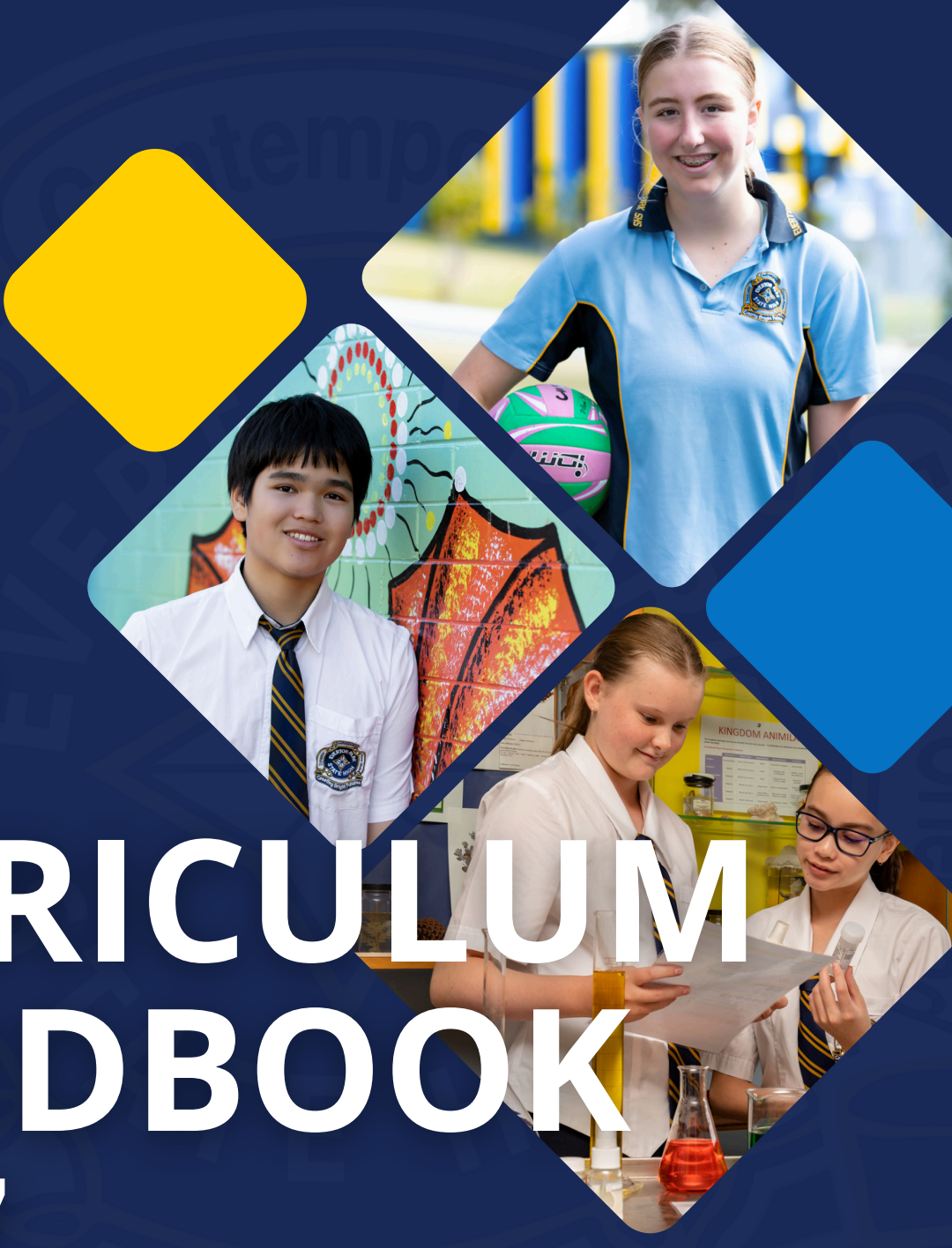

YR 7 CURRICULUM HANDBOOK 2027

EVERTON PARK STATE HIGH SCHOOL

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

Anwar Siddiqui
Principal

Australian Curriculum Year 7 - 10

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

Quality Teaching Student Wellbeing

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 always 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					

Local Decision Making

The Learning Enhancement Centre (LEC) assists students with diagnosed learning disabilities and/or learning challenges to access the Australian Curriculum in “rigorous, relevant and engaging learning programs” (ACARA). Students may be diagnosed by a medical professional with a disability or with a learning difficulty that requires support. Specialist teachers in the LEC have the responsibility of building capacity in students to optimize their learning and be their best. The LEC provides support to help English as an Additional Language or Dialect (EAL/D) learners overcome language barriers to ensure they can achieve success on their educational journey.

The Learning Enhancement Centre, 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 may include 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 modified classroom and assessment activities. These reasonable adjustments enable participation in class and school events.

A key feature of our Learning Enhancement Centre 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 11 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 andcan 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** General English	**Applied and VET Subjects** Essential English
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods	Essential Mathematics
Science	Science	Science	Science	Science	Biology Chemistry Physics Psychology	
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 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 Technology Skills Engineering Skills
Everton Park Leadership and Futures (ELF) Program	ELF	ELF	ELF	ELF Certificate II in Skills for Work	ELF Certificate II in Skills for Work	ELF

Year 7 Curriculum

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	2x 70-minute lessons per week	1per 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	Everton Park Leadership and Futures Program	1 x 70-minute lesson per week	All year
Sport	Interschool Sport	1 x 70-minute lesson per week	All year

Note: Students select either ELF or Sport for 1 x 70 minute lesson a week. Assembly will be on a rotating schedule fortnightly throughout the term.

English

BRIEF DESCRIPTION OF SUBJECT

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. In Year 7, students interact with others for a variety of purposes by creating a range of texts for different audiences and purposes.

AIMS

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- 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 examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

COURSE OUTLINE

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

- ***Small People – Big Change***
  In this introductory unit, students explore two topics connected by the concept 'Small People - Big Change'. They do this by engaging with a selection of written and visual texts that feature a range of diverse perspectives, including: neurodivergent, LGBTQIA+, First Nations, multi-culturalism, gender equality, and physical disability. The two topics explored are Beyond Boundaries and Life to Legacy.

- ***From Page to Performance – Writing and Interpreting Australian Voices***
  Students explore two topics connected by the concept 'Australian Voice – from Page to Performance'. Across the semester, students examine the ways events, issues, and characters have been represented in texts, identifying and using language choices which influence readers to form opinions or judgments. Students listen to, read, and view literature about Australia and Australians. We teach the first topic through the close reading of a narrative text, and the second through a selection of poetry and song.

ASSESSMENT

In English, students are assessed on their:

- Listening, Speaking, and Creating
- Reading and Viewing
- Writing and Creating.

They complete 4 assessments per year (reflective, persuasive, imaginative, and analytical). Each assessment is prefaced by a reading journal.

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 ecosystems.
- ***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.
- ***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.
- ***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 liveability.
- ***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.

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 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
In Year 7, learning in Drama builds on each student's prior learning and experiences. Students learn in, and through, the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students explore drama in local, regional, national and global contexts such as drama in countries or regions of Asia, including use of drama in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and drama-makers, and expand their awareness of diverse drama practices, genres and/or styles.

AIMS
Drama aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

COURSE OUTLINE

In Drama, students undertake one term-long unit in Year 7:

Once Upon a Stage
This introductory unit explores movement and voice through a range of classical and modern fairytales. Students develop performance skills based on a fairytale script. These skills culminate in a group performance at the conclusion of the unit.

ASSESSMENT
In Drama, students are assessed on their:

- Creating and Making
- Presenting and Performing.

They complete 1 assessment – a performance piece to a live audience.

Music

BRIEF DESCRIPTION OF SUBJECT
In Year 7, learning in Music builds on each student's prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.

Students explore music in local, regional, national and global contexts such as music used in multi-arts, trans-disciplinary or hybrid forms, or music from countries or regions of Asia. They take opportunities to engage with living composers and performers, and expand their awareness of the diversity of music practices, genres and/or styles.

AIMS
Music aims to develop students':

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

COURSE OUTLINE

In Music, students undertake one term-long unit in Year 7:
Hit it!
In this introductory unit, students make and respond to music by exploring popular music from a range of cultures, times, and locations. They listen to, perform, and respond to music in a variety of styles.

ASSESSMENT
In Music, students are assessed on their:

- Exploring and Responding
- Presenting and Performing.

They complete 1 assessment – a 2-part project comprising a performance and artist statement.

Instrumental Music

BRIEF DESCRIPTION OF SUBJECT

As a compatible and complementary curriculum to secondary classroom music, Instrumental Music provides opportunities for greater participation in, and enrichment of, music education for the whole school community. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

INSTRUMENTATION

This curriculum includes band and orchestral instruments, organised in families, as follows:

- Strings—violin, viola, cello, double bass, bass guitar*;
- Woodwinds—flute, oboe, bassoon, clarinet, saxophone;
- Brass—trumpet, French horn, trombone, baritone, euphonium, tuba;
- Percussion—tuned (mallets and timpani) and untuned (snare, auxiliary and drum kit) instruments**.

*For the purposes of this curriculum, requirements for the bass guitar will be addressed under the strings family. As part of whole-school planning for the provision of the curriculum, schools choose for the above instruments to be taught by the most appropriate teacher.

**Levels 1-3: snare and mallets are formally assessed; Levels 4-6: timpani, snare and mallets are formally assessed; Levels 7-10: 3 of mallets, timpani, snare and drum kit are formally assessed, plus scales on mallets. All instruments are performed in ensemble as per repertoire.

COURSE OUTLINE

The program incorporates performance ensembles, small group lessons and home practice. All three course components are required for progress and achievement in the subject. Ensembles provide the opportunity to demonstrate instrumental music learning in real-life contexts. The ensemble experience is enabled through the formation of school symphonic concert bands and orchestras.

ASSESSMENT

Within the Instrumental Music course of study, progress is sequential and cumulative. Students typically progress through each level within 8-12 months.

In Music, students are assessed on their:

- Literacy
- Technique
- Performance.

They complete both formal and informal assessments throughout the year to demonstrate their mastery of the level of study.

ADDITONAL INFORMATION

- Attendance and regular home practice are expectations of the program
- A student may receive tuition for one instrument only. They may, however, be part of an ensemble on a second instrument.

Visual Art

BRIEF DESCRIPTION OF SUBJECT

In Year 7, learning in Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students explore visual arts in local, regional, national and global contexts, such as visual arts in countries or regions of Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living visual artists and expand their awareness of the diversity of artworks and visual arts practices.

AIMS

Visual Arts aims to develop students':

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.

COURSE OUTLINE

In Visual Art, students undertake one term-long unit in Year 7:

Once Upon the Odd: Students are introduced to, or revisit, the elements and principles of design through undertaking a sequence of learning experiences. They consider how artists create narratives in their work by using the elements and principles of design, and apply this knowledge to their own art making.

ASSESSMENT

In Visual Art, students are assessed on their:

- Exploring and Responding
- Creating and Making

They complete 1 assessment – an artist's folio, including a resolved work.

Dance

BRIEF DESCRIPTION OF SUBJECT

In Year 7, learning in Dance builds on each student's prior learning and experiences. Students learn in and through the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students explore dance in local, regional, national and global contexts such as dance in countries or regions of Asia, including use of dance in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and choreographers, and expand their awareness of the diversity of dance practices, genres and/or styles.

AIMS

Dance aims to develop students':

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills, and skills for responding to their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance as active participants and informed audiences.

COURSE OUTLINE

In Dance, students undertake one term-long unit in Year 7:
Fusion Styles – Exploring Hip-Hop and Contemporary Dance

This unit will build students' movement vocabulary, technique, choreographic skills, responding skills, and performance in two styles: Hip Hop & Contemporary Dance.

They will work through these 2 focus questions:

- How can dance styles communicate mood, identity, and meaning through movement?
- How can we blend or contrast styles to deepen expression?

ASSESSMENT

In Dance, students are assessed on their:

- Exploring and Responding
- Creating and Making
- Presenting and Performing.

They complete 1 assessment – a 2-part project in which they choreograph and perform a 1-2 minute dance, and complete a series of ongoing journal reflections.

Technologies

BRIEF DESCRIPTION OF SUBJECT

Technologies ensure 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 an innovative pizza recipe and undertake a practical exam to prepare and cook the pizza.
- **Materials and Manufacturing Skills** - In this unit students work in the Technology workshop to design and create a wooden toy plane that meets a user's need. This will involve developing skills to document, produce and evaluate their designed solutions. 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 tasks. 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 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 andphysical activity**
1. Transition to High School 2. Social Safety	1. First Nations Games 2. Practical Performance: Skipping

ASSESSMENT
Students provide evidence of their learning and development through:

- Practical Performance
- Written – Exam
- 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 engaging resources and guest speakers.

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 volunteering and mentoring programs.

All lessons and programs are also underpinned by the school's values: ***Be Responsible, Be Respectful and Be your Best.***

Topics and skills covered in Year 7:

- resilience
- teamwork
- group dynamics
- decision making and goal setting
- values – respect, responsibility, being your best
- career education
- IT skills – email etiquette, saving documents
- planning and time management
- digital footprint
- social media
- diversity
- tolerance
- disability awareness
- legacy and perception
- bullying and harassment
- power of kindness
- self-esteem and personal attributes
- friendships
- peer pressures
- social networking
- online safety

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.

Interschool Sport

Students may have the opportunity to participate in a range of team sports, such as Touch Football, Beach Volleyball, Netball and Soccer. This takes place during school time, on Wednesday afternoons, with other schools across the district for students of varying abilities, engaging 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.

EVERTON PARK STATE HIGH

Contemporary

Dynamic

Futures Oriented

Creating Bright Futures

668 Stafford Road
Everton Park QLD 4053
PH: 07 3354 0222

Email: enrolments@evertonparkshs.eq.edu.au
Web: www.evertonparkshs.eq.edu.au