



# Mackay State High School



Year 7 & 8 Subject Guide  
2025

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## A Message from the Principal Mrs Felicity Roberts

Mackay State High School is proud to be a large, diverse school community and has grown to more than 1150 students and 120 staff. *Our mission is to provide educational excellence and diverse pathways for students, based on a culture of inclusion, high expectations and pride.* Our committed and caring staff focus on developing individual students to attain their full potential in academic, sporting, cultural and arts fields. In preparing students to be tomorrow's citizens, our curricula and co-curricular programs are infused with a focus on pathways that meet individual learning needs and career aspirations. We believe that this is best achieved when teachers, students, parents and the community work together to build positive and supporting relationships. At the heart of the school are the core values of *Respect, Responsibility and Resilience* and our 3 R's guide all of our practices and expectations for behaviour.

As Principal of the school, I am committed to developing a first-class education system that meets the unique needs of your child. This booklet has been compiled in an attempt to answer the many questions you may have about the philosophy of Junior Secondary and curriculum available at Mackay State High School.

In Years 7 and 8, students will study Australian Curriculum subjects in eight (8) key learning areas:

1. English
2. Maths
3. Science
4. Humanities
5. Health and Physical Education
6. Arts
7. Technology
8. Languages

Our Junior Secondary school focuses on successful transition from Primary School and from 2021, we have introduced programs such as the Resilience Project and our Positive Behaviour for Learning framework to support student wellbeing and engagement.

I hope that you find this booklet useful in answering your questions about the programs on offer in Junior Secondary. I encourage you to take the time to read the information and if you have any questions, please do not hesitate in contacting me.

We have a great school, fantastic students and I am proud to be leading such an amazing organisation.

A handwritten signature in black ink that reads "F. Roberts". The signature is written in a cursive, flowing style.

**Felicity Roberts**  
**Principal**



## Foreword from the Head of Teaching and Learning

Teaching and Learning is central to our work at Mackay SHS. Quality teachers and teaching underpins all of the work we do with students. Knowing **WHAT** to teach and **HOW** to teach it comes a close second to **KNOWING OUR STUDENTS**.

*Our school mission is: providing educational excellence and diverse pathways build on a culture of high expectations, inclusion and pride.*

We recognise that all students have diverse backgrounds and have different needs for the wide range of pathways they will travel through life. The first thing we do at Mackay SHS is to know and understand our students. When we know the things that make them 'tick', then we can focus on the teaching.

### Things that we do to support our students:

- **Analyse and Track data** –The data might be: academic assessment results, NAPLAN testing results, attendance, behaviour and effort information. We do this each term and then teachers consider how they can best teach the students they have in their classes.
- **Provide in-class support** – if a student requires special support, Teacher Aides can be allocated to classes to help scribe or explain concepts.
- Another form of support is in the form of **Learning Support classes** in years 7-9 which operate on a Co-Plan/Co-Teach model in English and Mathematics. In these classes, students participate in adjusted assessment and unit content.
- **Academic Excellence Academy** – in years 7-9 we have an Academic Excellence Academy which provides extension within the Core curriculum subjects and extra opportunities to explore areas of interest via STEM Fair, QMEA and other excursions.
- In year 10 students begin thinking about their **Senior Pathways** and they will select from Foundation, Core and Extension classes in Science and Mathematics; Foundation and General classes in English. This allows for students to ensure they are making good choices which allows them to build on the base of 'where they are at', or to select subjects they may be interested in extending in or in studying in Year 11 and 12.

The basic focus of our teachers, once they **KNOW THEIR STUDENTS**, is in knowing the Curriculum. We, 'hand on heart' deliver the **Australian Curriculum** entitlements to every student. Teachers plan, collaborate and resource units of work which are contextual to Mackay SHS, our town, state and country.

Students at Mackay SHS have a world of choice in the subjects they select and, in the ability to support the diverse pathways for **ALL** of our students.

Kind regards

A handwritten signature in black ink, appearing to read 'Dianne Watt'.

**Dianne Watt**  
**Head of Teaching and Learning**

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## BYOx eLEARNING PROGRAM

*Bring Your Own 'x'* means students bringing their own digital devices to school for the purpose of learning. BYOx is a digital device which is privately-owned and is able to be used to access the departmental network and information systems in an educational setting.

Mackay State High School has been very successful at embedding technology in student learning and this has delivered many benefits to the school community. 2017 saw the commencement of **all students** being able to bring their privately-owned devices to school. At this school, technology is a tool that enhances teaching and learning, and allows differentiation in learning. Teachers as life-long learners, will continue to focus on developing their digital practices, pedagogical and content expertise; utilising technology in an educationally purposeful way.

Technology facilitates the creation and sharing of knowledge. It provides the ability for our students to share information both locally and across the globe. By utilising virtual classrooms and online learning environments, students can research, collaborate, create, refine, present, and represent knowledge and skills, in contemporary and meaningful ways. Access to technology allows students to transition seamlessly, their learning from school to home and in between. It provides opportunities for students to be challenged by tasks that were once inconceivable: truly transforming learning; and preparing students to be the life-long learners, innovators, entrepreneurs and leaders of tomorrow.

The *BYOx eLearning Program* allows parents to use an existing family-owned device or purchase a device of their choice that meets the minimum requirements\* of the school. **Students are required to have the appropriate software\*\* to meet the subject requirements they intend to study.**

Our school's *ICT Services Centre*, provides assistance to our students, with connecting to the wireless network, installation of software, basic triage and quick fixes to their devices. Access to the department's ICT network is provided only if the device meets the school's security requirements which requires that anti-virus software has been installed, is running and is kept updated.

Students and parents are responsible for the security, integrity, insurance and maintenance of privately-owned devices and their private network.

For families with financial hardship, Mackay State High School has established an *Equity Program* which allows a limited amount of school-owned laptops throughout the year to be hired out for a small fee to allow the family additional time to fund a BYOx device. Ask our Office staff for details of the school's *Equity Program* and application information.

Mackay State High School is committed to moving students and staff forward in a contemporary learning environment.

\*For more details see the *2024 BYOx eLearning Program Guide for Parents and Students* available on school website or obtain a copy from General Office. As a part of our BYOx program Microsoft Office 365 is available to students free of charge.

**Note: As technology is integral to the core curriculum it is mandatory that students be part of the *BYOx eLearning Program* to support their learning**

## Special Features offered by Mackay State High School

Along with the Core Curriculum we are able to offer an extensive range of specialised learning areas and extracurricular opportunities. In Year 7 these include offerings in Academic Excellence, The Arts, and the Sporting arena.

## ACADEMIC EXCELLENCE ACADEMY

Mackay State High School has a rich history in exemplary Academic performance. For the benefit of 'like' ability students the school offers high achievers the opportunity to apply for a position in the Academic Excellence Academy. Students in the Academic Excellence Academy will participate in the National Curriculum for core subjects, but will also have the opportunity to extend beyond this with a range of rich and inspiring tasks and activities designed to challenge and extend them. Students in this Academy in Year 7 will exist as an identifiable class and will then transition as such through to Year 9, where they will study the core subject areas as an ongoing part of the Academic Excellence Program. Further details about the Academic Excellence Academy class are contained in the School Subject section of the booklet.

## SPORT ACADEMIES

The Health and Physical Education (HPE) Department prides itself on providing many and varied opportunities for success for all students, whether it be in the academic or sporting fields. As part of an extensive extracurricular program students are offered opportunities to play and compete at local, Regional, State, National and International levels in sport. Some school sporting teams are also given the opportunity to be invited to be part of State and International Touring Teams. Three sports, Rugby League, Football and Netball, are offered as a specialised learning area as Sporting Academy classes, that are scheduled in the Curriculum offerings. These Sporting Academies are unique to Mackay State High School. One of the aims of the Sports Academies is to provide students with training and playing opportunities, above and beyond, what currently exists in the Mackay area for talented players. Students can apply to be enrolled in a Sporting Academy class as an alternative to their HPE class. Further details about the Academy classes are contained in the *School Subject* section of the booklet.

## CREATIVE ARTS ACADEMY

The Creative Arts Academy offers gifted and talented students opportunities to excel in a structured extra-curricular course created by our amazing Arts specialist staff. Over year 7 and 8, students explore the 4 Arts disciplines (Art, Drama, Media and Music), if your child shows passion, skill and creative excellence, they will be invited to join our Academy.

Our highly regarded Instrumental Music Program provides a seamless continuation of music development from primary school. Therefore, if your child is currently enrolled in the school Instrumental Music Program, they will automatically be placed in the Creative Arts Academy. We offer weekly grouped tuition with specialist music staff and multiple ensembles for students to aspire to join. We facilitate many performance opportunities within the school and wider community throughout the year.

*The Instrumental Music Program is a co-curricular program funded by the Education department that both extends and supports the classroom music course and is worth QCE points. It is encouraged that Instrumental Music students embed their musicianship by electing classroom music in year 9 and 10 as they will receive an additional 2 hours and 20mins of music lessons and develop skills in creating music and performance skills.*

Mackay State High School students have participated with success in a range of school and community Arts events, including **Mackay Eisteddfod, Creative Generation, Excellence Awards in Visual Art, Mackay Orchestras and Bands Competition, Fanfare, CQCM Jazz Festival and MECC Theatre workshops.**

The Arts at Mackay State High School provide an energetic, creative and supportive learning environment that encourages students' creative and personal development through participation.





# The Arts

Junior School Rotations

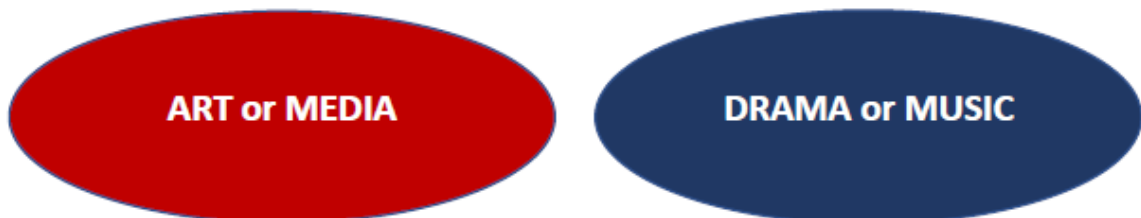
## Year 7

**TERM** Rotation completing all Arts Subjects



## Year 8

**SEMESTER** Rotation- **Visual Arts** and Performing Arts



## Year 9/10

**Middle School Banded Electives** – 2 years study in each Arts discipline



# Technology

## Junior School Rotations

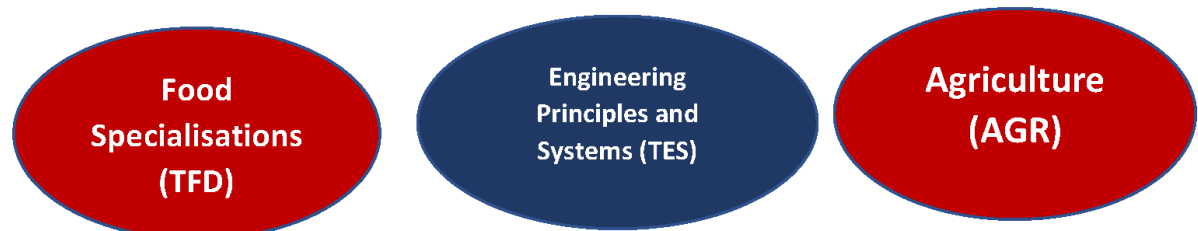
### Year 7

**TERM Rotation** completing all Technology Subjects



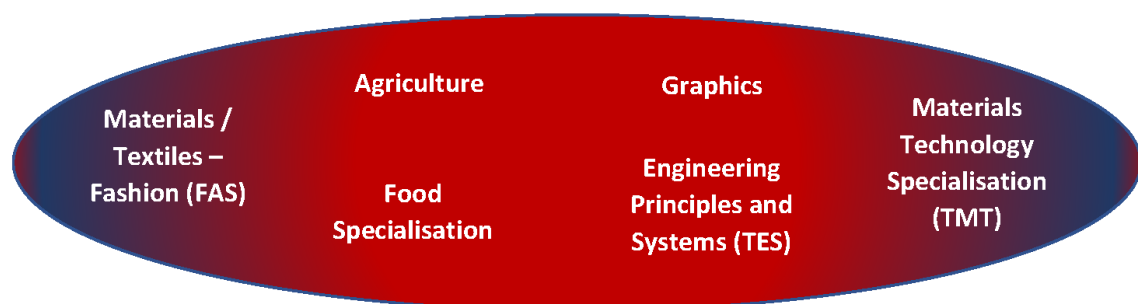
### Year 8

**TERM Rotation- Technology and Design**



### Year 9/10

**Middle School Banded Electives** – 2 years study in each Arts discipline



## **ACCESS CENTRE for DIVERSE LEARNERS**

### **Alternate and Cross Curricular Educational Student Support**

Mackay State High School can cater for students with verified learning disabilities and learning difficulties through programs offered via the Access Centre. This facility contains qualified and trained specialist staff to support and cater for students with highly diversified needs. Staff at the centre can create individualised learning programs that not only cater for a student's educational needs but also their social and emotional needs, work and life skills. Staff will work with parents on the creation of Individual Curriculum Plans and Alternative programs that can see students supported all the way through their secondary education and to the successful attainment of a QCIA (Queensland Certificate for Individual Achievement) or a QCE (Queensland Certificate of Education). Details of the classes available are contained in the pages in this booklet. Additional information can be available by making an appointment with our HOSES (Head of Special Education Services).

## **RESOURCE CENTRE**

Mackay State High School Resource Centre has an extensive collection of print resources, novels, manga and graphic novels to support the curriculum and for recreational reading. The Centre houses a bookable teaching space with an interactive data board and desktop computers, and a bookable collaborative space for projects and games. Quiet study spaces are made available for research and reading before school between 8am and 9am. ICT services counter supports student and staff technology requirements, located within a large and welcoming Resource Centre.

### Opening hours

Every school day:

And daily during both breaks.

8:00am – 3:15pm

Students can print and books can be borrowed using the Student's Identification Card. Student borrowing is limited to two weeks per print item, but extending loans are always welcome. We are happy to help students, parents and staff with any technological questions they have. Come up to the top of K block for all your information assistance needs.

## **IT SUPPORT**

Students will have access to Technology support staff in the Resource Centre before school and at lunch times.

Our technology staff can assist students with a whole range of troubleshooting issues with BYOx devices including internet access, email, Oonenote and generalised technology advice.

There are two dedicated student printer/copiers which can be accessed in the Resource Centre using the Student's Identification Card outside of class times or when booked into the Resource Centre with the classroom teacher.

ENGLISH		ENG	
This subject includes a fee?	YES		NO
			✓
<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.</p> <p>The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.</p> <p>Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.</p> <p><b>As technology is integral to the core curriculum it is highly recommended that students be part of the BYOx eLearning Program to support their learning.</b></p>			
<b>Where will this subject lead?</b>	<p><b>Year 9 &amp; 10</b> English</p> <p><b>Year 11 &amp; 12</b> English / English Essentials</p>		

MATHEMATICS		MAT	
This subject includes a fee?	YES	NO	
	✓		
YEAR 7			
<p>The proficiency strands <b>understanding, fluency, problem-solving</b> and <b>reasoning</b> 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 describe 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.</p> <p>At this year level:</p> <ul style="list-style-type: none"> <li>• <b>understanding</b> includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions</li> <li>• <b>fluency</b> includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms</li> <li>• <b>problem-solving</b> includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments</li> <li>• <b>reasoning</b> includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.</li> </ul>			
YEAR 8			
<p>The proficiency strands <b>understanding, fluency, problem-solving</b> and <b>reasoning</b> 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 describe 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.</p> <p>At this year level:</p> <ul style="list-style-type: none"> <li>• <b>understanding</b> includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area</li> <li>• <b>fluency</b> includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects</li> <li>• <b>problem-solving</b> includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities</li> <li>• <b>reasoning</b> includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.</li> </ul>			
Where will this subject lead?	<p><b>Year 9 &amp; 10</b> Mathematics core and extension</p> <p><b>Year 11 &amp; 12</b> General Mathematics / Mathematical Methods / Specialist Mathematics / Essential Mathematics</p>		

SCIENCE		SCI
This subject includes a fee?	YES	NO
	✓	
<b>YEAR 7</b>		
<p>In <b>Year 7</b>, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They 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 and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and nonrenewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.</p>		
<b>YEAR 8</b>		
<p>In <b>Year 8</b>, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.</p>		
Where will this subject lead?	<b>Year 9 &amp; 10</b> Core Science / Extension Science <b>Year 11 &amp; 12</b> Agricultural Sciences / Biological Science / Chemistry / Earth & Environmental Science / Physics / Psychology / Marine Science / Aquatic Practices / Science in Practice	



<b>HUMANITIES</b>		
<b>This subject includes a fee?</b>	<b>YES</b>	<b>NO</b>
		✓
<b>YEAR 7</b>		
<b>HISTORY</b>	<b>HIS</b>	
<p>The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.</p> <p>An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.</p> <p>In Year 7, students are expected to study the sub-strand <i>Deep time history of Australia</i> and at least one of the topics from <i>The ancient world</i> sub-strand. <i>The ancient world</i> sub-strand topics are:</p> <ul style="list-style-type: none"> <li>• Greece</li> <li>• Rome</li> <li>• Egypt</li> <li>• India</li> <li>• China.</li> </ul> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> <li>• How do we know about the ancient past?</li> <li>• Why, where and when did the earliest societies develop?</li> <li>• What emerged as the distinctive features of societies of early First Nations Peoples of Australia?</li> <li>• What emerged as the defining features and achievements of ancient societies?</li> <li>• What have been the significant legacies of ancient societies?</li> </ul>		
<b>GEOGRAPHY</b>	<b>GEG</b>	
<p>The Year 7 curriculum involves the study of 2 sub-strands.</p> <p><b>Water in the world</b> – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p><b>Place and liveability</b> – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.</p> <p>It is suggested that study of this topic draws on studies from Australia and countries in Europe.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> <li>• What approaches can be used to improve the availability of resources and access to services?</li> <li>• How does people's reliance on places and environments influence their perception of them?</li> <li>• What effect does the uneven distribution of resources and services have on the lives of people?</li> </ul>		

CIVICS AND CITIZENSHIP	CIV
<p>In Year 7, students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• How is Australia's system of democratic government shaped by the Constitution?</li> <li>• What principles of justice help to protect the individual's rights to justice in Australia's system of law?</li> <li>• How do features of Australian democracy and the legal system uphold and enact democratic values?</li> <li>• How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul>	
ECONOMICS AND BUSINESS	ECB
<p>The focus of learning in Year 7 is the topic "<b>individuals, businesses and entrepreneurs</b>" within a personal, community and national context.</p> <p>In Year 7, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy?</li> <li>• What are the different types of businesses that provide goods and/or services?</li> <li>• What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business?</li> <li>• Why do individuals contribute to their community and how do they derive an income?</li> <li>• Why do consumers and businesses have both rights and responsibilities?</li> </ul>	

YEAR 8	
HISTORY	HIS
<p><b>The Ancient to the Modern World</b></p> <p>The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.</p> <p>An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.</p> <p>In Year 8, students are expected to study at least one topic from the sub-strand <i>Medieval Europe and the early modern world</i> and at least one topic from either of the other 2 sub-strands, <i>Empires and expansions</i> and <i>Asia-Pacific world</i>.</p> <p>The <i>Medieval Europe and the early modern world</i> sub-strand topics are:</p> <p>Medieval Europe (c.590–c.1500)</p> <ul style="list-style-type: none"> <li>• The Renaissance (c.1400–c.1600)</li> <li>• The emergence of the modern world (c.1500–1650)</li> </ul> <p>The <i>Empires and expansions</i> sub-strand topics are:</p> <ul style="list-style-type: none"> <li>• Mongol Empire (c.1206–c.1368)</li> <li>• Ottoman Empire (c.1299–c.1683)</li> <li>• Vikings (c.790–c.1066)</li> <li>• The Spanish conquest of the Americas (c.1492–c.1572)</li> </ul> <p>The <i>Asia-Pacific world</i> sub-strand topics are:</p> <ul style="list-style-type: none"> <li>• Angkor/Khmer Empire (c.802–c.1431)</li> <li>• Japan under the Shoguns (c.794–1867)</li> <li>• Polynesian expansion across the Pacific (c.700–1756)</li> </ul> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> <li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>• What key beliefs and values emerged, and how did they influence societies?</li> <li>• What were the causes and effects of contact between societies in this period?</li> <li>• What were the perspectives of people from the time?</li> <li>• Which significant people, groups and ideas from this period have influenced and shaped the world today?</li> <li>• How and why have historians interpreted this period differently?</li> </ul>	

GEOGRAPHY	GEG
<p>The Year 8 curriculum involves the study of 2 sub-strands.</p> <p><b>Landforms and landscapes</b> focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia’s distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p><b>Changing nations</b> focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia’s urban areas is managed.</p> <p>It is suggested that the study of this topic draws on studies from Australia, the United States of America and a country in Asia.</p> <p><b>Inquiry questions</b> provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"><li>• How do environmental and human processes affect the characteristics of places and environments?</li><li>• How do the interconnections between places, people and environments affect the lives of people?</li><li>• What are the consequences of changes to places and environments, and how can these changes be managed?</li></ul>	

CIVICS AND CITIZENSHIP	CIV
<p>In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• What is the role and impact of elections and political parties in Australian democracy?</li> <li>• How can citizens shape and influence Australia's political system?</li> <li>• How are laws made and applied in Australia?</li> </ul> <p>What different perspectives are there about national identity?</p>	
ECONOMICS AND BUSINESS	ECB
<p>The focus of learning in Year 8 is the topic "<b>Australian markets</b>" within a national context.</p> <p>Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.</p> <p>Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• How do markets influence decision-making about the allocation of resources to the production of goods and services?</li> <li>• How do businesses develop or adapt to opportunities in the market and changes in the workplace?</li> <li>• What is the role of Australia's taxation system and how does it support individuals and business?</li> <li>• Why are financial planning and budgeting important processes for individuals and businesses?</li> </ul>	
<p><b>Where will this subject lead?</b></p>	<p><b>Year 9 &amp; 10</b> History / Geography / Civics &amp; Citizenship / Economics &amp; Business</p> <p><b>Year 11 &amp; 12</b> Ancient History / Modern History / Geography / Tourism / Legal Studies / Business</p>

HEALTH AND PHYSICAL EDUCATION		HPE
<b>This subject includes a fee?</b>	<b>YES</b>	<b>NO</b>
		✓
<p>The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.</p> <p>The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.</p> <p>Focus areas to be addressed in Years 7 and 8 include:</p> <ul style="list-style-type: none"> <li>• Alcohol and other drugs (AD)</li> <li>• Food and nutrition (FN)</li> <li>• Health benefits of physical activity (HBPA)</li> <li>• Mental health and wellbeing (MH)</li> <li>• Relationships and sexuality (RS)</li> <li>• Safety (S)</li> <li>• Active play and minor games (APMG)</li> <li>• Challenge and adventure activities (C)</li> <li>• Fundamental movement skills (FMS)</li> <li>• Games and sports (GS)</li> <li>• Lifelong physical activities (LPA)</li> <li>• Rhythmic and expressive movement activities (RE)</li> </ul>		
<b>Where will this subject lead?</b>	<p><b>Year 9 &amp; 10</b> Health &amp; Physical Education  <b>Year 11 &amp; 12</b> Physical Education / Health / Sport &amp; Recreation / Certificate III in Fitness / Certificate II in Health / Early Childhood Studies</p>	



<b>LANGUAGES</b>		<b>(Italian, German, French)</b>	
<b>This subject includes a fee?</b>	<b>YES</b>	<b>NO</b>	
			✓
<p>The Australian Curriculum:</p> <p>Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.</p> <p>Rationale:</p> <p>Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.</p> <p>Learning a language(s) broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.</p> <p>Learning language(s) develops learners':</p> <ul style="list-style-type: none"> <li>• communication skills</li> <li>• literacy skills in their first and additional languages</li> <li>• intercultural capabilities</li> <li>• understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives</li> <li>• understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity</li> <li>• critical and creative thinking.</li> </ul>			
<b>Where will this subject lead?</b>	Learning a language provides opportunities to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.		

<b>TECHNOLOGY – DESIGN AND TECHNOLOGIES (Agriculture)</b>		
<b>This subject includes a fee?</b>	<b>YES</b>	<b>NO</b>
		✓
<b>DESIGN</b>		
<b>Learning Experiences</b>	<p>In Design and Technologies students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. They learn how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living.</p> <p>In Year 7 students participate in both theory and practical classes. Students learn about the technologies involved in agriculture, including tools and equipment and learn how to select and use tools and technologies, while working independently and collaboratively. Additionally, they will focus on food and fibres produced in the agricultural industries. A highlight for students in the agriculture course is working with chickens, cattle, sheep, aquaponics and bees.</p> <p><b>Safety Requirements</b> Footwear must be closed in shoes as per the school uniform policy. Students will be instructed in various safety procedures and must comply with all safety requirements and procedures to be able to participate in practical lessons in this subject.</p> <p>It is a mandatory requirement that all students take part in On Guard Safety Training and inductions (beginning of Term) with an aim of developing and maintaining the students' appreciation for safety at all times when working in the agricultural environments. Students who fail to complete these safety units will not be permitted to take part in practical components of the course. They will be given alternate assessment techniques.</p> <p><b>Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the <i>BYOx eLearning Program</i> to support their learning.</b> It is required that students bring a fully charged computer to each lesson for all Technology Contexts.</p>	
<b>Outline</b>	<b>Year 7 and Year 8 Agriculture (AGR)</b>	
	<p>Students will explore the evolution of farming technology, focusing on a specific piece of technology used in agriculture. They will investigate its origins, current applications, and potential future developments.</p> <p>Students will develop your research, analytical, and communication skills while deepening your understanding of technological advancements in the food and fibre industry.</p>	
<b>Assessment</b>	Assessment instruments will include basic literacy, projects, reports and competence displayed in performing practical tasks.	
<b>Where will this subject lead?</b>	<p><b>Year 9 &amp; 10</b> Technologies - Agriculture  <b>Year 11 &amp; 12</b> Agriculture Practices / Certificate II in Agriculture</p>	

<b>TECHNOLOGY – DESIGN AND TECHNOLOGIES (Food Specialisation / Textiles)</b>		
This subject includes a fee?	YES	NO
		✓
<b>DESIGN</b>		
<b>Learning Experiences</b>	<p>In Design and Technologies students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. They learn how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living.</p> <p>In Year 7 practical work is supplemented by the study of the underlying use of textiles and the properties and characteristics of fibres and fabric concepts. In Year 8 practical work is underpinned by the study of introductory nutritional information to make good food choices to produce healthy options.</p> <p><b>Safety Requirements</b></p> <p>Footwear must be closed in shoes as per the school uniform policy. Students will be instructed in various safety procedures and must comply with all safety requirements and procedures to be able to participate in practical lessons in this subject.</p> <p>It is a mandatory requirement that all students take part in On Guard Safety Training and inductions (beginning of Term) with an aim of developing and maintaining the students' appreciation for safety at all times when working in the kitchen or textile environments. Students who fail to complete these safety units will not be permit to take part in practical components of the course. They will be given alternate assessment techniques.</p> <p><b>Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the <i>BYOx eLearning Program</i> to support their learning.</b> It is required that students bring a fully charged computer to each lesson for all Technology Contexts.</p>	
<b>Outline</b>	<b>Year 7 Food and Fibre (FAS)</b>	<b>Year 8 Food Specialization (TFD)</b>
	<p>In this unit, students analyse how fibres are produced. They will apply design thinking to create a textile item.</p> <ul style="list-style-type: none"> <li>• Sewing Machines – equipment and safety</li> <li>• Fibre production and use</li> <li>• Textile Construction and use</li> <li>• Practical sewing skills and techniques.</li> </ul>	<p>Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.</p> <ul style="list-style-type: none"> <li>• Safety and Hygiene in the kitchen</li> <li>• Evaluating diets</li> <li>• Kitchen skills</li> </ul>
<b>Assessment</b>	Assessment instruments will include basic literacy, design folios, competence displayed in performing practical tasks and the level of quality achieved in the fabrication of various projects.	
<b>Where will this subject lead?</b>	<p><b>Year 9 &amp; 10</b> Food Specialisation / Materials - Textiles</p> <p><b>Year 11 &amp; 12</b> Hospitality Practices / Early Childhood</p>	

## TECHNOLOGY – DESIGN (Engineering Systems - Material Technology)

This subject includes a fee?

YES

NO

✓

### DESIGN AND TECHNOLOGIES

<b>Learning Experiences</b>	<p>Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.</p> <p>In Year 7 and 8 students are exposed to a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.</p> <p>By the end of Year 8 students will have had the opportunity to create designed solutions in Engineering principles and systems, and Materials and technologies specialisations. Students will have opportunities to design and produce products, services and environments.</p> <p>Students respond to feedback from others and evaluate design processes and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.</p> <p>Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthographic drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.</p> <p><b>Safety Requirements</b></p> <p>Footwear must be closed in shoes, as per the school uniform policy. Students will be instructed in various safety procedures and must comply with all safety requirements and procedures to be able to participate in practical lessons in this subject.</p> <p>It is a mandatory requirement that all students take part in On Guard Safety Training and inductions (beginning of Term) with an aim of developing and maintaining the students' appreciation for safety at all times when working in the metal work and wood work environments. Students who fail to complete these safety units will not be permitted to take part in practical components of the course. They will be given alternate assessment techniques.</p> <p><b>Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the <i>BYOx eLearning Program</i> to support their learning.</b> It is required that students bring a fully charged computer to each lesson for all Technology Contexts.</p>
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	Year 7 Materials Technology Specialization (TMT)	Year 8 Engineering Principles and Systems (TES)
<b>Outline</b>	Students will design and construct a wall clock focusing on material characteristics and properties, and components, tools and equipment. Students will need a computer for classwork. They will be required to complete assessment work in their own time and at school.	Students will Investigate, Design, Make and Test a Mouse Trap Car. They will investigate inertia, force and friction. Students will need a computer for classwork. They will be required to complete assessment work in their own time and at school.
<b>Assessment</b>	Assessment instruments will include basic literacy, design folios, competence displayed in performing practical tasks and the level of quality achieved in the fabrication of various projects.	
<b>Where will this subject lead?</b>	<b>Year 9 &amp; 10</b> Materials Technology Specialisations (TMT) / Engineering / Graphics <b>Year 11 &amp; 12</b> Building & Construction Skills / Engineering Skills / Furnishing Skills / Graphics / Engineering / Design	

<b>TECHNOLOGY – DIGITAL</b>		
<b>This subject includes a fee?</b>	<b>YES</b>	<b>NO</b>
		✓
<b>DIGITAL</b>		<b>DIG</b>
<p>Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs. They use computational thinking to create digital solutions and confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings.</p> <p><b>Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the <i>BYOx eLearning Program</i> to support their learning.</b></p>		
<b>YEAR 7</b>		
<p>In Year 7 students:</p> <ul style="list-style-type: none"> <li>• develop and modify digital solutions in gaming and robotics contexts</li> <li>• investigate how data including text, images and sound are represented in binary, and implications for game design</li> <li>• explain how data is transmitted and secured in networks and identify cyber security threats in a gaming context</li> <li>• define and decompose real-world problems, considering functional, technical and usability constraints</li> <li>• investigate how game mechanics influence user experience and apply those principles to the user experience design</li> <li>• design algorithms including flow charts and pseudocode to develop a digital solution</li> <li>• trace algorithms for accuracy</li> <li>• evaluate how well needs are met by digital solutions and information systems, and evaluate them against user stories and design criteria</li> <li>• learn and apply project management techniques, such as agile programming and collaboration using digital tools to create, locate and share content responsibly</li> <li>• manage their digital footprint.</li> </ul> <p><i>Students will use online and computer software including: OneNote, Teams, Scratch Online, Sphero EDU Makecode, Excel and Access and will use devices including a Sphero Bolt. Bluetooth Connection is required for the Sphero and the Sphero EDU app is available for free download through the Microsoft Store.</i></p>		
<b>YEAR 8</b>		
<p>In Year 8 students:</p> <ul style="list-style-type: none"> <li>• develop and modify creative digital solutions including a wearable fitness product and simulated network</li> <li>• decompose real-world problems, and evaluate alternative solutions against user stories and design criteria</li> <li>• decompose real-world problems considering functional requirements and constraints in the context of wearable fitness products</li> <li>• acquire, interpret and model data in spreadsheets and a database</li> <li>• design and trace algorithms and implement them in programming environments</li> <li>• create a model of a network for a client in a simulated environment</li> <li>• evaluate how well needs are met by own and alternative digital solutions and information systems, and evaluate them against user stories and design criteria</li> <li>• learn and apply project management techniques, such as agile programming and collaboration using digital tools to create, locate and share content responsibly</li> </ul> <p><i>Students will use online and computer software including: OneNote, Teams, Minecraft Education, Makecode, Excel and Access and will use devices including a Micro:Bit. Some of these programs require Windows (Access) and a USB connection port (or a USB-C to USB-A adapter)</i></p>		
<b>Where will this subject lead?</b>	<p><b>Year 9 &amp; 10</b> Digital Technologies</p> <p><b>Year 11 &amp; 12</b> Information &amp; Communication Technology</p>	



<b>THE ARTS</b>		
<b>This subject includes a fee?</b>	<b>YES</b>	<b>NO</b>
		✓
<b>DRAMA</b>		<b>DRA</b>
<p>In Drama, students:</p> <ul style="list-style-type: none"> <li>• build on their understanding of role, character and relationships</li> <li>• use voice and movement to sustain character and situation</li> <li>• use focus, tension, space and time to enhance drama</li> <li>• incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance</li> <li>• learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies</li> <li>• learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms</li> </ul>		
<b>MEDIA ARTS</b>		<b>MED</b>
<p>In Media Art, students:</p> <ul style="list-style-type: none"> <li>• build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks</li> <li>• build on their understanding and use of time, space, sound, movement, lighting and technologies</li> <li>• examine the ways in which audiences make meaning and how different audiences engage with and share media artworks</li> <li>• draw on media arts from a range of cultures, times and locations as they experience media arts</li> <li>• explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make</li> <li>• explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks</li> </ul>		
<b>MUSIC</b>		<b>MUS</b>
<p>In Music, students:</p> <ul style="list-style-type: none"> <li>• build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing</li> <li>• aurally identify layers within a texture</li> <li>• play independent parts against contrasting parts</li> <li>• recognise rhythmic, melodic and harmonic patterns and beat groupings</li> <li>• understand their role within an ensemble and control tone and volume</li> <li>• perform with expression and technical control</li> <li>• build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music</li> </ul>		
<b>VISUAL ARTS</b>		<b>ART</b>
<p>In Visual Arts, students:</p> <ul style="list-style-type: none"> <li>• build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints</li> <li>• extend their thinking, understanding and use of perceptual and conceptual skills</li> <li>• continue to use and apply appropriate visual language and visual conventions with increasing complexity</li> <li>• consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks</li> <li>• consider society and ethics, and economic, environmental and social factors</li> <li>• exhibit their artworks individually or collaboratively, basing the selection on a concept or theme</li> <li>• document the evolution of selected art styles and associated theories and/or ideologies</li> <li>• reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks</li> <li>• draw on artworks from a range of cultures, times and locations as they experience visual arts</li> <li>• design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks</li> <li>• acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies</li> </ul>		

## Special Variations on Core Subjects

The following pages contain descriptions of the School Based Subjects offered at the school

<b>ACCESS CENTRE for DIVERSE LEARNERS</b>		
<b>Alternate and Cross Curricular Educational Student Support</b>		
This subject includes a fee?	YES	NO
<b>YEAR 7 and 8</b>		
<b>Learning Experiences</b>	<p>The Access Centre provides education programs which are arranged for students with diverse learning needs. Each student has an individually designed program that takes into consideration their learning needs, abilities and the support required to ensure they can access the curriculum in both core and elective subjects.</p> <p><u>Individual Curriculum Plans</u></p> <ul style="list-style-type: none"> <li>Some students may require to be taught and assessed at a lower or higher year-level curriculum, than their same aged peers, in one or more learning areas. For this to occur an Individual Curriculum Plan needs to be written in consultation with parents(s).</li> </ul> <p><u>Learning Support Programs</u></p> <ul style="list-style-type: none"> <li>Students with learning difficulties participate in all curriculum subjects and will be provided with differentiating levels of support based on their learning needs.                             <ul style="list-style-type: none"> <li>Level 1 - Support Provided within Quality Differentiated Teaching Practice</li> <li>Level 2 - Supplementary Adjustment Level</li> <li>Level 3 - Substantial Adjustment Level</li> <li>Level 4 - Extensive Adjustment Level</li> </ul> </li> </ul> <p>Staff work collaboratively to provide focused teaching and will monitor and review student progress each Semester.</p> <p>For a small number of students who continue to display behaviours that are deemed complex and/or challenging, an individualised support plan may be required.</p>	
<b>Outline</b>	Semester 1 & 2	Programs
	<ul style="list-style-type: none"> <li>Intensive Teaching Classes – English, Maths, Science, History/Geography</li> <li>Literacy classes</li> </ul>	<ul style="list-style-type: none"> <li>Challenge/Teambuilding Day Trips</li> <li>Social/Life Skills Program (individual when needed)</li> <li>Work Studies Program – Ugly Duckling Café, Junior Transition Program, Senior Transition Program, Work Readiness</li> <li>Speech Language Program</li> <li>External therapy (Individually organised NDIS)</li> </ul>
<b>Networking</b>	<ul style="list-style-type: none"> <li>Parent / Caregiver Communication and Support</li> <li>Whole School Staff</li> <li>Student Support Services: Guidance Officer, Nurse, Youth Support Coordinator and Chaplain</li> <li>Outside Agencies – Mental Health / Headspace, Community Solutions, CYMHS, NDIS, MADEC, YIRS, Youth Support Workers, PCYC etc.</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>As per school curriculum - Oral Presentations, Written exams, Practical evaluations</li> <li>Direct observation of students</li> <li>Diagnostic tests</li> <li>Folio of Work – book/journal</li> </ul>	

<b>ACADEMIC EXCELLENCE ACADEMY</b>		
<b>This subject includes a fee?</b>	<b>YES</b>	<b>NO</b>
	✓	
<b>Learning Experiences</b>	<p>Mackay State High School has a rich history in exemplary Academic performance. For the benefit of 'like-ability' students, the school offers high achievers the opportunity to apply for a position in the Academic Excellence Academy. To be considered for entry to this Academy students need to have demonstrated high levels of performance in Years 5 &amp; 6 and in external national testing (e.g. NAPLAN). In addition, <b>students will need to submit a written application and sit an entrance exam in Literacy and Numeracy, if they have not been part of the Academy the previous year.</b></p> <p>Students in the Academic Excellence Academy participate in the National Curriculum for Core Subjects, but often at an accelerated rate. Students will have the opportunity to extend beyond this with a range of rich and inspiring tasks and activities designed to challenge and extend them (e.g. STEM Projects). Academy students will also be invited to participate in a range of extracurricular activities, excursions, external tests and national competitions.</p> <p>Ongoing participation in the Academic Excellence Academy is determined through continued high academic performance and exemplary effort and behaviour. Upon acceptance into this program students sign an Agreement that requires they maintain a Grade Point Average (GPA) based on their Academic Performance, Effort and Behaviour. Failure to meet this requirement will result in removal from the Academic Excellence Academy. In addition, as members of the Academy students must consistently demonstrate a high commitment to all aspects of school life and embrace the core values of Respect, Responsibility and Resilience</p> <p>Students may belong to the Academic Excellence Academy and also one of the Sporting Academies or Creative Arts Academy.</p> <p><b>It is a requirement that students will purchase Academic Excellence Academy uniform shirts through the school uniform shop.</b></p>	
<b>Assessment</b>	Students will be exposed to a range of assessment tasks as per subject specific work programs.	
<b>Additional Information</b>	<p>Students will be required to make good on the levy for the class by the end of Term 1, so as to ensure continued enrolment in the program.</p> <p>Students in the Academy in Year 7 will exist as an identifiable class and will then transition into Year 8 and 9 where they will study the core subject areas as an ongoing part of the Academic Excellence Program.</p>	

SPORTING EXCELLENCE ACADEMY		HRG / PFB / HNL	
This subject includes a fee?	YES	NO	
	✓		
<b>Sporting Specialities:</b> Football, Netball & Rugby League			
<p>Mackay State High School has three Sporting Excellence Academies. Our coaches focus on developing the academic and athletic capacities of all of the students in the program and player wellbeing is a top priority. We strive to produce young people who can make a positive contribution to their communities, who are of strong character and are dynamic role models and leaders within the school. We provide a cutting edge, professional training environment where a culture of high expectations helps us to deliver results on and off the sporting ground.</p> <p>The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.</p> <p>The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.</p> <p><b>Students complete 2 x 70minutes lessons - 1 x Theory and 1 x Practical</b></p> <p><b>Program Requirement:</b></p> <p>To gain entry into the program students must complete and submit the Sporting Academy application form, addressed to the Head of Department (Physical Education). Students continue their enrolment in the program based on commitment and application to their classes and team.</p> <p><b>EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Further, students are encouraged to participate in local sporting competitions</li> <li>Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury</li> <li>Failure to consistently participate in the sports programs may result in removal from the program</li> <li>Students should always be courteous and respectful and their behaviour should be of the highest standard when travelling and representing the school</li> <li>Students will be expected to sign a Sports Academy contract, hold 98% attendance and maintain a B standard in their Sporting Academy subject</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Skill Assessment</li> <li>Assignments</li> <li>Written Exam</li> <li>Training Program Development</li> </ul>		
<b>Where will this subject lead?</b>	<b>Year 9 &amp; 10</b> HPE & Sporting Excellence (Netball, Football & Rugby League)		

## NOTES

- Academic Excellence Academy
- ACCESS Centre for Diverse Learners
- BYOx eLearning Program
- Chess Club
- Clontarf Foundation Mackay Academy
- Creative Arts Academy
- Debating
- Dynamic Instrumental Music Program
- Eisteddfod
- Extensive Agriculture Department
- Football Academy
- Junior Secondary Initiatives
- Learning Support and After-school Tutorials
- Multi Award Winning Cattle Show Team
- Musical
- Netball Academy
- P&C Committee
- Primary School Science Outreach Program
- Professional, Caring and Motivated Staff
- QMEA Academy
- Rock Pop Mime
- Rugby League Academy
- School Based Apprenticeships and Traineeships
- South Mackay Cluster Network with Primary Schools
- State-of-the-Art Technology Resources
- STEM Fair
- Student Support Services:
  - School Chaplain, Community Education Counsellor, Guidance Officer,
  - School Based Police Officer, School Based Youth Health Nurse,
  - Youth Worker and Youth Support Coordinator
- Theatre Productions

## MACKAY STATE HIGH SCHOOL

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