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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-curricula 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 – Italian or German

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".

Felicity Roberts
Principal



Foreword from the Head of Junior Secondary Schooling

Mackay State High School caters for a wide variety of clientele. We promote high quality teaching through a wide range of pedagogical and systemic processes, continually assessing what we offer, how we offer it, and how we can improve. Community plays a large part in providing quality education and recognition of achievement.

Our school motto "Labor Vincit - Work Conquers" and our mantra "Mackay High Pride" provide a focussed opportunity which reflect our whole school ethos, and can be referred to in whatever we do. They convey a simple but reflective reminder of why we are all here and where we are heading.

In Junior Secondary we:

- Build a high quality transition from primary school.
- Develop identity through providing Junior Secondary leadership opportunities and cohort decision making.
- Build a culture of positive achievement, behaviours and recognition in all aspects of schooling.
- Support each other at all times so we are encouraged to do our best.
- Set goals – Big Goals, little goals, SMART goals. We help students develop a direction at all ages.
- Motivate each other to be able to develop personal skills such as initiative, self-discipline and self-determination, and the strength to aim for success at all times.
- Offer a quality curriculum that targets the needs of young adolescents and prepares students for their future pathway into senior secondary schooling.
- Have a great (fantastic) support team for all students and their academic, social and wellbeing needs.

We promote the simple things:

Learning is fun. Fun is good. Exploring new ideas is exciting. Staying the same is dull.

You can do well at school AND enjoy school.

We offer so much at school that everyone from any background can enjoy school and be motivated to do their best.

A handwritten signature in black ink, appearing to read 'm. skinner'.

Matt Skinner
Head of Department - Junior Secondary Schooling

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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 can provide a limited amount of school-owned laptops throughout the year. 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 *2023 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 highly recommended 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 school also offers students opportunities to develop and excel in a range of extra-curricular Arts activities and encourages students to develop their passion in the Arts.

Our highly regarded Instrumental Music Program provides a continuation of music development for continuing students from primary school with weekly tuition with a specialist teacher and multiple ensembles and bands to join. There are 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 take classroom Music to help them develop technical skills in the following years of study. Students will also work on developing performance skills on a variety of instruments.

Other Arts excellence programs include **Arts Camps / Tours, Creative Industries Masterclasses, vocal/choral singing** and after school extension Arts programs, **XL:Arts, Media and Drama clubs** for CAA students.

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, MECC Theatre workshops.**

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

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).

LIBRARY RESOURCE CENTRE

Mackay State High School has an extensive collection of print and audio-visual resources to support the curriculum and for recreational reading, located within a large and welcoming Library.

Opening hours

Every day:

8:00am – 3:15pm

And daily during both breaks.

Books can be borrowed, using the Student's Identification Card, for two weeks and then they need to be renewed or returned at the due date.

IT SUPPORT

Students will have access to Technology support staff in the library 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, onenote and generalised technology advice.

There are two dedicated student printer/photocopiers which can be accessed in the Resource Centre using the Student's Identification Card and ONLY outside of class times.

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>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.</p>			
Where will this subject lead?	Year 9 & 10 English	Year 11 & 12 English / English Essentials	

MATHEMATICS		MAT	
This subject includes a fee?	YES	NO	
		✓	
YEAR 7			
<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and 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"> • understanding 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 • fluency 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 • problem-solving 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 • reasoning 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. 			
YEAR 8			
<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and 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"> • understanding 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 • fluency 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 • problem-solving 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 • reasoning 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. 			
Where will this subject lead?	Year 9 & 10 Mathematics core and extension Year 11 & 12 General Mathematics / Mathematical Methods / Specialist Mathematics / Essential Mathematics		

SCIENCE		SCI	
This subject includes a fee?	YES	NO	
		✓	
YEAR 7			
<p>In Year 7, 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>			
YEAR 8			
<p>In Year 8, 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?	Year 9 & 10 Year 11 & 12	Core Science / Extension Science Agricultural Sciences / Biological Science / Chemistry / Earth & Environmental Science / Physics / Psychology / Marine Science / Aquatic Practices / Science in Practice	

HUMANITIES		
This subject includes a fee?	YES	NO
		✓
YEAR 7		
HISTORY		HIS
<p>The Ancient World</p> <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 BC (BCE) – c.650 AD (CE). 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 in places including Australia, Egypt, Greece, Rome, India and China.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p> <p>The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 7 are: How do we know about the ancient past?</p> <ul style="list-style-type: none"> • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies? 		
GEOGRAPHY		GEG
<p>There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.</p> <p>'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</p> <p>'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.</p> <p>The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 7 are:</p> <ul style="list-style-type: none"> • How do people's reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? • What approaches can be used to improve the availability of resources and access to services? 		

CIVICS AND CITIZENSHIP	CIV
<p>The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p>The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> • How is Australia's system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? • How is Australia a diverse society and what factors contribute to a cohesive society? 	
ECONOMICS AND BUSINESS	ECB
<p>The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.</p> <p>The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover appropriate contexts and meet the needs of their students.</p> <p>Key inquiry questions A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> • Why is there a relationship between consumers and producers in the market? • Why is personal, organisational and financial planning for the future important for consumers and businesses? • How does entrepreneurial behaviour contribute to a successful business? • What types of work exist and in what other ways can people derive an income? 	

YEAR 8	
HISTORY	HIS
<p>The Ancient to the Modern World</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 AD (CE). This was when major civilisations 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>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p> <p>The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 8 are:</p> <ul style="list-style-type: none"> • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • Which significant people, groups and ideas from this period have influenced the world today? 	
GEOGRAPHY	GEG
<p>There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.</p> <p>'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.</p> <p>'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.</p> <p>The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 8 are:</p> <ul style="list-style-type: none"> • How do environmental and human processes affect the characteristics of places and environments? • How do the interconnections between places, people and environments affect the lives of people? • What are the consequences of changes to places and environments and how can these changes be managed? 	

CIVICS AND CITIZENSHIP		CIV
<p>The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. 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.</p> <p>The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Key inquiry questions A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> • What are the freedoms and responsibilities of citizens in Australia's democracy? • How are laws made and applied in Australia? • What different perspectives are there about national identity? 		
ECONOMICS AND BUSINESS		ECB
<p>The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.</p> <p>The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover appropriate contexts and meet the needs of their students.</p> <p>Key inquiry questions A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> • Why are markets needed, and why are governments involved? • Why do consumers and businesses have both rights and responsibilities? • What may affect the ways people work now and in the future? • How do different businesses respond to opportunities in the market? 		
Where will this subject lead?	<p>Year 9 & 10 History / Geography / Civics & Citizenship / Economics & Business</p> <p>Year 11 & 12 Ancient History / Modern History / Geography / Tourism / Legal Studies</p>	

HEALTH AND PHYSICAL EDUCATION		HPE
This subject includes a fee?	YES	NO
<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"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE) 		
Where will this subject lead?	<p>Year 9 & 10 Health & Physical Education</p> <p>Year 11 & 12 Physical Education / Health / Sport & Recreation / Certificate III in Fitness / Certificate II in Health / Early Childhood Studies</p>	

LANGUAGES (Italian)		ITL	
This subject includes a fee?	YES	NO	
			✓
<p>The nature of the learners: Students are beginning their study of Italian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Students' textual knowledge developed through English literacy learning supports the development of literacy in Italian. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.</p> <p>Italian language learning and use: Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.</p> <p>Contexts of interaction: Opportunities for interaction in Italian are provided through working with the teacher and peers in class, and using resources and materials, including online resources as appropriate; there is also some interaction beyond the classroom with members of Italian communities. Italian is used by the teacher in classroom routines, structured interaction and learning tasks.</p> <p>Texts and resources: Students listen to, read, view and interact with a range of texts for a variety of purposes, such as personal, social, informational, transactional, imaginative and expressive. They develop skills in planning, drafting and presenting descriptive and informative texts and participate in collaborative tasks, games and discussions. They compose and present simple texts such as stories, poems, songs/raps, blogs, advertisements, reports and journal entries. They develop metalanguage for referring to Italian language and learning, and use processing strategies, such as comparing and categorising, that draw on their developing understanding of text conventions and patterns. They learn to identify how cultural values and perspectives are embedded in texts and become aware that language choices determine how people and circumstances are represented.</p> <p>Features of Italian language use: Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They build a vocabulary relating to people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject–verb–object), which is enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss features of Italian.</p> <p>Level of support: Students require support to build on existing language-learning strategies and knowledge, such as using mnemonic devices and developing a metalanguage to talk about language and culture and about language learning. Scaffolding is continuously provided by the teacher and by support materials such as word banks, focused language activities, and interactive models of language use and analysis.</p> <p>The role of English: English serves two main functions in the Italian class: it represents a point of reference for Italian learning by enabling students to compare structures, features, and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.</p>			
Where will this subject lead?	In Year 7, the study of Italian will give students a foundation for advancing their language skills and broadening cultural understandings.		

LANGUAGES (German)		GER	
This subject includes a fee?	YES	NO	
		✓	
<p>The nature of the learners: Students are beginning their study of German and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Students' textual knowledge developed through English literacy learning supports the development of literacy in Italian. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.</p> <p>German language learning and use: Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in German to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of German.</p> <p>Contexts of interaction: Opportunities for interaction in German are provided through working with the teacher and peers in class, and using resources and materials, including online resources as appropriate; there is also some interaction beyond the classroom with members of German communities. German is used by the teacher in classroom routines, structured interaction and learning tasks.</p> <p>Texts and resources: Students listen to, read, view and interact with a range of texts for a variety of purposes, such as personal, social, informational, transactional, imaginative and expressive. They develop skills in planning, drafting and presenting descriptive and informative texts and participate in collaborative tasks, games and discussions. They compose and present simple texts such as stories, poems, songs/raps, blogs, advertisements, reports and journal entries. They develop metalanguage for referring to German language and learning, and use processing strategies, such as comparing and categorising, that draw on their developing understanding of text conventions and patterns. They learn to identify how cultural values and perspectives are embedded in texts and become aware that language choices determine how people and circumstances are represented.</p> <p>Features of German language use: Students become familiar with the pronunciation and sound system of German, noting similarities and differences with English. They build a vocabulary relating to people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject-verb-object), which is enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss features of German.</p> <p>Level of support: Students require support to build on existing language-learning strategies and knowledge, such as using mnemonic devices and developing a metalanguage to talk about language and culture and about language learning. Scaffolding is continuously provided by the teacher and by support materials such as word banks, focused language activities, and interactive models of language use and analysis.</p> <p>The role of English: English serves two main functions in the German class: it represents a point of reference for German learning by enabling students to compare structures, features, and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.</p>			
Where will this subject lead?	In Year 7, the study of German will give students a foundation for advancing their language skills and broadening cultural understandings.		

TECHNOLOGY – DESIGN (Engineering Systems / Material Technology)					
This subject includes a fee?	<table border="1"> <thead> <tr> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td>✓</td> </tr> </tbody> </table>	YES	NO		✓
YES	NO				
	✓				
DESIGN and TECHNOLOGIES					
<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>By the end of Year 8 students will have had the opportunity to create designed solutions at least once in the following four technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. Students should have opportunities to design and produce products, services and environments.</p> <p>In Year 7 and 8 students investigate and select from 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>Students respond to feedback from others and evaluate design processes used 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 orthogonal 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>Safety Requirements</p> <p>Footwear must be closed in shoes with Leather upper material, recommended for a kitchen 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>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.</p>					
Year 7 Engineering Systems Specialization (TES)	Year 8 Materials Technology Specialization (TMT)				
<ul style="list-style-type: none"> Students will create a small electric car focusing on how forces can be used to create movement and control in systems. 	<ul style="list-style-type: none"> Students will create a pencil case focusing on use of materials characteristics and properties, and components, tools and equipment. 				
Where will this subject lead?	Year 9 & 10 Technology Unit – Design and Engineering and Technology Unit - Materials Year 11 & 12 Construction Skills / Engineering Skills / Furnishing Skills / Graphics / Industrial Technology Skills				

TECHNOLOGY – DESIGN (Food Specialisation / Food and Fibre)		
This subject includes a fee?	YES	NO
DESIGN		
Learning Experiences	<p>In Design and Technologies students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students take action and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts.</p> <p>In year 7 practical work is underpinned by the study of introductory nutritional information to make good food choices to produce healthy options. In year 8 practical work is supplemented by the study of the underlying use of textiles tools and equipment and the properties and characteristics of fibres and fabric. During this course students undergo a routine safety program (beginning of Term 1) with an aim of developing and maintaining the students' appreciation for safety at all times when working in the kitchen and textile environments. Students will not be allowed in the kitchen or undertake textile project until this safety program is completed to a satisfactory standard.</p> <p>Safety Requirements</p> <p>Footwear must be closed in shoes with Leather upper material, recommended for a kitchen 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>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.</p>	
Outline	Year 7 Food Specialisation (TFD)	Year 8 Food and Fibre (TFF)
	<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"> • Safety and Hygiene in the kitchen • Evaluating diets • Kitchen skills • Practical cookery – students learn a range of cookery skills and techniques. 	<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"> • Sewing Machines – equipment and safety • Fibre production and use • Textile Construction and use • Practical sewing skills and techniques.
Assessment	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.	
Where will this subject lead?	<p>Year 9 & 10 Food Specialisation and Materials - Textiles</p> <p>Year 11 & 12 Fashion / Hospitality Practices / Certificate 2 in Hospitality / Early Childhood</p>	

TECHNOLOGY - DIGITAL		
This subject includes a fee?	YES	NO
		✓
DIGITAL		DIG
<p>Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.</p> <p>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.</p>		
YEAR 7		
<p>In Year 7 students:</p> <ul style="list-style-type: none"> analyse data to model a real-life object or event, with consideration to gaming mechanics investigate how data including text, images and sound are represented in binary, and implications for game design define and decompose real-world problems, considering functional, technical, social and usability constraints investigate how game mechanics influence user experience and apply those principles to the user experience design use algorithms including flow charts, storyboards and pseudocode to design their solution test algorithms for accuracy evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including innovation, risk and sustainability learn and apply project management techniques, such as resourcing, sequencing and task identification, considering safety and sustainability and setting and applying protocols for collaborating online explore emerging technologies, such as virtual reality 		
YEAR 8		
<p>In Year 8 students:</p> <ul style="list-style-type: none"> explore the reliability and speed of transmission through different networks (wired, wireless and mobile), examining the impacts of components and their specification and communication protocols create a model of a network for a client acquire data from a range of sources and explore techniques for efficient targeted online data collection, including querying databases evaluate data accuracy, authenticity and timeliness analyse and manage data using spreadsheets decompose real-world problems considering functional requirements and usability, economic, social, environmental and technical constraints learn basic HTML to modify a website to improve user experience, and compare and evaluate web designs evaluate how student solutions and existing information systems meet needs and take account of sustainability 		
Where will this subject lead?	<p>Year 9 & 10 Digital Technologies</p> <p>Year 11 & 12 Information & Communication Technology</p>	

THE ARTS		
This subject includes a fee?	YES	NO
		✓
DRAMA		DRA
<p>In Drama, students:</p> <ul style="list-style-type: none"> • build on their understanding of role, character and relationships • use voice and movement to sustain character and situation • use focus, tension, space and time to enhance drama • incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance • shape drama for audiences using narrative and non-narrative dramatic forms and production elements • draw on drama from a range of cultures, times and locations as they experience drama • explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • 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 • explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama • consider social, cultural and historical influences of drama • evaluate the directors' intentions and expressive skills used by actors in drama they view and perform • maintain safety in dramatic play and in interaction with other actors • build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances 		
MEDIA ARTS		MED
<p>In Media Arts, students:</p> <ul style="list-style-type: none"> • build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks • build on their understanding and use of time, space, sound, movement, lighting and technologies • examine the ways in which audiences make meaning and how different audiences engage with and share media artworks • draw on media arts from a range of cultures, times and locations as they experience media arts • explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • 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 • learn that over time there has been further development of different traditional and contemporary styles as they explore media forms • 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 • consider social, cultural and historical influences and representations in media arts • evaluate how established behaviours or conventions influence media artworks they engage with and make • maintain safety in use of technologies and in interaction with others, including the use of images and works of others • develop ethical practices and consider regulatory issues when using technology, build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse media artworks 		

MUSIC	MUS
<p>In Music, students:</p> <ul style="list-style-type: none"> • 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 • aurally identify layers within a texture • sing and play independent parts against contrasting parts • recognise rhythmic, melodic and harmonic patterns and beat groupings • understand their role within an ensemble and control tone and volume • perform with expression and technical control • identify a variety of audiences for which music is made • draw on music from a range of cultures, times and locations as they experience music • explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music • explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music • consider social, cultural and historical contexts of music • evaluate the expressive techniques used in music they listen to and experience in performance • maintain safety, correct posture and technique in using instruments and technologies • build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music 	
VISUAL ARTS	ART
<p>In Visual Arts, students:</p> <ul style="list-style-type: none"> • build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints • extend their thinking, understanding and use of perceptual and conceptual skills • continue to use and apply appropriate visual language and visual conventions with increasing complexity • consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks • consider society and ethics, and economic, environmental and social factors • exhibit their artworks individually or collaboratively, basing the selection on a concept or theme • document the evolution of selected art styles and associated theories and/or ideologies • reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks • draw on artworks from a range of cultures, times and locations as they experience visual arts • explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts • identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts • 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 • develop an informed opinion about artworks based on their research of current and past artists • examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues • acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies • extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies • build on their experience from the previous band to develop their understanding of the roles of artists and audiences 	
Where will this subject lead?	<p>Year 9 & 10 Visual Art / Media Studies / Drama / Music</p> <p>Year 11 & 12 Visual Arts in Practice / Drama / Media in Practice / Music / Art</p>

ACCESS CENTRE for DIVERSE LEARNERS		
Alternate and Cross Curricular Educational Student Support		
This subject includes a fee?	YES	NO
		✓
YEAR 7		
Learning Experiences	<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"> Some students may require to be taught and assessed at a lower or higher year-level curriculum, then 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). <p><u>Learning Support Programs</u></p> <ul style="list-style-type: none"> 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"> Level 1 – Support Provided within Quality Differentiated Teaching Practice Level Level 2 - Supplementary Adjustment Level Level 3 - Substantial Adjustment Level Level 4 - Extensive Adjustment Level <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>	
Outline	Semester 1 & 2	Programs
	<ul style="list-style-type: none"> Intensive Teaching Classes – English, Maths, Science, History/Geography Literacy classes 	<ul style="list-style-type: none"> Challenge/Teambuilding Day Trips Social/Life Skills Program Speech Language Program
Networking	<ul style="list-style-type: none"> Parent / Caregiver Communication and Support Whole School Staff Student Support Services: Guidance Officer, Nurse, Youth Support Coordinator and Chaplain Outside Agencies – Mental Health / Headspace, Community Solutions, CYMHS, NDIS, MADEC, YIRS, Youth Support Workers, PCYC etc. 	

ACCESS CENTRE for DIVERSE LEARNERS		
Alternate and Cross Curricular Educational Student Support		
This subject includes a fee?	YES	NO
		✓
YEAR 8		
Learning Experiences	<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"> Some students may require to be taught and assessed at a lower or higher year-level curriculum, then 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). <p><u>Learning Support Programs</u></p> <ul style="list-style-type: none"> 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"> Level 1 – Support Provided within Quality Differentiated Teaching Practice Level Level 2 - Supplementary Adjustment Level Level 3 - Substantial Adjustment Level Level 4 - Extensive Adjustment Level <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>	
Semester Outline	Semester 1 & 2	Programs
	<ul style="list-style-type: none"> Intensive Teaching Classes – English, Maths, Science, History / Geography 	<ul style="list-style-type: none"> Challenge / Teambuilding Day Trips Strength / ACCESS Camp Work Education – Ugly Duckling Café, Junior Transition Program, Senior Transition Program Speech Language Program
Assessment	<ul style="list-style-type: none"> As per school curriculum - Oral Presentations, Written exams, Practical evaluations Direct observation of students Diagnostic tests Folio of Work – book/journal 	
Networking	<ul style="list-style-type: none"> Parent / Caregiver Communication and Support Whole School Staff Student Support Services: Guidance Officer, Nurse, Youth Support Coordinator and Chaplain Outside Agencies – Mental Health / Headspace, Community Solutions, CYMHS, NDIS, MADEC, YIRS, Youth Support Workers, PCYC etc 	

Special Variations on Core Subjects

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

ACADEMIC EXCELLENCE ACADEMY		
This subject includes a fee?	YES	NO
		✓
Learning Experiences	<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 7 & 8 and in external national testing (e.g. NAPLAN). In addition, 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.</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.</p> <p>It is a requirement that students will purchase Academic Excellence Academy uniform shirts through the school uniform shop.</p>	
Assessment	<p>Students will be exposed to a range of assessment tasks as per subject specific work programs.</p>	
Additional Information	<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> <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>	

SPORTING EXCELLENCE ACADEMY		HRG / PFB / HNL
This subject includes a fee?	YES	NO
	✓	
Sporting Specialities: 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 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>Students complete 3 x 70minutes lessons.</p> <ul style="list-style-type: none"> - 1 x Theory, 1 x The Resilience Project, 1 x Practical <p>Program Requirement:</p> <p>To gain entry into the program students must complete 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>EXPECTATIONS</p> <ul style="list-style-type: none"> • 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 • 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 • Failure to consistently participate in the sports programs may result in removal from the program • Students should always be courteous and respectful and their behaviour should be of the highest standard when travelling and representing the school • Students will be expected to sign a Sports Academy contract, hold 98% attendance and maintain a B standard in their Sporting Academy subject 		
Assessment	<ul style="list-style-type: none"> • Skill Assessment • Assignments • Written Exam • Training Program Development 	
Where will this subject lead?	Year 9 & 10 HPE & Sporting Excellence (Netball, Football & Rugby League)	

