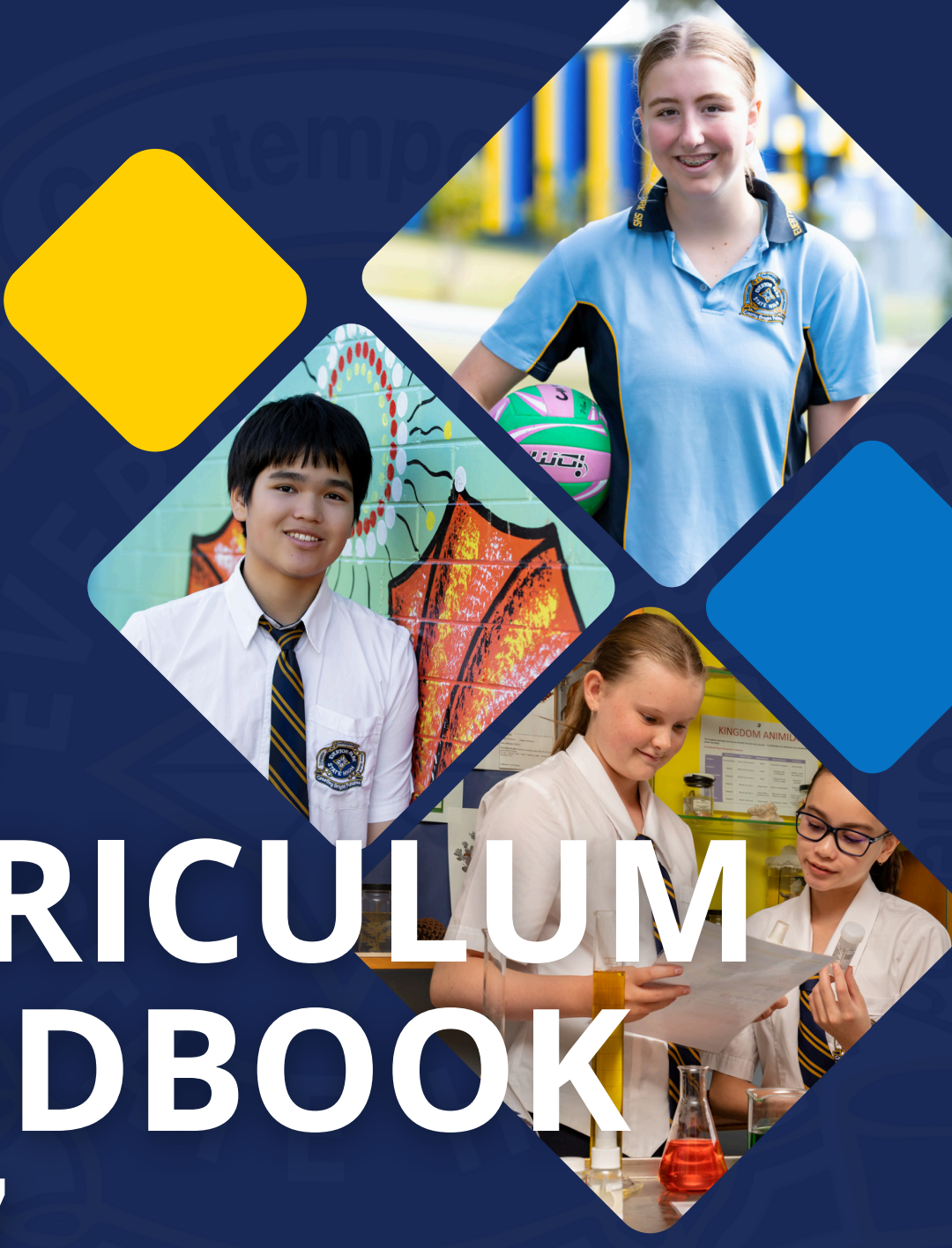

YR 9 CURRICULUM HANDBOOK 2027

EVERTON PARK STATE HIGH SCHOOL

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

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

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

Regards

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 the 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 of 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 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 optimise 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.

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	**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	Visual Art Music Drama	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 9 Curriculum

Learning Area	Year 9 Subjects	Subject Allocation	Time
English	English	3 x 70-minute lessons per week	All year
Mathematics	Mathematics	3 x 70-minute lessons per week	All year
Science	Science	3 x 70-minute lessons per week	All year
Health and Physical Education	Health and Physical Education	3 x 70-minute lessons per week	1 Semester
Humanities	History		

Elective Subjects (only three electives are chosen)			
The Arts	Visual Art Drama Music	3 Electives each have 2 x 70-minute lessons per week	All year (advised) 1 Semester (permitted)
Technologies	Food Specialisations Design and Technologies Digital Technologies Materials and Manufacturing Skills		All year
Health and Physical Education	Extension Health and Physical Education		All year
Humanities	Geography Economics and Business		All year
Languages	Spanish		All year

Pastoral Learning			
ELF	Everton Park Leadership and Futures Program	1 x 70-minute lesson a week	All year
Sport	Interschool Sport or Intraschool Sport	1 x 70-minute lesson a week	All year

Note : Depending on Regional Sport availability, students will be able to select either ELF or Sport for 1 x 70-minute lesson a week. Assembly will be on a rotating fortnightly schedule 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 9, when creating a range of texts for different audiences and purposes, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

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 9:

- ***We Are Not Alone***
  In this unit, students explore two topics which are connected by the concept *We Are Not Alone*. They investigate their place in our changing world by asking the question - do circumstances, geography and technology isolate, or connect us?

- ***Flawed ideologies***
  Students explore two topics connected by the concept *Flawed Ideologies*. In topic 1, they focus on the themes of war and conflict through the study of texts with historical contexts (World War II). In topic 2, their focus is more futuristic, studying a novel in depth where the characters face obstacles and challenges in their dystopian worlds.

ASSESSMENT

In English, students are assessed on their:

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

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

Mathematics

BRIEF DESCRIPTIONOF SUBJECT

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

AIMS

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

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

COURSE OUTLINE

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

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

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

Science

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

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

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

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

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

the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer.

ASSESSMENT

Students provide evidence of their learning and development through:

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

Humanities

History

BRIEF DESCRIPTION OF SUBJECT

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

AIMS

Through the study of History, students develop:

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

COURSE OUTLINE

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

- ***Making and Transforming the Australian Nation***
  Students explore the time period from the Industrial Revolution until the outbreak of World War I with a focus on Australia. Students investigate the history of Australia including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples, the experiences of non-Europeans in Australia prior to the 1900s and key people, events and ideas in the development of Australian self-government and democracy.

- ***World War I***
  Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

ASSESSMENT

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

Health and Physical Education

BRIEF DESCRIPTION OF SUBJECT

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

AIM

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

COURSE OUTLINE

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

UNITS OF STUDY

Personal, social and community health	Movement and physical activity
1. Relationships & Sexual Health	1. Invasion games – AFL & Ultimate Disc 2. Strength & Conditioning for Recreation

ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Performance
- Research Assessment – Vlog
- Project

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

The Arts – Elective Subjects

Visual Art

BRIEF DESCRIPTION OF SUBJECT

In Year 9, learning in Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

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

- ***Personal Maps****:* Students challenge preconceptions of art making processes and require students to step outside their comfort zones. They will be required to problem solve the application of different techniques and visually represent personal data to represent a journey.

- ***Spliced****:* Students learn about the art movement *Surrealism* and gain an understanding of how artists distort versions of reality. They do this through studying a range of Surrealist artworks and then create a linoleum print in three parts using the concept 'Animal, vegetable, mineral'. To inform their making they will research surrealist artists, analysing and comparing the use of surrealist techniques and presenting their findings to the class.

- ***Appropriation****:* Students study the concept of appropriation in art to challenge their own ideas about originality. They also analyse how artists use appropriation to reference other artists and styles through their work. Students complete research tasks to develop an understanding of appropriation and develop teacher-led and student-devised artworks.

ASSESSMENT

In Visual Art, students are assessed on their:

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

They complete 5 assessments per year – 3 projects, a virtual exhibition, and research task.

Drama

BRIEF DESCRIPTION OF SUBJECT

Year 9, learning in Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

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

- ***Children's Theatre****:* Students explore a range of performance styles targeted towards young people such as Children's Theatre, Puppetry, and Youth Theatre. Students describe respectful approaches to creating, performing and/or responding to drama.
- ***Australian Tales****:* Students explore Australian perspectives and 'classical tales'. They make and respond to drama through a range of different performance styles/forms including Collage Drama, Magical Realism, and Absurdism.
- ***Gothic Theatre****:* Students explore the Gothic Theatre style of drama through different workshops and play texts.

ASSESSMENT

In Drama, students are assessed on their:

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

They complete 6 assessments per year. These include two performances, extended response, play analysis, theatre design project, and theatre devised performance.

Music

BRIEF DESCRIPTION OF SUBJECT

In Year 9, learning in Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

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

- ***Contemporary Music****:* It plays a major role in shaping culture, identity and everyday life. In this unit, students explore key musical elements and stylistic features found across modern genres through listening, analysis and performance. Repertoire is selected through a personalised playlist, similar to how audiences curate music on platforms such as Spotify, Apple Music and YouTube Music. Students build on skills from Years 7 and 8 by extending their performance techniques on keyboard, guitar, bass, vocals and drum kit. They also examine current approaches to arranging and reinterpreting songs. Through these activities, students develop practical musicianship and gain awareness of roles within the contemporary music industry, including performing, songwriting and live sound.
- ***Sound and Story****: Music in Media and Meaning:* This unit examines how musicians express ideas and emotions through live performance and music composition. In part 1 of the unit, students develop ensemble and performance skills through contemporary music that reflects youth identity and culture, exploring how musical elements and stylistic choices communicate personal and collective meaning.

  In part 2, they apply these expressive concepts to compose original music for screen and media, manipulating sound to represent emotion, character, and contrast. Together, these two parts form a cohesive study of how music conveys who we are and how we feel through stage and screen.

ASSESSMENT

In Music, students are assessed on their:

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

Students complete 4 assessments per year – a playlist essay, 2 performances, and a composition for film.

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.

Technologies – Elective Subjects

Food Specialisations

BRIEF DESCRIPTION OF SUBJECT

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

AIMS

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

COURSE OUTLINE

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

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

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

UNITS OF STUDY

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

2. **Spice It Up**
   In this unit students will complete an in-depth study of a culture and its food and develop a multimodal presentation to inform others. As a team, students will design and produce their products and present to a select audience.
3. **Food and Fitness**
   In this unit students will investigate the factors that affect food choices and develop a knowledge of sound food intake and fitness principles. They will use design thinking to produce suitable meals to meet the daily nutritional requirements for an active teenager.

ASSESSMENT

Assessment tasks in Food Specialisations include:

- Design Folios
- Practical exams.

OTHER COMMENTS:

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

Design and Technologies

BRIEF DESCRIPTION OF SUBJECT

Design Technologies is a course of study that provides an opportunity for students to gain an understanding of design and technologies across a range of contexts. Students will design and manufacture a variety of 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
- 21st 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

- **Mould it** - Introducing students to the elements and principles of design, in this unit students will explore a range of sketching styles as they design and 3D print their own chocolate prototypes. Using industrial production processes such as vacuum forming, they will create moulds to produce a quantity of different chocolate designs to satisfy a given brief.
- **Solar Oven Design** – In this unit, students are introduced to the principles of sustainable design and renewable energy. They will explore various design techniques as they develop concepts for a portable solar oven. Students will consider material selection, efficiency, and user needs as they build their ovens. The project culminates in a hands-on testing and evaluation phase, where students reflect on the effectiveness of their designs and the environmental impact of their choices.
- **Classroom Redesign** – This unit emphasises spatial awareness and digital modelling as students enhance their design skills using SketchUp, a 3D modelling program. Students will take on the challenge of redesigning a classroom, focusing on elements such as layout, ergonomics, and user experience. Through an iterative design process, students will refine their concepts and develop detailed digital prototypes that meet the functional and aesthetic needs of a contemporary learning environment.

ASSESSMENT

Assessment tasks in Design Technologies include:

- Design folios
- Practical outcomes / products.

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, decomposing problems, planning algorithms, selecting appropriate tools, implementing and test algorithms and managing databases.

AIMS

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

- Plan and implement digital solution by breaking task to manageable components looking at what the application requires.
- Learn how to write code using a general-purpose programming language, Python.
- 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.

COURSE OUTLINE

By theendof Year 9 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 using a general-purpose programming language, Python. Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications. They verify their solutions solve the problem by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions.

UNITS OF STUDY

- **Quizmachine**
  In this unit students will use python to create a program that allows the user to set up a quiz and another user to complete the quiz.
- **Cryptography**
  In this unit students will learn about data protection requirements and methods and continue to use Python to implement a simple encryption and decryption systems to protect data.
- **GUIs**
  In this unit students will learn about designing user interfaces for improved user experience. They design and create a GUI for a previously made project using the gooey pie Python library.
- **Database management**
  In this unit students will be introduced to structured query language (SQL) to create, read, update and delete information in a database with SQLite. They will also create interactive forms for database management with Microsoft Access.

ASSESSMENT

Students provide evidence of their learning and development through projects, written evaluations and exams

Materials and Manufacturing Skills

BRIEF DESCRIPTION OF SUBJECT

Materials & Manufacturing 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.

AIM

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

- **Core manufacturing skills** - With an emphasis on the safe and skilful use of tools and machinery, this unit will consolidate students' practical skills and prior knowledge. Students will learn industrial production processes such as estimating, measuring, assembling and finishing.
- **Electronic products** - Electronics has hugely influenced the development of modern society. In this unit, students will explore the world of basic electronics and LED lighting. Students will also discover different timbers and plastic products.
- **Wood Technology - Introduction to joinery** - In this unit, students learn to explore woodworking joints. The majority of learning is completed through manufacturing these joints such as butt joins, rebates and mitre joints that are used in industry. Through practical workshop projects, students will learn the properties and characteristics of various materials as well as the strengths and limitations of each manufacturing process.

ASSESSMENT

Assessment tasks in Industrial Technologies Skills include:
•Online Safety Modules
•Practical outcomes / products
•Log book/ Journal.

Humanities – Elective Subjects

Geography

BRIEF DESCRIPTION OF SUBJECT

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

AIMS

The study of Geography aims to ensure that students develop:

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

COURSE OUTLINE

Year 9 Units of Study

- **Geographies of Disease** explores global disease, investigating the cause of disease outbreaks and methods of transmission. Student will examine the factors that increase a population's vulnerability to disease. Evaluating the impact of the disease on a country's development and a government's ability to respond to the disease outbreak.
- **The Geographical Impacts of Tourism** explores tourism choices, trends and popular destinations. Students examine the impact of Overtourism on a country's economy, society and environment. Explaining how tourism and tourists can change the characteristics of a community.
- **Biomes and food security** focus on the biomes of the world, and their contribution to food production and food security. Students examine the causes and challenges of food security faced by some of the world's poorest countries. Proposing and evaluating strategies to improve food security.
- **Weather & Climate Change** focuses on how weather systems form and how to interpret weather patterns on synoptic charts. Students will also examine the anthropogenic and biophysical causes, impacts and consequences of climate change on a local, regional and global scale; now and in the future.

ASSESSMENT

Assessment tasks in Geography include:

- Disease Exam
- Tourism Podcast
- Food Security StoryMap
- Folio Task 1- Weather Report
- Folio Task 2- Climate Change Exam

Economics and Business

BRIEF DESCRIPTION OF SUBJECT

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

AIMS

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

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society

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

COURSE OUTLINE

- **Introduction to Economics and Business** – This unit provides students with a foundational understanding of Economics and Business, while helping students develop skills needed for longterm success in the subject. The unit is delivered through the context of the Australian Financial sector and gives students and understanding of the role financial institutions play in supporting consumers and organisations to make consumer and financial decisions. Students will also explore the concept of risk and reward and the risks that can occur in the financial sector.
- **Innovation and Competitive Business Practices** – Students will explore how adoption of new technologies, such as artificial intelligence, automation, robotics, and the Internet of Things is shaping the world today. Students will learn how these technologies can be employed to help organisations solve problems, enhance consumer well-being, and maximise their competitive advantage.
- **The Global Economy** – Students will explore the interactions within the global economy. They will be introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, organisations, and governments and the impact of significant events on economies. The responsibilities of participants operating in a global workplace are also considered.
- **Creating a Competitive Business** - Students will consolidate their learning from the year and explore the strategies needed to create and launch a new small business. Students will develop a plan for launching their business and sell a real product at a Market Day to demonstrate their business skills.

ASSESSMENT

Students will complete an array of assessment including a report about the Australian financial sector, a product pitch to investors, an exam, and a Marketing Day planning document

Languages – Elective Subject

Spanish

BRIEF DESCRIPTION OF SUBJECT

At Everton Park State High School, this subject focuses on developing students understanding of Spanish language and culture. The course is designed to provide students with opportunities to develop the skills

needed to communicate in Spanish, and to build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal, and written features of the Spanish language.

AIMS

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

COURSE OUTLINE

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

- Unit 1: Mi Barrio (My neighbourhood)
- Unit 2: De salidas (al restaurant) (Outings to the restaurant)
- Unit 3: Los pasatiempos. Antes y ahora (Hobbies – now and then)
- Unit 4: La moda y el clima (Fashion and weather).

ASSESSMENT

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

- Listening exam
- Writing – my ideal town
- Reading exam
- Roleplay – at the restaurant
- Reading text
- Multimodal – Antes y Ahora
- Fashionista for the Day Multimodal

Health and Physical Education – Elective Subjects

Extension Health and Physical Education

BRIEF DESCRIPTION OF SUBJECT

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

AIM

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

COURSE OUTLINE

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

UNITS OF STUDY

Personal, social and community health	Movement and physical activity
1. Australia's Sporting Identity: Sport for all demographics 2. Motor Skill Learning 3. River of Life: a Salutogenic approach to health 4. Coaching	1. Inclusive Games 2. Net and Court sports 3. Invasion sports 4. Coaching – modified games

ASSESSMENT

Students provide evidence of their learning and development through:

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

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

ELF – Everton Park Leadership & Futures

OVERVIEW

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

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

Topics and skills covered in Year 9:

- resilience
- teamwork
- group dynamics
- decision making and goal setting
- values – respect, responsibility, being your best, honesty, understanding and inclusion
- enterprising people
- workplace behaviour and image
- interacting effectively in the workplace and community
- communication styles
- employability skills
- personal strengths and abilities
- goal setting
- job acquisition strategies
- resume preparation
- interview techniques
- self-esteem and personal attributes
- financial literacy
- the importance of community
- team building
- leadership

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

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