

# YR 10 CURRICULUM HANDBOOK 2027



**EVERTON PARK**  
STATE HIGH SCHOOL



|                              |                                                                                    |
|------------------------------|------------------------------------------------------------------------------------|
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| <b>Hours of instruction:</b> | 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

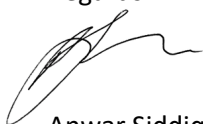
Welcome to Everton Park State High School. We aim to provide a curriculum and educational program designed to develop a love of learning and an interest across a range of subjects.

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

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

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

Regards



Anwar Siddiqui  
Principal



## Australian Curriculum Year 7 - 10

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



### Junior Secondary Philosophy

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

### Distinct Identity

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

### Quality Teaching

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

### Leadership

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

### Student Wellbeing

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

### Connecting to our Community

A strong partnership between the school and the community is built upon our core values. There are a range of opportunities for parents and 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 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 (HOSSES) 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<br>Protective case/cover<br>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<br>General English                                          | Applied and VET Subjects<br>Essential English                                                      |
| Mathematics                                       | Mathematics                                                                                                                 | Mathematics                                                                                                   | Mathematics                                                                                                   | Mathematics                                                                                                   | General Mathematics<br>Mathematical Methods                                  | Essential Mathematics                                                                              |
| Science                                           | Science                                                                                                                     | Science                                                                                                       | Science                                                                                                       | Science                                                                                                       | Biology<br>Chemistry<br>Physics<br>Psychology                                |                                                                                                    |
| Humanities and Social Sciences                    | (Humanities and Social Sciences) HASS includes:<br>History<br>Geography<br>Economics and Business<br>Civics and Citizenship | History<br>Geography<br>Economics and Business<br>Civics and Citizenship                                      | History<br>Geography<br>Economics and Business                                                                | History<br>Geography<br>Economics and Business                                                                | Modern History<br>Geography<br>Legal Studies<br>Ancient History<br>Economics | Certificate IV in Business<br>Social and Community Studies                                         |
| The Arts                                          | Visual Art<br>Music<br>Drama<br>Dance                                                                                       | Visual Art<br>Music<br>Drama<br>Dance                                                                         | Visual Art<br>Music<br>Drama                                                                                  | Visual Art<br>Music<br>Drama                                                                                  | Visual Art<br>Music<br>Drama                                                 | Visual Arts in Practice<br>Music in Practice<br>Drama in Practice                                  |
| Health & Physical Education                       | Health & Physical Education                                                                                                 | Health & Physical Education                                                                                   | Health & Physical Education<br>Extension Health and Physical Education                                        | Health & Physical Education<br>Extension Health and Physical Education                                        | Physical Education<br>Health                                                 | Sport and Recreation                                                                               |
| Languages                                         | Spanish                                                                                                                     | Spanish                                                                                                       | Spanish                                                                                                       | Spanish                                                                                                       | Spanish                                                                      |                                                                                                    |
| Technologies                                      | Digital Technologies<br>Food Specialisations<br>Materials and Manufacturing Skills<br>Design and Technologies               | Digital Technologies<br>Food Specialisations<br>Materials and Manufacturing Skills<br>Design and Technologies | Digital Technologies<br>Food Specialisations<br>Materials and Manufacturing Skills<br>Design and Technologies | Digital Technologies<br>Food Specialisations<br>Materials and Manufacturing Skills<br>Design and Technologies | Design                                                                       | Cert III in Hospitality<br>Furnishing Skills<br>Industrial Technology Skills<br>Engineering Skills |
| Everton Park Leadership and Futures (ELF) Program | ELF                                                                                                                         | ELF                                                                                                           | ELF                                                                                                           | ELF<br>Certificate II in Skills for Work                                                                      | ELF<br>Certificate II in Skills for Work                                     | ELF                                                                                                |

## Year 10 Curriculum

| Learning Area                 | Year 10 Subjects              | Subject Allocation             | Time                                      |
|-------------------------------|-------------------------------|--------------------------------|-------------------------------------------|
| English                       | English                       | 3 x 70-minute lessons per week | All year                                  |
| Mathematics                   | Mathematics                   | 3 x 70-minute lessons per week | All year                                  |
| Science                       | Science                       | 3 x 70-minute lessons per week | 1 Semester mandatory, 1 semester elective |
| Humanities                    | History                       | 3x 70-minute lessons per week  | 1 Semester each                           |
| Health and Physical Education | Health and Physical Education |                                |                                           |

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

| Pastoral Learning |                                                                                  |                               |          |
|-------------------|----------------------------------------------------------------------------------|-------------------------------|----------|
| ELF               | Everton Park Leadership and Futures Program<br>Certificate II in Skills for Work | 1 x 70-minute lesson per week | All year |

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

# English

## BRIEF DESCRIPTION OF SUBJECT

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all 3 strands. 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. When creating a range of texts for a variety of purposes and audiences, in Year 10, 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

### UNITS OF STUDY

- **What Lies Beneath?**

In this unit, students study two topics *Fanatical Fiction* and *Timeless or Temporary?*. They explore in depth the themes, concepts, characters and plot elements of works of fiction in order to analyse how and why readers connect and engage (or don't) with the texts.

- **Influencers in the Wild**

In this unit, students study two topics concerning texts' power to impact individuals and society. They are framed as questions: *Did you ever think we would end up here?* and *Should I be laughing at this?*

### 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 opinionative). Assessments are 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.

## AIMS

By the end of Year 10, students develop mathematical;

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

## COURSE OUTLINE

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

- **Unit 1 & 2 Number & Algebra & Geometry**  
Students develop their knowledge of linear graphs and plot parallel and perpendicular line. Students develop skills in plotting nonlinear and investigate a range of methods for solving simultaneous equations.
- **Unit 3 & 4 Algebra, Measurement and Geometry, Number**  
Students investigate trigonometry and observe how trigonometry can be used to calculate angles of depression and bearings. Students will calculate measurements, which includes calculating the perimeter and area of geometric shapes and volumes of three-dimensional compound objects. Students develop skills in algebra using simple and compound interest formula.
- **Unit 5 & 6 Probability & Statistics**  
Students will investigate how to analyse data and use data analysis of box and whisker plots, measures of central tendency and bi-variate data. Students will investigate experimental and theoretical probability and use tree diagrams to represent sample space. Students will analyse independent and dependent events and determine conditional probability.
- **Unit 7 & 8 Algebra**  
Students investigate solving algebraic multi-step problems and develop new skills in expanding and factorising. Simplifying and expanding algebraic expressions. They investigate mixed factorisation of algebraic problems and solve quadratic equations.

## ASSESSMENT

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

## Mathematics - Extension

### BRIEF DESCRIPTION OF SUBJECT

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

### ADDITIONAL LEARNING

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

## Mathematics – Numeracy Short Course

### BRIEF DESCRIPTION OF SUBJECT

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

### AIMS

In this course of study students will:

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

### COURSE OUTLINE

Numeracy is a course of study consisting of two topics:

- Personal identity and education
- The work environment.

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

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

## **ASSESSMENT**

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

## **Science**

### **BRIEF DESCRIPTION OF SUBJECT**

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

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

### **AIMS**

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

## COURSE OUTLINE

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

- ***Biological sciences***

Students explore genetics and heredity. They examine the relationship between DNA, genes, alleles and heritable traits of an organism. Students will describe and compare the two main forms of cell division in eukaryotes and explain how genetic material is transferred from parent to offspring during cell division.

- ***Chemical sciences introduce***

Students collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the periodic table. They use scientific knowledge of an atom's electron arrangement to predict the formation of ions.

- ***Earth sciences***

Students explore how Earth is composed of four interacting and dynamic 'spheres', within which the global systems and cycles operate. These are the lithosphere, hydrosphere, atmosphere and biosphere. Students consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced flow between these systems.

- ***Physical sciences***

Students explore and apply Newton's three laws of motion to predict, describe and calculate the effect of forces on the motion of objects. They develop questions and hypotheses, assess risks, and consider accuracy when using a range of methods, including the use of digital technologies, to collect reliable data.

## ASSESSMENT

Students provide evidence of their learning and development through:

- tests
- investigations
- written reports

## Humanities

### History

#### BRIEF DESCRIPTION OF SUBJECT

Year 10 History is a full-year elective that invites students to investigate significant ideas, events and developments across Ancient and Modern History. Students explore how political systems, human rights and belief systems have emerged, changed and endured, and consider how the past continues to shape contemporary societies.

History is an evidence-based and interpretative discipline. Students examine primary and secondary sources, evaluate different perspectives and contested historical interpretations, and construct historical arguments supported by evidence. Through historical inquiry, students develop transferable skills in critical thinking, research, source analysis and communication.

The course provides a strong foundation for further study in both Ancient History and Modern History.



## AIMS

The Year 10 History course aims to ensure that students develop:

- interest in and enjoyment of historical study, including their willingness to become informed and active citizens
- knowledge and understanding of significant societies, events, ideas and developments across Ancient and Modern History
- understanding of the forces that have shaped societies, including Australian society
- use of historical concepts, including evidence, continuity and change, cause and effect, perspectives, significance and contestability
- capacity to undertake historical inquiry by developing questions, analysing and evaluating sources, comparing interpretations and constructing evidence-based historical arguments
- ability to communicate historical knowledge and arguments effectively

## COURSE OUTLINE

The Year 10 History course is organised into four units that explore significant ideas and developments across time.

Across the course, students consider the following key inquiry questions:

- To what extent are democracies destroyed suddenly or weakened over time?
- How can the definition of genocide be applied to events across different historical periods?
- How have ideas about human rights and belonging shaped modern Australia?
- How have belief systems influenced power, society and culture?
- How do historians use evidence to construct and contest interpretations of the past?

**Unit 1: The Rise and Fall of Democracy** Students investigate competing arguments about the origins and development of democracy. They examine how fascism, authoritarianism and changing forms of political communication have challenged democratic institutions and participation.

**Unit 2: A History of Genocide** Students investigate examples of genocide across Ancient and Modern History. They examine the factors that contribute to persecution and mass violence and consider how governments and international bodies have responded.

**Unit 3: Building Modern Australia** Students investigate how ideas about human rights, equality and belonging have shaped modern Australia. Through selected case studies, they examine how social movements, laws and institutions have influenced rights and Australian identity.

**Unit 4: Historical Beliefs and Mythology** Students investigate how religion, mythology and belief have shaped societies, cultures and institutions. They examine historical evidence and consider how belief systems have changed, endured and continued to influence contemporary cultures.

## ASSESSMENT

Students provide evidence of their learning through four summative tasks:

- **Unit 1:** Short- and extended-response examination based on historical sources
- **Unit 2:** Source investigation
- **Unit 3:** Analytical essay based on an approved historical inquiry
- **Unit 4:** Short- and extended-response examination based on historical sources.

# Health and Physical Education

## Sport & Recreation Strand

### BRIEF DESCRIPTION OF SUBJECT

Sport & Recreation is a practical, hands-on course designed for students who enjoy being active and want to develop skills in coaching, leadership and sport participation. Students learn through a range of sport, fitness and recreation activities while developing the skills required to plan, lead and evaluate activities for others. The course focuses on practical experiences in coaching, officiating, teamwork, communication and event organisation, providing a strong foundation for students considering **QCAA Sport & Recreation in Years 11 and 12**.

### AIM

Students develop the knowledge, skills and confidence to actively participate in, lead and promote sport and recreation activities. Through practical experiences, students build their coaching, leadership, teamwork and communication skills while exploring pathways within the sport, fitness and recreation industries.

### COURSE OUTLINE

Throughout the course, students participate in a variety of sports, fitness activities and recreational pursuits while learning how to effectively coach and lead others.

Students will:

- Develop specialised movement skills and game strategies.
- Learn the fundamentals of coaching and officiating.
- Plan and deliver practical sport and recreation sessions.
- Demonstrate leadership, teamwork and communication skills.
- Organise equipment, participants and activities.
- Reflect on and evaluate their own coaching and performance.

Students will progress from being active participants to taking on coaching and leadership roles, preparing them for the practical and applied nature of senior Sport & Recreation.

### UNITS OF STUDY

| Personal, social and community health                  | Movement and physical activities<br>(at least 3 of the 4 options)                                  |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1. Leadership Skills<br>2. Mental Health and Wellbeing | 1. Volleyball<br>2. Recreation Activities<br>3. Strength & Conditioning<br>4. Coaching Development |

### ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Performance
- Research Assessment – Multimodal Presentations

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

# Health and Physical Education

## Extension Health and Physical Education Strand

### BRIEF DESCRIPTION OF SUBJECT

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

### AIM

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

### COURSE OUTLINE

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### UNITS OF STUDY

| Personal, social and community health                                                                                 | Movement and Physical Activities                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1. Sports Psychology<br>2. Homelessness<br>3. Functional Anatomy & Biomechanics<br>4. Training for Strength & Fitness | 1. Net & court sports (e.g., Volleyball)<br>2. Invasion games (e.g. Touch Football, Netball)<br>3. Net & court sports (e.g. Badminton) |

### ASSESSMENT

Students provide evidence of their learning and development through:

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

### PLEASE NOTE:

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

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

# The Arts – Elective Subjects

## Visual Arts

### BRIEF DESCRIPTION OF SUBJECT

In Year 10, 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

- **Insight**

Students explore the theme of identity through conventional and unconventional portraiture. They study art history through an Australian lens looking at how artists have celebrated and challenged concepts of identity across different time periods, contexts and cultures.

- **Be Bold**

Students investigate and create works that explore political activism through art.

### ASSESSMENT

In Visual Art, students are assessed on their:

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

They complete 6 assessments per year – an exhibition catalogue, 3 projects, exhibition proposal and research task.

## Drama

### BRIEF DESCRIPTION OF SUBJECT

Year 10, 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

- **Comedy**

Students make and respond to drama by exploring a range of comedy styles including clowning, commedia dell'arte, slapstick, and stand-up.

- **Australian Fusion**

Students make and respond to drama by exploring contemporary Australian drama (including drama from First Nations dramatists) and experimenting with linear and non-linear narrative structures, and available theatre technologies.

### ASSESSMENT

In Drama, students are assessed on their:

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

They complete 4 assessments per year. These include extended response, two devised performances, and scripted performance.

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

## Music

### BRIEF DESCRIPTION OF SUBJECT

In Year 10, 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

- **Music Fusions** Students explore how different genres and cultures can fuse to create new and expressive form of music. They develop performance skills through live mashups and reinterpretations of songs, then use digital audio workstations to compose their own remixes or fusion pieces. Throughout the unit, students analyse how musical elements and technology shape creative and original works.
- **Make Your Own** Students make and respond to music by exploring how digital technologies are used in contemporary music-making. In Part 1, students analyse how artists use digital tools, platforms and production techniques to create and share music. In Part 2, they choose a creative focus—either composing an original digital work or performing a piece influenced by contemporary digital styles. They plan, refine and present their work using relevant tools such as DAWs, performance technology or live instruments. The overarching purpose of the unit is to consolidate core musicianship and support independent, project-based learning. It develops creative and technical skills for real-world music creation and analysis.

### ASSESSMENT

In Music, students are assessed on their:

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

They complete 4 assessments per year – performance, composition, project, and digital practices essay.

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

## Technologies – Elective Subjects

### Design and Technologies

#### BRIEF DESCRIPTION OF SUBJECT

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

#### AIM

The aim of this subject is for students to develop design and production skills in working with natural and synthetic materials, tools, machines, equipment and emerging technologies. Typically, Design Technologies benefits students by providing them with:

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

#### COURSE OUTLINE

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

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

#### UNITS OF STUDY

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

#### ASSESSMENT

Assessment tasks in Design and technologies include:

- Design folios
- Practical outcomes / products
- Examination.

## OTHER COMMENTS

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

## Digital Technologies

### BRIEF DESCRIPTION OF SUBJECT

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as, precisely and accurately describing problems, and the use of modular approaches to solutions. It also focuses on engaging students with a variety of different opportunities in the IT industry such as web page and game design

### AIMS

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

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

### COURSE OUTLINE

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

### UNITS OF STUDY

- **Website Design** - In this unit students learn how to use HTML and CSS to build a website and build a website explaining different data compression techniques.
- **Object orientated programming** - In this unit students develop skills in object orientated programming by creating a text-based adventure game.
- **Digital media** - In this unit students develop skills using 3D modelling and image editing software to create assets that could be used in a digital media such as animation and videogames.
- **Project planning/ Game design** - In this unit students develop skills in project management and game design. Students will learn how to plan, manage and collaborate on digital projects. They learn how to use a video game engine to develop simple games. Students will collaborate to plan and manage the development of a video game prototypes.



## ASSESSMENT

Assessment tasks in Digital Technologies include:

- Code projects/products.
- Documentation of projects.
- Development logs.

## 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.

### AIMS

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

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

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

### UNITS OF STUDY

- **Introduction to Furnishings**

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

- **Introduction to CAD**

This unit introduces students to industry-standard design communication through computer-aided design (CAD) and technical drawing. Using *Onshape* software, students will learn to create accurate 3D models and orthogonal drawings, while also exploring the role of traditional working drawings in design and manufacturing. Students will develop skills in freehand sketching, CAD modelling, and the production of technical drawings, building a strong foundation for communicating and documenting design solutions.

- **Introduction to Engineering**

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

- **Design task**

In this final unit, students bring together the skills and knowledge developed across earlier studies to design and produce a functional solution. They will investigate and research design possibilities, generate and refine ideas, and develop detailed plans. Students will apply safe and effective practices in the wood, metal, and plastics workshop to construct their chosen solution, demonstrating their understanding of materials, systems, and processes. This project encourages creativity, problem-solving, and evaluation as students move from design concept through to the production of a finished product.

## **ASSESSMENT**

Assessment tasks in Industrial Technologies Skills include:

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

## **Food Specialisations**

### **BRIEF DESCRIPTION OF SUBJECT**

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

### **AIMS**

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

### **COURSE OUTLINE**

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

Students will:

- make quality products that meet detailed specification
- negotiate and refine production procedures
- generate design ideas and communicate these incorporating strategies for managing resources
- identify methods for evaluating commercial products and processes.

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

## UNITS OF STUDY

- **The Art of Baking**  
In this unit, students will investigate and make judgments on how to bake successfully. They critically analyse baking factors and sustainability considerations. Students develop a specialised food product for a client.
- **Come Fly with Me**  
In this unit, students will investigate and make judgments on preparation, presentation and sensory perceptions in order to create solutions for tasty airline food and its packaging. Students select and use appropriate technologies to skillfully and safely produce a high-quality food product for a client.
- **High Tea Celebration**  
In this unit students will be introduced to the hospitality industry as they develop a design proposal for a high tea function. Students will develop suitable high tea food products and service skills related to the function.

## ASSESSMENT

Assessment tasks in Food Specialisations includes:

- Design Folios
- Practical exams

## Humanities – Elective Subjects

### Geography

#### BRIEF DESCRIPTION OF SUBJECT

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

#### AIMS

The Year 10 Geography course aims to ensure that students develop:

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

#### COURSE OUTLINE

- **Population Change** explores why populations grow, decline and move, and how these changes affect places. Students investigate the rapid growth of cities and megacities, including the development of slums and challenges this creates for people. Through

real-world examples, students explore the causes and impacts of urbanisation and how governments respond to population change.

- **Environmental Change & Management** explores how environments work, why they change and how they can be managed. Students investigate environmental change in the Eucalyptus Forest at Bunyaville Conservation Park and how human activities can affect biodiversity. Using fieldwork and geographical data, students examine current management approaches and propose strategies to protect the forest.
- **Geographies of Human Wellbeing** explores why quality of life varies around the world and why some people and places experience greater disadvantage. Using the Sustainable Development Goals (SDGs), students investigate wellbeing challenges, their causes and impacts, and barriers to improvement. Through real-world examples and geographical data, students examine actions being taken and determine the progress countries are making towards achieving the SDGs.
- **Migration and Human Movement** explores why people move within and between countries and how this movement affects people and places. Students investigate different types of migration and why people may choose or be forced to move, including conflict-driven refugee flows, environmental displacement, and labour migration. Through real-world examples, students explore patterns of migration and the impacts of human movement on communities and places.

## ASSESSMENT

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

- Exam
- Investigation Report
- Data Report
- Response to Stimulus 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.

## AIMS

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

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

## COURSE OUTLINE

- ***Consumer Behaviour***

This unit provides students with a foundational understanding of Marketing and how Marketing influences the financial and consumer decisions made every day. Students will explore the decision making process and understand the psychological, economic, cultural, social, government, and environmental factors that influence these decisions. Students also consider the short- and long-term consequences of major consumer and financial decisions.

- ***Living Standards and Inequality***

This unit examines income and wealth inequality in Australia and around the world and how inequality impacts living standards. The unit challenges students to consider how governments can intervene in markets to improve economic performance, lessen the impact of inequality and heighten living standards for all. Students will also develop an understanding of how economic decision-making is influenced by economic indicators. This unit provides students with a foundational understanding of Economics.

- ***Enhancing Organisational Productivity***

This unit explores strategies used to manage their workforce and heighten organisational productivity. The unit challenges students to consider how the business environment influences organisations and shape their strategies. Students will take on the role of business consultant and solve a productivity challenge for a client and prepare a strategy document that would enhance workforce management and organisational productivity.

- ***Superannuation and Investment***

This unit examines the importance of Australia's superannuation system and how it affects consumer and financial decision making. The unit gives students an understanding of how superannuation in Australia operates and how superannuation, along with other investment options, can help young people invest in their future. This unit aims to develop students' financial literacy.

## **ASSESSMENT**

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

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

## **Languages- Elective Subject**

### **Spanish**

#### **BRIEF DESCRIPTION OF SUBJECT**

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

#### **AIMS**

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

#### **COURSE OUTLINE**

Learners recognise and approximate the pronunciation, rhythms, and intonation patterns of more extended phrases and compound sentences.

They become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use simple tenses (present, imperfect, preterite, future and conditional), and compound tenses conjugated with haber (present perfect). They recognise the form and function of pronouns and expand their understanding to include direct and indirect object pronouns. Students explore these learnings through a variety of contexts.

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

## **ASSESSMENT**

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

1. Multimodal presentation: My trip abroad
2. Reading and listening test
3. Article: My favourite artist

4. Reading and speaking test
5. Multimodal: Health Campaign
6. Poster / Smash Doodle

## ELF – Everton Park Leadership & Futures

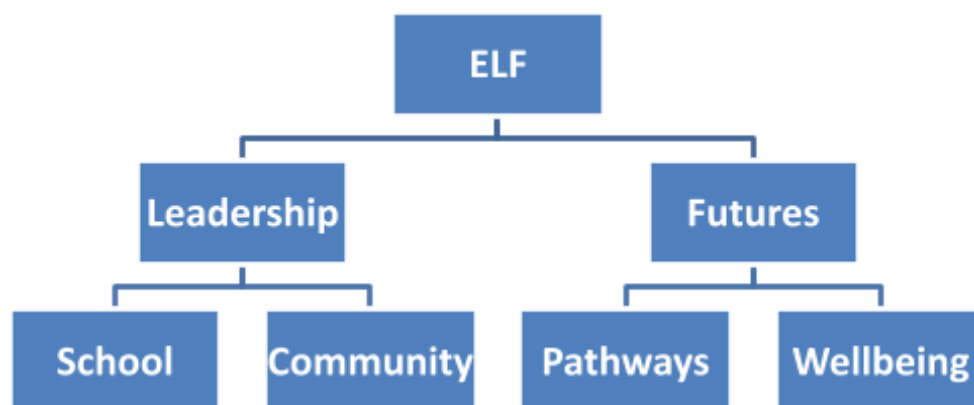
### OVERVIEW

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

### THE ELF PROGRAM

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

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



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

## **Certificate II in Skills for Work and Vocational Pathways**

In Year 10, students are enrolled in a Certificate II in Skills for Work and Vocational Pathways. This is a nationally recognized Australian foundation course. It builds basic reading, writing, math, digital tech, and communication skills. The program helps students get ready for entry-level jobs, traineeships, or further study, and includes preparation for students' individualised personal career plan and work experience.

## **Everton Park Sport Program**

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

### **School Sport Carnivals**

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

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

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

### **Gala Days**

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





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