension subjects.

## Assessment

- Practical tasks - song writing/composing tasks

# Visual Art and Design

## The Arts

Elective

Students design and create a variety of 2D and 3D artworks including drawing (core component) and other study areas may include digital photography, painting, ceramics, sculpture and printmaking. Responding to artwork from other cultures and times in history is an integral area of study. Tasks become more conceptual in nature in preparation for senior studies with a focus on visual literacies.

Excursions to the Art Gallery may be arranged depending on exhibitions being held.

### Assessment

- Making tasks - 2D and 3D artworks
- Responding – evaluation of own work and analysing artworks by other artists from different times and cultures

# STEM – Technologies Academy

## Science, Technology, Engineering & Mathematics

Elective

The STEM - Technologies Academy is by application only and will incur a membership levy of \$100.00.

The Robotics Academy is by application only and will incur a membership levy of \$100.00. Prerequisites (newly enrolled students): Minimum C standard in Year 9 English, Mathematics.

Prerequisites (continuing students): As above and a minimum standard in Year 9 Robotics Academy – Intermediate.

STEM is the interdisciplinary and applied approach of educating students in four specific curriculum areas of science, technology, engineering and mathematics. STEM Technologies Academy: Robotics is aimed at inspiring future innovators by engaging students with emerging technologies in working towards solving real world challenges and problems. Students will benefit from using innovative technologies including drone and robotic technologies in order to prepare them to be effective problem solvers and develop the capabilities of successful and creative 21st century learners.

### Assessment

- Project folios

### Criteria

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



# **Food Technology**

## **Science, Technology, Engineering & Mathematics**

*Elective*

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- Engage in the planning and preparation of menus to meet specific design briefs
- Understand the principles of food preparation techniques
- Develop critical thinking skills through researching and analysing practical and written projects

## **Assessment**

- Projects - multimodal

Please Note: You will be required to supply ingredients for some practical cookery lessons, as advised. You must also be dressed appropriately for practical work in compliance with the school dress code regarding shoes, hair, jewellery and nail polish.

# Victoria Point State High Contact Details

## General

School Administration Phone Number	(07) 3820 5888
School Fax Number	(07) 3820 5800
School Website	<a href="http://www.vpshs.eq.edu.au">www.vpshs.eq.edu.au</a>
School Administration email	<a href="mailto:admin@vpshs.eq.edu.au">admin@vpshs.eq.edu.au</a>

## VPSHS Academy Staff

Academic Academy	Head of Department – Humanities Christina Kasper <a href="mailto:ckasp1@eq.edu.au">ckasp1@eq.edu.au</a>
Creative Industries - Dance	Head of Department – Arts Jo Bieron <a href="mailto:jbier1@eq.edu.au">jbier1@eq.edu.au</a>
Creative Industries - VPtv Media	Head of Department – Arts Jo Bieron <a href="mailto:jbier1@eq.edu.au">jbier1@eq.edu.au</a>
Robotics STEM Technologies	Head of Department – Technology Michelle Galpin <a href="mailto:mmend12@eq.edu.au">mmend12@eq.edu.au</a>
Vikings Sport Academy	Head of Department – Health Tom Marshall <a href="mailto:tmars193@eq.edu.au">tmars193@eq.edu.au</a>



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