

Everton Park State High School

An Independent Public School



CURRICULUM HANDBOOK

Year 9

2022

Everton Park State High School

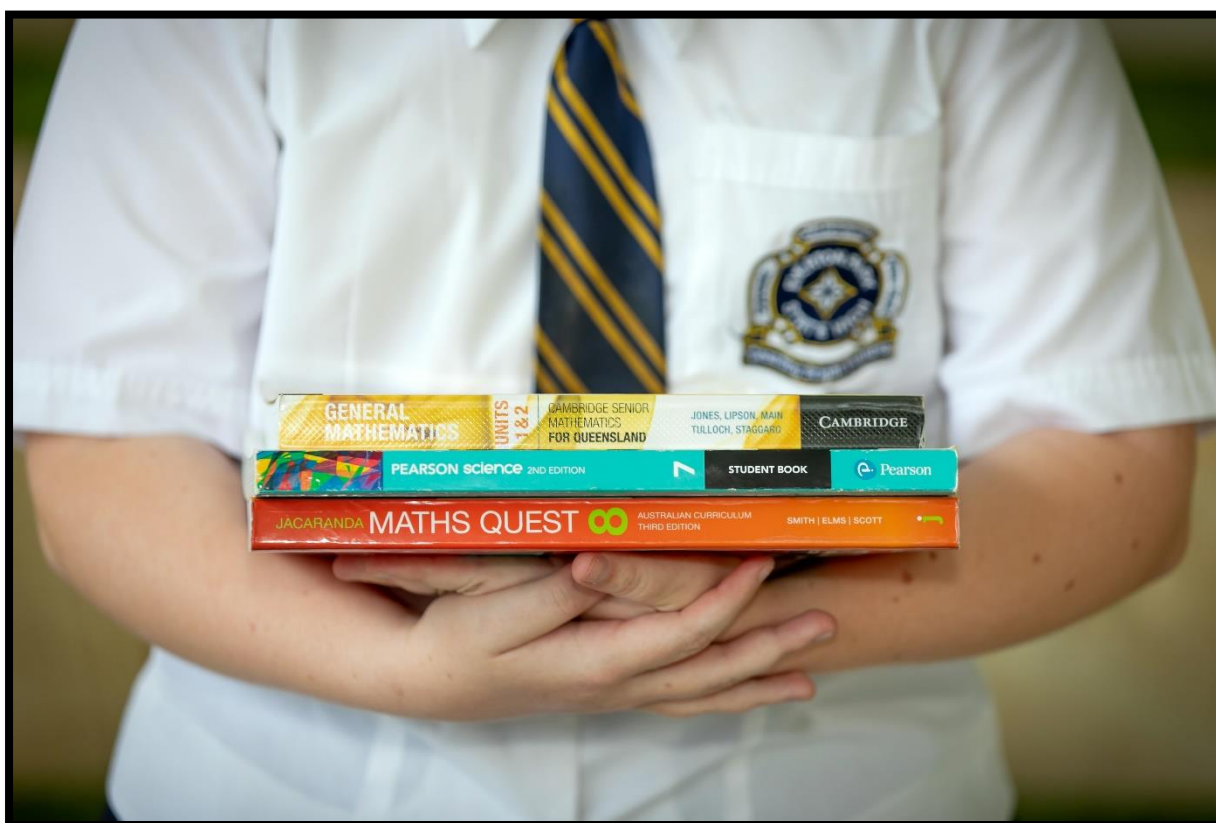


Street Address:	668 Stafford Road Everton Park QLD 4053
Phone:	07 3354 0222
Student Absence Line:	07 3354 0222 (option 1)
Fax:	07 3354 0200
Office hours:	8.15am – 3.30pm
Hours of instruction:	8.45am – 2.45pm
School email address:	admin@evertonparkshs.eq.edu.au
Website:	www.evertonparkshs.eq.edu.au

Disclaimer: The information in this handbook is subject to change without notice due to human physical resource allocations.

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Everton Park State High School

To Students, Parents and Carers

Welcome to Everton Park State High School. We aim to provide a curriculum and educational program designed to develop a love of learning and an interest across a range of subjects.

The Year 9 Curriculum Handbook outlines the quality curriculum offered through the Junior Secondary School. The guidelines for topics and assessment are consistent with the Australian Curriculum.

Our very committed and dedicated teachers provide all students with a supportive learning environment linked to high expectations to ensure all students achieve their very best.

We value the partnerships with parents and families as we educate our students. Please contact any member of the school staff to discuss the curriculum programs and the progress of your student.

Regards

Sue Wallace
Principal



Heads of Year



Maree Anderson
Head of Year 9 2022

Australian Curriculum Year 7 - 10

Students in the Junior Secondary years of schooling achieve success when two key areas come together:



Junior Secondary Philosophy

Junior Secondary at Everton Park State High School fosters the development of responsible, thoughtful and socially just young people for life in a technological and global society. Our dynamic, contemporary and futures oriented environment will challenge students to collaboratively and independently explore and create, to make decisions and to actively participate in and be accountable for their learning.

Distinct Identity

Students are supported to develop their own group identity within the broader school community, and to have a strong sense of belonging through ownership of their school and their learning. Students achieve their individual potential, incorporating the school values of Being Responsible, Being Respectful and Being Your Best.

Quality Teaching

The learning and achievement of Junior Secondary students is supported by highly skilled teachers with excellent knowledge and practice in quality teaching and a breadth of curriculum experiences appropriate for this age group.

Leadership

Leadership opportunities for staff and students are delivered through strong school leadership and a focus on support for Junior Secondary students.

Student Wellbeing

Student wellbeing builds a foundation of success by embedding social and personal competencies across all facets of school life; incorporating a healthy lifestyle of good nutrition and exercise. The Heads of Year are supported by Home Group teachers and members of Administration and will work with class teachers, Heads of Departments, parents and families to monitor students' progress and wellbeing.

Connecting to our Community

A strong partnership between the school and the community is built upon our core values. There are a range of opportunities for parents and community to work with the school to extend students learning.

Local Decision Making

Local school communities through the P & C Association or School Council will influence the shape of the Junior Secondary experience.

Homework

Students need to complete a minimum of one to two hours homework every night. It is best to have a regular routine of time.

Homework consists of:

- Written homework set by the teacher
- Learning work for tests etc.
- Revision of work done in the day
- Assignments etc.

Students should be studying actively by using pen and paper, not just reading over things. It is useful to check what they have learnt by getting someone to test them with some questions. If students are unable to understand a topic after they have studied it, they can seek the help of the teacher. Later learning may depend on the understanding of the topic.

There is never NO HOMEWORK. If there is no written homework then the time should be spent on learning and revision. A STUDY/RECREATION PLANNER like the one below can be useful in organising time.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4.00pm					
4.30pm					
5.00pm					
5.30pm					
6.00pm					
6.30pm					
7.00pm					
7.30pm					
8.00pm					
8.30pm					
9.00pm					

Learning Support and Intervention

The Learning Enhancement Centre (LEC) assists students with diagnosed learning disabilities and/or difficulties to access the curriculum. Students may be diagnosed through the Education Adjustment Program process or have a learning difference that requires support. Specialist teachers in the LEC have the responsibility of supporting students to optimize their learning and be their best.

The school's Learning Enhancement Team (LET), led by the Head of Special Educational Services (HOSES) plays a key role in ensuring that the specific learning needs of students experiencing challenges in learning are met through the coordination, development, implementation, monitoring and evaluation of appropriate educational programs.

Our support includes targeted intervention in class, individual case management and access to external agencies to support individual needs.

The support provided in school is always based upon specific needs of students and can include adjustments to assist with accessing the curriculum at year level, individual curriculum planning and other varied provision. We support students with low vision, hearing impairment, physical disability, intellectual disability and those with ASD diagnosis, as well as those who require additional literacy and numeracy support through a modified curriculum.

A key feature of our Learning Enhancement Team is the facilitation of collaborative planning between teachers, support staff, parents, carers and students.

BYOX – Laptop requirements

At Everton Park State High School, we require your student to own and routinely bring to school a suitable laptop that will assist their engagement with curriculum and assessment across all learning areas in the school.

Throughout their studies, students need to develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

LAPTOP MINIMUM SPECIFICATIONS	
Operating System	Latest Windows 10 version
Processor	Intel Core i5 (or AMD equivalent), 64-bit capable
Installed Memory (RAM)	8GB Memory (16GB preferred)
HDD	250GB (512GB preferred)
Wi-Fi	Built-in wi-fi supporting at least "N" (AC compatible preferred)
LAN	LAN port or USB LAN adaptor (highly recommended)
Screen	(Recommended) 15"+
Battery Life	6-8 hours
External Port	USB, Audio Out
Suggested Accessories	Mouse Protective case/cover Earphones/headphones

Please note Microsoft Office 365 is supplied FREE and can be downloaded with a student's EPSHS logon.

	Subject Continuity at Everton Park State High School				SENIOR CURRICULUM	
Learning Areas	Year 7	Year 8	Year 9	Year 10	Year 11 & 12	
English	English	English	English	English	General Subject	Applied Subject
					General English	Essential English
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods	Essential Mathematics
Science	Science	Science	Science	Science	Biology Chemistry Physics	
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business	History Geography Economics and Business	Modern History Geography	Business Studies Social and Community Studies
The Arts	Visual Art Music Drama Dance	Visual Art Music Drama Dance	Visual Art Music Drama	Visual Art Music Drama	Visual Art Music Drama	Visual Arts in Practice Music in Practice Drama in Practice
Health and Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education Extension Health and Physical Education	Health & Physical Education Extension Health and Physical Education	Physical Education Health	Sport and Recreation
Languages	Spanish	Spanish	Spanish	Spanish	Spanish	
Technologies	Digital Technologies Food Specialisations STEM Design and Technologies	Digital Technologies Food Specialisations STEM Design and Technologies	Digital Technologies Food Specialisations STEM Design and Technologies	Digital Technologies Food Specialisations STEM Design and Technologies	Design	Hospitality Practices Furnishing Skills Industrial Graphics Skills
Everton Park Leadership and Futures (ELF) Program	ELF	ELF	ELF	ELF	ELF	ELF

Year 9 Curriculum

Learning Area	Year 9 Subjects	Subject allocation	Time
English	English	3 x 70-minute lessons per week	All year
Mathematics	Mathematics	3 x 70-minute lessons per week	All year
Science	Science	3 x 70-minute lessons per week	All year
Health and Physical Education	Health and Physical Education	3 x 70-minute lessons per week	1 Semester
Humanities	History		
Elective Subjects (only three electives are chosen)			
The Arts	Visual Art Drama Music	3 Electives each have 2 x 70-minute lessons per week	All year (advised) 1 Semester (permitted)
Technologies	Food Specialisations STEM Design and Technologies Digital Technologies		All year
Health and Physical Education	Extension Health and Physical Education		All year
Humanities	Geography Economics and Business		All year
Languages	Spanish		All year
ELF	Everton Park Leadership and Futures Program		1 x 35-minute lesson per week <i>School Assembly – 35 minutes per week</i>
Sport	Interschool Sport or Intraschool Sport	1 x 70-minute lesson a week	All year

English

BRIEF DESCRIPTION OF SUBJECT

English is central to the learning and development of all young Australians. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others, and with the world around them. The study of English plays a key role in the development of reading and literacy, which help young people develop the knowledge and skills needed for education, training, and the workplace. It helps them become ethical, thoughtful, informed, and active members of society. In this light, it is clear that the *Australian Curriculum: English* plays an important part in developing the understanding, attitudes, and capabilities of those who will take responsibility for Australia's future.

AIMS

In Year 9, students are encouraged to become confident communicators, imaginative thinkers, and informed citizens. At Everton Park State High School, students engage with a variety of texts from a variety of cultures. Texts types studied include: media, digital texts, novels, poetry and song, and performance. Importantly, they learn how to engage with issues raised and express their thoughts about them.

COURSE OUTLINE

- ***Knowing me and knowing you***
Students study representations of Australia's peoples, histories, and cultures with a specific focus on Asian perspectives. They listen to, read, and view literary and non-literary texts to explore how events, situations, and people are represented.
- ***Speculative Fiction***
What if? Do you have what it takes to work through the challenges of today and create the impossible? In this unit, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction.
- ***Language and Issues: It's not a Drama!***
Plays are complex texts – with a few words, the playwright can create unforgettable tensions. In this unit, students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships.
- ***A Novel Idea***
Students explore how language is manipulated to position a reader's response to characters and historical, social, moral, ethical, political, environmental, or First Nations' issues and build on their knowledge of how an author uses literary devices to position an audience to accept, or reject, certain points of view by constructing and performing a radio transcript.

ASSESSMENT

The three assessable elements in English:

- Knowledge and Understanding
- Comprehending Texts (Receptive)
- Creating Texts (Productive)

During Year 9, students have opportunities in creating a range of imaginative, informative, and persuasive texts. These include narratives, discussions, oral presentations, memoirs, literary analyses, and performances. They complete six summative pieces of assessment each year – two writing, two speaking, and two reading.

Mathematics

BRIEF DESCRIPTION OF SUBJECT

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics helps people make meaning of their life experiences through the use of universally true abstractions and, at the same time, to apply these abstract concepts to interpret new situations in the real world.

AIMS

By the end of Year 9, students will develop mathematical skills in;

- **Understanding** which includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles
- **Fluency** which includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **Problem Solving** which includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue
- **Reasoning** which includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

COURSE OUTLINE

Mathematics has three content strands: *number and algebra*, *measurement and geometry*, and *statistics and probability*. These content strands are taught across eight five-week units.

- **Unit 1 & 2 Number & Algebra & Geometry**
Students will recall algebraic inverse operations and linear graphs and determine linear functions. They will graph nonlinear functions and find the midpoint of a line segment. Students further develop their knowledge of rates and ratio investigating rate of change. Students will investigate congruent and similar figures.
- **Unit 3 & 4 Measurement and Geometry, Index notation**
Students will calculate measurements, which includes calculating the perimeter and area of geometric shapes and volumes of three-dimensional objects. Students use trigonometry to deduce the properties of triangles.
- **Unit 5 & 6 Probability & Statistics**
Students will investigate collecting data, how to best display this data and how to analyse data with measures of central tendency. Students will investigate experimental and theoretical probability, determine complementary events and proportions of populations. Students also learn to model practical situations with two-way tables and Venn diagrams.
- **Unit 7 & 8 Algebra**
Students investigate solving algebraic word problems and develop new skills in simplifying and expanding algebraic expressions. They investigate linear equations with variables on both sides and advance skills in rearranging formulas. Students review index laws and investigate negative indices.

ASSESSMENT

Students provide evidence of their learning and development through tests, projects and written reports.

Science

BRIEF DESCRIPTION OF SUBJECT

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

Science at Everton Park State High provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. Our curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

AIM

This course aims to provide students with a solid foundation of scientific knowledge, understanding, skills and values. It fosters an interest in science and developing a curiosity and willingness to speculate about and explore the world.

COURSE OUTLINE

The four units of study in Year 9 Science are *Biological sciences*, *Chemical sciences*, *Earth sciences* and *Physical sciences*.

- ***Biological sciences***
Students identify human body systems and the ways in which they work together in balance to support life. They outline how the functions of the systems are coordinated to provide the essential requirements for life. Students explore the concepts of change within an ecosystem. They understand that all life is connected through ecosystems.
- ***Chemical sciences introduce***
Students explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They understand that chemical change involves the rearranging of atoms to form new substances.
- ***Earth sciences***
Students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic-plate boundaries and the tectonic events which occur at these boundaries.
- ***Physical sciences***
Students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer.

ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Demonstrations
- Research Assessment – Reports, Multi-Modal Presentations
- Exams

Humanities

History

BRIEF DESCRIPTION OF SUBJECT

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

AIMS

Through the study of History, students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

COURSE OUTLINE

Units covered in Year 9 provide an important bridge for students' chronological understanding of major world events in preparation for studies of the 20th century in Year 10.

- ***The Industrial Revolution***
Students investigate how life changed in the period through an in-depth study which includes the causes and effects of the development, and the Australian experience.
- ***Making a Nation***
Students investigate the history of Australia including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples, the experiences of non-Europeans in Australia prior to the 1900s and key people, events and ideas in the development of Australian self-government and democracy.
- ***World War I***
Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

ASSESSMENT

The two assessable elements in History are *Historical Knowledge and Understanding* and *Historical Skills*. Students will have opportunities in demonstrating their abilities in these strands through a variety of assessment techniques including assignments and exams.

Health and Physical Education

BRIEF DESCRIPTION OF SUBJECT

Health and Physical Education provides opportunities for students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

AIM

Students develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

COURSE OUTLINE

In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

UNITS OF STUDY

Personal, social and community health	Movement and physical activity
<ol style="list-style-type: none">1. First Aid2. Sexual Relationships	<ol style="list-style-type: none">1. Fitness2. Modified games3. Net and court Sports4. Athletics5. Invasion games6. Striking and Field Games

ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Demonstrations
- Research Assessment – Brochure
- Exams

NOTE: The school hat and full sports uniform is required for all HPE activities.

The Arts – Elective Subjects

Visual Art

BRIEF DESCRIPTION OF SUBJECT

Visual Arts includes the fields of art, craft, and design. Learning in (and through) these fields, students create visual representations that communicate, challenge, and express their own and others' ideas as artist and audience. As with other art forms, the visual arts have the capacity to engage, inspire, and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative, and innovative thinking.

AIMS

In year 9 Art, students will begin to:

- research ideas to make artworks
- experience displays and exhibitions
- appraise their own and others' artworks
- understand and document developmental processes
- know and apply visual art elements and art concepts
- research and evaluate artworks from a variety of historical and contemporary art styles
- use research to construct visual responses for display

At Everton Park State High School, students learn how to express themselves by manipulating visual arts elements; concepts; processes; and forms (2D, 3D, and digital). They learn how to deliver specific messages to their intended audiences for intended purposes.

COURSE OUTLINE

- **Personal Map:** In this unit, students will be encouraged to step out of their comfort zones through a series of activities and workshops that encourage experimentation and embrace the accidental. They will then conduct research and develop an artwork that communicates a personal or social context.
- **Metamorphosis:** Students study the art movement Surrealism to come to an understanding of how and why artists distort reality to create various effects. They do this through studying a range of Surrealist artworks before creating a linoleum print using the Surrealist technique – metamorphosis. They also analyse a range of seen and unseen artworks.
- **Appropriation:** Students study the concept of appropriation in art to challenge their ideas about originality. They analyse how artists use appropriation to reference other artists and styles through their work. This unit is a semester-long unit, and students will complete in-class theory and practical tasks leading to the development of a student-directed artwork(s) using media of their choice

ASSESSMENT

The two assessable elements in Visual Art:

- Making
- Responding (analysing)

Students are assessed in two areas: *making and responding*. Across the Year 9 course, students will complete a range of written and practical assessments.

Drama

BRIEF DESCRIPTION OF SUBJECT

Drama has an important role to play in the personal development of students. The skills and qualities developed by students, such as teamwork, creativity, leadership, and risk-taking are assets in all subjects and all areas of life. The subject stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment. Drama promotes self-esteem and provides all students with a sense of achievement regardless of academic ability. It is about social and communication skills and enjoying our learning.

AIMS

Students are encouraged to express themselves through drama. They learn to manipulate the dramatic elements as they investigate ways to communicate contemporary themes and issues in creative and innovative ways. Students also develop:

- knowledge and understanding in controlling, applying, and analysing the elements, skills, processes, forms, styles, and techniques of drama to engage audiences and create meaning
- a sense of curiosity; aesthetic knowledge; enjoyment and achievement through exploring and playing roles; and imagining situations, actions, and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

COURSE OUTLINE

In year 9 Drama, students complete three units of study (Possible units detailed below)

- **Cinematic Theatre**
Students explore the use of modern technology practices through devising, performing, and responding to Cinematic Theatre. They will use the primary conventions of the style - cinematic scenes and cinematic transitions.
- **Stage Combat**
Students explore the elements of stage combat to create the illusion of conflict in the theatre.
- **Documentary Drama**
Students examine events, sources, and materials to devise drama based on real stories, events, and people
- **Gothic Theatre**
Students devise and perform their own Gothic Theatre piece through the close study of a play text.
- **Theatre for Young People**
Students explore a range of performance styles targeted towards young people, such as Pantomime, Children's Theatre, and Youth Theatre.

ASSESSMENT

It is important to understand that assessment in Drama involves group work, and students need to make a commitment to regular attendance and involvement. Students are assessed in two key areas:

The two assessable elements in Drama:

- Making * Devising (e.g. scriptwriting, monologues)
* Performing (scripted and student-devised)
- Responding (analysing theatre and texts)

Across Year 9, students will complete a range of assessment items including scriptwriting, set and costume design, scripted performances, and analytical responses.

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Music

BRIEF DESCRIPTION OF SUBJECT

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

Students will learn about rock elements and styles, including musical notation and chords. Students will focus on the individual instruments of a drum kit; the parts of the electric guitar; recording techniques; the characteristics of contemporary rock styles; information on the equipment and software used in the production of electronic music; and how to read, respond, perform, and compose simple chord accompaniments on the guitar and keyboard.

AIMS

Through the study of Music, students develop:

- the confidence to be creative, innovative, thoughtful, skillful, and informed musicians
- skills to compose, perform, improvise, respond, and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures, and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

COURSE OUTLINE

- ***Ipod Generation (Semester Unit)***
Digital music is the way of the world, Apple has changed the way we consume music. Students will further their studies of the musical elements (and their uses) through a range of analysis, performance, and composition activities created to explore the digital music era. Repertoire will be structured around the theme of an IPOD playlist.
- ***Music on TV***
As television viewers, we are exposed to music as theme songs, credits music and advertisement jingles. TV music is short and to the point. This unit examines how to create a musical message in a small amount of time. Students will further their studies of the musical elements (and their uses) through a range of analysis, performance, and composition activities created to explore musical repertoire from TV shows and advertisements.
- ***Good v. Evil***
Music is the perfect platform to explore the contrasting themes of Good and Evil. Whether it be soundtracks, program music, TV themes, opera, musicals, or dance music, the concepts of Good and Evil can be created through the manipulation of the elements of music. Students will analyse and evaluate a range of music to explore specific features and purposes of music.

ASSESSMENT

The two assessable elements in Music:

- Making * Devising (composing own work)
* Performing
- Responding (analysing)

Technologies – Elective Subjects

Food Specialisations

BRIEF DESCRIPTION OF SUBJECT

Food Specialisations is a course of study whereby students apply knowledge, skills and resources to create needs and wants of people and communities. Within the course, students use their food specialisation studies knowledge and skills to solve design challenges.

AIMS

This subject revolves around the development of practical skills and has been designed to cater for the needs of those students who wish to concentrate their study in the area of food specialisations.

COURSE OUTLINE

This course enables students to acquire and further develop practical skills and experience that will serve as a foundation for further study in this area.

Students will:

- Make quality products that meet detailed specification
- Negotiate and refine production procedures
- Generate design ideas and communicate these incorporating strategies for managing resources
- Identify methods for evaluating commercial products and processes

PLEASE NOTE. *Workplace Health and Safety requires students to wear shoes with non-pervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.*

UNITS OF STUDY

1. **Snack Attack**

In this unit, students will investigate and make judgments about the presentation and sensory perceptions that influence the creation of food solutions for teenage snack products. They critically analyse factors, including social, ethical and sustainability considerations. Students develop a specialised food product suitable for a teenager.

2. **Spice It Up**

In this unit students will complete an in-depth study of a culture and its food and develop a multimodal presentation to inform others. As a team, students will design and produce their products and present to a select audience.

3. **Let's Protect It**

In this unit students will use design thinking to produce solutions to identified needs or opportunities of individuals in the community such as the homeless. Students work independently and collaboratively to produce suitable and sustainable products for the target group or environment for the client.

ASSESSMENT

Assessment tasks in Food Specialisations include:

- Design Folios
- Practical activities throughout.

OTHER COMMENTS:

While the school provides requirements for practical work, a levy to be paid by all students is required to subsidise ingredients and other consumables.

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Science, Technology, Engineering and Mathematics (STEM)

BRIEF DESCRIPTION OF SUBJECT

STEM is a course that provides an opportunity for students to draw upon skills and knowledge obtained from Science, Maths and Technology subjects to design and develop solutions in a project-based environment.

AIM

The aim of this subject is to develop students' STEM literacy and capability through a problem-based or inquiry approach to create solutions. Typically, it benefits students by providing them with:

- A deeper understanding of the STEM disciplines
- Skills to be competitive in the workplace
- 21st century skills (e.g. collaboration, critical thinking, creativity and problem solving)
- Knowledge and confidence to learn.

COURSE OUTLINE

Students in this subject will get their first introduction to theoretical and practical engineering. They will explore a series of cross-curricular, theme-based activities while developing their skills in science, technology, engineering and mathematics, as well as language and technical literacy.

Students will undertake four term long design tasks in which they will produce a product or solution and submit a logbook detailing the design process.

In the first term, students will investigate the current and future application of robotics in society. They will use EV3 robots to design an automated appliance or solution to a household need.

In term 2 students will investigate thermodynamics, heat transfer and insulating materials to design a solar powered oven. Students will then study the relationship between force, mass and motion in order to produce and race a mousetrap powered vehicle in term 3.

Finally, they will learn simple coding languages and electrical circuits in order to control Arduino computer boards to complete a range of challenges.

Elements of safe working practices are continually examined and reinforced.

PLEASE NOTE. *Workplace Health and Safety requires students to wear shoes with non-pervious uppers and behave in a safe and responsible manner at all time. Full participation in all activities is an essential requirement of the course.*

ASSESSMENT

Assessment tasks in STEM include:

- Minor projects
- Major projects
- Design folios
- Skill-based activities.

OTHER COMMENTS

This subject is beneficial for students who may be considering Year 11 and 12 studies in Mathematics and Physics.

Design and Technologies

BRIEF DESCRIPTION OF SUBJECT

Design Technologies is a course of study that provides an opportunity for students to gain an understanding of design and technologies across a range of contexts. Students will design and manufacture a variety of products / artifacts in response to design briefs.

AIM

The aim of this subject is for students to develop design and production skills in working with natural and synthetic materials, tools, machines, equipment and related technologies.

COURSE OUTLINE

Students engaged in Design Technologies will develop their ability to design products and generate and organise ideas. Students investigate and document design aspects (e.g. function, possible construction methods, possible materials, ergonomics etc), generate multiple design solutions, select and justify their choice of a final design solution, and ultimately manufacture products / artifacts that satisfy the given design situation and brief. Students are also required to evaluate the effectiveness of their products / artifacts. Elements of safe working practices are continually examined and reinforced.

PLEASE NOTE. *Workplace Health and Safety requires students to wear shoes with non-pervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.*

UNITS OF STUDY

- **Protect it**
With an emphasis on the safe and skilful use of tools and machinery, this unit will build on students' practical skills in preparation for following units. Students will personalise and construct a wooden valuables box in the Industrial Technology and Design workshop.
- **Eco Lamp**
In this unit, students follow the design process to design and construct a personalised LED lamp. They will use Computer Aided Design to visualise their product and build it using a range of materials. This unit will include an introduction to basic electrical circuits.
- **Systems technologies (mechanical solutions)**
In this unit, students will solve real world problems using engineering principles and processes. Working in small teams, students will choose a scenario and devise a mechanical solution that they will then build and test in the ITD workshop.

ASSESSMENT

Assessment tasks in Design and technologies include:

- Design folios
- Practical outcomes / products

OTHER COMMENTS

This subject is beneficial for students who may be considering Year 11 and 12 studies Design, Furnishing Skills and/or Industrial Graphics Skills. Students who may be considering undertaking a School-Based Apprenticeship or Traineeship (SAT) in any trade-related area (e.g. carpentry, cabinet making, etc.) will also benefit from studies in this subject.

Digital Technologies

BRIEF DESCRIPTION OF SUBJECT

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as, precisely and accurately describing problems, and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 9, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

AIMS

At Everton Park State High School, the Year 9 Digital Technology course aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- explain a range of needs, opportunities or problems and define them in terms of functional requirements and constraints.
- collect, authenticate and interpret data from a range of sources
- generate and document in digital and non-digital form, design ideas for different audiences using appropriate technical terms, and graphical representation techniques including algorithms safely plan, design, test, modify and create a range of digital solutions
- use various programming languages.

COURSE OUTLINE

By the end of Year 9, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

UNITS OF STUDY

- **The Morpheus Project**
In this unit students will design and implement a security system to protect data transmissions within a social media information system.
- **Get serious about games**
In this unit students will apply computational and systems thinking to evaluate educational information systems and create digital solutions using a general-purpose programming language.

ASSESSMENT

Students provide evidence of their learning and development through design portfolios, projects and written reports

Humanities – Elective Subjects

Geography

BRIEF DESCRIPTION OF SUBJECT

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. Geography empowers students to shape change for a socially just and sustainable future, and enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

AIMS

The study of Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

COURSE OUTLINE

Year 9 Units of Study

- **Biomes and food security** examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security, are investigated using studies drawn from Australia and across the world.
- **Geographies of interconnections** examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services, and people in other places.
- **Geography of disease** examines a number of regional-specific and globally significant diseases that affect the health, well-being and development of large populations. Exploring the Geography of Disease allows students to make observations, predict patterns and draw conclusions about world health issues and the responses of Governments.
- **Climate change** examines the causes, consequences and impacts of climate change on a local, regional and global scale. Students research and examine the social, environmental and economic implications of climate change on a global region of their choice. Proposing and evaluating the effectiveness of responses and strategies to reduce future impacts.

ASSESSMENT

The two assessable elements in Geography are *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. Students will have opportunities in demonstrating their abilities in these strands through a variety of assessment techniques.

Economics and Business

BRIEF DESCRIPTION OF SUBJECT

As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens. Young Australians will also face a number of social, economic and moral challenges in their lifetimes that will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills that will empower them in the face of such challenges. *The Australian Curriculum: Economics and Business* empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies.

AIMS

Study of *Economics and Business* allows students to develop:

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

COURSE OUTLINE

- **Financial responsibilities, risks and rewards** – Students investigate the importance of managing financial risks and rewards and analyse the different strategies that may be used. Students will explore personal finance and how people manage financial risks and rewards in the current Australian financial landscape.
- **Major consumer decisions and business productivity** – Students will learn how to identify, research and evaluate options when making decisions related to consumer choice about goods or services. They will also explore and develop their knowledge of legal rights and responsibilities as consumers.
- **Global economy** – Students will explore the interactions within the global economy. They will be introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments and the impact of significant events on economies. The responsibilities of participants operating in a global workplace are also considered.
- **World of Work** - Students will explore workforce practices and procedures and learn skills which will enable them to stay competitive in the workforce. Students discover and develop their understanding of key concepts and skills relating to the world of work and changing work environments.

ASSESSMENT

Students are assessed across two strands: *knowledge and understanding*, and *skills*. Students will have opportunities in demonstrating their abilities in these strands through a variety of assessment techniques including folio of evidence, reports, assignments and written responses.

Note: Students are given the opportunity to enter the Buy Smart Competition on completion of the unit 2 assessment

Languages – Elective Subject

Spanish

BRIEF DESCRIPTION OF SUBJECT

At Everton Park State High School, this subject focuses on developing students understanding of Spanish language and culture. The course is designed to provide students with opportunities to develop the skills needed to communicate in Spanish, and to build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal, and written features of the Spanish language.

AIMS

By engaging with Spanish language and culture, students develop a number of different skills that expand their understanding of the English language and the Australian culture and identity. Students explore alternative ways of experiencing, acting in, and viewing the world. Furthermore, they come to appreciate the importance of bilingualism in contemporary society.

COURSE OUTLINE

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use simple tenses (present, imperfect, preterite, future and conditional), and compound tenses conjugated with haber (present perfect). They recognise the form and function of pronouns and expand their understanding to include direct and indirect object pronouns.

- Unit 1: Vida del Estudiante (Student life)
- Unit 2: Arte y Peliculas (Art and Movies)
- Unit 3: Ir de Compras (Shopping)
- Unit 4: Comida Latina (Latin Food)

ASSESSMENT

The course allows students to test their skills through a variety of assessment, including written, listening, reading and spoken structures.

Health and Physical Education – Elective Subjects

Extension Health and Physical Education

BRIEF DESCRIPTION OF SUBJECT

Extension Health and Physical Education provides further opportunities to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Additionally, as it is an extension, a greater exploration of knowledge and skills required in senior pathways are developed.

AIM

Students develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

COURSE OUTLINE

In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

UNITS OF STUDY

Personal, social and community health	Movement and physical activity
1. Constraints-Based Learning	1. Invasion Games
2. I am healthy: a salutogenic approach to health	2. Fitness
3. Australia's Sporting Identity: Sport for all demographics	3. Net and Court sports
4. Functional Anatomy	4. Modified Games

ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Demonstrations
- Research Assessment – Reports, Multi-Modal Presentations
- Exams

NOTE: The school hat and full sports uniform is required for all HPE activities.

ELF – Everton Park Leadership & Futures

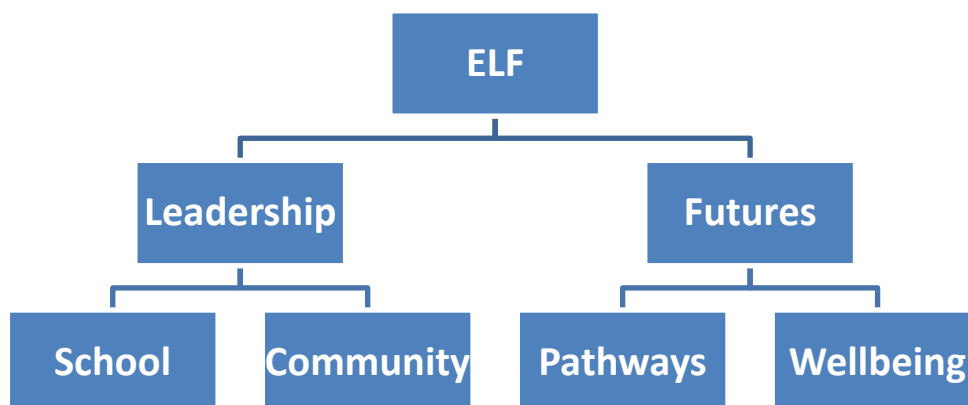
OVERVIEW

Everton Park State High School has implemented a leadership and futures program (ELF) across Years 7 to 12 to ensure that all students are provided with the knowledge and skills needed to make informed decisions about their futures. The program involves a range of learning activities that are relevant to young people and the teaching and learning strategies are supported by resources, guest speakers, camps and guest visits.

THE ELF PROGRAM

Creating Bright Futures requires informed decisions about healthy lifestyles, relationships and career opportunities and these strands are currently subsumed in each semester of the ELF program. Self-management skills, decision making skills, planning and organising skills, technology skills, learning skills and study skills underpin all strands. Students also participate in a range of Year level activities such as camps, volunteer and mentoring programs.

All lessons and programs are also underpinned by the School Wide Positive Behaviour Support (SWPBS) Program and the school's expectations: **Be Responsible, Be Respectful and Be your Best.**



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|---|--|--|---|
| <ul style="list-style-type: none">• Resilience• Team work• Group dynamics• Decision making and goal setting• Values – Respect, Responsibility, Doing your Best, Honesty, Understanding and Inclusion• Bullying and harassment• Team building• Leadership | <ul style="list-style-type: none">• Enterprising people• Workplace behaviour and image• Interacting effectively in the workplace and community• Employment and training opportunities | <ul style="list-style-type: none">• Employability skills• Personal strengths and abilities• Goal setting• Workplace relations• Job acquisition strategies• Portfolio preparation• Interview techniques• Structured workplace learning | <ul style="list-style-type: none">• Self-esteem and personal attributes• Fitness and nutrition• Adolescent sexuality• Occupational health and safety• Sexual decision making• Health for life• Friendships• Peer pressures |
|---|--|--|---|

Everton Park Sport Program

Everton Park SHS is an affiliate member of the North-West District Secondary School Sport (NWDSSS) and, as a result, all students have opportunities to gain selection in a range of Queensland School Sports through selection in Metropolitan North and then subsequent State and National pathways. Apart from individual opportunities, all students are encouraged to engage in physical activity through a range of pathways including personal exercise programs and school sports carnivals

School Sport Carnivals

The three major carnivals at school include Swimming, Cross Country, and Athletics. All students are encouraged to compete and participate in a 'personal best' culture and an atmosphere where getting involved and belonging are promoted. For all carnivals the school uses a unique standards base point system where the points received by competitors, and subsequently the house, are based on the standard of the performance rather than the position they ranked in the event. This adjustment to scoring assists in creating a personal best mind set which facilitates in creating quality competition. All students are allocated to "houses" for school carnivals and intra-school activities. These houses include:

- *RUSH House (Purple)* in honour of Geoffrey Rush, internationally acclaimed actor who attended Everton Park State High School.
- *MARTIN House (Green)* in honour of Michelle and Rodney Martin, World Squash Champions and past EPSHS students.
- *KEMP House (Red)* in honour of Mr William Leslie (Les) Kemp, the founding Principal of Everton Park State High School

Student's achievements at school carnivals can open pathways for qualification in regional, state, and national competition.

Gala Days

Students may have the opportunity to participate in sport gala days throughout the year. These days are held with other schools across districts for students of varying abilities to engage in physical activity in an enjoyable way, to socialise with peers and develop a sense of commitment to a team and school community whilst increasing their fitness and natural skills.