



# CURRICULUM HANDBOOK YEAR 10 2025

CREATING *Bright* FUTURES



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

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## Principal's Introduction

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.

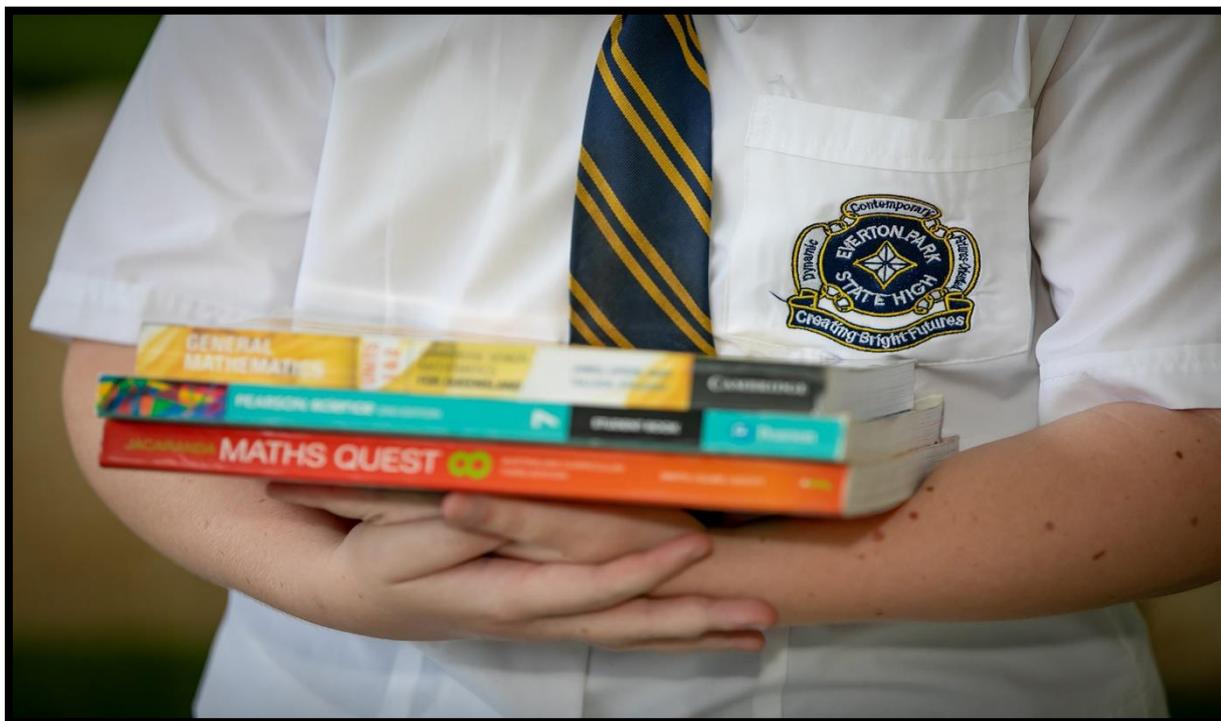
The Year 10 Curriculum Handbook outlines the quality curriculum offered through the Junior Secondary School. The guidelines for topics and assessment are consistent with the Australian Curriculum.

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

Rick O'Connor  
Principal



## 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

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 have been diagnosed by a medical professional 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 provisions. We support students requiring support through a modified curriculum and/or specialised programs.

A key feature of our Learning Enhancement Team is the facilitation of collaborative planning between Teachers, Support Staff, Parents, Carers and Students.

## BYOD – Laptop Requirements

At Everton Park State High School, we require your student to own and bring to school a suitable laptop for every lesson, every day. Student laptops assist students with their engagement with curriculum and assessment across all learning areas in the school.

Throughout their studies, students need to develop their digital literacy skills, which will help them with their post-school employment and study options. Everton Park State High School takes a blended approach to teaching and learning, which sees students combining traditional and digital learning approaches to maximise their outcomes and Create their Bright Futures.

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.

## Finance

Parents and carers are to ensure all invoices are paid in full, or a payment plan is set up, for students to enrol in subjects with a levy or VET qualifications. Contact the Business Manager to discuss.

# Subject Continuity

Learning Areas	Junior Secondary			Senior School		
	Year 7	Year 8	Year 9	Year 10	Year 11 & 12	
English	English	English	English	English	<b>General Subjects</b>	<b>Applied and VET Subjects</b>
					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	(Humanities and Social Sciences) HASS includes: 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 Legal Studies Ancient History Economics	Certificate III and IV in Business Social and Community Studies
The Arts	Visual Art Music Drama Dance	Visual Art Music Drama Dance	Visual Art Music Drama Dance	Visual Art Music Drama Dance	Visual Art Music Drama	Visual Arts in Practice Music in Practice Drama in Practice
Health & 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 Materials and Manufacturing Skills Design and Technologies	Digital Technologies Food Specialisations Materials and Manufacturing Skills Design and Technologies	Digital Technologies Food Specialisations Materials and Manufacturing Skills Design and Technologies	Digital Technologies Food Specialisations Materials and Manufacturing Skills Design and Technologies	Design	Cert III in Hospitality Furnishing Skills Industrial Graphics Skills Engineering Skills
Everton Park Leadership and Futures (ELF) Program	ELF	ELF	ELF	ELF	ELF	ELF

## Year 10 Curriculum

Learning Area	Year 10 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
Humanities	History	3 x 70-minute lessons per week	1 Semester each
Health and Physical Education	Health and Physical Education		

Elective Subjects (only three electives are chosen)			
The Arts	Drama Music Visual Art Dance	3 Electives each have 2 x 70-minute lessons per week	All year
Technologies	Food Specialisations Design and Technologies Digital Technologies Materials and Manufacturing Skills		
Humanities	Geography Economics and Business		
Languages	Spanish		
Health and Physical Education	Extension Health and Physical Education		

Pastoral Learning			
ELF	Everton Park Leadership and Futures Program	2 x 70-minute lesson per week	All year

Note : ELF / Sport are 1 x 70 minute lesson a week, Assembly will be on a rotating schedule throughout the term, and wherever possible will be scheduled during an ELF lesson.

# English

## BRIEF DESCRIPTION OF SUBJECT

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. 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.

## AIMS

The Year 10 English course aims to ensure that students:

- learn to listen to, read, view, speak, write, create, and reflect on increasingly complex and sophisticated spoken, written, and multimodal texts across a growing range of contexts with accuracy, fluency, and purpose;
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade, and argue;
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning, develop interest, and skills in inquiring into the aesthetic aspects of texts;
- and develop an informed appreciation of literature.

## COURSE OUTLINE

The curriculum is built around these three-interrelated strands:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing, and creating literature
- Literacy: expanding the repertoire of English usage.

## UNITS OF STUDY

- **Social Commentary – humorous?**  
In this unit, students examine a range of comedic text such as songs, political cartoons, films, and television series. Also, they explore poets' comments about 20<sup>th</sup>-century wars.
- **The power of texts**  
The Media – a powerful medium – can shape our reality if we let it. Can the same be said for literary texts? Students compare these text types and draw their own conclusions.
- **Shakespeare and the Human Condition**  
Here, students creatively respond to a Shakespearian play.
- **Fan Fiction**  
Students undertake the close reading of a novel with an unexpected plot.

## ASSESSMENT

The three assessable elements in English:

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

Across Year 10, students create a range of imaginative, informative, analytical, and persuasive texts. They complete four summative pieces of assessment across the year – three writing and one speaking.

# 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 10, students develop mathematical;

- **Understanding** which includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.
- **Fluency** which includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigating the shape of data sets.
- **Problem Solving** which includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.
- **Reasoning** which includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

## 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 develop their knowledge of linear graphs and plot parallel and perpendicular line. Students develop skills in plotting nonlinear and investigate a range of methods for solving simultaneous equations.
- **Unit 3 & 4 Algebra, Measurement and Geometry, Number**  
Students investigate trigonometry and observe how trigonometry can be used to calculate angles of depression and bearings. Students will calculate measurements, which includes calculating the perimeter and area of geometric shapes and volumes of three-dimensional compound objects. Students develop skills in algebra using simple and compound interest formula.
- **Unit 5 & 6 Probability & Statistics**  
Students will investigate how to analyse data and use data analysis of box and whisker plots, measures of central tendency and bi-variate data. Students will investigate experimental and theoretical probability and use tree diagrams to represent sample space. Students will analyse independent and dependent events and determine conditional probability.
- **Unit 7 & 8 Algebra**  
Students investigate solving algebraic multi-step problems and develop new skills in expanding and factorising. Simplifying and expanding algebraic expressions. They investigate mixed factorisation of algebraic problems and solve quadratic equations.

## ASSESSMENT

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

## Mathematics - Extension

### BRIEF DESCRIPTION OF SUBJECT

The Mathematics extension content is intended for students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum. It is not anticipated that all students will attempt the 10A content, but doing so would be advantageous for those intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years.

### ADDITIONAL LEARNING

- **Unit 1 & 2 Number & Algebra & Geometry**  
Students will investigate the factor and remainder theorems of polynomials and advanced linear and non-linear algebra.
- **Unit 3 & 4 Algebra, Measurement and Geometry, Number**  
Students solve area and volume problems involving complex geometric shapes. They prove and apply angle and chord properties of circles and establish trigonometric rules for all triangles.
- **Unit 5 & 6 Probability & Statistics**  
Students will investigate how to analyse data and standard deviations to compare data sets and how to use a straight line to describe relationships.
- **Unit 7 & 8 Algebra**  
Students use operations with Surds, Fractional Indices and Logarithms.

# Mathematics – Numeracy Short Course

## BRIEF DESCRIPTION OF SUBJECT

The Numeracy Short course is a one semester course of study, developed to meet a specific curriculum need and is informed by the Australian Core Skills Framework (ACSF) Level 3. It will gain students 1 QCE credit.

## AIMS

In this course of study students will:

- learn a variety of strategies to develop and monitor their own learning
- identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work
- use mathematical processes and strategies to solve problems in a range of situations
- reflect on outcomes and the appropriateness of mathematical processes used.

## COURSE OUTLINE

Numeracy is a course of study consisting of two topics:

- Personal identity and education
- The work environment.

These topics provide a context for student learning and experiences and align with the three domains of communication in the ACSF:

- Personal and community, which encompasses
  - expressing personal identity and achieving personal goals
  - understanding and interacting with the wider community.
- Education and training, which encompasses
  - any form of structured learning
  - learning towards a formal qualification
  - learning within a language, literacy and numeracy program or community-based program
  - formal or informal on-the-job learning and training.
- Workplace and employment, which encompasses activities
  - that an individual may be involved in as a member of an organisation
  - that may be conducted by someone working alone
  - related to preparing for and seeking employment
  - within an existing workplace, including organisational and management tasks.

## ASSESSMENT

Students will complete two summative internal assessments that count towards their overall subject result. These assessments based on learning journals and assignments based on the topics outlined above.

# 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.

## AIMS

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

## COURSE OUTLINE

The four units of study in Year 10 Science are *Biological sciences*, *Chemical sciences*, *Earth sciences* and *Physical sciences*.

- ***Biological sciences***  
Students explore genetics and heredity. They examine the relationship between DNA, genes, alleles and heritable traits of an organism. Students will describe and compare the two main forms of cell division in eukaryotes and explain how genetic material is transferred from parent to offspring during cell division.
- ***Chemical sciences* introduce**  
Students collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the periodic table. They use scientific knowledge of an atom's electron arrangement to predict the formation of ions.
- ***Earth sciences***  
Students explore how Earth is composed of four interacting and dynamic 'spheres', within which the global systems and cycles operate. These are the lithosphere, hydrosphere, atmosphere and biosphere. Students consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced flow between these systems.
- ***Physical sciences***  
Students explore and apply Newton's three laws of motion to predict, describe and calculate the effect of forces on the motion of objects. They develop questions and hypotheses, assess risks, and consider accuracy when using a range of methods, including the use of digital technologies, to collect reliable data.

## ASSESSMENT

Students provide evidence of their learning and development through:

- Tests
- Investigations
- written reports.

# 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.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

### AIMS

The Year 10 History course aims to ensure that 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, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

### COURSE OUTLINE

The Year 10 course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic, and political development. The transformation of the modern world during a time of political turmoil, global conflict, and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. The key inquiry questions at this year level are:

- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of the Second World War? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these perspectives change?
- What are the contested debates and reasons for different historical interpretations?

### ASSESSMENT

Students provide evidence of their learning and development through two summative tasks:

1. Source analysis examination
2. Inquiry essay

# 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 10, 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 activities (at least 3 of the 4 options)
<ol style="list-style-type: none"><li>1. Mental Health</li><li>2. Drugs, Alcohol and the party scene</li></ol>	<ol style="list-style-type: none"><li>1. Net and Court sports</li><li>2. Invasion Games</li><li>3. Performance (e.g. Orienteering)</li><li>4. Striking and Fielding sports</li></ol>

## ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Demonstrations
- Research Assessment – Multimodal Presentations
- Exams.

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

# The Arts – Elective Subjects

## Visual Arts

### 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 has 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

The Year 10 Visual Arts course is designed to build essential knowledge and skills related to the visual arts, while appreciating the art form and how artists communicate to audiences through visual mediums. Units are studied in more depth and diversity than in years 8 and 9.

Students begin to:

- 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.

### COURSE OUTLINE

- ***Insight***  
Students are required to gain an understanding of European art history and explore the differences in art development in Australia through an investigation of the Archibald Portrait Prize. Students then develop a portrait in response to their research.
- ***Bound together***  
Students use a range of art-making techniques (primarily printmaking) to create the content for an artist book. Students also have opportunities to reflect upon their own art-making processes and research how other artists have used the medium of bookmaking. Students will be required to use the built and/or natural environment as stimulus for their work. A strong emphasis is placed upon experimentation to provide students with exposure to a range of materials and techniques.
- ***Be Bold***  
Students are introduced to the concept of 'effecting change' and are required to research and investigate traditional, contemporary, and conceptual ideas of change as expressed by people. They are required to produce a resolved work. Students then build on research and conceptual ideas to develop their own artistic response to their self-directed concept.

### ASSESSMENT

The two assessable elements in Visual Art are making and responding. Students are assessed in these two elements. Across the Year 10 course, students complete a range of written and practical assessments.

While not a pre-requisite for taking Visual Art and Visual Art in Practice in years 11 and 12, it is highly recommended, as it will give you a head start with the practical & developmental aspects of the course.

## Drama

### BRIEF DESCRIPTION OF SUBJECT

Drama enables students to imagine and participate in exploration of their world, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate with others.

### AIMS

Through the study of Drama, students develop:

- confidence and self-esteem to explore, depict, and celebrate human experience, take risks and challenge their creativity through drama
- 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
- a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places, and cultures.

### COURSE OUTLINE

- ***Australian Fusions (Semester Unit)***  
Students make and respond to drama by exploring contemporary Australian drama including Aboriginal dramatists and Torres Strait Islander dramatists, and experimenting with linear and non-linear narrative structures and available theatre technologies.
- ***Clowning and Comedy***  
Students devise and perform drama by exploring a range of comedy styles, including clowning, commedia dell'arte, slapstick and stand-up.
- ***Greek Theatre***  
Students make and perform drama in the Greek-tragedy style. They explore the conventions of the style such as chorus, heightened voice and catharsis. The structure of Greek tragedy will be explored and manipulated: prologue, parados, dialogue, stasimon, and the exodus. Students will understand the purpose of prologue, and devise one to be included in their chosen play.

*\*Throughout the Year 10 program, students will also have an opportunity to respond to a live (or recorded) theatre production.*

### 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.

There are two assessable elements in Drama:

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

**OTHER COMMENTS:** Year 10 Drama is not a pre-requisite for taking Drama and Drama in Practice in Years 11 and 12, but it is highly recommended, as it will give you a head start with the practical aspect of the subject, and a deeper understanding of the elements of drama, central to the senior course of study.

## Music

### BRIEF DESCRIPTION OF SUBJECT

Music is uniquely an aural art form. It includes existing sounds selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures, and contexts. It has the capacity to engage, inspire, and enrich all students, exciting the imagination, and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in Music learning allow students to manipulate, express, and share sound as listeners, composers, and performers.

### AIM

This course of study is designed to enable students to:

- experience music in its real-world context
- develop skills through practice, leading to confident musical expression, and improved aural skills
- develop skills through practical means, leading to confident musical expression, and improved aural skills
- develop an awareness of sound as a means of artistic expression
- develop skills in performance, composition, and appreciation of repertoire.

### COURSE OUTLINE

- ***Making Fusions***  
In this unit, students make and respond to music by exploring music that involves fusing various styles, genres, musical sources, ideas, and other art forms. They make and respond to music by exploring the manipulation of musical elements to create musical fusions. Repertoire will be selected from a range of music genres featuring music mashups, cover versions, remixes, and crossover styles.
- ***All that Jazz***  
In order to better understand contemporary music, students will explore the musical characteristics of a range of jazz styles from blues and ragtime through to jazz rock. In this unit, students make and respond to music by exploring the characteristics of different styles of jazz music. Repertoire will be selected from a range of styles including blues, ragtime, West End Jazz, New Orleans Jazz, Cool Jazz, and Fusion Jazz.
- ***Make your own***  
In the modern world, artists use a range of digital technologies to compose, record, and produce music. This unit allows students to create a musical work that demonstrates the development of their musical ideas within a digital workspace. In this unit, students make and respond to music by refining their studies to an area of digital music that interests them, and producing a product or project that reflects the scope of their research. Students will investigate the use of digital workstations, software, hardware, and associated styles.

### ASSESSMENT

There are two assessable elements in Music:

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

**OTHER COMMENTS** - Year 10 Music is not a pre-requisite for taking Music and Music in Practice in Years 11 and 12, but it is highly recommended, as it will give you a head start with the practical aspect of the course.

## Dance

### BRIEF DESCRIPTION OF SUBJECT

At Everton Park State High School, Dance has an important role to play in students' personal and emotional development. Through Dance, students learn that dance is expressive movement with purpose and form. In this subject, they learn to represent, question, and celebrate human experience. They use the body as the instrument and movement as the medium for personal, social, emotional, spiritual, and physical communication.

### AIMS

Dance explores body awareness, and technical, and expressive skills as students learn to use the body for purpose, communicating through movement confidently, creatively and intelligently. They build on and refine their knowledge, understanding and skills through dance practices focusing on:

- Body
- Fundamental movement skills
- Technical skills
- Expressive skills

### COURSE OUTLINE

To allow for greater depth, students typically complete three units of study across the year. The units explore dance across different contexts, times and places. All units encourage students' creation of their personal aesthetic.

### ASSESSMENT

The assessable elements are:

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

Across Year 10, students complete a range of assessment items, including performance, devising routines, and writing analytical responses.

**OTHER COMMENTS** - Year 10 Dance is not a pre-requisite for taking Dance and Dance in Practice in Years 11 and 12, but it comes highly recommended, as it will give you a head start with the practical aspect of the course.

## Technologies – Elective Subjects

### 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 prototype a variety of designed solutions 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 emerging technologies. Typically, Design Technologies benefits students by providing them with:

- A deeper understanding of the design process
- Skills to be competitive in the workplace
- 21<sup>st</sup> century skills (e.g. collaboration, critical thinking, creativity and problem solving).

#### 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 manufacture products or prototypes that satisfy the given design situation and brief. Students are also required to evaluate the effectiveness of their proposed solution. 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

- **Product Design** - In the first semester students will develop their product design skills by designing and prototyping a commemorative keyring. After identifying an event and a client, students will ideate, sketch and prototype a keyring using the elements and principles of design. This unit will include a focus on visual communication skills, developing student's ability to communicate to clients and stakeholders.
- **Architectural Design** - In the second semester, students will design an eco-friendly tiny house. They will consider building materials, site orientation, passive and active solar techniques, and ergonomics. The final design will be created as a scale Virtual Reality 3D model using industry specific CAD software, allowing students to experience and evaluate the success of their designed solution.

#### ASSESSMENT

Assessment tasks in Design and technologies include:

- Design folios
- Practical outcomes / products
- Examination.

**OTHER COMMENTS** - This subject is beneficial for students who may be considering Year 11 and 12 studies in 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 a variety of different opportunities in the IT industry such as web page and game design

### AIMS

At Everton Park State High School, the Year 10 Digital Technology course aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Plan and implement digital solution by breaking task to manageable components looking at what the application requires.
- Generate and document in digital and non-digital form, design ideas using appropriate technical terms and algorithm representation techniques including annotated diagrams, pseudocode and flowcharts.
- Evaluate their design and applications and recommend improvements.
- Safely plan, design, test, modify and create a range of digital solutions
- Experience different digital design opportunities.

### COURSE OUTLINE

By the end of Year 10 students should have had the opportunity to apply computational thinking by defining and decomposing problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language. Students develop their object-oriented programming skills, and apply them to develop, modify and debug programs. They explore simple data compression techniques and comparing their effectiveness.

### UNITS OF STUDY

- **Website Design** - In this unit students learn how to use HTML and CSS to build a website and build a website explaining different data compression techniques.
- **Object orientated programming** - In this unit students develop skills in object orientated programming by creating a text-based adventure game.
- **Game Design** - In this unit students look at the game design process and of planning, prototyping and testing. They learn how to use a game engine, Godot to create simple 2d and 3d games.

### ASSESSMENT

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

## Materials and Manufacturing Skills

### BRIEF DESCRIPTION OF SUBJECT

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

### AIMS

By the conclusion of the course of study, students should be able to describe industry practices in manufacturing tasks, demonstrate fundamental production skills, interpret drawings and technical information, analyse manufacturing tasks to organise materials and resources.

Students will select and apply production skills and procedures in manufacturing tasks, use visual representations and language conventions and features to communicate for particular purposes plan and adapt production processes. Students will create products from specifications, evaluate industry practices, production processes and products, and make recommendations.

**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

- **Introduction to Furnishings**

With an emphasis on the safe and skilful use of tools and machinery, this unit will build on students' practical skills and knowledge of a range of timbers, jointing of timbers, fasteners and finishing techniques. Students will consider the properties and sustainability of timber products and hardware that are used in the real world. Students will also use specialised hand tools within their projects.

- **Introduction to Engineering**

The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills. Students will explore a range of metal products from sheet metals to carbon-based metals and alloys. Students will explore traditional working drawings and will reproduce drawings using sketching techniques and CAD.

### ASSESSMENT

Assessment tasks in Industrial Technologies Skills include:

- Online Safety Modules
- Practical outcomes / products
- Log book/ Journal.

## 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 Specialisations 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 and fibre.

### COURSE OUTLINE

This course enables students to acquire and further develop practical skills and experience that will serve as a foundation for further study associated with Hospitality Practices.

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

- **The Art of Baking**  
In this unit, students will investigate and make judgments on how to bake successfully. They critically analyse baking factors and sustainability considerations. Students develop a specialised food product for a client.
- **Come Fly with Me**  
In this unit, students will investigate and make judgments on preparation, presentation and sensory perceptions in order to create solutions for tasty airline food and its packaging. Students select and use appropriate technologies to skillfully and safely produce a high-quality food product for a client.
- **Food as a Business**  
In this unit students will be introduced to the hospitality industry as they develop a design proposal for a catering company. Students will develop a food product and service including preparing budgets, managing resources, costs and trialling products.

### ASSESSMENT

Assessment tasks in Food Specialisations includes:

- Design Folios
- Practical activities throughout.

# 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 Year 10 Geography course 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

- **Improving human wellbeing**  
This unit examines the causes of global, national, and local differences in human wellbeing. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to improve wellbeing. These distinctive aspects of human wellbeing are investigated using global case studies.
- **Urban growth and decline around the world**  
This unit examines the geographical process of urbanisation and how the size of cities that some people live in has increased exponentially. The unit also explores how some places experience a decline in population and how different geographical challenges will facilitate changes in the urban experience and population size as humans progress throughout the 21st Century.
- **Human impacts on ocean and marine life**  
This unit explores the profound impact human life has had on other aspects of the natural world, with a focus on the ocean and marine life. Students will explore how human activities are impacting oceans the geographical challenges we have to support and sustain marine life.
- **Environmental Change and Management**  
Begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students participate in a field trip to investigate a specific type of environment and environmental change. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

### ASSESSMENT

Students provide evidence of their learning and development through four summative tasks:

- Story map
- Combination response examination
- Five-page website
- Field study report

## 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.

### 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

- ***Consumer Behaviour***  
This unit provides students with a foundational understanding of Marketing and how Marketing influences the financial and consumer decisions made every day. Students will explore the decision making process and understand the psychological, economic, cultural, social, government, and environmental factors that influence these decisions. Students also consider the short- and long-term consequences of major consumer and financial decisions.
- ***Living Standards and Inequality***  
This unit examines income and wealth inequality in Australia and around the world and how inequality impacts living standards. The unit challenges students to consider how governments can intervene in markets to improve economic performance lessen the impact of inequality and heighten living standards for all. Students will also develop an understanding of how economic decision-making is influenced by economic indicators. This unit provides students with a foundational understanding of Economics.
- ***Human Resource Management***  
This unit explores how organisations can manage their human resources to heighten organisational productivity. The unit challenges student to consider how the business environment influences organisations and shape their human resource management decisions. Students will explore the different steps in the employment cycle and understand how an organisation can become an employer of choice, with the aim of enhancing its bottom line.
- ***Superannuation and Investment***  
This unit examines the importance of Australia's superannuation system and how it affects consumer and financial decision making. The unit gives students an understanding of how superannuation in Australia operates and how superannuation, along with other investment options, can help young people invest in their future. This unit aims to develop students' financial literacy.

### ASSESSMENT

Students provide evidence of their learning and development through four summative tasks:

1. Consumer behaviour report
2. Combination response examination
3. Folio of work
4. Superannuation and investment report

# 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. Students explore these learnings through a variety of contexts.

- Unit 1: Viaje al extranjero (Travel abroad)
- Unit 2: El arte y la música (Art and Music)
- Unit 3: El cuerpo y la salud (Body and health)
- Unit 4: El futuro de nuestro planeta (The future of our planet).

### ASSESSMENT

Students provide evidence of their learning and development through six summative tasks:

1. Multimodal presentation: My trip abroad
2. Reading and listening test
3. Article: My favourite artist
4. Reading and speaking test
5. Multimodal: Health Campaign
6. Poster / Smash Doodle

# Health and Physical Education – Elective Subject

## Extension Health and Physical Education

### BRIEF DESCRIPTION OF SUBJECT

Health and Physical Education extension 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 10, 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	Net and court sports (Badminton)
2. Coaching	Modified games (e.g., Oztag, Cricket)
3. Sports Psychology	Invasion games (Touch Football, Netball)
4. Training for Fitness	Fitness

### ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Demonstrations (e.g., Coaching)
- Written Reports
- Exams
- Folios – Multimodal presentation (Video footage, analysis of performance).

### PLEASE NOTE:

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

The study of Extension Health and Physical Education is highly recommended for students who are considering undertaking studies in Year 11 and 12 Physical Education, Health or Sport and Recreation.

# ELF – Everton Park Leadership & Futures

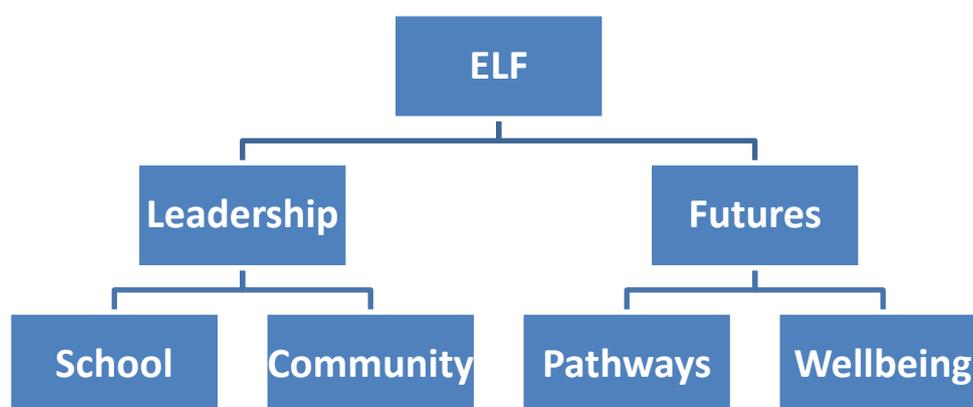
## OVERVIEW

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.**



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

## 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.