Maleny
STATE HIGH SCHOOL

YEAR 7
2026

For all Queensland schools

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A MESSAGE FROM THE PRINCIPAL

The Year 7 curriculum provides rigour in a range of key learning areas: English, Japanese (Languages), Mathematics, The Arts, Health and Physical Education, Humanities, Science and Technology. Our subjects reflect these Key Learning Areas. The curriculum offers new and challenging experiences that build on previous knowledge and ideas developed in Primary School. Students will experience the arts and technology subjects throughout Year 7 on a rotation basis.

Threaded through the Key Learning Areas are the 6 Global Competencies of critical thinking, citizenship, collaboration, communication, character, and creativity.

If you would like more information on this program, please contact the school on (07) 54998111.

Deborah Stewart
PRINCIPAL

MALENY STATE HIGH SCHOOL LEARNING FRAMEWORK

Maleny State High School has collaborated with community partners, embraced global research and best practices to design a curriculum and pedagogical practices framework that supports our vision and values statement:

Create an engaged, inclusive and resilient learning community based on respect for self, others and place

We are '..committed to helping every learner develop as a whole person, fulfil their potential and help shape a shared future built on the well-being of individuals, communities and the planet' (OECD, 2018). We believe all learners are agents of change that need to be empowered with the knowledge and skills to overcome the challenges of today whilst shaping the future.

To achieve this, the curriculum will be designed to provide our community with learning experiences that investigate and deepen their knowledge through four approaches:

> *Disciplinary Approach – investigating knowledge within disciplines*
>
> *Multidisciplinary Approach – investigating knowledge across disciplines linked by a central theme*
>
> *Interdisciplinary Approach – investigating knowledge across disciplines linked by key concepts, skills, attitudes and perceptions*
>
> *Transdisciplinary Approach – investigating knowledge across disciplines linked by a real world problem or issue*

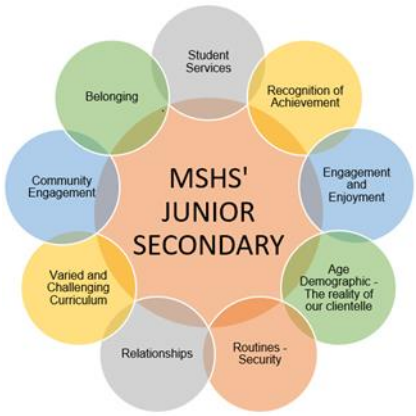
These approaches will shift their knowledge and skills from concrete to abstract, surface to deep, application to local, national and global arenas, and complement the three pillars of the Junior Secondary Program of Purpose, Engagement and Identity, and the Senior Secondary Program of Purposeful Pathways. This is underpinned by the six global competencies (communication, creativity, collaboration, critical thinking, citizenship, character) which work towards self-understanding, knowledge, competency and connection for every learner.

This will be achieved through the structuring of the curriculum across four key developmentally targeted stages:

Starting Strong – Year 7 and 8	***Building of Foundations – Year 9***	***On Track for success – Year 10***	***Ready for the Future – Yr 11 and 12***
Students engage in a holistic educational experience that is targeted, future focused and activates agency in their learning.	***Agency is activated through students exploring their preferred speciality areas in greater depth***	***Students navigate discipline specialisations and industry experiences based on their interests and strengths***	***Students create and engage in a personalised learning program that enables them to master school-based, university and/or vocational course options***
Immersing in MSHS culture Introducing the 6Cs Instilling connection, belonging and pride Experiencing all Learning Areas, and units across Learning Areas	Exploring the 6Cs Enriching their connection to others and place Supporting areas of interest through electives choice	Building self-awareness and defining an identity Student choice through a senior school preparatory program that students choose	Building on their strengths and preparing for the future.

In 2025, Maleny SHS will begin their implementation of Version 9 of the Australian Curriculum in Year 7.

CO-CURRICULAR PROGRAMS



IDENTITY

ENGAGEMENT

PURPOSE

Transition

Year 7 is a transition year with students beginning their high school journey. Students are exposed to the routines and expectations of secondary schooling gradually and with sensitivity. The Year 7 co-curricular program is tailored to develop students' *identity* within their Care class, Core class, Year level, House, School and Community.

A major aspect of developing students' *identity* as they move into their early teenage years is building individual awareness of each person's place in space. From this foundation of understanding self-identity, students broaden their global view of their world, whilst continuing to foster the development of their personal values. The 6 Cs of Maleny State High School's Junior Secondary educational journey is based on a set of core competencies that students need to survive and thrive in an ever-changing, global world. The 6 Cs are **Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking.**

Awesome Program

Maleny State High School's Year 7 Transition Program is the Awesome Program. It is a series of transitional activities spaced throughout the year designed to build each student's feeling of belonging, strategies to develop and maintain effective personal relationships, and ensure students are enjoying non-curricular events within the school. By the end of Year 7, students will complete four discrete Awesome Days (1 per term), which are pinnacle experiences used to foster lifelong memories.

Term 1: I Belong – Interhouse competition for the M.A.D Shield (Maleny Awesome Day);
Term 2: Effective Relationships – Brainstorm theatrical presentation and team games;
Term 3: Building a Team – Care Class competition;
Term 4: Celebrating of Success – Kings Beach Celebration Day.

The Inter-year Program (T.I.P)

The Inter-year Program combines student leaders from Year 10 with our youngest Year 7 students in the school. It is an opportunity for peer mentoring of transitional students and leadership development for our older year levels.

Student Wellbeing

Student Wellbeing is a priority for all students at Maleny State High School. In Year 7, students are allocated to a House (Bunya, Mellum or Obi). Within each house, two care classes are formed and are the check-in peer groups each school day. House Leaders (teachers assigned to both House Care groups) are the year coordinators and the primary student wellbeing advocate for students within their House. House Leaders provide regular communication with each student, a centralised contact point for parents and regularly meet to discuss, plan and implement student wellbeing programs at an individual, class and year level cohort level.

The Student Wellbeing Team consist of the Guidance Officer, Youth Support Coordinator, Chaplain, School Based Youth Nurse, School Psychologist and external agencies such as "Reconnect".

The Guidance Officer role is to assist students and their families in the areas of personal, academic and tertiary study applications. They advocate, provide counselling, conduct psychoeducational assessments, and provide individual student support. Our Guidance Officer is able to deliver recommendations and advice to students, teachers and parents concerning educational, wellbeing and career development areas.

The Chaplain walks alongside students, staff and families to give pastoral care and support. Some of the ways this is done is by the weekly breakfast club, lunch time activities, one-on-one chats and food hampers, when needed. The Chaplain also works together with community groups.

Our Youth Support Coordinator identifies the barriers to young people achieving their outcomes and that subsequently impact student engagement. The YSC then implement early intervention strategies to support students to maximise educational results. Our YSC monitors daily attendance of students at risk of disengagement, conducting "check ins" to gauge emotional wellbeing along with assessing needs to support focus.

The School Based Youth Nurse supports students by talking to them about their well-being. The SBYN guides students on topics such as stress, sadness, coping socially with others, drugs, alcohol, abuse and health issues. The SBYN can discuss with students, parents and staff their concerns at home or at school.

The School Psychologist supports students through referral from our Guidance Officer and is here two days per week. The role is to support students with mild to moderate levels of mental health concerns and build a therapeutic relationship through counselling within the school environment.

Sport

Sport is an important part of our extra-curricular program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities are provided to students to participate in intra-school Swimming, Cross-Country and Athletics Carnivals, as well as being selected to represent at a district and/or regional level.

Year 7 students are exposed to competitive sports through both interschool and intra-school opportunities. Year 7 is allocated 1 lesson per week for intra-school sport and students experience a range of team sports, which can include basketball, softball, oztag, soccer, netball, softball and volleyball. Maleny State High School has recently engaged at a regional level to commit to a series of 'Competition Gala Days' throughout the year. Students are also offered the opportunity to nominate themselves to be part of our Maleny All Schools OzTag team with the school endeavouring to offer further team-based opportunities like this for sports such as; Netball, Volleyball

and Rugby League. This blended approach provides students weekly sporting opportunities and term-by-term competitive engagement with other Sunshine Coast Year 7 students.

Year 7 students are also encouraged to participate in lunchtime sport tournaments that are run throughout the year by House Captains. Throughout the year, different sports are offered at lunchtimes to provide students with fun, friends-based activities to enjoy during their long lunch break.

Other Co-Curricular Activities

Year 7 students have the opportunity to be involved in many other co-curricular activities including the many student-led committees. Students can be involved in Interact, Environment, Indigenous, International and The Arts. These committees each represent a different element of school priorities to engage students in a culture of school improvement.

Students are also encouraged to strive for leadership positions within the school. Care Class captains (2 per Care in the Junior Secondary) are responsible for advocating for student agendas/programs tailored to engaging their Care Class peers in school life. Care Captains vote on Year level representation at the Junior Secondary Student Council, to fundraise and establish Junior Secondary-specific proposals to submit to Maleny State High School's Executive Student Council.

DIVERSE LEARNERS SUPPORT

At Maleny State High School, we are committed to supporting all students in their learning journey. For students who have a diagnosis or learning difficulty that significantly impacts their learning, we encourage you to reach out to our Diverse Learning Department.

Our dedicated team works closely with families and students to develop tailored adjustments to maximise individual learning. We aim to create an inclusive and supportive learning environment where every student can thrive. Please contact the Diverse Learning Department to discuss how we can best support your student's individual needs.

English

SUBJECT INFORMATION

Year 7 English is built around the three interrelated strands of language, literature and literacy. There is a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts including media, online and visual texts, novels, non-fiction, film, poetry and dramatic performances.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
Little People, Big Dreams – imaginative writing (written/multimodal: biographical picture book) **Cinema and Change: The Power of Film** – the impact of film technology on audiences (spoken/signed: YouTube reaction video)	**Perspectives in texts** – teenage identity in short story texts (written: short-response exam) **Lyrics of our Lives** – exploration of life experiences through poetry (written, multimodal: digital portfolio)

ASSESSMENT TECHNIQUES
Written responses: 400-600 words **Spoken responses**: 2-4 minutes **Multimodal responses**: 3-5 minutes **Examinations**: extended response (400-600 words), short response (50-200 words per item), up to 70 minutes

ENGLISH PATHWAYS	
Further study opportunities	Employment opportunities
• Year 7 English leads to Year 8 English • General English or Literature (Year 11/12) requires a result of 'B' or better at the end of the Year 10 Introduction to Senior English (ISE) course • Essential English (Year 11/12) requires that students fully complete the Year 10 Introduction to Essential English (IEE) course	• English is a prerequisite for many tertiary courses and is an invaluable life skill • A Sound level of Achievement ('C') is a prerequisite for almost all future study and/or training

Japanese

SUBJECT INFORMATION

In Years 7 & 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning.

Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use familiar katakana and kanji, and hiragana with support, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

COURSE OVERVIEW	
YEAR 7	**YEAR 8**
Unit 1: Getting to Know Japan	Unit 3: School Life
Unit 2: Daily Life	Unit 4: This is Me!

ASSESSMENT TECHNIQUES
Written responses: short (up to 75 words in English); extended (50-300 characters in Japanese/up to 300 words in English) **Spoken responses**: 45 seconds – 1.5 minutes **Multi-modal**: up to 2 minutes

JAPANESE PATHWAYS	
Further study opportunities	Employment opportunities
• Years 9 and 10 Japanese can be studied as an elective to further develop language skills • The study of Junior Japanese is recommended for entry into Senior Japanese	• Basic second language capabilities are advantageous in many careers

Mathematics

SUBJECT INFORMATION

Mathematics is a core subject in the Australian Curriculum. The study of Mathematics provides students with essential numeracy skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
Covert Operations Numeracy conventions, order of operations, integers and operations involving fractions. **I Make the Rules** Using and applying variables to solve problems, including simple linear equations.	**Fair's Fair** Conducting investigations involving probability **What's in the Data** Cross curricular Deep Dive unit. **It's Hip to be Square** Shape relationships including angles, shape names and properties, and calculations of area and volume.

ASSESSMENT TECHNIQUES
Class Exams Portfolio tasks (collection of work) N.B All assessments are completed during class time

MATHEMATICS PATHWAYS	
Further study opportunities	Employment opportunities
• Year 7 Mathematics leads to Year 8 Mathematics • In Year 10, students may choose one of the following: Introduction to Essential Mathematics, Introduction to General Mathematics and Introduction to Mathematical Methods • In Senior School, students may choose from: Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics.	• Mathematics is a prerequisite for many tertiary courses and Numeracy is an invaluable life skill

Science

SUBJECT INFORMATION

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion.

Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
Chemical Science Particle Theory Physical Properties Of substances Separating Techniques **Physical Science** Forces acting on objects Balanced & Unbalanced Forces Simple Machines	**Earth Science** Earth, Moon & Sun Models Earth's Phenomena – Eclipses, Seasons & Tides **Biological Science** Classification of Organisms Food Chains & Webs Matter & Energy Flow Abiotic & Biotic Factors

ASSESSMENT TECHNIQUES
Experimental investigations and Scientific Reports Examinations Collections of work including multi-modal presentations Research Investigations

YEAR 7 SCIENCE PATHWAYS	
Further study opportunities	Employment opportunities
• Year 7 Science leads into Year 8 Science. • Students will have opportunity to complete Science Introductory courses in Year 10 • Senior Science subjects (Physics, Chemistry, Biology & Psychology) require that students fully complete the Year 10 Science course. • Senior Science subject entry may depend on results of "C" or better in Year 10 Science.	• Tertiary science-based courses usually require one or more science subjects as prerequisites. The senior science subjects satisfy these requirements. • Scientific literacy and inquiry skills are invaluable life skills.

Humanities

SUBJECT INFORMATION

Humanities and Social Sciences (HASS) is the study of people and their environment (physical and human) both past and present. It is one of the Key Learning Areas in the Australian curriculum and it incorporates the disciplines of History, Geography, Civics and Citizenship and Business and Economics.

Students also develop and apply literacy and numeracy skills by incorporating genre and techniques appropriate to each unit of study. The development of digital literacy skills, and knowledge of current events are also included as part of the HASS program.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
Deep Time History of Australia (History) **Living with and for our water** (Geography)	**Deep Dive: The Ideal School** (Business & Economics) **Ancient Greece & Democracy** (History & Civics & Citizenship)

ASSESSMENT TECHNIQUES
Short Response Tests – objective tests that assess knowledge, recall and understanding Reports – assignments which are completed both at school and at home Multimodal Presentations – tasks that require a combination of written and oral elements Research Investigations – assignments made up of research and paragraph responses

YEAR 7 HUMANITIES PATHWAYS	
Further study opportunities	Employment opportunities
• Leads to Humanities in Years 8, 9, 10 and Senior • Social Science subjects in Years 11 and 12 include Geography, Modern History, Ancient History, Legal Studies, Economics, Certificate III in Events Management and Certificate III in Business.	• Humanities leads to a wide variety of employment fields and tertiary study e.g., business, commerce, law, journalism, teaching, public service positions, tourism and service industries • Knowledge of the world, history and current affairs are important in becoming active and informed citizens in an increasingly globalised world.

Health & Physical Education

SUBJECT INFORMATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and changing world, it is critical for every Australian to flourish as healthy, safe, active and informed citizens. It is essential that young people develop their ability to respond to health issues and evolving physical activity options. HPE is organised in two strands: Personal, Social and Community Health, and Movement and Physical Activity.

In Years 7 and 8, HPE is taught through 12 focus areas; alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, active play and minor games, challenge and adventure activities, fundamental movement skills, games and sports, lifelong physical activities, rhythmic and expressive activities.

COURSE OVERVIEW
SEMESTER PROGRAM
Holistic Health: • Topic 1 – Food and Nutrition • Topic 2 – Fitness and Physical Activity • Topic 3 – Mental Health and Wellbeing • Topic 4 – Spirit of the Games

ASSESSMENT TECHNIQUES
Performance – practical responses observed by the teacher during class time over a series of lessons **Investigation** - Written response and/or spoken/signed or multimodal responses **Project** - Written responses (short response), spoken/signed or multimodal responses **Examination** - Short response/extended response

HPE PATHWAYS	
Further study opportunities	Employment opportunities
• HPE is compulsory for Years 7-10 • Students may then choose to study QCAA subjects, Senior Health, Senior Physical Education and/or Sport and Recreation in Years 11 and 12	• Lifelong physical activity participation • Administration – sports administrator • Primary/secondary/Outdoor ED teacher • Fitness Industry – personal trainer, professional athlete, sports coach • Health – counsellor, first responder, general practitioner, nutritionist, occupational therapist, physiotherapist, psychologist, sports scientist • Media – advertising, marketing, sports journalist

Food and Fabric Technology

(Food Specialisation)

SUBJECT INFORMATION

Food Specialisation is a component of the Design and Technology Curriculum. It provides students with the opportunity to design and create solutions in the context of Food Specialisations and Fabric Technology. Students investigate and select from a range of technologies − materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions. Food and Fabric Technology is studied for 1 Term over 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-5	Introduction Basic sewing techniques, Design task 1 – Drawstring bag	6-10	Safety & Hygiene Small group cooking Paired cooking Design Task -Individual cooking

ASSESSMENT TECHNIQUES
Textiles work booklet (written - assesses knowledge and understanding, evaluation and production processes) Drawstring bag (practical - assesses production skills)

FOOD AND FIBRE PATHWAYS	
Further study opportunities	Employment opportunities
• Year 7 Food Specialisation leads into Year 9 & 10 Food Specialisation and Year 11 Hospitality • Students must be complete in Year 7 TFF in Food Specialisation order to study it in Year 9.	• Interest and skills in Food and Fabric Technology can be of benefit when pursuing a career in Hospitality or other employment opportunities including: Food Technologist, Nutrition Therapist, Research Scientist

Food and Fibre Technology
(Agriculture)

SUBJECT INFORMATION

Food and Fibre Technology (Agriculture) is a component of the Design and Technologies Curriculum. It provides students with the opportunity to design and produce products/service or environments in an agriculture context. Students investigate and select from a range of materials, tools and equipment in order to design and produce products which are of benefit for individuals, and which offer sustainable solutions for the community. In Year 7 Agricultural Technology, students will produce a vegetable garden design and learn basic gardening skills. They will also gain experience in basic livestock handling and animal husbandry.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-5	**Introduction to Agriculture**, safety on the farm, basic gardening techniques, design task – vegetable gardening	6-10	**Livestock handling skills**, husbandry and management systems, school farm management

ASSESSMENT TECHNIQUES
Vegetable design task - written, assesses knowledge and understanding and production processes Practical Activities - practical, assesses production skills

AGRICULTURE TECHNOLOGY PATHWAYS	
Further study opportunities	Employment opportunities
• Year 7 Food and Fibre Technology **(Agriculture)** leads to Year 9 Food and Fibre Technology **(Agriculture)** • Students must be complete in Year 7 Food and Fibre Technology **(Agriculture)** in order to choose Food and Fibre Technology **(Agriculture)** in Year 9	• Interest and skills in Agricultural Technology can be of benefit when pursuing careers in the Rural Sector and in the Agricultural Sciences

Digital Technologies
(Robotics)

SUBJECT INFORMATION

Robotics has been designed to develop understanding and skills in computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. Students will have opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. Students plan and manage individual and team projects. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. Digital Technologies (Robotics) is studied for a total of 1 Term over 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-5	**Robotics:** Introduction to Block Coding Introduction to EV kits and Software Interface Inputs and Outputs Hardware and Software	5-10	**Game Maker** – Game Design Conceptualization of Game Game Development Game presentation

ASSESSMENT TECHNIQUES
1 – Multimodal (Written & Practical) 2 – Multimodal (Written & Practical)

YEAR 7 ROBOTICS PATHWAYS	
Further study opportunities	Employment opportunities
• Year 7 Digital Technologies (Robotics) leads to Year 8 Digital Technologies • In Year 9 Students may choose to study Year 9 Digital Technologies.	• Digital careers now exist in almost every sector of the economy, including: healthcare, agriculture, education, finance, media, retail, telecommunications, manufacturing, public services

Media Arts

SUBJECT INFORMATION

The arts are woven into the fabric of our community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs.

COURSE OVERVIEW	
Rotations	Term Study
Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts Media Arts is currently offered in Year 7 for a term of study	Students explore how to create a story using film techniques and equipment to construct a representation

ASSESSMENT TECHNIQUES
Forming – creating and devising

DRAMA PATHWAYS	
Further study opportunities	Employment opportunities
• Year 9 Media • Year 10 Media • Year 11 and Year 12 Film, Television and New Media (QCAA General and Applied Subjects)	• A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies

Visual Art

SUBJECT INFORMATION

The study of Art is an important aspect of understanding and contributing to culture. The practice of drawing, painting, sculpture and many other skills help to build human civilisation. Works of art are an important means of creating communication among people.

At this level, the Art course includes mostly practical components with a theory base. This will help students to develop their creative problem solving, as well as involving them in experimentation, gaining knowledge of art from other cultures, and an appreciation of art processes and art works.

COURSE OVERVIEW	
Rotations	Term Study
Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts Visual Arts is currently offered in Year 7 for a term of study	Explore the elements of art: line, shape, colour, tone and texture through activities such as painting, clay work and mixed media

ASSESSMENT TECHNIQUES
Drawing Painting Ceramics Printmaking

ART PATHWAYS	
Further study opportunities	Employment opportunities
• Useful, but not compulsory for Year 9 Art and Year 10 Art, and Visual Art and the Certificate Course (Certificate II in Visual Art) in the Senior School	• The study of Art provides an understanding of the contributions made to society, and helps develop individuals into people who are skilled in communication, and creative in their outlook

Dance

SUBJECT INFORMATION

Dance provides students with the opportunity to participate in a predominantly practical course. This introductory unit of Dance enables students to experience both developmental Dance skills and performance elements. Dance promotes personal skills such as self-esteem and confidence, as well as learning to listen to one another, and to work as a team. Performance elements include developing dance skills, choreography techniques and rudimentary elements of Dance. Students also have an opportunity for extension work and may be required to participate in rehearsals and public performances outside of school hours. Students are assessed in three criteria: Choreography (creating, devising dance), Performance (polished presentation of dance) and Appreciation (oral or written interpretation of dance works).

COURSE OVERVIEW	
Rotations	Term Study
Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts Dance is currently offered in Year 7 for a term of study	Dance skills Popular dance styles (Hip Hop) Lyrical dance technique Social dance Contemporary dance skills Choreographic elements and devices in artistic contemporary dance work Evaluation of contemporary dance work

ASSESSMENT TECHNIQUES
Forming – creating and devising

DRAMA PATHWAYS	
Further study opportunities	Employment opportunities
• Year 9 Dance • Year 10 Dance • Year 11 and Year 12 Dance (Certificate II or III in Dance)	• The study of Dance engenders many of the skills used to gain employment such as confidence in public speaking, flexibility and teamwork

Music Excellence

SUBJECT INFORMATION

The Year 7 - 8 Music Excellence program provides the opportunity for students to extend their music tuition throughout the year. With a focus on solo and ensemble performance, the course also includes the development of music appreciation, listening and analysis skills. Students will engage with a variety of ICT programs to extend their music creating abilities.

COURSE OVERVIEW	
Year 7	Year 8
Start your High School music experience with opportunities to perform, make your own and analyse music. This Excellence Class is a foot into the music world and fast-tracks skills, readying students for future music studies.	Explore the world of Rock music - from Jimi Hendrix to Nirvana - and make your own Rock song using digital composition software. This class is a continuation of the Yr. 7 Excellence class

ASSESSMENT TECHNIQUES
Musicology Performance Composition

MUSIC EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
• Years 9 - 10 Music • Year 11 – 12 Music and Music Extension (QCAA General Subjects). • Cert. II Music and/or Music in Practice (Applied subject). • Instrumental Music	• There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scenes careers such as sound mixing/production and digital composition.

Altitude

SUBJECT INFORMATION

Altitude at Maleny SHS develops and extends key discipline area knowledge whilst also exposing students to integrated STEM experiences. The program caters for students with demonstrated higher aptitude in Maths and Science and engages students in contextual inquiry-based learning. While the program teaches to the Australian Curriculum, learning in the Altitude classroom focuses on high levels of applied and design thinking in a range of contexts related to learning content. These learning experiences foster integration between Science and Maths, and challenges students to develop their higher order thinking skills.

Science and Mathematics are the critical "bookends" that underpin STEM and form the solid foundation that our students need to be critical and creative citizens in a globally competitive environment. They will value the mechanical, mathematical, computational and scientific systems, infrastructure and data that drives modern society. These include but are not limited to: collaboration, communication, critical thinking, creativity, character, citizenship.

<table>
<tr><th colspan="2">COURSE OVERVIEW</th></tr>
<tr><th>SEMESTER 1</th><th>SEMESTER 2</th></tr>
<tr><td><u>Chemical Science</u>
Pure Substances & Mixtures
Separating Techniques

<u>Physical Science</u>
Forces acting on objects
Balanced & Unbalanced Forces
Simple Machines

<u>Covert Operations</u>
Numeracy conventions, order of operations, integers and operations involving fractions.

<u>I Make the Rules</u>
Using and applying variables to solve problems, including simple linear equations</td><td><u>Earth Science</u>
Earth, Moon & Sun – Earth's Phenomena – Eclipses & Seasons

<u>Biological Science</u>
Classification of Organisms
Interaction – Food Chains & Webs

<u>Fair's Fair</u>
Conducting investigations involving probability

<u>What's in the Data</u>
Cross curricular Deep Dive unit.

<u>It's Hip to be Square</u>
Shape relationships including angles, shape names and properties, and calculations of area and volume.</td></tr>
<tr><td colspan="2">KIDS IN ACTION
Students participate in Kids in Action Program during Term 1 & Term 3

AUSTRALIAN MATHS COMPETITION & ICAS SCIENCE COMPETITION
Students participate in these academic competitions in Term 3</td></tr>
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ASSESSMENT TECHNIQUES
Student Experiment Report Research Investigations Examinations Problem Solving and Modelling Tasks Collections of work including multi-modal presentations Project/Collaboration/Group Work

ALTITUDE PATHWAYS	
Further study opportunities	Employment opportunities
• Further study opportunities are reflected in the Science, Maths and Technology areas	• Employment opportunities are reflected in the Science, Maths and Technology areas and area supported through acquired 21st Century skills

Instrumental Music

SUBJECT INFORMATION

Maleny State High School offers a wind, brass and percussion instrumental music program for both continuing students and any who would like to learn an instrument (including those with no previous experience). Lessons are free of charge, however there is a user-pays charge each year, per student, and an additional fee for each year if the student needs the use of a school instrument. This fee covers service and maintenance of school instruments. The school has a limited number of instruments available for beginning students. A concert/stage band is a feature of many our Maleny SHS public performances.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
Individual course plans based on student needs	Individual course plans based on student needs

ASSESSMENT TECHNIQUES
Performance based assessment

MUSIC PATHWAYS	
Further study opportunities	Employment opportunities
Students can continue Instrumental Music throughout high school	Performance, festivals, orchestras, teaching, composition