INDOOROOPILLY
STATE HIGH SCHOOL

JUNIOR COURSE GUIDE

YEARS 7, 8 & 9

A COMMUNITY OF
Forward thinkers

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CIS WE ARE AN ACCREDITED SCHOOL
NEAS

The Department of Education trading as Education Queensland
International CRICOS Registration Number 00608A

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INDOOROOPILLY
STATE HIGH SCHOOL

SCHOOL PHILOSOPHY

Our Motto: *A community of forward thinkers*

Our Vision: *Inspiring students to achieve their personal best*

Our Values

- Each person's dignity
- Our community's diversity
- Open communication
- Quality learning

Our Mission

To be a values driven, diverse and inclusive community, focussed on a holistic approach to learning.

Our Priorities

- Exceptional Learning and Teaching
- Belonging and Wellbeing
- Local and Global Citizenship

INSTRUMENTAL MUSIC

Music is a unique and integral part of life. It has the capacity to inspire all students' creativity and imagination, engage them in the art of expression, immerse them in a language and history that is rich in
culture, provide them with opportunities beyond the classroom and excite them about life and learning.

Instrumental Music aims to provide students with the opportunity to become musicians by experiencing the expressive qualities of music through learning to play a band or orchestral instrument and participating in concert bands and orchestras as performance ensembles.

Complementary to the Classroom Music, Music Acceleration and Music Extension programs, Instrumental Music provides opportunities for greater participation in, and enrichment of, music education for the whole school community. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

Engagement in the program will improve students' quality of perception and self-expression by fostering the acquisition of musical skills, thereby increasing aesthetic sensibility, cultural awareness and social-emotional engagement. Through the lens of music, students are empowered to make sense of their world.

Students will develop and refine music literacy, technique and performance skills through their engagement in:

- Performance ensembles
- Group lessons
- Regular home practice

Learning is sequenced in alignment with the Queensland Instrumental Music Curriculum. The curriculum enables students to become musicians through the development of music literacy, technique and performance.

Students take part in 1 x 35-minute small group lesson and 1 x one-hour large ensemble rehearsal each week. In small group lessons, there is a large focus on the development of musical literacy, technique and performance skills. Ensembles provide students the opportunity to demonstrate Instrumental Music learning in real-life contexts by creating musical performances in a collective team effort.

Much of the learning in Instrumental Music prepares students for the range of performance opportunities organised by Instrumental Music Staff throughout the year. Performance opportunities are both internal and external to the school. These include but are not limited to:

- Instrumental Music concerts
- Open Day
- Assembly performances
- Fanfare (biennial music festival run by the Department of Education)
- Performances at external events

Students are assessed once per term on a performance task. Assessment tasks include a combination of technical work, sight-reading, solo repertoire and small ensemble repertoire. Students are assessed across three dimensions of Instrumental Music – music literacy, technique and performance.

Future career options include being a Musician, a Music Teacher or working in the music industry. However, for many students, Instrumental Music is a recreational pursuit which remains with them for rest of their lives.

For full details about the program, including the ensembles on offer, fees, and Instrumental Music Subject Selection, refer to Instrumental Music Handbook on the ISHS school website.

Subjects Studied in Year 7

All students study an introductory and interdisciplinary program. All eight Learning Areas (LAs) are studied and integrated where appropriate.

In each semester, students engage in the subjects of English, Mathematics, Science, Humanities (History and Geography) and Connect, with continued emphasis on numeracy and literacy.

Further, students study a semester of Languages (either Chinese or Spanish), The Arts, Health and Physical Education and Technologies.

Students may elect to undertake the Spanish Immersion, Chinese Acceleration, Maths and Engineering Acceleration or Music Acceleration Program via application.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 7
COURSE OF STUDY
CORE SUBJECTS

Chinese	Core Subject	Year 7

Overview

What is Chinese?

Modern Standard Chinese, commonly known as Mandarin, is the official language of the People's Republic of China and Singapore. It is the most widely spoken language in the world, with over 950 million native speakers and approximately 230 million second-language speakers. Mandarin is the dominant variety of Chinese and is widely used across the Asia-Pacific region, including within Chinese-speaking communities in Australia. It also holds international status as one of the six official languages of the United Nations.

The Chinese language has a remarkable linguistic legacy. Its written form, using characters that date back over 3,500 years, represents the oldest continuously used writing system in the world – still vibrant and evolving today.

Why study Chinese?

Discover Chinese Culture: China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.

Employment Opportunities: Chinese is an increasingly important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology and engagement with China. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science and research.

Travel and Tourism: Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also a valuable assent when travelling to Chinese-speaking regions.

Personal Development: The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Course Outline

The Chinese language curriculum is underpinned by the two interrelated strands of Communicating meaning in Chinese and Understanding language and culture. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

The following units aligned with the Australian Curriculum V9 will be explored:

- All about me
- My Style

Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

Assessment

Assessments will be based on the two interrelated strands of Communicating meaning in Chinese and Understanding language and culture. A variety of assessment techniques will be used to assess writing, listening, speaking and reading with a focus on pronunciation, vocabulary, sentence structure and cultural understanding. Assessments develop confidence, communication and intercultural awareness.

Future Options

In Year 8, students choose to study either Chinese or Spanish for a semester. In Years 9 and 10, students are able to continue their studies in Chinese as an elective. In Years 11 and 12, students have the opportunity to study the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme.

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

Design & Technologies	Core Subject	Year 7

Overview

What is Design & Technologies?

This course provides students the opportunity to develop their critical thinking and problem-solving skills through creative outcomes in Design and Food & Nutrition. Students will design and produce products, services and environments within these contexts. They will manage projects from conception to realisation. Students apply design thinking and processes, while using drawing and communication skills, making prototypes, and developing a final design outcome. A sense of pride, satisfaction and enjoyment is developed from their ability to create innovative designed products, services and environments.

Why study Design & Technologies?

This course enables students to become creative and responsive problem solvers, developing and using their design skills, thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. This subject motivates young people to engage in a range of learning experiences within Design and Food Studies, where design problems are solved using a variety of hands-on and workbook-based approaches.

Course Outline

In Design & Technologies, students will engage with the following topics:

- Food Studies (1 Term)
- Design & Technologies (1 Term)

Learning Experiences

Learning experiences in Design & Technologies occur through of projects that require students to think critically about a design problem and then generate solutions. Students will learn fundamental drawing skills to assist in visually communicating their ideas, as well as develop their skills to think critically and creatively, to plan and time-manage for themselves, to work collaboratively, and to make considerations about ethics and sustainability. In addition, students will learn foundational nutritional knowledge to develop an understanding of healthy eating to design solutions.

Assessment

- Breakfast meal project/folio
- Marble rollercoaster project/folio

Future Options

Year 8: Design & Technologies
Year 9: Industrial Technology Skills, Design, Food Studies, Fibre & Fashion
Year 10: Certificate I in Manufacturing Pathways, Design, Food & Nutrition, Fashion
Years 11 & 12: Certificate II in Construction, Certificate II in Engineering Pathways, Furnishing Skills (Applied), Fashion (Applied), Design, Food & Nutrition, Certificate II in Hospitality

The study of Design & Technologies can open pathways into careers in the areas of Industrial Technology & Design (including building, construction & engineering), Design, Hospitality and other food related jobs.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

English	Core Subject	Year 7

Overview

What is English?

English focuses on three strands: Language, Literature and Literacy. Every unit in the Year Seven English course, therefore, aims to develop the students' knowledge of the English language and appreciation of literature, while expanding their repertoire of English usage.

Why study English?

The study of English is central to the development of all young people. It helps create confident communicators, and imaginative and critical thinkers. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

Course Outline

Unit 1: Advertisement Overload

In this unit students will view and analyse advertisements and understand how language features, persuasive devices, visual features and pathos, logos and ethos are used to influence the audience. They will complete a written short response exam with unseen stimulus.

Unit 2: To Watch or not to Watch?

In this unit, students will view and analyse the movie/television show of their chosen from any enjoy forming an opinion about characters, setting and events. They will explore others' opinion on their chosen text and write a feature article for the Indro newsletter.

Unit 3: Trash Talk

Students will read the novel *Trash* by Andy Mulligan and discuss the characters, plot and themes in spoken class discussions. After completing the book, students will create a "Chapter 7" the novel, extrapolating on characters, themes and events.

Unit 4: Lost Things

Students will identify things that have been lost to history, whether they are material objects, words or even ideas. Students will also learn the text structures and language features informative texts, so that they can create an expository speech where they highlight and explain the importance of something lost to society.

Learning Experiences

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts which are designed to inform, persuade and entertain. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, nonfiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Assessment

Students create a range of structured and coherent texts for a range of purposes and audiences. They make persuasive speeches and multimodal presentations, as well as contribute actively to discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. They create texts showing how language features and images from other texts can be combined for effect.

Future Options

Success in English equips students for a career in some of the following fields: Advertising, Communications, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, Translation or Creative Writing.

English As An Additional Language Or Dialect	Support Class	Year 7

Overview

What is English as an Additional Language or Dialect?

This support class is offered to students from non-English speaking backgrounds who would benefit from the in-depth development of English language. This subject is in addition to the main English subject and is studied instead of another subject.

Why study English as an Additional Language or Dialect?

English as an Additional Language or Dialect focuses on the mechanics of the English language as well as the creative and productive skills required to succeed in other subject areas. It supports students moving from intensive language courses into mainstream subjects, as well as strengthening the English skills of other students from a non-English speaking background.

Course Outline

Year 7 English as an Additional Language or Dialect develops the language needed to succeed in mainstream subject areas across the Junior School, particularly English. It specifically teaches language skills, including vocabulary, spelling, punctuation and grammar, in an environment suited to the needs of speakers of other languages.

Assessment

There is no summative assessment for this class however; work completed will support students to succeed in all learning areas.

Geography	Core Subject	Year 7

Overview

What is Geography?

Geography is the study of interconnections between people and places, and inspires curiosity and wonder about the world we live in. Geography challenges students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Geography gives students opportunities to develop a wide range of skills that can be applied in their everyday lives, and eventually in the workplace. Students will learn to inquire through critical thinking, analysis of patterns, trends and relationships that lead to local and global challenges, consideration of future impacts, and creative problem solving.

Why study Geography?

Geography provides an opportunity for students to explore the world they live in. The aim of the course is for students to develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist in the world.

Course Outline

Geography is studied in the first semester of Year 7 in the Humanities and Social Sciences subject. Within this, students study Place and Liveability in Term 1 and Water in the World in Term 2.

Learning Experiences

Students will be engaged in a wide range of activities both inside and outside the classroom. The key learning experiences include:
Field studies
Geographical skills development, such as mapping and graphic modes
Inquiry-based learning

Assessment

In Term 1, students will complete an investigation into the place and liveability of Indooroopilly State High School. Students will explore the school with their class, hear from staff, students and facilities about the school, and investigate how the school changes throughout the day. Students collect data on litter and temperature at different times and analyse the trends in the data to deduce how this poses a challenge to the school. Students will analyse the impacts and propose a solution to help solve the challenge.

In Term 2, students will create a documentary on a significant body of water in the world. Students investigate the significance and role a major river culturally, geographically, historically, economically and spiritually. They will unpack current threats to the waterway and analyse the social, environmental and economic impacts this has on people and places.

Future Options

Students may continue to study Geography as a semester-long elective subject in Year 8 and Year 9. Geography is offered as a year-long elective course in Year 10, 11 and 12.

Geography offers a pathway to many occupations, such as urban planning, consulting, surveying, national parks management and environmental management.

Overview

What is Health and Physical Education?

Health and Physical Education (HPE) enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

Why study Health and Physical Education?

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.

Health and Physical Education aims to enable students to:

- Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation.
- Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings.
- Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong.
- Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

Movement and physical activity

- Moving our bodies
- Making active choices
- Learning through movement

Personal, social and community health

- Identities and change
- Interacting with others
- Making healthy and safe choices

Learning Experiences

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

Assessment

Students will be assessed using a range of techniques across both strands:

Movement and physical activity: Demonstration of skills, knowledge of game and game play, rules and strategies and team-work.

Personal, social and community health: Assessment will encompass a range of techniques including an investigation and modified game design.

Future Options

Students will continue to study Health and Physical Education as a compulsory subject in Years 8 and 9. In Year 10, students have the option of electing to continue their studies in this area via the subjects Physical Education (Year 10) or Sport and Recreation (Year 10). In Years 11 and 12, the subject offerings available to students are Senior Physical Education, Certificate III in Fitness and Sport and Recreation (Applied).

Health and Physical Education offers a pathway to many occupations in the leisure, recreation, sporting and health industries.

History	Core Subject	Year 7

Overview

What is History?

History is the study of the world through inquiry into the past. History aims to develop the knowledge, curiosity and imagination of students through developing an understanding of societies, events, movements, ideas and developments that have shaped humanity over the years. This subject helps students to appreciate how the world, its people and environments have changed, as well as the significant continuities that exist to the present day.

Why study History?

The study of History is based on evidence from the past. While always seeking truth, the study of History is interpretive by nature, promotes debate and critical thinking, and encourages reflecting on human values. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate claims with evidence and communicate effectively.

Course Outline

History is studied in the second semester of Year 7 in the Humanities and Social Sciences subject. Within this, students study Deep Time Australia and Ancient Egypt.

Learning Experiences

Teachers describe, explain, model and monitor the process of historical inquiry so that students develop increasing initiative, self-direction and expertise. A variety of teaching and learning approaches and activities may be used, including teacher exposition, student debates, site visits, museum studies, use of historical narrative and hands-on activities such as the use and interpretation of authentic and virtual artefacts. An end result of historical inquiry should be a well-supported response to the question posed. Such a response could be in a variety of formats, ranging from historical models to essays.

Assessment

The assessment program will consist of a variety of techniques:

- Written research task
- Response to Stimuli test

Future Options

Students will continue to study History as a semester-long compulsory subject in Years 8 & 9. In Years 10, 11 and 12 students have the option of electing to continue their studies in History. Students have the flexibility to study Ancient History or Modern History depending on their passion and area of interest. Keen Historians are encouraged to study both subjects to deepen their understanding of history over vastly different time periods.

History offers a pathway to many occupations in the services industry as well as law, foreign affairs, politics, tourism, art galleries and museums.

MMADD	Core Subject	Year 7

Overview

What is MMADD?

MMADD is an integrated arts subject that gives students opportunities to create, perform, analyse and appreciate arts works in Music, Media, Art, Dance and Drama.

Students will:

- Experience the richness of art in realistic ways.
- Contribute to exciting performance opportunities.
- Cooperate with others to discuss, design, create and critique.
- Learn to appreciate the wealth of art around us.
- Learn to appreciate the dynamism of artistic expression in our society.

Why study MMADD?

The program will offer a taste of all five arts strands, and demonstrates the similarities between each of these distinct disciplines. Students' study of The Arts through the MMADD program will help them to choose where to specialise in The Arts in Year 8.

Course Outline

This integrated program will allow you to achieve essential outcomes in The Arts in authentic ways by achieving individually and contributing to group projects. You will discover the many paths of artistic expression and will have the chance to discover your own talent and your own enjoyment in The Arts. The units of the MMADD course are:

- **Media:** explore animation from around the world and analyse how different cultural values are portrayed through the Media elements.
- **Music:** use the elements of Music to create a composition using Music software. You will use technology explore sound, early gaming music and how much can help to tell stories.
- **Art:** develop skills in drawing and analyse art works of world-renowned visual artists. Create an artwork folio and experiment with collage, drawing and abstraction techniques.
- **Dance:** develop skills in movement and choreography. Learn a piece of musical theatre choreography, choreograph own work and perform for peers.
- **Drama:** learn how Dramatic Meaning is created through the elements. Write a Drama review, create and present a short performance work for peers.

Learning Experiences

The Music, Media, Art, Dance and Drama program has been written to promote the development of successful, self-directed learners who work well with others. Students demonstrate basic skills and processes to discuss, make and display art works for themselves and others.

The program also features a number of exciting arts experiences including possible workshops with music, theatre and/or dance professionals.

Assessment

Students will be assessed in the areas of **Making** and **Responding** across the five arts strands. They will learn to communicate their understanding of the different art forms through written analysis. They will also engage in a variety of creative activities which will strengthen their skills in art making. They will have the opportunity to create their own art works or work in groups to demonstrate their ability in making, performing, presenting and composing in the different art forms.

Future Options

The program will offer a taste of five of the strands of The Arts that we offer at Indooroopilly SHS. This should help you to choose which Art form you want to specialise in during Year 8.

Mathematics	Core Subject	Year 7

Overview

What is Mathematics?

Mathematics is the study of quantity including geometry, arithmetic, algebra, etc. and the application of these in real-life situations.

Why study Mathematics?

Mathematics not only teaches students the specific skills in individual areas, but also the logical thinking process needed in everyday living. Mathematics enables students to gather data, compare, analyse and make good decisions, anything from determining the best buy in electronic games to sorting out fallacies in a statistical survey.

Course Outline

The course includes the following topics: whole numbers, decimals, fractions, directed numbers, length, area, volume, mass, time, tables and graphs, statistics, probability, ratio and rate, algebra, transformations and tessellations.

Learning Experiences

Students arrive for high school from a variety of schools and with a range of mathematical expertise. Our course recognises these differences and our teachers are careful to monitor the progress of each student. In addition to whole class lessons, students can work individually or in groups to complete a wide variety of graded tasks including worksheets, puzzles, games, investigations and projects. Students may elect to participate in extension activities and competitions as appropriate. The class teacher will always be available to students and parents for advice and guidance.

Assessment

There will be four items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

Future Options

Since Mathematics is a sequential subject, a solid grounding in Year 7 Maths provides a good base upon which all further Maths studies depends.

Mathematics subjects are pre-requisites for a large number of tertiary courses.

Science	Core Subject	Year 7

Overview

What is Science?

It helps us to understand the world we live in. Science is challenging and fun, and it is important to our present and future life-styles, health and environment. As a career, it offers many current and future problem-solving situations and involves working within a local and international community of scientists.

Why study Science?

The Science program has been written to promote the development of successful, self-directed learners. It builds on the Science studied in primary school. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics in a multidisciplinary STEM approach. You will use an investigative approach to solving problems and develop practical skills through laboratory and research activities. You will have opportunities to reflect on your learning and evaluate the influence that people and culture have on applications of science.

In each unit, you will study the three strands - Science Understanding, Science Inquiry and Science as a Human Endeavour. Units are drawn from the Biological, Chemical, Physical and Earth and Space sciences.

Course Outline

Units are aligned with the Australian Curriculum.

Semester 1

- Observing Organisms
- The Force Awakens

Semester 2

- Water – waste not, want not
- Heavenly Bodies

Learning Experiences

As you work with other students and teachers, you will be working scientifically. This reflects the way practising scientists solve problems in the real world. It includes researching and investigating questions and problems, undertaking laboratory and field work, and communicating and reflecting on the work you have undertaken.

Assessment

Your teacher will provide opportunities for you to show your learning. You will demonstrate your new knowledge of science and the investigative and practical skills you have developed in a variety of ways which may include written tests, extended writing, research and experimental reports, design and building projects, orals and digital presentations e.g. PowerPoint, webpages etc.

Future Options

Whether you choose a career in science or simply live in today's world you need to be scientifically literate. You are only limited by your imagination.

Be a Vet, Doctor, Psychologist, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse, Engineer or Parent. Whatever you want to be, an understanding of science concepts will support you.

In the Senior Secondary the study of science is replaced by the study of separate subjects: Physics, Chemistry, Psychology and Biology.

Spanish	Core Subject	Year 7

Overview

What is Spanish?

Spanish is one of the most widely spoken languages in the world, with over 559 million speakers across four continents. It ranks second globally for native speakers and continues to grow in prominence as a second language in education systems worldwide. Beyond its linguistic value, Spanish holds significant cultural, historical, and economic importance. It is increasingly recognised as a critical language for international communication, business, and diplomatic relations.

Studying Spanish provides valuable opportunities for academic advancement, career development, and global engagement. As the world becomes more interconnected, proficiency in Spanish offers a distinct advantage across a wide range of fields.

Why Study Spanish?

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Discover Hispanic Culture: The Spanish-speaking world encompasses a rich tapestry of cultures, particularly across Spain and Latin America. With deep-rooted traditions in literature, art, architecture, music, and philosophy, learning Spanish offers access to a vast and diverse cultural heritage.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors across these culturally and historically rich regions.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

Course Outline

The purpose of learning Spanish is to develop cultural awareness and communicative language skills. You communicate through speaking, listening, reading and writing. The Spanish language curriculum combines the interrelated strands of Communicating meaning in Spanish and Understanding language and culture. Studying Spanish will help you acquire essential communication skills, intercultural competence, and an understanding of the role of language and culture in communication.

The following units will be explored in Year 7 Spanish:

- ¡Bienvenidos al mundo hispano!
- La Fiesta

Learning Experiences

The course is developed to allow for communicative language use in realistic activities and settings. A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

Assessment

Assessment is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficiency.

Future Options
In Year 8, students choose to study either Spanish or Chinese for a semester. In Years 9 and 10, students are able to continue their studies in Spanish as an elective. In Years 11 and 12, students have the opportunity to study the QCAA Senior Spanish curriculum, or within the International Baccalaureate Diploma Programme.

Learning Spanish can open up exciting pathways for the future. It's a skill that's useful in many careers around the world—like working in media, education, travel, international business, or even helping people through translation and diplomacy. Being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 7
COURSE OF STUDY

PROGRAMS OF EXCELLENCE

Overview

What is Chinese Acceleration?

The Chinese Acceleration Program is a structured and immersive language-learning initiative designed for students in Years 7 to 9 who wish to extend their proficiency in Mandarin beyond the standard curriculum. This program integrates additional Chinese language instruction with a Mathematics component, where key Mandarin vocabulary and functional language are embedded into classroom learning to reinforce and support language development in a meaningful context.

Through exposure to Mandarin across multiple subject areas, students are provided with the opportunity to accelerate their language acquisition, build confidence in using the language, and engage more deeply with Chinese linguistic and cultural perspectives. The program also fosters a broader understanding of Chinese history, traditions, and contemporary developments, promoting both language proficiency and intercultural awareness.

The Chinese Acceleration Program prepares students for continued success in advanced language pathways, including QCAA Senior Languages, the International Baccalaureate Diploma Programme, and the internationally recognised Chinese Proficiency Tests (HSK). It aims to equip students with relevant and practical language skills that support academic achievement and future career aspirations in an increasingly globalised world.

Why study Chinese Acceleration?

Explore Chinese Culture: China boasts one of the world's oldest and most influential civilisations, with a profound legacy in literature, art, architecture, music, and philosophy. Its cultural influence extends well beyond its borders, shaping traditions in countries such as Japan, Korea, Vietnam, and Malaysia. Learning Chinese provides a deeper understanding of this rich cultural heritage and access to a wealth of historical and contemporary knowledge.

Career and Economic Opportunities: Chinese is increasingly important for students in Australia, particularly as the relationship between Australia and China grows through trade, investment, education, and technological collaboration. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science, and research.

Travel and Global Connection: Chinese is spoken across many parts of the world and is a valuable asset when travelling to Chinese-speaking regions. As Australia remains a popular destination for Chinese tourists, learning the language also enhances local engagement and cultural understanding at home.

Personal Development: Studying Chinese supports a wide range of personal and academic skills, including communication, literacy, intercultural awareness, and cognitive development. It encourages critical and creative thinking, strengthens memory and problem-solving abilities, and fosters greater global awareness and empathy.

Course Outline

The Chinese Acceleration Program offers an enriched course of study designed to extend students' proficiency in Modern Standard Chinese (Mandarin). Through a more comprehensive and immersive curriculum, students develop advanced language skills and intercultural competence.

Mathematics lessons will follow the standard curriculum while integrating select Chinese language elements, reinforcing vocabulary and functional language in authentic contexts. As students' confidence and proficiency grow, an increasing amount of Chinese language will be incorporated into Mathematics lessons, supporting continuous exposure and practical application across subject areas.

Throughout the course, students will engage with a broad selection of themes such as greetings, self-introduction, family, numbers, time, festivals, clothing, appearance, daily routines, hobbies, and weather. These topics support meaningful language use while deepening cultural insight and global awareness.

Learning Experiences

Students will engage in a diverse range of structured and purposeful learning experiences designed to accommodate different learning styles and preferences. A variety of teaching strategies will be employed, including the effective use of information and communication technologies (ICT), to create a dynamic and interactive learning environment.

The program encourages students to participate in meaningful tasks that promote critical thinking, intercultural understanding, and real-world connections. Learning activities are designed to foster collaboration, creativity, and problem-solving skills, ensuring that students are not only building language proficiency but also developing essential 21st-century competencies.

Preferred Pre-requisites

Interested students are required to complete an application form, including a personal statement. Students attend an interview with a member of the Languages Department. This interview, the student's school report and a demonstrated enthusiasm and commitment to Languages will be considered when determining suitability for the program. This course is not suitable for native speakers.

Assessment

Assessment in the Chinese Acceleration Program is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through structured assessment tasks, which may include listening, reading, writing, and speaking components. These assessments are designed to be purposeful and engaging, allowing students to apply their skills in meaningful contexts while building confidence, accuracy, and fluency in the target language.

Future Options

Students continue their study within the Chinese Acceleration Program across Years 8 and 9. In Years 10, 11 and 12, students have a range of options to continue their study of Chinese, either through the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

Overview

What is Maths & Engineering Acceleration?

Maths & Engineering is a specialist study program, the goal of which is to enhance the experience for those students who have high aptitude for Maths. Students are expected to complete the high school Maths curriculum (which incorporates Mathematical Methods in Years 10 and 11) in 5 years instead of 6. During Year 12, students will have the option to study a university subject, select an additional Senior subject or take a study line.

Why study Maths & Engineering Acceleration?

Mathematically talented students require a challenging environment in which to perform to the best of their ability. Since Year 7 is the year in which students transition to high school and come from many different environments, the mainstream Year 7 Maths program extends on many topics which students have mastered in their primary school study. The Maths & Engineering Acceleration program offers those students the challenge and rigour required.

Course Outline

Generally, the program for Year 7 students incorporates Years 7 and 8 content and is implemented in a spiral curriculum. The six content strands are: Number; Algebra; Measurement; Space; Statistics and Probability. Each topic opens with Year 7 basics, followed by Year 8 content. You will study the Year 9 curriculum as Year 8 students, Year 10 curriculum as Year 9 students and Senior curriculum while in Years 10 and 11. As well as a reasonably fast-paced course, continuous revision and problem solving will be incorporated throughout. ICT will be used wherever possible to enhance learning. It is the intention that students will be completely familiar with the use of a hand-held graphics calculator as well as a range of Maths software by the end of Year 10.

Learning Experience

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. Maths Teams Challenge, the Australian Maths Trust Enrichment programs, and the Queensland Association of Maths Teachers problem solving competition are some of these activities. Students may join the after-school Robotics Club. Some excursions may also be incorporated in the program.

Preferred Pre-requisites

Interested students are required to sit the High Ability Selection Test (HAST). The purpose of the HAST is to ensure that students are able to cope with the demands of the subject and to follow through the 5 year course.

Assessment

There will be four items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

Future Options

Students have the opportunity to participate in Engineering in Years 10, 11 and 12. They will have an excellent grounding for Specialist Mathematics in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

Overview

What is Spanish Immersion?

Spanish Immersion is an intensive language-learning program for students who seek to acquire near-native proficiency in Spanish. Immersion students are taught and assessed completely in Spanish across their Spanish Immersion subjects (Mathematics, Science, History/Geography, Spanish, Design and Technologies, Health and Physical Education). Students commit to their Spanish study by engaging with their classwork and a variety of resources in Spanish including books, podcasts, videos, texts and presentations. Through hard work, dedication and a commitment to developing their language skills, students can achieve a high level of linguistic competence, with superior listening, speaking, reading and writing skills in Spanish.

Why study Spanish Immersion?

Learning a language takes time, so our modern language immersion approach maximises language exposure, and students undertake an intensive language learning experience akin to living and studying in a Spanish-speaking country. Students in the Spanish Immersion program have a thirst for knowledge and are ready for an academic challenge. After three years studying in the program, students achieve native or near-native proficiency in Spanish.

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Discover Hispanic Culture: The Spanish-speaking world encompasses a rich tapestry of cultures, particularly across Spain and Latin America. With deep-rooted traditions in literature, art, architecture, music, and philosophy, learning Spanish offers access to a vast and diverse cultural heritage.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors across these culturally and historically rich regions.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

Course Outline

The Spanish Immersion program is a Junior Secondary Program of Excellence offered for Years 7, 8 and 9. The Spanish Immersion program focusses on communication skills, and the capabilities necessary to excel across curriculum areas that are studied in the Spanish language. The Spanish Immersion program encompasses the curriculum areas of Mathematics, Science, History, Geography, Design and Technology and Health and Physical Education, with all lessons, homework, classwork and assessment undertaken completely in Spanish. The Spanish language subject will explore all facets of the structure and grammar of Spanish, in addition to an exploration of the diverse history and culture of the Hispanic world.

Learning Experiences

Students begin the year with an intensive language-learning component to provide a foundational level of Spanish, followed by the incorporation of Year 7 curriculum across diverse subject areas, taught in the Spanish language. Expert teachers implement a range of learning and teaching strategies to facilitate language acquisition, including context clues, gestures, cognates, visual aids, learning objects and curated texts of graduated challenge. Learning a second language by any method requires a long-term commitment, and students will utilise their language skills in class and at home. Spanish Immersion students study the same curriculum as students in English-only classrooms, with the addition of high-level Spanish language skills. Immersion students often form a "values community" as they progress together as a class that reflects the positive aspects of the language and culture that they are learning.

Preferred Pre-requisites

Interested students are required to complete an application form, including a personal statement. Students attend an interview with a member of the Languages Department. This interview, the student's school report and a demonstrated enthusiasm and commitment to Languages will be considered when determining suitability for the program.

Assessment

Assessment in the Spanish Immersion Program is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through structured assessment tasks, which may include listening, reading, writing, and speaking components. These assessments are designed to be purposeful and engaging, allowing students to apply their skills in meaningful contexts while building confidence, accuracy, and fluency in the target language.

Future Options

Students continue their study within the Spanish Immersion program across Years 8 and 9. In Years 10, 11 and 12, students have a range of options to continue their study of Spanish, either through the QCAA Senior Spanish syllabus, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

A high level of linguistic competence enhances your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism. In addition, being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

Overview

What is Year 7 Music Acceleration?

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior study in 5 years not 6. The course will allow students to extend their knowledge of music and develop skills in communication, collaboration and other vital 21st century skills.

Why study Music Acceleration?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing, or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Join Music Acceleration and learn how to write and play your own songs, explore different music styles and make music with your friends. While extending your practical skills, this program will introduce to the use of listening and analysis skills as a way to better understand the music around you.

Course Outline

Music Acceleration is a specialist subject offered to Year 7 students through an application and audition. In this course you will develop an understanding of the musical elements through a study of various musical styles including, Rock, Pop, Folk, World and Classical music. You will also learn about the role music plays in society and in the life of individuals. These areas will be examined within the following units of work:

- The Blues – Exploring this important and influential style and it impact.
- Musicals on Stage and Screen – Writing and recording a class musical.
- Like A Version – Arranging and performing 'classic' songs.
- Miniatures (Fanfare) – Composing a fanfare for a Hero.

Learning Experiences

You will be involved in both practical and theoretical learning experiences. Practical work in large ensembles and small instrumental and vocal groups will allow you to rehearse and perform both self-devised works and the compositions of others. You will engage in other areas of musical learning including using recording equipment and other music technology. Writing about music will also be a key learning experience, allowing you to engage in research, analyse musical works and reviewing performances.

Pre-requisites

Interested students are required to provide an audition video and attend an interview with a member of the Music Department. In this interview, the student's school report, and commitment to Music will be taken into account in determining if an offer for this course will be made.

Assessment

Students will be assessed in the following areas:

- Making includes creating short musical works for performing or recording and presenting performances as a class or within small groups.
- Responding to music in both verbal and written forms and reflecting on their own learning.

Future options

Students continue their study within the Music Acceleration program across Years 8, 9, 10 and 11. In Year 12, students have a range of options to continue their study of Music.

Future career options include being a musician, a teacher or working in the music industry. However, for many students, music is a recreational pursuit which remains with them for life.

Subjects Studied in Year 8

All students study an introductory and inter-disciplinary program, with opportunities across all eight Key Learning Areas (KLAs), which may be integrated where appropriate.

Students engage in a full year course of the subjects English, Mathematics, Science and Connect. Students will also study a semester each of History, Health and Physical Education, Languages (Chinese or Spanish) and The Arts (Music, Theatrical Movement Studies or Visual Media Technologies), with continued emphasis on numeracy and literacy.

Further, students will elect to study 4 additional semester-long elective subjects of their choosing from the Learning Areas of Humanities and Social Sciences, Technologies, Languages, or The Arts.

Students may elect to continue the Spanish Immersion, Chinese Acceleration, Maths & Engineering Acceleration Program or Music Acceleration. These Programs remain full year courses.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 8
COURSE OF STUDY
CORE SUBJECTS

English	Core Subject	Year 8

Overview

What is English?

English equips you with the power to make your mark on the world: the power to persuade others of what you want, the power to express yourself creatively, the power to argue your point of view in a structured way, the power to be heard by others and the power to critically analyse the world around you.

Why study English?

Most subjects require that you have a strong command of English in order to engage in learning successfully. Developing English skills will also help you to prepare more effectively for your Senior subjects.

English is also a subject where you can enjoy being creative. You can role play, read poetry, write poetry, enjoy exciting stories and write exciting stories. You can let your imagination run wild.

Course Outline

Unit 1: First Nations Voices

In this unit, students will engage with a range of texts from First Nations authors and artists including short stories, picture books, graphic novels, and poetry that explore the resurgence of First Nations identity and/or culture in the 21st century. Students will write and create a multimodal feature article highlighting positive representations of and by global First Nations authors.

Unit 2: A Moral for a Modern World

In this unit, students will read a range of fables and allegories, including Reader's Theatre adaptations of fables, to identify and explain moral issues. Students will create and perform a modern interpretation of a fable that addresses a contemporary moral problem relevant to students' lives.

Unit 3: A Likely Hero

In this unit, students will explore the "hero's journey" through a novel study. By examining the aesthetic features and text structure elements related to the hero's journey in a novel, students will explain how an author's choices are used to represent the journey of the protagonist.

Unit 4: Exploring the Narrative

Students read a variety of short stories from a diverse range of authors and analyse their use of text structures and language features to create an engaging and meaningful story for the audience. Students will then write an original narrative for an Indro short story anthology. The narrative uses a real-life setting selected by the student and explores a theme from one of the studied texts.

Learning Experiences

Playing with language is also fun and it helps you to develop your control of texts. Wide reading forms an important part of the course. You will read and engage with a range of literary texts including novels like "The Hobbit" and plays such as "A Midsummer Night's Dream" and different kinds of poetry.

Assessment

Assessment includes a total of four pieces of assessment and is either spoken or written, produced by you or as part of a group. You build your skills as you go, and should expect to improve your language ability substantially throughout the course.

Health And Physical Education	Core Subject	Year 8

Overview

What is Health and Physical Education?

Health and Physical Education (HPE) aims to instil in every child a basic knowledge and understanding of the value and importance of health and physical activity. Students learn about how their changing world operates as they face more complex life decisions. Students analyse and refine movement skills, experience outdoor recreation and develop leadership and team work skills.

Why study Health and Physical Education?

Students are encouraged and challenged to explore the worlds of sport, exercise, health and well-being through engagement in rigorous and rewarding learning experiences.

Health and Physical Education provides students with the opportunity to develop knowledge, skills and attitudes necessary for making informed decisions about:

Movement and physical activity

- Moving our bodies
- Making active choices
- Learning through movement

Personal, social and community health

- Identities and change
- Interacting with others
- Making healthy and safe choices

Learning Experiences

The Health and Physical Education program has been written to promote the development of successful, self-directed learners. Each unit of work is designed to develop acquisition of essential knowledge and understanding, problem solving and literacy relevant to the areas of health and well-being. Students will also demonstrate basic tactics and strategies to achieve identified goals in games, sports and other physical activities.

Assessment

Students will be assessed on both the practical and theoretical components of the subject. These components are weighted equally. Students will also be required to work individually and as part of a team.

Movement and physical activity: Demonstration of skills, knowledge of game and game play, rules and strategies and team-work.

Personal, social and community health: Assessment will encompass a range of techniques including a research task, television commercial, social media health promotion carousel.

Future Options

Students will continue to study Health and Physical Education as a compulsory semester-long subject in Year 9. In Year 10, students have the option of electing to continue their studies in this area via the subjects Physical Education (Year 10) or Sport and Recreation (Year 10). In Years 11 and 12, the subject offerings available to students are Senior Physical Education, Certificate III in Fitness and Sport and Recreation (Applied).

Health and Physical Education offers a pathway to many occupations in the leisure, recreation, sporting and health industries.

History	Core Subject	Year 8

Overview

What is History?

History is the study of the world through inquiry into the past. History aims to develop the knowledge, curiosity and imagination of students through developing an understanding of societies, events, movements, ideas and developments that have shaped humanity over the years. This subject helps students to appreciate how the world, its people and environments have changed, as well as the significant continuities that exist to the present day.

Why study History?

The study of History is based on evidence from the past. While always seeking truth, the study of History is interpretive by nature, promotes debate and critical thinking, and encourages reflecting on human values. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate claims with evidence and communicate effectively.

Course Outline

History in Year 8 identifies important features of the period ca.650-1750 as part of an expansive chronology that helps students understand broad patterns of historical change. The areas of study include:

- Medieval Europe and the early modern world.
- Empires and expansions – a study of the Spanish Conquest of the Americas.

Learning Experiences

Teachers describe, explain, model and monitor the process of historical inquiry so that students develop increasing initiative, self-direction and expertise. A variety of teaching and learning approaches and activities may be used, including teacher exposition, student debates, site visits, museum studies, use of historical narrative and hands-on activities such as the use and interpretation of authentic and virtual artefacts. An end result of historical inquiry should be a well-supported response to the question posed. Such a response could be in a variety of formats, ranging from historical models to essays.

Assessment

The assessment program will consist of a variety of techniques:

- Response to stimuli test
- Written research task

Future Options

Students will continue to study History as a semester-long compulsory subject in Year 9. In Years 10, 11 and 12 students have the option of electing to continue their studies in History. Students have the flexibility to study Ancient History or Modern History depending on their passion and area of interest. Keen Historians are encouraged to study both subjects to deepen their understanding of history over vastly different time periods.

History offers a pathway to many occupations in the services industry as well as law, foreign affairs, politics, tourism, art galleries and museums.

Mathematics	Core Subject	Year 8

Overview

What is Mathematics?

Mathematics is the study of quantity including geometry, arithmetic, algebra, etc. and the application of these in real-life situations.

Why study Mathematics?

Mathematics not only teaches students the specific skills in individual areas, but also the logical thinking process needed in everyday living. Mathematics enables students to gather data, compare, analyse and make good decisions, anything from determining the best buy in electronic games to sorting out fallacies in a statistical survey.

Course Outline

The course includes the following topics: whole numbers, decimals, fractions, directed numbers, length, area, volume, mass, time, tables and graphs, statistics, probability, ratio and rate, algebra, transformations and tessellations.

Learning Experiences

Students arrive for high school from a variety of schools and with a range of mathematical expertise. Our course recognises these differences and our teachers are careful to monitor the progress of each student. In addition to whole class lessons, students can work individually or in groups to complete a wide variety of graded tasks including worksheets, puzzles, games, investigations and projects. Students may elect to participate in extension activities as appropriate. The class teacher will always be available to students and parents for advice and guidance.

Assessment

There will be four items of assessment which may include formal tests and alternative assessment in the form of reports or investigations.

Future Options

Since Mathematics is a sequential subject, a solid grounding in Year 8 Maths provides a good base upon which all further Maths studies depends.

Mathematics subjects are pre-requisites for a large number of tertiary courses.

Science	Core Subject	Year 8

Overview

What is Science?

Science is challenging and fun, and it is important to our present and future lifestyles, health and environment. It helps us to understand the world we live in. As a career, it offers many current and future problem-solving situations and involves working within a local and international community of scientists.

Why study Science?

The Science program has been written to promote the development of successful, self-directed learners. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics in a multidisciplinary STEM approach. You will use an investigative approach to solving problems and develop practical skills through laboratory and research activities. You will have opportunities to reflect on your learning and evaluate the influence that people and culture have on applications of science.

In each unit, you will study the three strands - Science Understanding, Science Inquiry and Science as a Human Endeavour. Units are drawn from the Biological, Chemical, Physical and Earth and Space sciences.

Course Outline

Units are aligned with the Australian Curriculum:

Semester 1

- Working Scientifically
- Particles Matter, the Chemistry of Common Compounds
- Energy for My Lifestyle, What's Up?

Semester 2

- Extended Experimental Investigation – "Energy changes in Bouncing Balls"
- Rocks Never Die
- Building Blocks of Life, Multi-cellular Organisms

Learning Experiences

As you work with other students and teachers, you will be working scientifically. This reflects the way practising scientists solve problems in the real world. It includes researching and investigating questions and problems, undertaking laboratory and field work, and communicating and reflecting on the work you have undertaken.

Assessment

Your teacher will be keen to allow you to show what you have learnt. You will demonstrate your new knowledge of science and the investigative and practical skills you have developed in a variety of ways which may include written tests, extended writing, research and experimental reports, oral and digital presentations e.g. PowerPoint, webpages etc.

Future Options

Whether you choose a career in science or simply live in today's world you need to be scientifically literate. You are only limited by your imagination.

Be a Vet, Doctor, Psychologist, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse or Engineer. Whatever you want to be, you will need Science.

In the Senior School the study of science is replaced by the study of separate subjects: Physics, Chemistry Psychology and Biology.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 8
COURSE OF STUDY
ELECTIVE SUBJECTS

Chinese	Elective Subject	Year 8

Overview

What is Chinese?

Modern Standard Chinese, commonly known as Mandarin, is the official language of the People's Republic of China and Singapore. It is the most widely spoken language in the world, with over 950 million native speakers and approximately 230 million second-language speakers. Mandarin is the dominant variety of Chinese and is widely used across the Asia-Pacific region, including within Chinese-speaking communities in Australia. It also holds international status as one of the six official languages of the United Nations. The Chinese language has a remarkable linguistic legacy. Its written form, using characters that date back over 3,500 years, represents the oldest continuously used writing system in the world – still vibrant and evolving today.

Why study Chinese?

Discover Chinese Culture: China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.

Employment Opportunities: Chinese is an increasingly important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology and engagement with China. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science and research.

Travel and Tourism: Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also a valuable assent when travelling to Chinese-speaking regions.

Personal Development: The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Course Outline

The Chinese language curriculum is guided by the two interrelated strands of *Communicating meaning* and *Understanding language and culture*, ensuring a well-rounded approach to language learning. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

The following units aligned with the Australian Curriculum Version 9 will be explored:

- Let's Celebrate!
- Let's Eat

Learning Experiences

Students will engage in a diverse range of structured and purposeful learning experiences designed to accommodate different learning styles and preferences. A variety of teaching strategies will be employed, including the effective use of information and communication technologies (ICT), to create a dynamic and interactive learning environment.

Assessment

Assessment in the program is informed by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a balanced and comprehensive approach to language learning. A range of assessment methods will be used to capture student progress and achievement, including both formative and summative tasks.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficiency.

Future Options

Students in Years 9 and 10 can choose Chinese as an elective subject. In Years 11 and 12 students have the opportunity to continue their Chinese study through the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme.

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

Design & Technologies	Elective subject	Year 8

Overview

What is Design & Technologies?

This course builds on skills developed in Year 7 Design & Technologies and continues to provide students the opportunity to develop their critical thinking and problem-solving skills through creative outcomes in Design and Food & Nutrition. Students will design and produce products, services and environments within these contexts. They will manage projects from conception to realisation. Students apply design thinking and processes, while using drawing and communication skills, making prototypes, and developing a final design outcome. A sense of pride, satisfaction and enjoyment is developed from their ability to create innovative designed products, services and environments.

Why study Design & Technologies?

This course enables students to become creative and responsive problem solvers, developing and using their design skills, thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. This subject motivates young people to engage in a range of learning experiences within Design and Food Studies, where design problems are solved using a variety of hands-on and workbook-based approaches.

Course Outline

In Design & Technologies, students will engage with the following topics:

- Design/Industrial Technology Skills (1 Term) - automata toys
- Food Studies (1 Term) - healthy muffins

Learning Experiences

Learning experiences in Design & Technologies occur through a range of projects that require students to think critically about a design problem and then generate multiple solutions. Students will learn fundamental drawing skills to assist in visually communicating their ideas, as well as develop their skills to think critically and creatively, to plan and time-manage for themselves, to work collaboratively, and to make considerations about ethics and sustainability. In addition, students will learn foundational nutritional knowledge to develop an understanding of healthy eating to design solutions.

Assessment

- Drawing skills
- Projects/folios

Future Options

Year 9: Industrial Technology Skills, Design, Food Studies, Fibre & Fashion
Year 10: Certificate I in Manufacturing Pathways, Design, Food & Nutrition, Fashion
Years 11 & 12: Certificate II in Construction, Certificate II in Engineering Pathways, Furnishing Skills (Applied), Fashion (Applied), Design, Food & Nutrition, Certificate II in Hospitality

The study of Design & Technologies can open pathways into careers in the areas of Industrial Technology & Design (including building, construction & engineering), Design, Hospitality and other food related jobs.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Digital Technologies	Elective subject	Year 8

Overview

What is Digital Technologies?

This course shows students how to overcome real world problems with the application of computational thinking and the development of digital solutions. It challenges students to think outside of the box and to work both independently and collaboratively to design algorithms that match user requirements and specific design criteria. They test and debug their solutions and learn about the capabilities and limitations of hardware and why software encryption and data security are necessary in today's everchanging world.

Why study Digital Technologies?

Confidence when using digital technologies allows students to create digital solutions that respond to the needs of individuals, society, the economy and the environment. Students will become effective users and critical evaluators of digital systems, as well as regional and global digital citizens.

Course Outline

In Digital Technologies, students engage with the following units of work:

- Minecraft with JavaScript – Students learn the basics of coding in a familiar game environment
- Spheros with JavaScript – Students extend their coding skills with fun robotics challenges

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Learning Experiences

- Exploring the concept of data and evaluating data types
- Developing skills in coding and algorithms
- Designing digital solutions
- Applying project management skills, including iterative development processes and project timelines
- How to work effectively in teams

Assessment

Students will be assessed under the strands 'Knowledge and Understanding' and 'Processes and Production Skills.' They will complete several problem-solving activities requiring coded JavaScript responses with accompanying multimedia presentations.

Students should note, much of the assessment in Digital Technologies is collaborative and will require students to work effectively in teams.

Future Options

Digital Technologies is a foundation for:

- Year 9 Digital Technologies
- Year 10 Digital Solutions
- Years 11 and 12 Digital Solutions

English As An Additional Language Or Dialect	Support Class	Year 8

Overview

What is English as an Additional Language or Dialect?

This support class is offered to students from non-English speaking backgrounds who would benefit from the in-depth development of English language. This subject is in addition to the main English subject and is studied instead of another elective.

Why study English as an Additional Language or Dialect?

English as an Additional Language or Dialect focuses on the mechanics of the English language as well as the creative and productive skills required to succeed in other subject areas. It supports students moving from intensive language courses into mainstream subjects, as well as strengthening the English skills of other students from a non-English speaking background.

Course Outline

Year 8 English as an Additional Language or Dialect develops the language needed to succeed in mainstream subject areas across the Junior School, particularly English. It specifically teaches language skills, including vocabulary, spelling, punctuation and grammar, in an environment suited to the needs of speakers of other languages.

Assessment

There is no summative assessment for this class however, work completed will support students to succeed in all learning areas.

Geography	Elective Subject	Year 8

Overview

What is Geography?

Geography is the study of interconnections between people and places, and inspires curiosity and wonder about the world we live in. Geography challenges students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Geography gives students opportunities to develop a wide range of skills that can be applied in their everyday lives, and eventually in the workplace. Students will learn to inquire through critical thinking, analysis of patterns, trends and relationships that lead to local and global challenges, consideration of future impacts, and creative problem solving.

Why study Geography?

Geography provides an opportunity for students to explore the world they live in. The aim of the course is for students to develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist in the world.

Course Outline

In the first term of Geography students study Landforms and Landscapes, and in the second term Geographers investigate Changing Nations around the world.

Learning Experiences

Students will be engaged in a wide range of activities both inside and outside the classroom. The key learning experiences include:

- Field studies
- Geographical skills development, such as mapping and graphic modes
- Inquiry-based learning

Assessment

The assessment program will consist of a variety of techniques:

- Short response tests – these include a variety of short answer options, some in response to stimuli
- Written Report – inquiry into a country that has experienced significant changes and challenges with population growth

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Future Options

Students may continue to study Geography as a semester-long elective subject in Year 9. Geography is offered as a year-long elective course in Year 10, 11 and 12.

Geography offers a pathway to many occupations, such as urban planning, consulting, surveying, national parks management and environmental management.

Music	Elective Subject	Year 8

Overview

What is Music?

This subject is an exciting step into the world of music, giving students the opportunity to create, perform and analyse musical works in various styles. Music has influenced people's lives since the beginning of time and is a language understood throughout the world. It has the ability to lift your spirits when you're feeling down or move you to tears. Music is an element of ritual and celebration to cultures throughout the world and ranges from the music of the everyday through to sacred music.

Why study Music?

Join Junior Music and learn how to write and play your own songs, explore different music styles and make music with your friends. You will learn how to communicate your musical ideas and how to write about music that you enjoy. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people from different cultures throughout time.

Course Outline

Students will develop their understanding of Music through the study of the following units of work:

- The Blues – Explore this important and highly influential style.
- Like a Version – How do artists create interesting and successful musical covers.
- Performing with Purpose – How do the elements work to create great performances.

Students will also learn about traditional forms of Music and the ways that Music has been informed by social change.

Learning Experiences

Students will be engaged in both theoretical and practical learning experiences and often students will have a lesson in each of these areas each week. In order to develop well rounded musicians, students will engage in aural and composition activities individually and in small groups.

Students will work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others. Practical time is a highlight of the course for many students and it is where students are able to hone their performance skills. Theory lessons will involve a range of learning experiences from classroom note taking to group discussion and research.

Assessment

Students will be assessed in the following areas:

- Making includes creating short musical works for performing or recording and presenting performances as a class or within small groups.
- Responding to music in both verbal and written forms and reflecting on their own learning.

Future Options

Future career options include being a Musician, a Teacher or working in the music industry. However, for many students music is a recreational pursuit which remains with them for rest of their lives.

Spanish	Elective Subject	Year 8

Overview

What is Spanish?

Spanish is one of the most widely spoken languages in the world, with over 559 million speakers across four continents. It ranks second globally for native speakers and continues to grow in prominence as a second language in education systems worldwide. Beyond its linguistic value, Spanish holds significant cultural, historical, and economic importance. It is increasingly recognised as a critical language for international communication, business, and diplomatic relations.

Studying Spanish provides valuable opportunities for academic advancement, career development, and global engagement. As the world becomes more interconnected, proficiency in Spanish offers a distinct advantage across a wide range of fields.

Why Study Spanish?

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Discover Hispanic Culture: The Spanish-speaking world encompasses a rich tapestry of cultures, particularly across Spain and Latin America. With deep-rooted traditions in literature, art, architecture, music, and philosophy, learning Spanish offers access to a vast and diverse cultural heritage.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors across these culturally and historically rich regions.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

Course Outline

The purpose of learning Spanish is to develop cultural awareness and communicative language skills. You communicate through speaking, listening, reading and writing. Studying Spanish will help you acquire essential communication skills, intercultural competence, and an understanding of the role of language and culture in communication.

The following units will be explored:

- Español en Acción: From school to free time
- Mi Casa, Su Casa: Describing the world around us

Learning Experiences

The course is developed to allow for communicative language use in realistic activities and settings. A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

Assessment

Assessment is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficaiency.

Future Options

Students in Years 9 and 10 can choose Spanish as an elective subject. In Years 11 and 12 students have the opportunity to continue their Spanish study through the QCAA Senior Spanish syllabus, or within the International Baccalaureate Diploma Programme.

Learning Spanish can open up exciting pathways for the future. It's a skill that's useful in many careers around the world—like working in media, education, travel, international business, or even helping people through translation and diplomacy. Being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

Theatrical Movement Studies	Elective Subject	Year 8

Overview

What is Theatrical Movement Studies?

This subject is an exciting combination of Dance and Drama Studies which gives students the opportunity to create, perform and analyse the work of other artists.

Why study Theatrical Movement Studies?

Study Theatrical Movement Studies and creatively explore your imagination, emotions, attitudes and ideas. Be a young Artist and develop artistic and creative skills, creating and presenting your own devised work. Work with others in a supportive group environment as you develop your communication skills. In the 21st Century, those who are employed in the Arts Industries are often those who have more than one specialised set of skills. Dancers who can act; Actors who can dance; and directors and producers who have had experience with both art forms have advantages in a competitive and complex employment and social environment.

Possible Course Outline:

Unit 1

Dance Foundations: DANCE AROUND THE WORLD
Making: Manipulating dance elements from Folk and Cultural dances, and Hip Hop
Responding: Choreographic statement

Unit 2

Drama Foundations: COMEDY
Making: Improvised Clowning in pairs
Responding: written evaluation and analysis of a clowning skit

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Learning Experiences

Theatrical Movement Studies aims to create confident, articulate team workers for future careers inside and outside the Arts Industries. It is also a preferred choice for students who wish to study Drama and Dance in Years 9, 10, 11 and 12.
Students will frequently work in small groups to solve problems, communicate ideas and demonstrate knowledge and understanding of skills. A key component of the course is to assist students to confidently present their ideas in front of others. Most lessons feature a performance task!

Assessment

Students will be assessed according to the three dimensions of

- Making Forming/choreographing – students will devise their own work
- Making Performing – students will perform their own work, and the work of others.
- Responding – students will discuss and write about professional works and their own arts experiences

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Future Options

Students can follow their Drama and Dance interests through into Year 9 and Senior subject offerings. Following Senior, students may move into related University and Vocational Courses, or straight into Arts Industries.

Studying in the Performing Arts is also of benefit to those students intending to work in the areas of Tourism, Business, Education and Law.

Visual Media Technology	Elective Subject	Year 8

Overview

What is Visual Media Technology?

Visual Media Technology is an exciting mix of Visual Art and Media Arts that allows students to explore the theoretical understandings required for meaningful participation, interaction, creation and analysis of emerging art works and media products.

Why study Visual Media Technology?

Visual Media Technology is for students who are creative thinkers and makers. Having more than one specialised set of skills and experience with different types of materials and technologies has advantages for students in the competitive and complex employment and social environments of the future.

Course Outline

Students learn skills and gain understanding in the disciplines of Visual Art and Media Arts. It is a skills based approach to reinforce the elements of Visual Art and Media through Making and Responding components of the Australian Curriculum. Students work on production projects and work in teams to prepare work for public display. Students learn time management, responsibility and commitment through the learning episodes and assessment.

Making and Responding tasks in Visual Art - Drawing portfolio

Making and Responding tasks in Media Arts - Stop Motion Short Film

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Learning Experiences

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Preferred Pre-requisites

There are no prerequisites for this foundation course in Media Arts and Visual Art.

Assessment

Students will be assessed in the areas of making and responding. Students will learn to communicate ideas and intentions through making tasks that are designed to develop and extend upon new and existing knowledge and skills. They will explore and experiment with a variety of techniques, processes, materials and technologies. Students will also engage in a variety of responding tasks that are designed to develop their skills in exploration, analysis and interpretation of artworks and media.

Future Options

Students can follow their Visual Art and Media interests through to Year 9 and Senior subject offerings, and from there into related University and Vocational Courses. Visual Media Technology also benefits students intending to work in the areas of Tourism, Advertising, Business, Technology, Science and Education.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 8
COURSE OF STUDY
PROGRAMS OF EXCELLENCE

(Program continued from Year 7)

Overview

What is Chinese Acceleration?

The Chinese Acceleration Program is a structured and immersive language-learning initiative designed for students in Years 7 to 9 who wish to extend their proficiency in Mandarin beyond the standard curriculum. This program integrates additional Chinese language instruction with a Mathematics component, where key Mandarin vocabulary and functional language are embedded into classroom learning to reinforce and support language development in a meaningful context.

Through exposure to Mandarin across multiple subject areas, students are provided with the opportunity to accelerate their language acquisition, build confidence in using the language, and engage more deeply with Chinese linguistic and cultural perspectives. The program also fosters a broader understanding of Chinese history, traditions, and contemporary developments, promoting both language proficiency and intercultural awareness.

The Chinese Acceleration Program prepares students for continued success in advanced language pathways, including QCAA Senior Languages, the International Baccalaureate Diploma Programme, and the internationally recognised Chinese Proficiency Tests (HSK). It aims to equip students with relevant and practical language skills that support academic achievement and future career aspirations in an increasingly globalised world.

Why study Chinese Acceleration?

Explore Chinese Culture: China boasts one of the world's oldest and most influential civilisations, with a profound legacy in literature, art, architecture, music, and philosophy. Its cultural influence extends well beyond its borders, shaping traditions in countries such as Japan, Korea, Vietnam, and Malaysia. Learning Chinese provides a deeper understanding of this rich cultural heritage and access to a wealth of historical and contemporary knowledge.

Career and Economic Opportunities: Chinese is increasingly important for students in Australia, particularly as the relationship between Australia and China grows through trade, investment, education, and technological collaboration. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science, and research.

Travel and Global Connection: Chinese is spoken across many parts of the world and is a valuable asset when travelling to Chinese-speaking regions. As Australia remains a popular destination for Chinese tourists, learning the language also enhances local engagement and cultural understanding at home.

Personal Development: Studying Chinese supports a wide range of personal and academic skills, including communication, literacy, intercultural awareness, and cognitive development. It encourages critical and creative thinking, strengthens memory and problem-solving abilities, and fosters greater global awareness and empathy.

Course Outline

The Chinese Acceleration Program offers an enriched course of study designed to extend students' proficiency in Modern Standard Chinese (Mandarin). Through a more comprehensive and immersive curriculum, students develop advanced language skills and intercultural competence.

Mathematics lessons will follow the standard curriculum while integrating select Chinese language elements, reinforcing vocabulary and functional language in authentic contexts. As students' confidence and proficiency grow, an increasing amount of Chinese language will be incorporated into Mathematics lessons, supporting continuous exposure and practical application across subject areas.

Within the Chinese language subject, the following units aligned with the Australian Curriculum V9 will be explored:

- Weather, Seasons and Sickness
- School facilities, subjects and making phone calls
- Food, daily meals and eating out
- My house, furniture and my neighbourhood

Learning Experiences
Students will engage in a diverse range of structured and purposeful learning experiences designed to accommodate different learning styles and preferences. A variety of teaching strategies will be employed, including the effective use of information and communication technologies (ICT), to create a dynamic and interactive learning environment.

The program encourages students to participate in meaningful tasks that promote critical thinking, intercultural understanding, and real-world connections. Learning activities are designed to foster collaboration, creativity, and problem-solving skills, ensuring that students are not only building language proficiency but also developing essential 21st-century competencies.

Preferred Pre-requisites
Previous experience with Chinese or enrolment in Chinese Acceleration in Year 7. This course is not suitable for native speakers.

Assessment
Assessment in the Chinese Acceleration Program is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through structured assessment tasks, which may include listening, reading, writing, and speaking components. These assessments are designed to be purposeful and engaging, allowing students to apply their skills in meaningful contexts while building confidence, accuracy, and fluency in the target language.

Future Options
Students continue their study within the Chinese Acceleration Program in Year 9. In Years 10, 11 and 12, students have the opportunity to continue their study of Chinese, either through the QCAA Senior Chinese curriculum, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

(Program continued from Year 7)

Overview

What is Maths & Engineering Acceleration?

Maths & Engineering is a specialist study program the goal of which is to enhance the experience for those students who have high aptitude for Maths. Students are expected to complete the high school Maths curriculum (which incorporates Mathematical Methods in Years 10 and 11) in 5 years instead of 6. During Year 12 students may then study one unit of Maths from either the University of Queensland or Queensland Institute of Technology.

Why study Maths & Engineering Acceleration?

Mathematically talented students require a challenging environment in which to perform to the best of their ability. The Maths & Engineering Acceleration Program offers those students the challenge and rigour required.

Course Outline

Generally, the program for Year 8 students incorporates Years 8 and 9 content and is implemented in a spiral curriculum. The six content strands are: Number; Algebra; Measurement; Space; Statistics and Probability. Each topic opens with Year 8 basics, followed by Year 9 content. You will study the Year 10 curriculum as Year 9 students and Senior curriculum while in Years 10 and 11. As well as a reasonably fast-paced course, continuous revision and problem solving will be incorporated throughout. ICT will be used wherever possible to enhance learning. It is the intention that students will be completely familiar with the use of a hand-held graphics calculator as well as a range of maths software by the end of Year 10.

Learning Experience

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. Maths Teams Challenge, the Australian Maths Trust Enrichment programs, Year 8 Quiz, and the Queensland Association of Maths Teachers problem solving competition are some of these activities. Students may join the after-school Robotics Club. Some excursions may also be incorporated in the program.

Preferred Pre-requisites

Year 7 Maths & Engineering Acceleration

Assessment

There will be four items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

Future Options

Students have the opportunity to participate in Engineering in Years 10, 11 and 12. They will have an excellent grounding for Maths Specialist Mathematics in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

Music Acceleration	Program of Excellence	Year 8

(Program continued from Year 7)

Overview

What is Year 8 Music Acceleration?

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior study in 5 years. The course will allow students to extend their knowledge of music and develop skills in communication, collaboration and other vital 21st century skills.

Why study Music Acceleration?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing, or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Join Music and learn how to write and play your own songs, explore different music styles and make music with your friends. While extending your practical skills, this subject will introduce to the use of listening and analysis skills as a way to better understand the music around you.

Course Outline

Students will develop their understanding of Music and its ability to tell story through the study of the following units of work:

- Basslines of Music History
- Music Behind the Scenes: Music for Film, Television and Games
- Music's Classic Hits

Students will also learn about traditional forms of Music and the ways that Music has been informed by social change.

Learning Experiences

Students will be engaged in both theoretical and practical learning experiences and often students will have a lesson in each of these areas each week. In order to develop well rounded musicians, students will engage in aural and composition activities individually and in small groups. Students will work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others. Practical time is a highlight of the course for many students and it is where students are able to hone their performance skills. Theory lessons will involve a range of learning experiences from classroom note taking to group discussion and research.

Pre-requisites

Admission to the Music Acceleration program is by audition and interview prior to Year 7. Students study Music Acceleration in Years 7-9 to prepare for the Senior Music program. Students from interstate or overseas may qualify for entry at a different level at the discretion of the Head of Department.

Assessment

Students will be assessed in the following areas:

- Making includes creating short musical works for performing or recording and presenting performances as a class or within small groups.
- Responding to music in both verbal and written forms and reflecting on their own learning.

Future Options

Future career options include being a Musician, a Teacher or working in the music industry. However, for many students music is a recreational pursuit which remains with them for rest of their lives.

(Program continued from Year 7)

Overview

What is Spanish Immersion?

Spanish Immersion is an intensive language-learning program for students who seek to acquire near-native proficiency in Spanish. Immersion students are taught and assessed completely in Spanish across their Spanish Immersion subjects (Mathematics, Science, History/Geography, Spanish, Health and Physical Education). Students commit to their Spanish study by engaging with their classwork and a variety of resources in Spanish including books, podcasts, videos, texts and presentations. Through hard work, dedication and a commitment to developing their language skills, students can achieve a high level of linguistic competence, with superior listening, speaking, reading and writing skills in Spanish.

Why study Spanish Immersion?

Learning a language takes time, so our modern language immersion approach maximises language exposure, and students undertake an intensive language learning experience akin to living and studying in a Spanish-speaking country. Students in the Spanish Immersion program have a thirst for knowledge and are ready for an academic challenge. After three years studying in the program, students achieve native or near-native proficiency in Spanish.

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Discover Hispanic Culture: The Spanish-speaking world encompasses a rich tapestry of cultures, particularly across Spain and Latin America. With deep-rooted traditions in literature, art, architecture, music, and philosophy, learning Spanish offers access to a vast and diverse cultural heritage.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors across these culturally and historically rich regions.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

Course Outline

The Spanish Immersion program is a Junior Secondary Program of Excellence offered for Years 7, 8 and 9. The Spanish Immersion program focusses on communication skills, and the capabilities necessary to excel across curriculum areas that are studied in the Spanish language. The Spanish Immersion program encompasses the curriculum areas of Mathematics, Science, History, Geography and Health and Physical Education, with all lessons, homework, classwork and assessment undertaken completely in Spanish. The Spanish language subject will explore all facets of the structure and grammar of Spanish, in addition to an exploration of the diverse history and culture of the Hispanic world.

Learning Experiences

The Spanish Immersion Program builds on the foundational language skills developed in year 7, providing students with the opportunity to further deepen their proficiency through rich and sustained exposure to Spanish across the curriculum. Throughout the year, students engage with the Year 8 curriculum content in a range of subject areas taught in Spanish, promoting both academic development and authentic language use.

Expert teachers employ a variety of evidence-based strategies to support language acquisition, including the use of context clues, visual aids, cognates, gestures, scaffolded texts, and targeted learning tools. These methods ensure that students are able to access and engage meaningfully with subject content while continuing to develop linguistic fluency.

As with all second language learning, success is fostered through consistent practice and long-term commitment. Students are encouraged to apply their Spanish skills both in the classroom and beyond, reinforcing learning through active use and reflection.

Importantly, Spanish Immersion students follow the same academic program as their peers in English-medium classes, with the added benefit of acquiring high-level Spanish language skills. Immersion students often form a "values community" as they progress together as a class that reflects the positive aspects of the language and culture that they are learning.

Preferred Pre-requisites

Year 7 Spanish Immersion. Background Spanish speakers may be eligible to enter the program in Year 8, subject to class size and an interview with the Head of Department - Languages and Global Citizenship.

Assessment

Assessment in the Spanish Immersion Program is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through structured assessment tasks, which may include listening, reading, writing, and speaking components. These assessments are designed to be purposeful and engaging, allowing students to apply their skills in meaningful contexts while building confidence, accuracy, and fluency in the target language.

Future Options

Students continue their study within the Spanish Immersion program throughout Year 9. In Years 10, 11 and 12, students have a range of options to continue their study of Spanish, either through the QCAA Senior Spanish syllabus, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

A high level of linguistic competence enhances your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism. In addition, being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

Year 9 Subjects

In Year 8, students had the opportunity to experience learning in a wide range of subject areas. Students are encouraged to reflect on these learning experiences, and consider the subjects they enjoyed and wish to build upon as they continue with their learning.

All Year 9 students will study a full year course in the following Core subjects:

- English
- Mathematics
- Science

All Year 9 students will also study a semester course in the following Core subjects:

- Health and Physical Education
- History

In addition, students have the opportunity to choose subjects they enjoy and in which they believe they will enjoy success. Year 9 students select four (4) semester-long elective subjects from the following options:

- Art
- Chinese (can be selected as a year-long course)
- Chinese Acceleration (continuing students only)
- Dance
- Design & Technologies: Design
- Design & Technologies: Industrial Technology Skills
- Design & Technologies: Food Studies
- Design & Technologies: Fibre & Fashion
- Digital Technology
- Drama
- Economics & Business
- English as an Additional Language or Dialect (EALD)
- Geography
- Media Arts
- Music
- Music Acceleration (continuing students only)
- Spanish (can be selected as a year-long course)
- Spanish Immersion (continuing students only)

Note: The school reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.

To assist students when making a decision about elective selection, the following should be considered:

- Have a good idea about what it is that you would like to do in the future. Have some goals, some direction that is important to you at this moment. Write it down, and then think about what sort of course and results will be important to allow you to follow your dream.
- Talk with your teachers. Make an appointment with our Guidance Officers. Attend subject information sessions. Get information about the career and courses that interest you.
- You are on the verge of making a commitment to a course of study. Be wise. Choose a course of study that will interest you, enable you to enjoy success, and open pathways for you towards a wonderful future.
- Students will continue the Spanish Immersion, Chinese Acceleration, Music Extension or Maths & Engineering Acceleration Program which began in Year 7. If a student wishes to withdraw from one of these programs, a letter must be received by the school from the parent.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 9
COURSE OF STUDY
CORE SUBJECTS

English	Core Subject	Year 9

Overview

What is English?

When you study English, you deal with language in the real world – in the forms of fiction, non-fiction, plays, films, television, magazines, newspapers and the internet. You respond in a variety of ways, through speaking, acting and writing. All of the activities help you to prepare to be a confident member of society. Language is power. Playing with language is fun. The study of English includes studies of literary and non-literary texts.

Why study English?

English equips you with the power to make your mark on the world: the power to persuade others, the power to express yourself creatively, the power to argue your point of view in a structured way and the power to be heard by others.

Preferred Pre-requisites

Nil

Course Outline

Unit 1 Creating Speculative Fiction: Students will study the range of different sub-genres that fit into the broader category of speculative fiction texts. Students will engage with a range of text types to understand the 'what if' that underpins speculative fiction. Students will be able to experiment with different writing stimulus and create a short imaginative text that asks 'what if?'.

Unit 2 Persuasive pitch: Students will study how persuasive devices are used to influence individuals and groups, as well as how the language of interaction between different people can change according to context. Using these skills, students will read a novel in class and present a persuasive pitch promoting why this novel would make an effective new television show for a streaming service.

Unit 3 Stories of Success: Students will read, analyse and comprehend a range of biographical and autobiographical texts that tell the story of people surviving adversity and going on to give back to the community. Using these experiences as stimulus, in pairs, students will then create persuasive podcasts that explore humanity's ability to survive adversity and thrive.

Unit 4 Representations of Ideas and People: Students will view the film *Black Panther* and read the graphic novel *Miss Marvel* to explore the impact of texts that challenge traditional representations of superheroes. By deconstructing the film, students will write an analytical essay under exam conditions, analysing the representations of ideas, people and issues in a superhero text.

Assessment

Assessment is either spoken or written with four pieces of assessment per year. English skills will develop over time and students are expected to improve their literacy and writing skills throughout the course.

Future Options

If you enjoy English, you may be interested in a career in some of the following fields: Advertising, Anthropology, Communications, Content Creating, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, or Translation.

Health And Physical Education	Core Subject	Year 9

Overview

What is Health and Physical Education?

Health and Physical Education reflects the importance of health and the significance of physical activity in the lives of individuals and groups in contemporary Australian Society. Students learn about the place of health and physical activity in a rapidly changing world. They learn to question what they see and hear, and take action to improve health and wellbeing of themselves, their peers and their community.

Why study Health and Physical Education?

Health and Physical Education provides students with the opportunity to develop knowledge, skills and attitudes necessary for making informed decisions about:

- **Movement and physical activity**
  - Moving our bodies
  - Making active choices
  - Learning through movement
- **Personal, social and community health**
  - Identities and change
  - Interacting with others
  - Making healthy and safe choices

Learning Experiences

The Health and Physical Education program has been written to promote the development of successful, self-directed learners. Each unit of work is designed to develop acquisition of essential knowledge and understanding, problem solving and literacy relevant to the areas of health and well-being. Students will also demonstrate basic tactics and strategies to achieve identified goals in games, sports and other physical activities.

Assessment

Students will be assessed on both the practical and theoretical components of the subject. These components are weighted equally. Students will also be required to work individually and as part of a team.

Movement and physical activity: Demonstration of skills, knowledge of game and game play, rules and strategies and team-work.

Personal, social and community health: Assessment will encompass a range of techniques including an Investigation and exam.

Future Options

In Year 10, students have the option of electing to continue their studies in this area via the subjects Physical Education (Year 10) or Sport and Recreation (Year 10). In Years 11 and 12, the subject offerings available to students are Senior Physical Education, Certificate III in Fitness and Sport and Recreation (Applied).

Health and Physical Education offers a pathway to many occupations in the leisure, recreation, sporting and health industries.

History	Core Subject	Year 9

Overview

What is History?

History is the study of the world through inquiry into the past. History aims to develop the knowledge, curiosity and imagination of students through developing an understanding of societies, events, movements, ideas and developments that have shaped humanity over the years. This subject helps students to appreciate how the world, its people and environments have changed, as well as the significant continuities that exist to the present day.

Why study History?

The study of History is based on evidence from the past. While always seeking truth, the study of History is interpretive by nature, promotes debate and critical thinking, and encourages reflecting on human values. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate claims with evidence and communicate effectively.

Learning Experiences

Teachers describe, explain, model and monitor the process of historical inquiry so that students develop increasing initiative, self-direction and expertise. A variety of teaching and learning approaches and activities may be used, including teacher exposition, student debates, site visits, museum studies, use of historical narrative and hands-on activities such as the use and interpretation of authentic and virtual artefacts. An end result of historical inquiry should be a well-supported response to the question posed. Such a response could be in a variety of formats, ranging from historical models to essays.

Course Outline

The Year 9 curriculum provides a study of the history of the modern world from 1700's to 1901. History students complete a study into the following historical periods:

- Industrial Revolution
- Making a Nation

Assessment

The assessment program will consist of a variety of techniques:

- Extended paragraph test
- Essay in response to stimulus

Future Options

In Years 10, 11 and 12 students have the option of electing to continue their studies in History. Students have the flexibility to study Ancient History or Modern History depending on their passion and area of interest. Keen Historians are encouraged to study both subjects to deepen their understanding of history over vastly different time periods.

History offers a pathway to many occupations in the services industry as well as law, foreign affairs, politics, tourism, art galleries and museums.

Mathematics	Core Subject	Year 9

Overview

What is Mathematics?

Maths remains a vital commodity, according to employers of the New Millennium! Therefore, one of our goals is to give every one of our students an essential core of mathematical skills so that they can function effectively in employment, as well as in life generally.

Why study Mathematics?

We are also committed to extending each student as far as possible. We know that a number of our students will progress to higher levels of secondary and tertiary Maths that will eventually lead to specialist careers. They will be encouraged and assisted every step of the way.

Course Outline

The course covers concepts involved with whole numbers, integers, rationals and irrationals, percentage, money, plane shapes, three-dimensional shapes, length, area, volume, angle, coordinates, geometry on a sphere, ratio and proportion, time, mass, trigonometry, probability, statistics and algebra. Wherever possible the mathematical concepts will be linked to practical "life role" situations.

Learning Experiences

Formal classroom learning will be enriched with real life situations where possible, thus enabling students to appreciate the important role that Mathematics plays in everyday situations, from working out a mortgage repayment schedule to understanding the way a tennis match is seeded.

Mathematically gifted students will have the opportunity to be involved in a wide range of co-curricular Maths Enrichment and competitions.

Assessment

- Students will be assessed using written tests, practical and theoretical tasks, investigations and assignments.

Future Options

Junior Mathematics includes components that prepare students for a wide variety of futures. A pass level in Junior Mathematics will prepare students for apprenticeships, trades, or allow students to proceed to General Mathematics in the Senior school, which is a prerequisite for many tertiary courses and careers. Students who achieve at an A or B level will be able to proceed to Mathematical Methods and Specialist Mathematics at Senior level, leading to careers in Science, Commerce, IT and Engineering.

Science	Core Subject	Year 9

Overview

What is Science?

Science is challenging and fun, and it is important to our present and future lifestyles, health and environment. It helps us to understand the world we live in. As a career, it offers many current and future problem-solving situations and involves working within a local and international community of scientists.

Why study Science?

The Science program has been written to promote the development of successful, self-directed learners. It builds on the Science studied in Year 8. Each unit of work is designed to develop new levels of knowledge and understanding of scientific topics in a multidisciplinary STEM approach. You will use an investigative approach to solving problems and develop practical skills through laboratory and research activities. You will have opportunities to reflect on your learning and evaluate the influence that people and culture have on applications of science.

In each unit, you will study the three strands:

- Science Understanding,
- Science Inquiry, and
- Science as a Human Endeavour.

Units are drawn from the Biological, Chemical, Physical and Earth and Space sciences.

Course Outline

Units are aligned with the Australian Curriculum

Semester 1

- Energy on the Move – Energy Transfer
- It's Elementary & Chemical Patterns
- Carbon Cycling in the Environment – Field Investigation
- My Life in Balance

Semester 2

- Energy on the Move – Energy Transfer
- Energy on the Move – Making Waves and Energy Efficiency

Learning Experiences

As you work with other students and teachers, you will be working scientifically. This reflects the way practising scientists solve problems in the real world. It includes researching and investigating questions and problems, undertaking laboratory and field work, and communicating and reflecting on the work you have undertaken.

Assessment

Your teacher will be keen to allow you to show what you have learnt. You will demonstrate your new knowledge of science and the investigative and practical skills you have developed in a variety of ways which may include written tests, extended writing, research and experimental reports, orals and digital presentations e.g. PowerPoint, webpages etc.

Future Options

Whether you choose a career in science or simply live in today's world you need to be scientifically literate. You are only limited by your imagination.

Be a Vet, Doctor, Psychologist, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse, Engineer and Parent. Whatever you want to be, you will need Science.

In the Senior school the study of Science is replaced by the study of separate subjects:

- Physics,
- Chemistry,
- Psychology, and
- Biology.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 9
COURSE OF STUDY

ELECTIVE SUBJECTS

Art	Elective Subject	Year 9

Overview

What is Art?

Art is the investigation and focus upon the use of art techniques and processes necessary for the communication of the students' ideas and emotions. Through the exploration of various media, artists create art works which deal with notions pertaining to experiences and self-expression.

Why study Art?

Studies in Art practices, processes and theories allows students to explore their own creative potential. Students are exposed to a range of Art making techniques which are advantageous across curriculum areas and into the future. They are taught essential organisational and time management skills which will prove to be essential in both school and post-schooling contexts.

Course Outline

This program extends from the Visual Media Technology course in Year 8 and prepares students for the Year 10 Art course. A skills based approach to the units of work reinforces the elements and principles of design as well as the Making and Responding components of the Australian Curriculum. Students learn to produce resolved artworks, document and reflect in their visual diary as well as analyse and respond to artworks.

- Memories - Photography, printmaking and drawing
- Mementos - Mixed media and assemblage

Learning Experiences

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Assessment

Students will be assessed in the areas of making and responding. Students will learn to communicate ideas and intentions through making tasks that are designed to develop and extend upon new and existing knowledge and skills. They will explore and experiment with a variety of techniques, processes, materials and technologies. Students will also engage in a variety of responding tasks that are designed to develop their skills in exploration, analysis and interpretation of artworks.

Future Options

If students are interested in Visual Art or design in either a commercial or creative industries field, this course provides them with substantial knowledge and skills suitable to these areas. It also allows students the opportunity to begin building a folio of work for presentation to employers or for university entrance requirements.

Overview

What is Chinese?

Modern Standard Chinese, commonly known as Mandarin, is the official language of the People's Republic of China and Singapore. It is the most widely spoken language in the world, with over 950 million native speakers and approximately 230 million second-language speakers. Mandarin is the dominant variety of Chinese and is widely used across the Asia-Pacific region, including within Chinese-speaking communities in Australia. It also holds international status as one of the six official languages of the United Nations. The Chinese language has a remarkable linguistic legacy. Its written form, using characters that date back over 3,500 years, represents the oldest continuously used writing system in the world – still vibrant and evolving today.

Why study Chinese?

Discover Chinese Culture: China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.

Employment Opportunities: Chinese is an increasingly important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology and engagement with China. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science and research.

Travel and Tourism: Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also a valuable asset when travelling to Chinese-speaking regions.

Personal Development: The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Course Outline

The Chinese language curriculum is underpinned by the two interrelated strands of Communicating meaning in Chinese and Understanding language and culture. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

The following units aligned with the Australian Curriculum V9 will be explored:

- Unit 1: Let's explore where we live
- Unit 2: Seasons and Sickness
- Unit 3 My School
- Unit 4 My Home

Chinese can be studied as an elective in both Semester 1 and Semester 2: Students with a passion for languages can extend their Year 9 Chinese study to a full year by selecting Chinese as a double elective. They will boost their Chinese language skills through a full year of experiential learning activities, integrated cultural projects, and new vocabulary. This option provides a perfect opportunity for enthusiastic linguists looking to take their language learning to the next level.

Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

Preferred Pre-requisites:

At least a C standard level in Year 8 Chinese.

Assessment

Assessments will be based on the two interrelated strands of Communicating meaning in Chinese and Understanding language and culture. A variety of assessment techniques will be used to assess writing, listening, speaking and reading with a focus on pronunciation, vocabulary, sentence structure and cultural understanding. Assessments develop confidence, communication and intercultural awareness.

Future Options
Successful completion of Year 9 Chinese provides access to the Year 10 course as an entry point into Senior Chinese. In Years 11 and 12, students have the opportunity to study the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme.

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

Dance	Elective Subject	Year 9

Overview

What is Dance?

People around the world dance to express their joys, sorrows, culture, identity, community, traditions and ideas. They dance to explore and celebrate their physical, emotional and mental selves through the language of movement. Dance can help us to express our life experiences in ways that words cannot. Students develop their knowledge of technique in a variety of genres and styles. Students who study dance develop strong analytical, problem solving and high order thinking skills to become creative and innovative thinkers.

Why study Dance?

Dance explores many different genres and styles of dance. Students will learn diverse movement techniques, how to choreograph movement to make meaning and to express social, personal or political issues, interpret, analyse and evaluate historical and important dance works.

Course Outline

- **Commercial Dance** – exploring the ways professional dance 'sells'a story, image, product or idea through a variety of dance styles. This unit studies choreographic and performance techniques within the commercial dance industry, including music videos.
- **Poetry in Motion** – exploring the movement vocabulary of contemporary and modern dance whilst connecting with co-curricular experiences and stimuli such as poetry from art and music from First Nations perspectives.

Learning Experiences

Dance explores many different styles and genres of dance. Students will learn to perform movements in a variety of dance techniques, how to choreograph movement in order to make meaning and to express social, personal or political issues. Students will also evaluate, interpret and analyse important historical and current dance works.

Assessment

Students will be assessed in the following areas:

- **Responding** – requires sustained application of cognitive abilities through analysis, synthesis and evaluation of data and information in the development of an extended written response.
  Tasks may include: Analytical essay, Research documentation, Choreographic Statement.
- **Making (Performance)** – requires students to develop and demonstrate knowledge and understanding of the dance concepts and skills to interpret and communicate choreographic intent to an audience.
  Tasks may include: Guest artist choreography, repertoire, teacher-choreographed sequences.
- **Making (Choreography**) – requires the student to create a dance piece or segment using dance concepts and skills in a particular context, genre or style.
  Tasks may include: Student devised choreography in groups, student directed and performed dance works. Students are marked individually within group tasks.

Future Options

Pathway into Senior Dance (Years 10-12).

Design & Technologies: Design	Elective Subject	Year 9

Overview

What is Design?

Design is an innovative and iterative process that involves critical thinking, creativity, and practical problem-solving. It empowers students to create solutions to real-world challenges by exploring and developing individual and unique ideas. Through the study of design, students gain valuable skills in planning, managing projects, and understanding the impact of design on society and the environment. This subject fosters an appreciation for aesthetics, functionality, and sustainability in various design contexts.

Why study Design?

Studying Design offers students a unique opportunity to develop creative skills by engaging in individualised project outcomes. Through engaging, hands-on activities and the use of various technologies, students gain creative confidence while exploring innovative solutions to real-world problems. Design students focus on design thinking, design processes, and drawing skills. This subject fosters an appreciation for aesthetics, functionality, and sustainability.

Course Outline

- Drawing skills
- Hydraulics and pneumatics
- Architecture and industrial Design
- Product Design

Learning Experiences

Design aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Investigate, design, plan, manage, create and evaluate solutions
- Are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- Make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Assessment

Assessment will include workbook tasks, design folios and prototypes.

Future Options

Design leads into the following subjects:

- Year 10: Design, Certificate I in Manufacturing Pathways
- Years 11 and 12: Design,

Design also introduces students to careers in the Architecture and Environmental Design, Industrial and Product Design, Graphic Design, Interior and Fashion Design, Creative Industries.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Design & Technologies: Fibre & Fashion	Elective Subject	Year 9

Overview

What is Fibre and Fashion?

Embark on an exciting and educational journey into the world of Fibre & Fashion technology. Students have the opportunity to explore the basics of textiles and fashion in both theory and practice and factors that impact design decisions when producing products. Throughout this course, students work independently and collaboratively to create design solutions that acknowledge the complexities of the Fibre & Fashion industry, acknowledging mass production of fashion with a focus on sustainability and ethics. The designing of products will respond to needs of the industry and promote preferred futures e.g. reducing textile waste and impacts on environment.

Why study Fibre and Fashion?

Studying Fibre and Fashion equips students with a unique blend of skills. It promotes technological and sewing proficiency, encourages innovation, entrepreneurial skills, independence, collaboration, and adaptability. Students gain foundational knowledge of design principles and sewing, explore creative sewing techniques, and learn about sustainable Fibre & Fashion. They develop problem-solving skills, learn safety within a Fibre & Fashion room, tools and equipment and practice both hand and machine sewing. Students are trained to identify and address potential safety hazards, making them not just good sewists, but responsible ones.

Course Outline

- Hand sewing – Toy
- Machine sewing basics – Sustainable Cushion

Learning Experiences

Fibre and Fashion aims to develop the knowledge, understanding and skills to independently and collaboratively:

- Experiment with hand sewing techniques
- Analyse and make judgements on how properties of fibre influence the design and preparation of sustainable Fibre & Fashion
- Generate design ideas and connect design ideas and processes of increasing complexity and justify decisions
- Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes
- Select and use appropriate technologies skilfully and safely to produce high quality designed fibre and fashion solutions suitable for the intended purpose.

Assessment

- Project folios
- Practical work

Future Options

Fibre and Fashion leads into the following subjects:

- Year 10: Fashion
- Years 11 and 12: Fashion (Applied)

Fibre and Fashion introduces students to careers in:
Fashion, costume and textile design, textile mechanic, textile technician, interior design, apparel and non-apparel craftsperson.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Design & Technologies: Food Studies	Elective Subject	Year 9

Overview

What is Food Studies?

Embark on an exciting and educational journey into the world of food technology. Students have the opportunity to explore the intricate details of design and its impact on food products, services, and sustainable culinary environments. Throughout this course, students analyse sensory and functional properties of food, the principles of food preparation in different culinary contexts and evaluate their suitability for specific purposes. Using this knowledge, they develop innovative solutions that address real-world needs and seize culinary opportunities. Students will refine and perfect their design ideas, processes, and solutions while ensuring they meet rigorous sustainability standards.

Why study Food Studies?

Food Studies equips students with a unique blend of skills. It promotes technological and culinary proficiency, encourages innovation, entrepreneurial skills, independence, collaboration, and adaptability. Students gain foundational knowledge of culinary principles, explore creative cooking techniques, and learn about ingredient pairing and flavour combinations. They develop problem-solving skills, learn proper food handling, storage, and preparation techniques, and implement hygiene practices. Students are trained to identify and address potential food safety hazards, making them not just good cooks, but responsible ones.

Course Outline

- Food Commodities
- Tastes of the World

Learning Experiences

Food Studies aims to develop the knowledge, understanding and skills to independently and collaboratively:

- Conduct and record experiments that test functional and chemical properties of foods and the implications on sensory qualities
- Analyse and make judgements on how properties of food influence the design and preparation of sustainable food solutions
- Ideate and connect design ideas and processes of increasing complexity and justify decisions
- Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes
- Select and use appropriate technologies skilfully and safely to produce high quality designed food solutions suitable for the intended purpose

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Assessment

- Project folios, experiments
- Food products
- Test

Future Options

Food Studies leads into the following subjects:

- Year 10: Food and Nutrition
- Years 11 and 12: Food & Nutrition, Certificate II in Hospitality

Food Studies introduces students to careers in:
Food science, food technology and innovation, chemical engineering, design and product development, nutrition and dietetics, human biological sciences, and hospitality.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Design & Technologies: Industrial Technology Skills	Elective Subject	Year 9

Overview

What is Industrial Technology Skills?

Industrial Technology Skills is a field that combines technical knowledge and creative skills to design, develop, and manufacture products and systems. It involves understanding and applying principles of engineering, materials science, and technology to create functional and innovative solutions. Through hands-on projects and practical applications, students learn to use tools and technologies to bring their ideas to life, preparing them for careers in engineering, manufacturing, and industrial design. This subject emphasises problem-solving, precision, and the integration of technology in the production process.

Why study Industrial Technology Skills?

Students develop dexterity and coordination through experiential activities and the practical application of technologies. Industrial Technology Skills motivates young people and engages them in a range of learning experiences that are transferable to the family and home, constructive leisure activities, community and the changing world of work.

Students will develop skills, knowledge and understanding in the key areas of:

- Design thinking
- Design processes
- Production skills

They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely.

Course Outline

- Engineering principles (C02 cars)
- Materials (acrylic and timber)

Learning Experiences

- Industrial Technology Skills aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:
- Investigate, design, plan, manage, create and evaluate solutions
- Are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- Make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Assessment

Assessment will include:

- Projects and practical tasks
- Theory test (short response)

Future Options

Industrial Technology Skills leads into the following subjects:

- Year 10: Design, Certificate I in Manufacturing Pathways;
- Years 11 and 12: Furniture Skills (Applied), Certificate II in Engineering Pathways, Certificate II in Construction, Design

Industrial Technology Skills also introduces students to careers in the Furniture-making, Construction and Engineering industries.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Digital Technologies	Elective Subject	Year 9

Overview
Digital Technologies curriculum is designed to help students become enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living.

Why study Digital Technologies?
This subject will empower students with the confidence and understanding to make maximum benefit of digital technologies by creating digital solutions that respond to the needs of individuals, society, the economy and the environment. Students will become effective users and critical evaluators of digital systems, along with helping students to be regional and global citizens.
Students are strongly advised to have a Windows based computer (not all software is supported on Mac computers).

Course Outline
- Unit 1 - Unity Game Design
- Unit 2 – Interactive Web UI/UX Design

Learning Experiences
- Introduction to the mechanics of game design using the Unity Game Editor
- Introduction to interactive web basics using HTML, CSS and JavaScript
- Developing coding skills in both C# with Unity and JavaScript in Web UI/UX
- Designing solutions with consideration given to user experiences and the construction of algorithms
- Applying project management skills, including iterative development processes and project timelines

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Assessment
Students will be assessed under the strands 'Knowledge and Understanding' and 'Processes and Production Skills.' They will complete several problem-solving activities requiring design and coding responses with accompanying multimedia presentations.

Students should note, much of the assessment in Digital Technologies is collaborative and will require students to work effectively in teams.

Future Options
Digital Technologies is a foundation for the Year 10 subject, Digital Solutions. In Years 11 and 12 students may choose to enrol in the Senior subject, Digital Solutions.

Drama	Elective Subject	Year 9

Overview

What is Drama?

Drama encourages students to develop their own ideas about art, history, people and relationships, and express these through the medium of theatre. Incorporating solo and group performance, scriptwriting and improvisation, Drama invites students to be communicative, thoughtful and creative young artists who can devise, rehearse and perform their own work.

Why study Drama?

As well as being physical, fun and creative, Drama is also academically rigorous, and asks students to respond thoughtfully and critically to theatre and the world around them. Students engage within the Drama course as higher order thinkers, creative problem solvers and they develop strong communication skills. Through authentic assessment, workshops with professional artists and analysis of live theatre events, Drama students develop evaluative and complex thinking skills.

Course Outline

This course is designed to cover the criteria areas of Making: Forming and presenting and Responding through the following possible units of work:

- Theatresports
- Scripted Drama
- Playbuilding
- Gothic Theatre

Learning Experiences

Collaboration and group work are the key modes of learning in the Drama classroom. The program has been written to promote the development of successful, self-directed learners who work well with others. Students will learn how to discuss, develop, create and present drama for themselves and others.

Preferred Pre-requisites

A solid sound achievement in Year 9 English is strongly recommended, as is participation in the Year 8 course, Theatrical Movement Studies.

Assessment

Drama is assessed as individual work. Assessment within Drama covers the two criteria of Making and Responding. Making Tasks can include Presenting and Forming. The following are examples of assessment in Drama:

Forming

- Scriptwriting
- Developed improvisation
- Workshops
- Directing tasks

Presenting

- Group performance
- Performance of scripted drama

Responding

- Review
- Analytical essay

Economics And Business	Elective Subject	Year 9

Why study Economics and Business?

- Are you creative or innovative?
- Do you have initiative?
- Are you self-motivated?
- Do you want to learn how to successfully plan and develop a business idea?
- Do you like doing a subject that is practical?
- Do you want to be equipped with skills that will enhance your future financial literacy?

If you answered yes to these questions, then Economics and Business is the subject for you.

Course Outline

Throughout the course of study you will learn:

- Introduction to economics
- Developing a business idea and innovative business plan

Assessment

Students will be required to complete approximately two assessment pieces within the semester. The assessment involves practical and theory components, and uses a combination of individual and teamwork to complete these tasks.

Future Options

Year 9 Economics and Business leads into a variety of subjects in the senior school. In Years 10, 11 and 12, students can choose to study Accounting, Business or Economics; some students may choose to study a combination of these subjects.

English As An Additional Language Or Dialect	Support Class	Year 9

Overview

What is English as an Additional Language or Dialect?

This support class is offered to students from non-English speaking backgrounds who would benefit from the in-depth development of English language. This subject is in addition to the main English subject and is studied instead of another elective.

Why study English as an Additional Language or Dialect?

English as an Additional Language or Dialect focuses on the mechanics of the English language as well as the creative and productive skills required to succeed in other subject areas. It supports students moving from intensive language courses into mainstream subjects, as well as strengthening the English skills of other students from a non-English speaking background.

Course Outline

Year 9 English as an Additional Language or Dialect develops the language needed to succeed in mainstream subject areas across the Junior School, particularly English. It specifically teaches language skills, including vocabulary, spelling, punctuation and grammar, in an environment suited to the needs of speakers of other languages.

Assessment

There is no summative assessment for this class however, work completed will support students to succeed in all learning areas.

Geography	Elective Subject	Year 9

Overview

What Geography?

Geography is the study of interconnections between people and places, and inspires curiosity and wonder about the world we live in. Geography challenges students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Geography gives students opportunities to develop a wide range of skills that can be applied in their everyday lives, and eventually in the workplace. Students will learn to inquire through critical thinking, analysis of patterns, trends and relationships that lead to local and global challenges, consideration of future impacts, and creative problem solving.

Why study Geography?

Geography provides an opportunity for students to explore the world they live in. The aim of the course is for students to develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist in the world.

Course Outline

This program includes the following studies:

- Biomes and Food Security – biomes of the world within the context of food and fibre production and its environmental challenges and constraints
- Geography of Interconnection – the concept of globalisation within various contexts

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Learning Experiences

Students will be engaged in a wide range of activities both inside and outside the classroom. The key learning experiences include:

- Field studies - 'Paddock to Plate' excursion where students visit a variety of farms to understand the process of where food comes from and how it gets to consumers
- Geographical skills development, such as mapping and graphic modes
- Inquiry-based learning

Assessment

The assessment program will consist of a variety of techniques:

- Short response test
- Data report based on an inquiry into a selected tourism hotspot

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Future Options

Students may continue to study Geography in Years 10, 11 and 12. The subjects are year-long courses, and each year of senior Geography involves a day out on the field, so our students get a hands-on experience of Geography.

A geographical education can lead to careers in a wide variety of areas. These include, but are not limited to, environmental science, environmental management, natural hazard management, the location of businesses, services and facilities, urban planning and design, housing, real estate and land development, architecture, tourism and travel, emergency management and international trade and business.

Mechatronics	Elective Subject	Year 9

Overview

What is Mechatronics?

Mechatronics is the study of mechanical and electrical components, combined to produce an engineered solution. In this subject, students will explore electronics and sensors by creating intelligent mechatronic devices.

Why study Mechatronics?

In our everyday lives, we are constantly using various technologies that rely on the use of sensors to collect information to automate processes or inform us of changes within a system, such as park assist and cruise control in cars, climate and light control of a room, and the simple tilting of a smart phone to rotate its screen. The importance of developing intelligent devices helps improve productivity and enables systems to be self-sufficient. In Mechatronics, students will gain an awareness of how sensors are used and programmed to make devices react to its environment.

Course Outline

Intro to Arduino	Students will be introduced to the Arduino microcontroller and shown how to connect and program related electronic components. Programming will be done using the Arduino IDE.
Interactive design	Students will explore the concept of "interaction" and create a device that demonstrates interactivity and functionality.
Machines	Students will investigate machine elements (pulleys, gears, levers, inclined planes) and use these to design a solution to a given problem.

Learning Experiences

Students will have opportunities to work independently and in groups when working on their projects. All the projects will lead students through the design cycle process and allow them to develop organisational skills and practise working in a multi-tasking environment. Programming of the Arduino microcontroller will develop skills in coding and logical thinking.

Preferred Pre-requisites

Students should be independent learners, have a genuine interest in the subject as well as good problem-solving skills and logical thinking. Well-above average results in Mathematics, Science and English are good indicators for success in this subject.
Previous experience with coding is preferable but not essential.

Assessment

Students will complete two projects in the semester. The assessments will comprise several components, which include a presentation, journal and quiz.

Future Options

Students may wish to pursue further studies in Digital Solutions (Year 10) or Engineering (Years 10/11/12). Study in Mechatronics fits well with courses and careers relating to Engineering and Programming.

Media Arts	Elective Subject	Year 9

Overview

What is Media Arts?

Media Arts offers students opportunities to study media communication, and equips students with foundational knowledge and skills needed to make and respond to a variety of visual media technologies, representations, audiences, institutions and languages.

Why study Media Arts?

The Media Arts program emphasizes the importance of "thinking on both sides of the screen", where students are encouraged to develop the necessary literacy skills to understand and analyse how and why a screen text is produced, in addition to being able to create their own unique media artworks. In this approach, students learn about the important relationship between form – how representations are constructed – and content – the subject of the text itself, as well as the significance of technical and symbolic codes.

Course Outline

Students will reflect on specific aspects of the week's lessons along with additional content found in readings. This enables students to develop their skills, research and prepare assessment items. Topics covered in the course include an exploration of mise en scene, montage, spectacle, special effects, visual effects and sound in all forms of media.

Learning Experiences

In Media Arts students will experience both practical and theoretical learning opportunities. These experiences will be addressed through the learning areas of Making and Responding and will be developed and applied in the content of the course units. Over the duration of the course, students will learn how to critically engage with theory and how to apply this in their own practical designs and productions.

Preferred Pre-requisites

Students should be motivated to engage with Media and this interest should be evident in their lives. Students must also be critically minded in order to successfully engage with class material. While it is not essential that students have studied Visual Media & Technology as a subject in Year 8, it would be highly beneficial if students have done so.

Assessment

Assessment for the Year 9 Media Arts course is comprised of the following criterion:

- Making: Students engage in learning a wide range of skills in the production of media artworks that include design tasks such as treatments, storyboards and production tasks such as short films.
- Responding: Students engage in developing literacy skills in analysis and evaluation of media artworks and media concepts that include critique tasks such as essays and exams.

Future Options

Students who study Media Arts obtain the necessary skills to approach careers in filmmaking, producing, screenwriting, film criticism and many more exciting opportunities. Students are able to continue study in this area by selecting Film, Television and New Media in year 10, 11 and 12 and/or the Certificate III in Screen and Media in year 11 and 12.

Music	Elective Subject	Year 9

Overview

What is Music?

Music has influenced people's lives since the beginning of time and is a language understood throughout the world. It has the ability to lift your spirits when you're feeling down or move you to tears.

Music is an element of ritual and celebration to cultures throughout the world and ranges from the music of the everyday through to sacred music.

Why study Music?

Join Music and learn how to write and play your own songs, explore different music styles and make music with others. Learn how to communicate your musical ideas and how to write about music that you enjoy. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people from different cultures throughout time.

Course Outline

Students will develop their understanding of Music through the study of the following units of work:

- Music Behind the Scenes: Music for Film, Television and Games
- Music's Classic Hits

Students will also learn about traditional forms of Music and the ways that Music has been informed by social change.

Learning Experiences

Students will be engaged in both theoretical and practical learning experiences and often students will have a lesson in each of these areas each week. In order to develop well rounded musicians, students will engage in aural and composition activities individually and in small groups. Students will work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others. Practical time is a highlight of the course for many students and it is where students are able to hone their performance skills. Theory lessons will involve a range of learning experiences from classroom note taking to group discussion and research.

Assessment

Students will be assessed in the following areas:

- Making includes creating short musical works for performing or recording and presenting performances as a class or within small groups.
- Responding to music in both verbal and written forms and reflecting on their own learning.

Future Options

Future career options include being a Musician, a Teacher or working in the music industry. However, for many students music is a recreational pursuit which remains with them for rest of their lives.

Physical Education – High Performance Basketball Program	Elective Subject (2 Year Course)	Year 9

Overview

What is Physical Education – High Performance Basketball?

High Performance Basketball is a program designed for students in Years 9 and 10 who demonstrate strong interest, enthusiasm, and talent in basketball. The program aims to provide specialised opportunities for students to excel in the sport while gaining foundational academic knowledge in areas such as sports psychology, functional anatomy, biomechanics, and exercise science. Students will experience expert coaching and integrated theoretical study in preparation for senior Physical Education subjects and elite sports pathways.

Why study Physical Education – High Performance Basketball?

This course is designed for students aspiring to compete and perform at a high level in basketball. It provides access to:

- Advanced coaching and gameplay strategies
- Strength and conditioning education
- Insights from sports psychology and ethical sport participation
- Foundational units in anatomy, biomechanics, and exercise prescription
- Officiating accreditation via Basketball Queensland courses
- Representation opportunities at CBSQ and other competitions

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Course Outline

The course follows the syllabus for the Year 10 Physical Education Preparation subject. The content and assessment methods are designed to prepare students for Year 11 and 12 Physical Education.

Year 9 2026

Unit 1 (20 weeks)

- Functional Anatomy, Biomechanics and Motor Learning
- Basketball fundamentals and style of play
- With Badminton
- With Basketball

Unit 2 (20 weeks)

- Winning Edge – Sports Psychology
- Offensive and defensive transitions
- Basketball analytics
- Basketball officiating
- With Basketball

Year 10 2027

Unit 3 (20 weeks)

- Enhancing Performance: Exercise physiology and prescription
- Injury Prevention
- With Athletics
- With Basketball

Unit 4 (20 weeks)

- Integrity of Sport - Sociology and ethics in sport
- Team dynamics and nature of basketball subcultures
- With Basketball

Preferred Pre-Requisites

Satisfactory results in Year 8 Health and Physical Education and/or English

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Selection Process

- Entry is by application and trial
- Students are assessed on basketball ability and alignment with the Player Code of Conduct

Entry Requirements

- Students applying for Physical Education – High Performance Basketball must demonstrate sporting ability or potential, and must satisfy high standards in behaviour, attendance and academic participation.
- Applicants must complete and submit the Physical Education - High Performance Basketball application form by 3pm Monday 4th August. If shortlisted, students will be invited to attend a try-out session starting Wednesday 6th August.

Learning Experiences
Students will:

- Engage in specialist basketball training sessions during school hours
- Study theoretical content from the Physical Education syllabus
- Participate in friendly matches and competitive fixtures (e.g. CBSQ)
- Undertake officiating training to gain Basketball Queensland accreditation
- Develop leadership and teamwork through integrated classroom and practical learning

Assessment
Assessment in the Physical Education - High Performance Basketball mirrors the structure and standards of the QCAA Senior Physical Education syllabus to prepare students for Years 11 and 12. Students will engage in a combination of physical performance tasks and theoretical investigations. These include the application of physical strategies in game-play contexts, supported by data collection and movement analysis using biomechanical principles. Theoretical components will require students to analyse performance, evaluate training and tactical decisions, and make justified recommendations for improvement using evidence-based frameworks.

Assessment tasks will include a mix of written and multimodal responses, with an emphasis on integrating knowledge from sport psychology, exercise physiology, and ethics in sport. This approach ensures students are equipped with the analytical and communication skills required for success in senior Physical Education.

Future Options
Successful completion of Physical Education – High Performance Basketball in Year 9 and 10 leads to Senior Physical Education (ATAR), Certificate III Fitness/Cert II Sport and Recreation, Applied Sport and Recreation.

Beyond schooling, the intent of this course is to expose students to the wide range of careers connected to sport. This includes opportunities in playing, coaching, and officiating, as well as roles in sports administration, allied health, sport science, physiotherapy, and education. Through a combination of high-performance training, theoretical learning, and authentic sport experiences, students will gain valuable insights into the demands and possibilities of careers in and around the sporting industry.

Cost
There is a fee to participate in the High Performance Basketball Program. Please refer to the Basketball Aspire fees for further details.

Spanish	Elective Subject	Year 9

Overview

What is Spanish?

Spanish is one of the most widely spoken languages in the world, with over 559 million speakers across four continents. It ranks second globally for native speakers and continues to grow in prominence as a second language in education systems worldwide. Beyond its linguistic value, Spanish holds significant cultural, historical, and economic importance. It is increasingly recognised as a critical language for international communication, business, and diplomatic relations. Studying Spanish provides valuable opportunities for academic advancement, career development, and global engagement. As the world becomes more interconnected, proficiency in Spanish offers a distinct advantage across a wide range of fields.

Why study Spanish?

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

- **Discover Hispanic Culture:** The Spanish-speaking world encompasses a rich tapestry of cultures, particularly across Spain and Latin America. With deep-rooted traditions in literature, art, architecture, music, and philosophy, learning Spanish offers access to a vast and diverse cultural heritage.
- **Opportunities in Employment, Study, Travel and Tourism:** Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors across these culturally and historically rich regions.
- **Personal Development:** The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

Course Outline

The purpose of learning Spanish is to develop cultural awareness and communicative language skills. You communicate through speaking, listening, reading and writing. The Spanish language curriculum combines the interrelated strands of Communicating and Understanding. Studying Spanish will help you acquire essential communication skills, intercultural competence, and an understanding of the role of language and culture in communication.

The following units will be explored:

- El Mundo Hispanohablante
- Nuestro Planeta y el Medioambiente
- ¡Viajemos!
- El Turismo

Spanish can be studied as an elective in both Semester 1 and Semester 2: Students with a passion for languages can extend their Year 9 Spanish study to a full year by selecting Spanish as a double elective. They will boost their Spanish language skills through a full year of experiential learning activities, integrated cultural projects, and new vocabulary. This option provides a perfect opportunity for enthusiastic linguists looking to take their language learning to the next level.

Learning Experiences

The course is developed to allow for communicative language use in realistic activities and settings. A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

Preferred Pre-requisites

C+ or above in Year 8 Spanish or prior knowledge of the language.

Assessment
Assessment is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficiency.

Future Options
Successful completion of Year 9 Spanish provides access to the Year 10 course as an entry point into Senior Spanish. In Years 11 and 12, students have the opportunity to study the QCAA Senior Spanish curriculum, or within the International Baccalaureate Diploma Programme.

Learning Spanish can open up exciting pathways for the future. It's a skill that's useful in many careers around the world—like working in media, education, travel, international business, or even helping people through translation and diplomacy. Being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 9
COURSE OF STUDY

PROGRAMS OF EXCELLENCE

(Program continued from Year 8)

Overview

What is Chinese Acceleration?

The Chinese Acceleration Program is a structured and immersive language-learning initiative designed for students in Years 7 to 9 who wish to extend their proficiency in Mandarin beyond the standard curriculum. This program integrates additional Chinese language instruction with a Mathematics component, where key Mandarin vocabulary and functional language are embedded into classroom learning to reinforce and support language development in a meaningful context.

Through exposure to Mandarin across multiple subject areas, students are provided with the opportunity to accelerate their language acquisition, build confidence in using the language, and engage more deeply with Chinese linguistic and cultural perspectives. The program also fosters a broader understanding of Chinese history, traditions, and contemporary developments, promoting both language proficiency and intercultural awareness.

The Chinese Acceleration Program prepares students for continued success in advanced language pathways, including QCAA Senior Languages, the International Baccalaureate Diploma Programme, and the internationally recognised Chinese Proficiency Tests (HSK). It aims to equip students with relevant and practical language skills that support academic achievement and future career aspirations in an increasingly globalised world.

Why study Chinese Acceleration?

Explore Chinese Culture: China boasts one of the world's oldest and most influential civilisations, with a profound legacy in literature, art, architecture, music, and philosophy. Its cultural influence extends well beyond its borders, shaping traditions in countries such as Japan, Korea, Vietnam, and Malaysia. Learning Chinese provides a deeper understanding of this rich cultural heritage and access to a wealth of historical and contemporary knowledge.

Career and Economic Opportunities: Chinese is increasingly important for students in Australia, particularly as the relationship between Australia and China grows through trade, investment, education, and technological collaboration. Proficiency in Chinese can provide a competitive advantage in a global job market, especially in sectors such as business, diplomacy, international relations, science, and research.

Travel and Global Connection: Chinese is spoken across many parts of the world and is a valuable asset when travelling to Chinese-speaking regions. As Australia remains a popular destination for Chinese tourists, learning the language also enhances local engagement and cultural understanding at home.

Personal Development: Studying Chinese supports a wide range of personal and academic skills, including communication, literacy, intercultural awareness, and cognitive development. It encourages critical and creative thinking, strengthens memory and problem-solving abilities, and fosters greater global awareness and empathy.

Course Outline

The Chinese Acceleration Program offers an enriched course of study designed to extend students' proficiency in Modern Standard Chinese (Mandarin). Through a more comprehensive and immersive curriculum, students develop advanced language skills and intercultural competence.

Mathematics lessons will follow the standard curriculum while integrating select Chinese language elements, reinforcing vocabulary and functional language in authentic contexts. As students' confidence and proficiency grow, an increasing amount of Chinese language will be incorporated into Mathematics lessons, supporting continuous exposure and practical application across subject areas.

Within the Chinese language subject, the following units aligned with the Australian Curriculum V9 will be explored:

- My city
- Health and Medicine
- School Life
- My idol

Learning Experiences
Students will engage in a diverse range of structured and purposeful learning experiences designed to accommodate different learning styles and preferences. A variety of teaching strategies will be employed, including the effective use of information and communication technologies (ICT), to create a dynamic and interactive learning environment.

The program encourages students to participate in meaningful tasks that promote critical thinking, intercultural understanding, and real-world connections. Learning activities are designed to foster collaboration, creativity, and problem-solving skills, ensuring that students are not only building language proficiency but also developing essential 21st-century competencies.

Preferred Pre-requisites
Previous experience with Chinese or enrolment in Chinese Acceleration in Year 8. This course is not suitable for native speakers.

Assessment
Assessment in the Chinese Acceleration Program is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.
Students will demonstrate their learning through structured assessment tasks, which may include listening, reading, writing, and speaking components. These assessments are designed to be purposeful and engaging, allowing students to apply their skills in meaningful contexts while building confidence, accuracy, and fluency in the target language.

Future Options
In Years 10, 11 and 12, students have a range of options to continue their study of Chinese, either through the QCAA Senior Chinese syllabus, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

Chinese language study gives students the opportunity to enhance their career prospects within Australia and internationally, in areas such as business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy and international relations.

Maths & Engineering Acceleration	Program of Excellence	Year 9

(Program continued from Year 8)

Overview

What is Maths & Engineering Acceleration?

Maths & Engineering Acceleration is a specialist study program the goal of which is to enhance the experience for those students who have high aptitude for Maths. Students are expected to complete the high school Maths curriculum (which incorporates Mathematical Methods in Years 10 and 11) in 5 years instead of 6. During Year 12 students may then study one unit of Maths from either the University of Queensland or Queensland Institute of Technology.

Why study Maths & Engineering Acceleration?

Mathematically talented students require a challenging environment in which to perform to the best of their ability. The Maths & Engineering Acceleration program offers those students the challenge and rigour required.

Course Outline

Generally the program for Year 9 students incorporates Years 9 and 10 content and is implemented in a spiral curriculum. The six content strands are: Number; Algebra; Measurement; Space; Statistics and Probability. Students will study the Year 10 curriculum as Year 9 students and Senior curriculum while in Years 10 and 11. As well as a reasonably fast-paced course, continuous revision and problem solving will be incorporated throughout. ICT will be used wherever possible to enhance learning. It is the intention that students will be completely familiar with the use of a hand-held graphics calculator as well as a range of maths software by the end of Year 10.

Learning Experience

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. Maths Teams Challenge, the Australian Maths Trust Enrichment programs, the Australian Maths Competition, the Australian Informatics Competition and the Queensland Association of Maths Teachers problem solving competition are some of these activities. Students may join the after-school Robotics Club. Some excursions are also incorporated in the program.

Preferred Pre-requisites

Year 8 Maths & Engineering Acceleration.

Assessment

There will be five items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

Future Options

Students have the opportunity to participate in Engineering in Years 10, 11 and 12. They will have an excellent grounding for Specialist Mathematics in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

(Program continued from Year 8)

Overview

What is Music Acceleration?

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior study in 5 years. The course will allow students to extend their knowledge of music and develop skills in communication, collaboration and other vital 21st century skills. In year 10, students can start to undertake the Senior Music Curriculum and finish by the end of year 11. They can then elect to study Music Extension in year 12.

Why study Music Acceleration?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, buying music, turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Join Music and learn how to write and play your own songs, explore different music styles and make music with others. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people from different cultures.

Course Outline

Students will develop their understanding of Music through the study of the following units of work:

- Universal Building Blocks:
- Beyond Borders: Music Around the World
- Sounds Australian: The music of Aboriginal and Torres Strait Islander Peoples, Classical, Rock, Pop, Jazz and Folk by Australian composers and performers
- Music in our Community: Creating a concert

Students will also learn about traditional forms of music. In performance, students will plan, produce and present all aspects of a music concert to complete their Year 9 Music Acceleration course.

Learning Experiences

Students will be engaged in both theoretical and practical learning experiences. In order to develop well rounded musicians, students will participate in aural and composition activities. Students will also work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others.

Pre-Requisites

Admission to the Music Acceleration program is by audition and interview prior to Year 7. Students study Music Acceleration in Years 7-9 to prepare for the Senior Music program. Students from interstate or overseas may qualify for entry at a different level at the discretion of the Head of Department.

Assessment

Students will be assessed under 3 criteria:

- Analysis of music in various styles,
- Performing within a small group, and/or individually,
- Composing/Arranging short musical works.

Future Options

Future career options include being a musician, a teacher or working in the music industry. However, for many students, music is a recreational pursuit which remains with them for the rest of their lives.

(Program continued from Year 8)

Overview

What is Spanish Immersion?

Spanish Immersion is an intensive language-learning program for students who seek to acquire near-native proficiency in Spanish. Immersion students are taught and assessed completely in Spanish across their Spanish Immersion subjects (Mathematics, Science, History, Spanish, Health and Physical Education). Students commit to their Spanish study by engaging with their classwork and a variety of resources in Spanish including books, podcasts, videos, texts and presentations. Through hard work, dedication and a commitment to developing their language skills, students can achieve a high level of linguistic competence, with superior listening, speaking, reading and writing skills in Spanish.

Why study Spanish Immersion?

Learning a language takes time, so our modern language immersion approach maximises language exposure, and students undertake an intensive language learning experience akin to living and studying in a Spanish-speaking country. Students in the Spanish Immersion program have a thirst for knowledge and are ready for an academic challenge. After three years studying in the program, students achieve native or near-native proficiency in Spanish.

Course Outline

The Spanish Immersion program is a Junior Secondary Program of Excellence offered for Years 7, 8 and 9. The Spanish Immersion program focusses on communication skills, and the capabilities necessary to excel across curriculum areas that are studied in the Spanish language.

The Spanish Immersion program encompasses the curriculum areas of Mathematics, Science, History and Health and Physical Education, with all lessons, homework, classwork and assessment undertaken completely in Spanish. The Spanish language subject will explore all facets of the structure and grammar of Spanish, in addition to an exploration of the diverse history and culture of the Hispanic world.

Learning Experiences

The Spanish Immersion Program builds on the foundational language skills developed in earlier years, providing students with the opportunity to further deepen their proficiency through rich and sustained exposure to Spanish across the curriculum. Throughout the year, students engage with the Year 9 curriculum content in a range of subject areas taught in Spanish, promoting both academic development and authentic language use.

Expert teachers employ a variety of evidence-based strategies to support language acquisition, including the use of context clues, visual aids, cognates, gestures, scaffolded texts, and targeted learning tools. These methods ensure that students are able to access and engage meaningfully with subject content while continuing to develop linguistic fluency.

As with all second language learning, success is fostered through consistent practice and long-term commitment. Students are encouraged to apply their Spanish skills both in the classroom and beyond, reinforcing learning through active use and reflection.

Importantly, Spanish Immersion students follow the same academic program as their peers in English-medium classes, with the added benefit of acquiring high-level Spanish language skills. Immersion students often form a "values community" as they progress together as a class that reflects the positive aspects of the language and culture that they are learning.

Preferred Pre-requisites

Year 8 Spanish Immersion. Background Spanish speakers may be eligible to enter the program in Year 9, subject to class size and an interview with the Head of Department - Languages and Global Citizenship.

Assessment

Assessment in the Spanish Immersion Program is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through structured assessment tasks, which may include listening, reading, writing, and speaking components. These assessments are designed to be purposeful and engaging, allowing students to apply their skills in meaningful contexts while building confidence, accuracy, and fluency in the target language.

Future Options

In Years 10, 11 and 12, students have the opportunity to continue their study of Spanish, either through the QCAA Senior Spanish curriculum, or within the International Baccalaureate Diploma Programme (consult the Senior Curriculum Handbook for further information).

A high level of linguistic competence enhances your global career prospects in many areas, for example: communication and trade, translation, education, media, international business, diplomacy, research, marketing and tourism. In addition, being able to speak another language helps you connect with others, understand different cultures, and make a positive difference in a global community.

CO-CURRICULAR OPPORTUNITIES

Indooroopilly State High School offers a varied, exciting and rich curriculum. We recognise that much valuable learning happens in places other than the classroom. In addition to the respected academic curriculum, we offer a great number of very engaging and challenging opportunities for students to further develop their talents and special skills.

All students are encouraged to participate in one or more of the following activities. We know that these will contribute significantly to the students' personal satisfaction and enjoyment of school.

The following co-curricular activities are offered to all students as a service that will enrich their education. Identify those below in which you will participate and contribute.

Aerospace & Aviation

- ☐ Rocketry Challenge
- ☐ Visits to Aviation Australia Open Days
- ☐ UAV Challenge (with Engineering Technology)

Business

- ☐ ASX Sharemarket Game
- ☐ Queensland University of Technology/Business Educators' Association Queensland Accounting Forum
- ☐ Business Educators' Association Queensland Accounting competition
- ☐ BUY SMART Competition with Office of Fair Trading
- ☐ Financial Literacy Competition

English

- ☐ Indro Aspire Debating: Teams from all year levels compete in the interschool Queensland Debating Union (QDU) Brisbane secondary schools' competition.
- ☐ Indro Student News Club: This team of students produce student newsletters and other content throughout the year as well as creating content for and designing the school yearbook
- ☐ Indooroopilly Writers' Society meets weekly to engage in creative writing outside of the classroom
- ☐ Brisbane Writers Festival Word Play junior excursion
- ☐ Public speaking opportunities
- ☐ A variety of poetry, short story, and non-fiction writing competitions throughout the year

Health and Physical Education

- ☐ Year 9 Emu Gully excursion
- ☐ Year 7 Robertson Park Excursion
- ☐ Women in Sport Summit

Instrumental Music

Instrumental Music Program is a key feature of the school with five large ensembles and instrument lessons in brass, woodwind, strings and percussion instruments. Instrument Music Tuition occurs weekly through small group lessons spread within the timetable. Students engage with IM lessons, Ensemble rehearsal and performances and are assessed and reported on.

Student Centre

- ☐ Chess coaching
- ☐ Chess Championships – Individual and teams
- ☐ Children's Book Council of Australia (Queensland) Regional Readers' Cup
- ☐ Brisbane West Secondary Teacher Librarian Network Readers' Cups Year 8 - Open
- ☐ Opti-MINDS Regional Team participation
- ☐ Student Representative Council (SRC)

Languages and Global Citizenship

- ☐ Biannual Chinese and Senior Spanish study tours
- ☐ Annual Spanish Immersion study tours
- ☐ Lion Dance Troupe
- ☐ Chinese Culture Club
- ☐ World Languages Lounge Lunchtime meetups

- University of Queensland Chinese Writing Competition
- Chinese Language Teachers' Association of Queensland Speaking Competition
- Modern Languages Teachers' Association of Queensland Griffith University Languages Speech Contest
- Visit to the Spanish Film Festival at Palace Cinemas
- Visit to The University of Queensland for *Go Borderless Language Experience Day*
- Youth for Change Events and Youth Forum
- Australian Computational Linguistics Olympiad (OzClo)
- Education Perfect Global Language Challenges
- Chinese Spring Festival/Lantern Festival Celebrations
- Hispanic Day of the Dead Celebrations

Mathematics

- Australian Mathematics Olympiad Committee – Enrichment Activities including the Mathematics Challenge (March) and the Enrichment Stage (April to August)
- Successful AMOC students participate in higher level enrichment programs and Mathematical Olympiad Exams
- Year 7& 8 Maths Quiz Team - interschool competition in Term 3
- QAMT Mathematics Problem-Solving Competition in July – our school is a competition centre
- Maths In Industry - presentations by professional mathematicians solving real problems
- Australian Mathematics Trust Maths and Informatics Competitions
- Mathematics & Informatics Club
- Robotics Group

Multicultural Celebration

All students are warmly encouraged to take part in United Nations Day, one of Indooroopilly State High School's signature annual celebrations. This vibrant event brings our diverse community together to honour and showcase the many cultures that enrich our school. Students can share their heritage by performing, wearing traditional dress, carrying national flags, enjoying a wide variety of international and Australian foods, and participating in interactive cultural workshops. United Nations Day is a powerful opportunity to celebrate inclusion, build intercultural understanding, and recognise the global connections that shape our school community.

Science

- STEM (Science, Technology, Engineering and Mathematics) – an enrichment project for Year 9 students at University of Queensland
- SPARQ_ed – for gifted Years 11 and 12 students to work with research scientists at the Princess Alexandra Hospital
- Peter Doherty Lecture Series at ISHS – open to all students and staff
- Biology Study – 2 day field study at Hastings Point for Year 11 students
- Physics Dreamworld Study – for Year 11 students
- Science Club – open to all students
- RACI Titration Competition – open to senior chemistry students and held at University of Queensland and Queensland University of Technology
- RACI National Chemistry Quiz
- ICAS Australian Science Competition
- University of Queensland Chemistry – first Year studies for gifted Year 12 students
- Siemen's Science Experience – 3 days hands on science at the Australian National University, open to Year 10 students
- National Science Youth Forum – 2 week vacation camp at the Australian National University, open to Year 11 students
- E-biol Competition – On-line Biology Olympics, open to senior students
- QIMR laboratory science visits for Year 12 students
- National Science Week Activities at ISHS
- Earthwatch Studies Challenge for Students in Years 10-12 – live and work in the Australian bush helping a research scientist
- BEE Challenge Competition

Humanities and Social Sciences

- Bond University Mooting Competition
- Legal Studies Conference
- Queensland History Teachers' Association Essay Competition
- Brisbane Combined Schools ANZAC Day Ceremony
- National Geography Competition

- Classics Department - University of Queensland Seminars for Senior Ancient History Students
- Youth Forum - Global Education
- Model United Nations Debating Seminars
- University of Queensland Economics Conference
- AMP/The Australian Economics Competition
- Greindro (student environmental and sustainability group)
- Australian History Competition
- Social Sciences International Study Tour (biannual)
- All competitions pertaining to Social Sciences are advertised and students are encouraged to participate.

Sporting Competitions and Activities

- Bert McAlpine Intraschool Tennis Tournament
- Teacher versus Student matches in various sports
- One-a-term 'Spirit Week' sporting and cultural activities
- Indooroopilly Aspire programs – Football, Basketball, Volleyball, Netball
- 3 x Junior and 4 x Senior Gala Day competitions
- School Swimming, Athletics and Cross Country carnivals
- Participation in Champion Basketball School Queensland competition
- Participation in UHL Sport, ISSA Cup, Bill Turner Cup and Bill Turner Shield Football competitions
- Participation in Schools Cup Volleyball
- Participation in Flaming Chalice and Senior Volleyball League tournaments
- Participation in Vicki Willson and Netball Super 7s tournament
- Sporting Clubs - Badminton Club, Basketball Club, Volleyball Club, Ultimate Disc Club, Gym Club
- Access to Representative School Sport pathway through Northern Eagles and Met West

The Arts

- Creative Generation Awards for Excellence in Visual Art
- Write About Art competition and Brisbane Writers' Festival workshops
- Creative Generation Fanfare - part of the Instrumental Music Program
- Queensland New Filmmaker Awards
- MusicFest – part of the Instrumental Music Program
- School Musical (biannual)
- Arts Critics' Tour Interstate or international (biannual)
- Drama and Dance performance excursions each term
- Music Extension Performance Nights each Semester
- Indro Arts Festival – A showcase of senior student work in Years 10 – 12 from Dance, Drama, Film Television and New Media, Music, Music Extension, Music Acceleration and Visual Art, as well as Certificate 2 Visual Art and Certificate 3 Screen and Media and inclusive of IB Visual Art and Music.
- Junior Arts Journey – Presentation of work from Junior Arts students as part of the Flex program
- Open Day performances

In addition, we offer the following general opportunities:

- Educational Excursions
- Competitive and Recreational Sport at various levels
- Interact Club
- Special Camps
- OptiMinds