



CURRICULUM HANDBOOK YEAR 7 2025

CREATING *Bright* FUTURES



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Hours of instruction: 8.45am – 2.45pm

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.

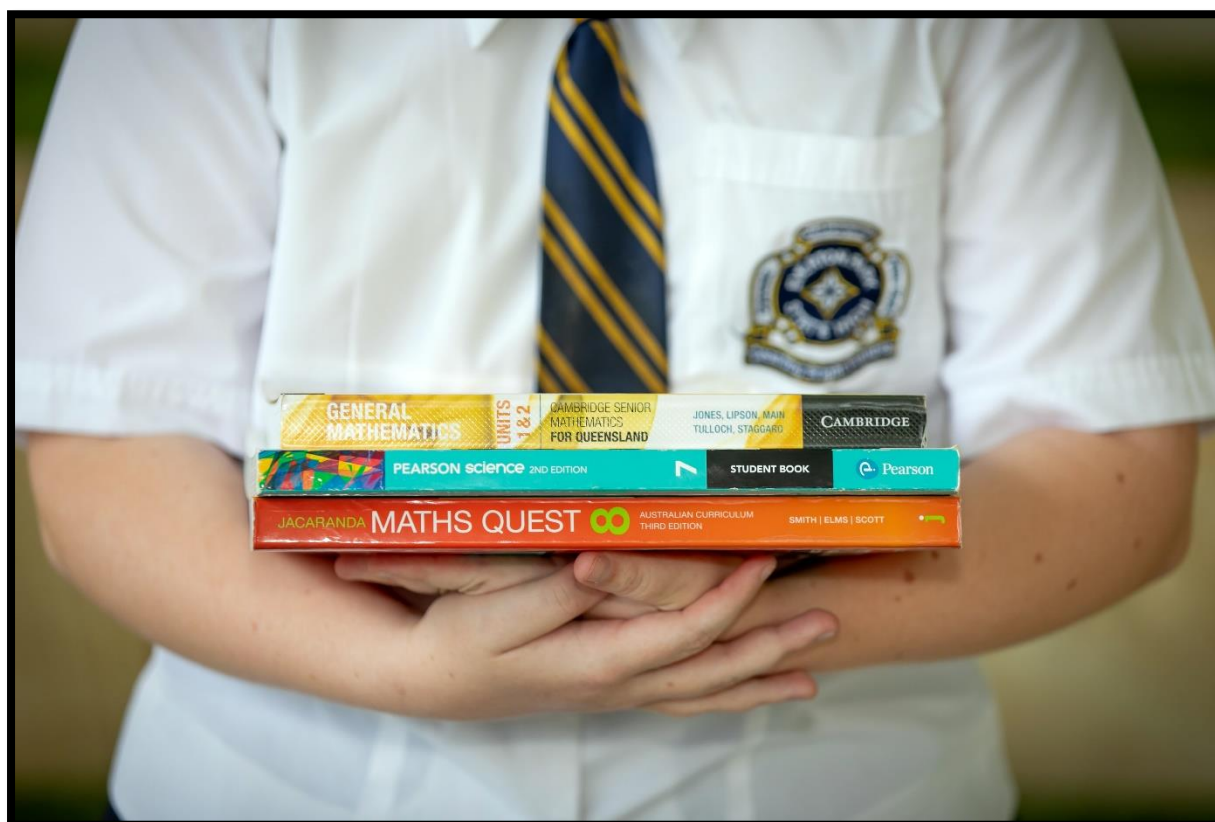
The Year 7 Curriculum Handbook outlines the quality curriculum offered through the Junior Secondary School. The guidelines for topics and assessment are consistent with the Australian Curriculum.

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	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 specialized programs.

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 Systems and Manufacturing Skills	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) SSD
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	General Subjects	Applied and VET Subjects
					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 7 Curriculum 2

Learning Area	Year 7 Subjects	Subject Allocation	Time
English	English	3 x 70-minute lessons per week	All year
Mathematics	Mathematics	4 x 70-minute lessons per week	All year
Science	Science	2 x 70-minute lessons per week	All year
Humanities and Social Sciences	HASS: History, Geography, Civics and Citizenship, Economics and Business	3 x 70-minute lessons per week	All year
The Arts	Drama Music Visual Art Dance	2 x 70-minute lessons per week	1 per term
Technologies	Food Specialisations Materials and Manufacturing Skills Design and Technologies Digital Technologies		
Health and Physical Education	Health and Physical Education	2 x 70-minute lessons per week	1 Semester
Languages	Spanish	2 x 70-minute lessons per week	1 Semester
ELF Assembly	Everton Park Leadership and Futures Program	1 x 35-minute lesson per week <i>School Assembly – 35 minutes per week</i>	All year
Sport	Interschool Sport or Intraschool Sport	1 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

English is central to the learning and development of all young Australians. *The Australian Curriculum: English* helps students engage imaginatively and critically with literature to expand the scope of their experience. At Everton Park State High School, students engage with various texts from different cultures. Text types studied include media, digital film & texts, novels, poetry and song. Importantly, students learn how to engage with issues presented and express their thoughts about them.

AIMS

In Junior Secondary English, students are encouraged to become confident communicators, imaginative thinkers and informed citizens. They learn to analyse, understand, communicate with, and build relationships with others, and with the world around them. The subject helps young people develop the knowledge and skills needed for education, training, and the workplace.

Literary and non-literary texts build on the experiences of primary school by incorporating challenging and unpredictable sequences, themes, and issues. Text structures become more complex – including chapters, headings and subheadings, indexes, and glossaries. Language features include successive complex sentences, with embedded clauses and phrases; unfamiliar, technical vocabulary; figurative and rhetorical language; and information supported by visuals.

COURSE OUTLINE

In English, students undertake four key units in Year 7:

- **Life Writing**
Students explore a range of autobiographical and biographical texts to understand the conventions of life writing. Throughout the unit, they identify narrative structures of texts, and the language features used to imaginatively recreate a significant life event.
- **Playing with Persuasion**
Students read, view and listen to how language is used to entertain, evoke thoughts, and persuade from different historical, social and cultural contexts and understand how text structures and language features to influence audiences. They study a play and a range of media as the 'springboard' texts
- **Australian Literature**
Students read a piece of historical fiction text set in Australia of texts that create representations of the different cultural, social, and historical groups here.
- **Poetry & Song**
Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. Students read and interpret a variety of poems and analyse the text structure and language devices used in each poem to create meaning.

ASSESSMENT

The three assessable elements in English:

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

Across Year 7, students will have opportunities in creating a range of analytical, imaginative, informative, and persuasive texts. These include narratives, speeches, discussions, literary analyses, transformations of texts, and reviews. They complete six summative pieces of assessment across the 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.

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, people can become better informed economically, socially and politically in an increasingly mathematically oriented society.

AIMS

By the end of Year 7, students will develop mathematical skills in;

- **Understanding** which includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.
- **Fluency** which includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.
- **Problem Solving** which includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.
- **Reasoning** which includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

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**
Ratios, percentages, fractions, money
Students will revise calculations with decimals, fractions and ratios. Additionally, students will enhance their understanding of financial mathematics, including discounts, profit and loss.
- **Unit 3&4 Measurement and Geometry & Index notation**
Students will calculate measurements, which includes calculating the perimeter and area of common geometric shapes. Students will investigate the properties of perpendicular and parallel lines.
- **Unit 5&6 Probability & Statistics**
Chance, sample space, data displays, comparing data
Students will investigate probability, determining sample space and experimental probability. Students will develop skills in displaying, investigating and comparing data.
- **Unit 7&8 Algebra**
Inverse operations, Cartesian plane, linear equations, symmetry, reflections and transformations
Students investigate solving problems by inverse operations substitution and apply mathematic laws. They will learn how Cartesian planes can be used and how to plot linear functions.

ASSESSMENT

Students provide evidence of their learning and development through generally one assignment and two end of Term tests per semester.

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 a curiosity and willingness to speculate about and explore the world.

COURSE OUTLINE

Each term will focus on a different aspect of Science: Biological, Chemical, Physical, and Earth and Space Science.

- **Biological sciences**
Students classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students will investigate how a range of environmental changes and human activities can impact food webs in different ecosystem.
- **Chemical sciences**
Students will consider the importance of water and the water cycle. They distinguish between mixtures, including solutions, and pure substances. Students compare a range of separation techniques and assess which techniques can be used for specific purposes students will also consider the importance of sustainable, clean water in the community.
- **Earth sciences** explore different types of rocks and the minerals of which they are composed. The students compare the different processes and timescales involved in their formation as part of the rock cycle. Students also learn how useful materials are sourced from minerals and rocks found in the Earth's crust.
- **Physical sciences** Students build on their knowledge of how forces affect motion. They develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion.

ASSESSMENT

Students provide evidence of their learning and development through:

- tests
- investigations
- written reports.

Humanities and Social Sciences

BRIEF DESCRIPTION OF SUBJECT

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of **History, Geography, Civics and Citizenship**, and **Economics and Business**. The subject provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

AIMS

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these factors interrelate.

COURSE OUTLINE

- **History:** The content in History provides opportunities for students to develop historical understanding through key concepts including evidence, continuity and change, cause-and-effect, perspectives, empathy, significance, and contestability. Students explore history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE) to understand broad patterns of historical change. Students focus on Ancient Egypt and Deep Time History of Australia.
- **Geography:** The content in Geography provides opportunities to develop students' understanding of place, space, environment, interconnection, sustainability and change. The curriculum in Year 7 focuses on understandings on water in the world and the place and livability.
- **Civics and Citizenship:** The content in Civics and Citizenship provides opportunities for students to develop understanding about the key features of Australia's government and democracy, laws and citizens, and citizenship, diversity and identity.
- **Economics and Business:** The content in Economics and Business develops key ideas, with a focus on developing an understanding of the relationship between consumers, producers, and businesses. Students explore individuals, businesses and entrepreneurs" within a personal, community and national context.

ASSESSMENT

Students are assessed on two interrelated criteria: *knowledge and understanding*, and *inquiry and skills*. Within these strands, students will complete assignments such as multi-modal presentations, research tasks and written responses, requiring them to demonstrate skills of questioning, research, analysis, evaluation, reflection, and communication.

The Arts

Drama

BRIEF DESCRIPTION OF SUBJECT

At Everton Park State high School, Drama has an important role to play in the personal and emotional development of students. The skills and qualities developed, such as teamwork, creativity, leadership and risk-taking are assets in all areas of life. Drama stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment. The development of social and communication skills are central to the learning process; the subject promotes self-esteem, builds confidence, and provides all students with a sense of achievement.

AIMS

In Year 7, Drama introduces students to two key skills central to any effective theatre performance: voice and movement. 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

The unit *Ritual Theatre* explores how the human body (through movement, voice and facial expression) can be used to represent emotion and tell a story. Students will be introduced to the dramatic elements of role, relationship, movement, mood, and tension.

ASSESSMENT

The two assessable elements in Drama:

- Making * Devising (e.g. creating scripts)
* Performing (scripted and student-devised)
- Responding (analysing theatre performances and texts).

In Year 7, students transform a First Nations' text (story, play, or picture book) into a performance. They will also analyse key dramatic elements and evaluate how these are used to create dramatic meaning.

Music

BRIEF DESCRIPTION OF SUBJECT

Music is the art of sound. It is a universal language that allows people to voice their creativity, expression, knowledge, beliefs, and traditions. 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 and evaluate the manipulation of music elements in repertoire. In their exploration of composition, performance, and musicology, students examine the choices made by musicians and composers in the creation of musical works.

AIMS

At Everton Park, classroom music provides opportunities for learners to grow as musicians, performers, composers, and producers. Students develop:

- the confidence to be creative, innovative, thoughtful, skillful and informed musicians
- 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

Students engaging with the unit *'Hit It'* will be introduced to the music elements duration, pitch, expressive devices, structure, texture, and timbre, and will examine the impact of these music elements when creating their own compositions and performances. They will learn basic technical and expressive skills on a range of musical instruments including drum kit, keyboard, guitar, turntables, and Novation Launchpads. Through solo and ensemble performance opportunities, students will explore performance techniques practiced by experienced musicians. Students experiment with digital technologies, music sequencing software, and MIDI instruments to develop and record musical works.

ASSESSMENT

The two assessable elements in Music:

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

In Year 7 Music, students will complete a Popular Music Collection of Work requiring them to compose, perform, and analyse music repertoire. Assessing in these areas also allows a variety of experiences in music.

OTHER INFORMATION

Instrumental Music: Students who wish to engage in additional musical studies are also invited to enroll in the Instrumental Music program. This program affords beginner to advanced-level music students the opportunity to learn a woodwind, brass, percussion, or string instrument, and perform in a larger ensemble such as a concert or stage band.

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 and others' ideas as artist and audience. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. As with the 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

Through the study of Visual Art, students:

- extend their thinking, understanding, and use of perceptual and conceptual skills
- continue to use and apply appropriate visual language and visual conventions with increasing complexity
- consider society and ethics, and economic, environmental, and social factors
- exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
- develop an informed opinion about artworks based on their research of a range of artists
- examine their culture, and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues
- acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies

COURSE OUTLINE

In the unit *Strange Things*, students are introduced to the elements of Art through exposure to a range of 2-dimensional art styles. When forming a body of work, they engage in the developmental process and produce a written analysis and reflection to support their artistic choices.

ASSESSMENT

The assessable elements are:

- Making
- Responding (analysing).

In Year 7 Visual Art, students produce a folio of work, comprising the artwork, concept work and research, and artist statement.

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

In Year 7, Dance introduces students to body awareness, and technical, and expressive skills. They 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
 - weight transfer - for example, lunge, leap, roll
 - body part articulations - for example, isolation of body parts in combination with each other
 - body awareness, body bases, body parts, body zones.
- Fundamental movement skills
 - combining fundamental movements in increasingly complex ways
 - considering conventions and vocabulary of selected dance styles and applying this knowledge to developing movement vocabulary and dance techniques, for example, theatrical styles: modern dance, jazz, street dance, musical theatre.
- Technical skills
 - increasing technical competence in control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation.
- Expressive skills
 - increasing confidence, clarity of movement and intention, projection, focus and musicality.

COURSE OUTLINE

The unit *Step Up* will explore how the human body can convey meaning and purpose. Students will be introduced to the elements of dance: space, time, dynamics, and relationships. They will build their movement, technical, and expressive skills to create their own contemporary choreographed dance.

ASSESSMENT

The assessable elements are:

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

In Year 7, students choreograph short performance using the fundamental moves and techniques learned in class. They also analyse key elements of dance and evaluate how these are used to create meaning.

Technologies

BRIEF DESCRIPTION OF SUBJECT

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

AIMS

At Everton Park State High School, the Year 7 Technology course aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

COURSE OUTLINE

Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

Students will have had the opportunity to create designed solutions at least once in the following four Technologies contexts: Food Specialisations, Materials and Manufacturing Skills, Design and Technology, and Digital Technologies.

UNITS OF STUDY

- **Food Specialisations** - In this unit, students are introduced to Food Technology focusing on hygiene and safety, food preparation and knife skills. Students design a hygiene/safety poster for the kitchen.
- **Materials and Manufacturing Skills** - In this unit students work in the Technology workshop to create a functional serving tray. This will involve developing basic construction skills such as measuring, marking, cutting and joining wooden components with an emphasis of using plastics in a smaller project. Students will learn to use a range of hand tools and machinery, with a strong emphasis on workshop safety.
- **Digital Technologies** - In this unit, students learn about core programming principles by programming a robot to complete different task. Students learn to decompose problems, plan and implement algorithms and evaluate their solutions. This is done in the context of looking at real world robotics and their uses. Students also learn about the different components of computer and network hardware as well as different network systems.
- **Design and Technologies** - Design and Technologies is a course that provides an opportunity for students to draw upon skills and prior knowledge to design and develop solutions in a project- based environment. In this unit, students investigate the principles of the design thinking process and use their creativity to design and build a prototype of a pair of eyeglasses. Students use digital technologies to design their prototype, which is cut with a laser cutter out of plywood or acrylic plastic and then assembled. This unit aims to extend students' design and problem-solving capabilities.

ASSESSMENT: Students provide evidence of their learning and development through a design portfolio, code, written reflections, projects and written reports.

Health and Physical Education

BRIEF DESCRIPTION OF SUBJECT

Health and Physical Education provides opportunities for students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others' health and wellbeing in varied and changing contexts.

AIMS

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

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Movement is a powerful medium for learning through which students can acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills. Students gain expertise in movement skills, physical activities and physical fitness concepts as a foundation for lifelong physical activity participation and an appreciation of the significance of physical activity and sport in Australian society and globally.

UNITS OF STUDY

Personal, social and community health	Movement and physical activity (at least 3 of the following 4 options)
<ol style="list-style-type: none">1. Approaching adolescence2. I can make good decisions	<ol style="list-style-type: none">1. Performance (e.g. Fitness/Skipping)2. Invasion games3. Striking and Fielding Sports4. Net and Court Sports

ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Demonstrations
- Written – Letter
- Multimodal – Poster.

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

Languages

Spanish

BRIEF DESCRIPTION OF SUBJECT

Spanish is a global language spoken by approximately 500 million people across the world. The subject of Spanish 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, build their vocabulary and understanding of grammatical structures, and to develop their repertoire of processing skills and strategies for acquiring and manipulating the verbal, non-verbal, and written features of the Spanish language.

AIMS

Students will develop a number of different skills which will expand their understanding of their native language, culture, and identity through engagement with Spanish language and culture. Students will explore alternative ways of experiencing, acting in and viewing the world, and understanding the importance of bilingualism in contemporary society.

- **Unit 1: Mi Vida personal**

In this unit, students will explore the concept of self-identity and use language to communicate personal data in both English and Spanish. Students will start to develop basic vocabulary for greetings and conveying personal information and will use simple grammar to communicate ideas.

- **Unit 2: Mi Vida**

Students will explore the concept of family and how it is unique across cultures. They will learn vocabulary related to family members and physical descriptions. Students will also develop their understanding of key grammatical elements to construct simple sentences.

ASSESSMENT

Students provide evidence of their learning and development through:

- Multimodal presentation
- Exam
- Mini interview

ELF – Everton Park Leadership & Futures

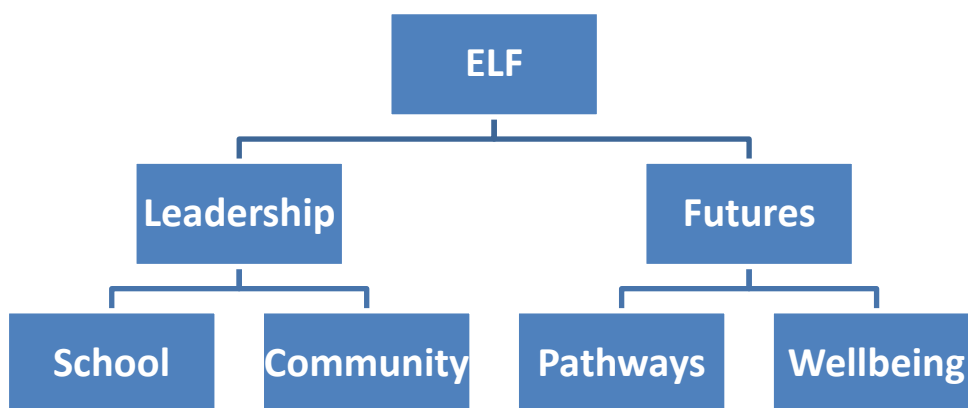
OVERVIEW

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 |
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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 systems 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.