Maleny
STATE HIGH SCHOOL

YEAR 8
2026

For all Queensland schools

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A message from the Principal

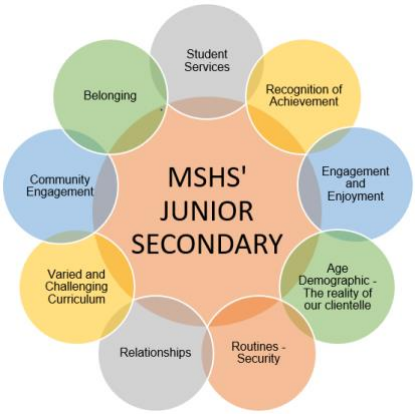
The Year 8 curriculum provides rigour in a range of key learning areas: English, Japanese (Languages), Mathematics, The Arts, Health and Physical Education, Humanities, Science and Technology. Our subjects reflect these Key Learning Areas. The curriculum offers new and challenging experiences that build on previous knowledge and ideas. Students will rotate through the arts and technologies throughout Year 8.

Threaded through the Key Learning Areas are the 6 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

CO-CURRICULAR PROGRAMS



Maleny State High School's commitment to developing responsible young adults, capable of excelling in any chosen pathway, begins in the Junior Secondary years. Following on from the Year 7 Transition Program, students move through two years of social, personal and community development in preparation for their decisions to enter Senior Secondary. The image above recognises the key areas required to provide effective education to Junior Secondary students.

As individuals, peers, staff members, parents and members of the community, Maleny State High School, as a collective, are aiming to collaboratively broaden students' global view, whilst continuing to foster the development of personal values. The 6 Cs of Maleny State High School's Junior Secondary educational journey is 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**.

Students are encouraged to self-reflect in order to provide the foundations for them to develop and grow within these competencies. At this stage in a student's life and education pathway, they will be making decisions that shape their immediate to mid-term future. The pillars that will support their decision-making at this juncture are:

IDENTITY | ENGAGEMENT | PURPOSE

Student Wellbeing

Student Wellbeing is a priority for all students at Maleny State High School. In Year 8, 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 8 students are exposed to competitive sports through both interschool and intra-school opportunities. Year 8 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 8 students.

Year 8 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 8 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

The Year 8 English program 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. Year 8 English builds upon the concepts, skills and processes developed in earlier years.

Throughout the year students will listen to, read, view, analyse, interpret, evaluate and perform a range of spoken, written and multimodal texts such as media and digital texts, novels, non-fiction, poetry and dramatic performances.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
A Time for Dreaming – study of First Nations' representations in texts (written, examination: short response) **A Story to Tell** – novel study (spoken, reflective, analytical: online appraisal)	**UN(Real)** – exploration of media stereotypes (spoken, analytical: multimodal extended response) **Changing it Up** – transformative narratives (written, imaginative: short story)

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 8 English leads to Year 9 and 10 English • 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 and 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. Concepts developed in Year 7 are further developed.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
My Place in Space Shape relationships or volume, surface area, similarity, and congruency. **What's The Chance?** Calculate the probability of simple and complementary events.	**Data and Statistics** Conduct investigations to collect appropriate data, analyse and display to support and justify decisions. **Laws and Orders** Applying efficient strategies to solve and simplify equations including index laws and factorising.

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

MATHEMATICS PATHWAYS	
Further study opportunities	Employment opportunities
• Year 8 Mathematics leads to Year 9 Mathematics, which leads to Year 10 and Year 10A Mathematics • In Year 10, students may choose one of the following: Introduction to Essential Mathematics, Introduction to General Mathematics, Introduction to Mathematical Methods • In Senior School, students may choose: Essential Mathematics, General Mathematics Mathematical Methods, Specialist Mathematics	• Mathematics is a prerequisite for many tertiary courses and Numeracy is an invaluable life skill

Science

SUBJECT INFORMATION

In Year 8 students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
Chemical Science Elements, Compounds & Mixtures Chemical Formulas Physical & Chemical Changes **Earth Science** Types of Plate Boundaries Tectonic Plate Theory Rock Cycle Types of Rocks	**Physical Science** Energy Classification Energy Transfers & Transformations **Biological Science** Cell structure & Function Cells, Tissues, Organs that enable survival Animal & Plant Cells

ASSESSMENT TECHNIQUES
Student Experiment Reports Research Investigations Examinations Collections of work

SCIENCE PATHWAYS	
Further study opportunities	Employment opportunities
• Year 8 Science leads to Year 9 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) in Year 8 develops students' understanding of the world through the disciplines of History, Geography, Civics and Citizenship, and Economics and Business. Students explore the ways people, places, systems, and communities interact over time and across space, while developing critical thinking, ethical understanding, and intercultural awareness. They investigate contemporary and historical issues, interpret data and sources, and communicate findings using appropriate conventions.

HASS also supports the development of digital literacy, numeracy, and informed engagement with current events.

COURSE OVERVIEW	
SEMESTER 1	**SEMESTER 2**
Medieval Europe (History) **Japan under the Shoguns** (History) **Economics and Business**	**Deep Dive: Civics & Citizenship** **Landforms & Landscapes** (Geography) **Changing Nations** (Geography)

ASSESSMENT TECHNIQUES
Short Response Tests – objective tests that assess knowledge, recall and understanding Folios – short tasks completed across a defined time frame to demonstrate understanding and skills. Multimodal Presentations – tasks that require a combination of written and oral elements Research Investigations – assignments made up of research and paragraph responses

HUMANITIES PATHWAYS	
Further study opportunities	Employment opportunities
• Leads to Humanities in Years 8, 9, 10 and Senior Social Science subjects • 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 rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options. Content in Health and Physical Education is organised under two strands: Personal, social and community health, and Movement and physical activity.

Throughout Years 7 and 8, Health and Physical Education is taught through the following 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, as well as rhythmic and expressive activities.

COURSE OVERVIEW
SEMESTER PROGRAM
Safe, Included, and Connected: • **Topic 1 – Team Building and Safety** • **Topic 2 – Feel the Rhythm** • **Topic 3 – Health Literacy** • **Topic 4 – Games for Everyone**

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

Digital Technology

SUBJECT INFORMATION

Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students are required to build a website with a minimum of three interconnected pages, demonstrating their proficiency in HTML and CSS for visually appealing layouts. Incorporating a programming language like JavaScript, they must add interactive features to the site. A significant focus of the project is on implementing cybersecurity measures to safeguard against threats, highlighting their understanding of secure coding and data protection. Digital Technology is studied for 1 Term over 2 Years

COURSE OVERVIEW	
Week	Topic
1-10	Web Design and Security Students will explore technical skills, design creativity, functional interactivity, security knowledge, and presentation ability, offering a holistic view of their ability to integrate aesthetics, functionality, and security in web technology

ASSESSMENT TECHNIQUES
Multimodal Written Website practical

DIGITAL TECHNOLOGY PATHWAYS	
Further study opportunities	Employment opportunities
• Year 8 Digital Technology leads to Year 9 & 10 Digital Technology. Digital Technology incorporates a combination of robotics and coding.	• Digital careers now exist in almost every sector of the economy, including: healthcare, agriculture, education, finance, media, retail, telecommunications, manufacturing, and public services

Design Technology

SUBJECT INFORMATION

Design is a component of the Design and Technology Curriculum. It provides students with the opportunity to design and create solutions in the context of Engineering principles and systems. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments. Design is studied for 1 Term over the 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-4	Sketching Rendering 2D graphical representation 3D representation Modelling & Prototyping	5-10	Captive Areoplane -Exploration -Development -Testing -Refinement -Evaluation

ASSESSMENT TECHNIQUES
Captive Aeroplane booklet (knowledge and understanding) Captive Aeroplane (production process skills)

DESIGN PATHWAYS	
Further study opportunities	Employment opportunities
• Year 8 Design Technology leads into Year 9 & 10 Design Technology • Students must be complete in Year 8 Design Technology in order to study it in Year 9	• Interest and skills in Design can be of benefit when pursuing the following careers: Graphic Designer, Information Designer, Experiential Designer, Interaction Designer, User Experience (UX) Designer, User Interface (UI) Designer, Web Designer, Game Designer

Material and Technology Specialisation

SUBJECT INFORMATION

Material and Technology 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 Materials and Technologies specialisations. 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. Students use creativity, innovation and enterprise skills with increasing independence and collaboration. Material and Technology Specialisation is studied for 1 Term over 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-3	Workshop introduction and safety induction and On-guard Modules	4-10	Design task – Maze • Investigation • Design • Construction • Evaluation

ASSESSMENT TECHNIQUES
Industrial Technology and Design safety booklet (knowledge and understanding) Timber Maze (knowledge and understanding, production process skills)

MATERIAL AND TECHNOLOGY SPECIALISATION PATHWAYS	
Further study opportunities	Employment opportunities
• Year 8 Material Technology Specialisation leads into Year 9 & 10 Material Technology Specialisation and Year 10 Furnishing • Students must be complete in Year 7 Material Technology Specialisation in order to study it in Year 9	• Interest and skills in Material and Technology Specialisation can be of benefit when pursuing a trade career in both metal and timber and construction industries.

Enterprise Studies

SUBJECT INFORMATION

Enterprise Studies is a subject that combines the studies of business and events management. Students study a range of specialties such as finance, customer liaison, time-management, collaboration and teamwork, organisation and marketing. Students will also design a business plan for a particular audience.

COURSE OVERVIEW	
Rotations	Term Study
Enterprise is offered as one of the elective subjects that, although linked to the Humanities curriculum, is part of the technology suite of subjects which is currently offered in Year 8 for a term of study.	Students explore finance, advertising, marketing, customer relations, teamwork, and events management. They are given the opportunity to take a concept, perform market research and present their business ideas.

ASSESSMENT TECHNIQUES
Business plans – multimodal

ENTERPRISE PATHWAYS	
Further study opportunities	Employment opportunities
• Leads to Introduction to Enterprise in year 10 and Senior Social Science subjects such as Economics, Certificate III in Events Management and Certificate III in Business	• Enterprise leads to a wide variety of employment fields and tertiary study e.g. business, commerce, tourism and service industries • Knowledge of the world of business leads to becoming an active citizen in the working world

Drama

SUBJECT INFORMATION

Drama provides students with the opportunity to participate in a predominantly practical course. This introductory unit of Drama enables students to experience both developmental Drama skills and performance elements.

Drama promotes personal skills such as self-esteem and confidence, as well as learning to listen to one another, and to cooperate and work as a team. Performance elements include developing vocal skills, improvisational techniques and rudimentary elements of Drama.

COURSE OVERVIEW	
Rotations	Term Study
Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts Drama is currently offered in Year 8 for a term of study	In drama students will be studying how to write and analyse scripts and develop their own understanding of performance techniques during performances throughout the term.

ASSESSMENT TECHNIQUES
Forming – creating and devising

DRAMA PATHWAYS	
Further study opportunities	Employment opportunities
• Year 9 Drama • Year 10 Drama • Year 11 and Year 12 Drama (QCAA General subjects)	• The study of Drama engenders many of the skills used to gain employment such as confidence in public speaking, flexibility and teamwork. It is a very productive subject for cross-curricular skill development in gaining public speaking experience.

Music

SUBJECT INFORMATION

Are you someone who is interested in and loves music but is not sure where to start? Then, this Year 8 Unit is for you. It will give you a head start into the world of performance and composition, and grow your skills as a general musician.

Year 8 Music also includes the development of music appreciation, listening and analysis skills. Students will engage with a variety of ICT programs to develop their music creating abilities.

COURSE OVERVIEW	
Rotations	Term Study
Start your High School music experience with opportunities to perform and make your own music. This class is a foot into the music world and fast-tracks skills, readying students for future music studies.	Explore the world of music while performing and developing your own compositions using digital software and equipment.

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 Industry 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.

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
Performance Composition Musicology

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 Industry 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 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

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Chemical Science States of Matter & Particle Theory Elements, Compounds & Mixtures Chemical Changes **Earth Science** Classification of Rocks The Rock Cycle **Maths** Geometry and Measurement Probability	**Physical Science** Energy Classification Energy Transfers & Transformations **Biological Science** Cell structure & Function Cell Survival & Reproduction **Maths** Statistics & Data Analysis Algebraic Concepts and Linear Equations Application of Index laws
TERM 4 – *INTERDISCIPLINARY PROJECT* – Trebuchet Design *AUSTRALIAN MATHS COMPETITION & ICAS SCIENCE COMPETITION* Students participate in these academic competitions in Term 3	

ASSESSMENT TECHNIQUES
Student Experiment Report Research Investigation Examinations Problem Solving and Modelling Tasks Collections of work including multi-modal presentations Project/Collaboration/Group Work

ALTITUDE PATHWAY	
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