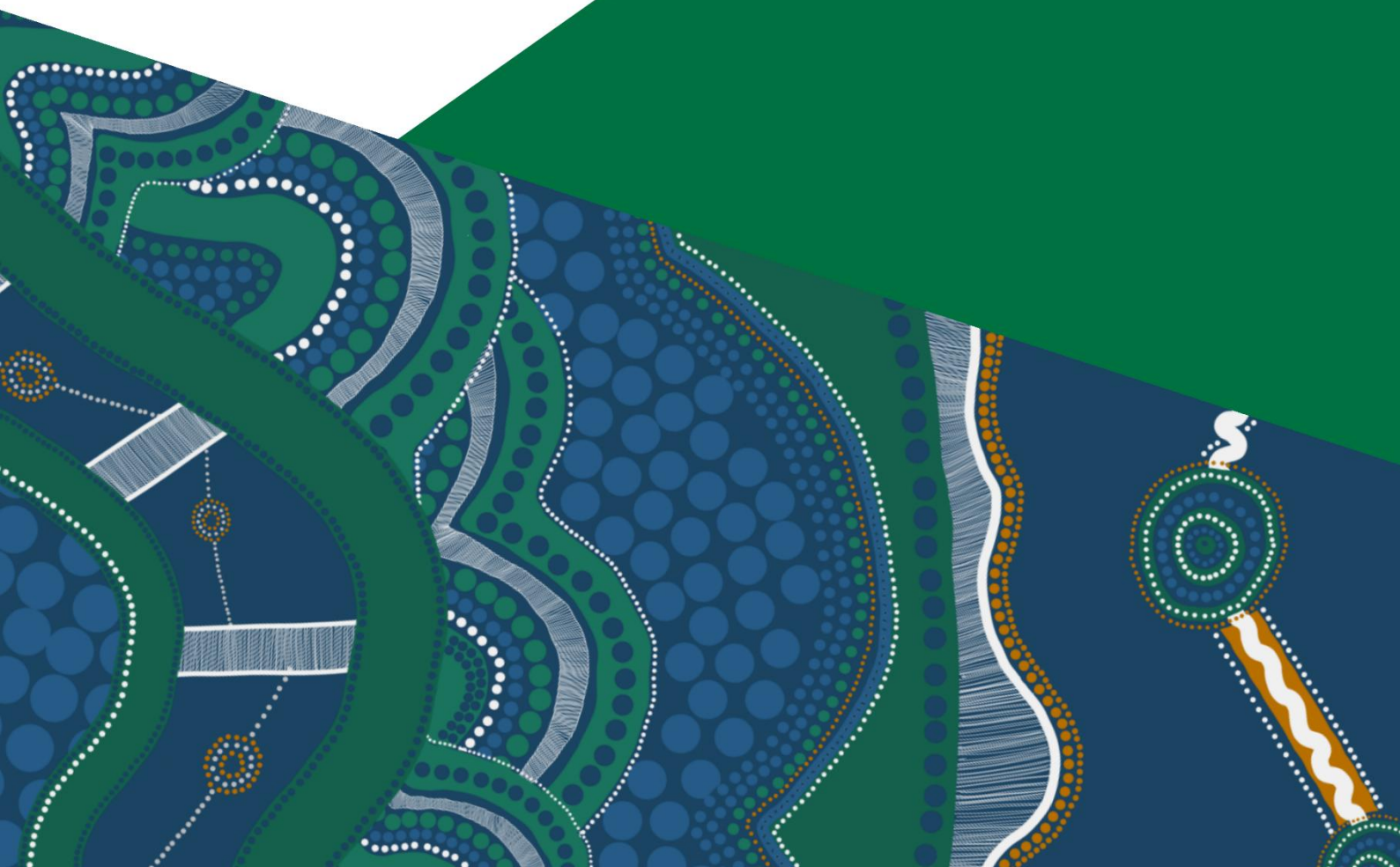
Forest Lake
STATE HIGH SCHOOL

YEAR 9 2027

Curriculum Handbook



Forest Lake State High School – a first-class education for every student in our community.

Forest Lake SHS is a school with a contemporary approach to education. We have a wide range of study options, experiences and aspirational pathways for each of our students. We couple high expectations with high supports, ensuring impressive results and meaningful pathways for all of our cohorts, every year.

Through a new phase of digital learning our school continues to educate and empower students to become successful global citizens. We are committed to providing every student with an educational program that meets their personal learning needs and develops the 21st century skills they need to prepare them for the many opportunities beyond school. We support public school students to have a future of aspiration and choice.

The Junior Secondary School (years 7, 8 and 9) delivers the approved Australian Curriculum (ACARA V9), and ensures our students are on track for success whether in their classroom or engaging in the wider community. Junior classrooms require a precise approach to appeal to our young people. We focus on engagement, connections to the real world, and relationship with each other as learners. We have a dedicated and highly skilled staff that ensure that your child is receiving the very best education in a safe supportive environment, grounded in positive interactions and a sense of belonging. We work in partnership with parents to support their young person's learning and wellbeing - two critical components of success – and we warmly welcome your involvement in our school.

As a whole school team, we commit to educating and empowering the future citizens of tomorrow.

I look forward to working in partnership with you and your young person on their educational journey, where they are supported to achieve learning success, personally thrive and connect in our school.



Sally Hawkes
Principal

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JUNIOR SECONDARY LEADERSHIP

PRINCIPAL



Sally Hawkes

YR 7 DEPUTY PRINCIPAL



Joanne Francis

YR 8 DEPUTY PRINCIPAL



Robyn Ferguson

YR 9 DEPUTY PRINCIPAL



Lucas Nicholls

HODS JUNIOR ENGAGEMENT



Inga Muller



Adam Whitby

HODS PATHWAYS



Victoria Sadleir



Kylie van der Beek

HEAD OF DEPARTMENTS



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Nikki Raatz



HOD ARTS
Sean Lubbers



HOD DIGITAL
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HOD DESIGN
Helen Parkinson



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HOD ENGLISH
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HOSES
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GUIDANCE OFFICERS



Lauren Davis



Greg Souvan



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YEAR COORDINATORS



Ian Clapham



Muz Gaffar



Zoe Lidgard

OUR JUNIOR SECONDARY SCHOOL

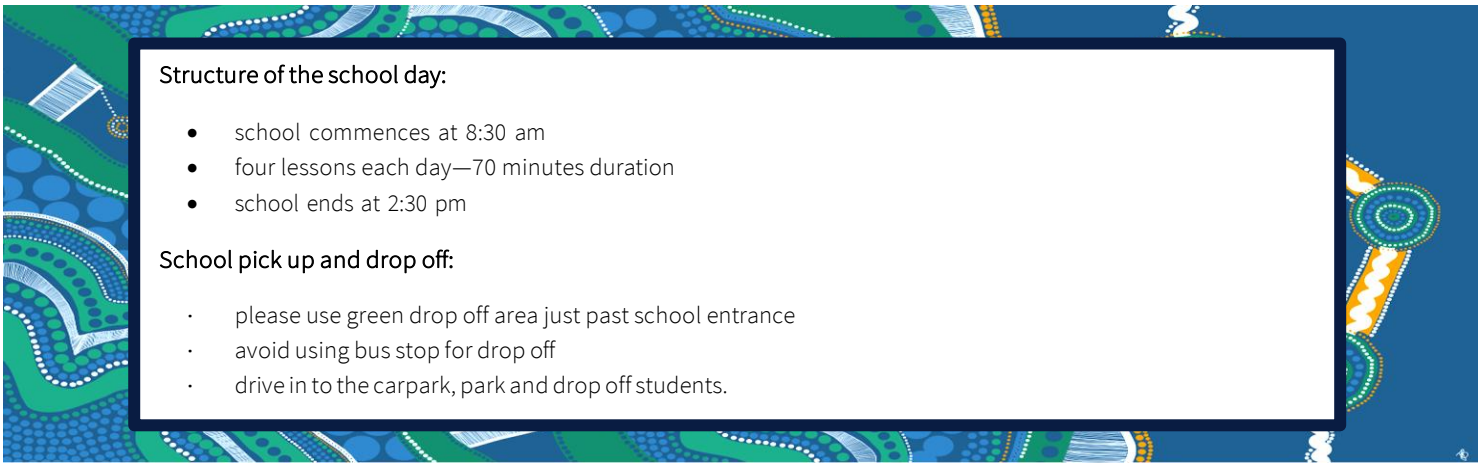
Junior Secondary caters for students in years 7, 8 and 9.

Year 9 is the final year of Junior Secondary, the bridge between Junior Secondary and Senior School. Students demonstrate more independence and take on more responsibility for managing their learning.

What does year 9 transition look like?

- Communication is still important between home and school. Parents are kept informed via Facebook, QParents, newsletters, text messages, our website and individual contact with staff as required. Parent-teacher interviews are held twice a year.
- Forest Lake State High School is a full uniform school and students are required to wear the formal uniform each day, except when they have HPE, Dance or Drama (sports uniform).

Junior Secondary provides a supportive classroom environment that develops students' skills, knowledge and confidence enabling them to transition and flourish in Senior School.



JUNIOR SECONDARY PODS

Junior Secondary: 'purpose' built classrooms

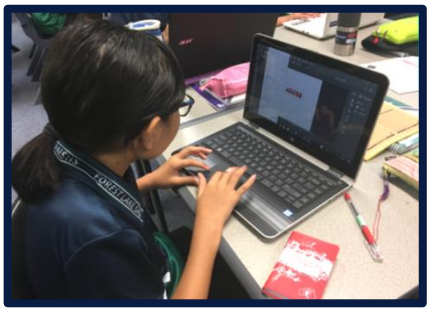
- pod based Head of Department
- leadership opportunities
- we are a 'bring your own device'(BYOD) school

All Junior Secondary students have access to:

1. a variety of extra-curricular activities (including varied and supervised lunchtime activities each day)
2. student leadership opportunities
3. ongoing transition and care program (CARE) with focus on resilience
4. Year Level Coordinators
5. Wellbeing services:

   Forest Lake State High School provides a range of support services and accesses community support services, for students with personal or academic needs which impact on their schooling and assist students to reach their individual and educational goals.

   - Guidance Officers
   - Community Ed. Counsellor (Indigenous)
   - Pasifika Liaison Officer
   - School Based Youth Health Nurse
   - Youth Support Coordinator
   - Chaplain
6. Deputy Principal year 7, Deputy Principal year 8, Deputy Principal year 9, two Heads of Department Junior Engagement, Head of Department Teaching & Learning and Heads of Department for each Key Learning Area.


YEAR 9 CURRICULUM

Forest Lake State High School offers a broad range of educational pathways in the Junior Secondary school. Our school aims to provide students with the opportunity to access learning experiences across the key learning areas.

Year 9

All students trial a variety of elective subjects to make informed decision about their future pathways.

Year 9 Curriculum						
Core	English	Mathematics	Science	Humanities and Social Sciences	Health & Physical Education	CARE Program

Yr 9 Electives	Technologies		The Arts	HPE	Other	Programs of Excellence (POE)
	Design	Digital				*Apply for Selection*
	• Industrial Technology • Design • Food and Nutrition • Textiles	• Digital Technologies	• Dance • Drama • Music • Media Arts • Visual Art	• Netball	• Japanese • Business	• Dance • Rugby League • Esports • Academic • Instrumental Music

- Students will complete four elective semester units over the duration of year 9.
- Students choose six elective semester units and are placed in four of these choices
- Students in POEs
  - The POE subjects of Dance Excellence, Rugby League and Esports are only available to students currently enrolled in those programs. However, places in the programs may become available throughout the year.
  - Students in POEs will choose two elective subjects as their POE programs account for the other two semesters.
  - Students may only participate in one POE (Dance, Rugby League, APEX or Esports) with the exception of Instrumental Music.

ENGLISH

Description	In English, students further their language development by actively engaging in using language for a wide variety of genuine purposes and reflecting on its use. English in year 9 will prepare students for further study in year 10, and for the NAPLAN tests of reading, writing and language conventions (grammar, and punctuation and spelling). The course also prepares students for study in senior school. A major focus will be learning to write, particularly using the Writer's Toolbox framework.
Learning Experiences	Core Curriculum The Australian Curriculum for English is organised around: • literature (prose, poetry, drama, film) • literacy • language.
Assessment	Students read, write and speak using a range of genre including: • stories • plays • blogs • persuasion • essays • personal reflection
Future Subjects	Year 10: • English, Essential English or Literature Years 11—12: • English—General • Literature—General • English as an Additional Language—General • Essential English—Applied
Career Pathways	English prepares students for every career. All students need to be able to use language accurately and appropriately in their work environment. For those in practical areas, being able to speak and write accurately and fluently is essential. For those heading to university, language use becomes much more complex. English, Literature and EAL prepare students to be able to write essays at university, to be able to manage complex texts, and to communicate in complex modes with an audience.

MATHEMATICS

Description	At Forest Lake State High School, we aim to give all students the essential mathematical skills they will need in their personal, work and civic life. Students can also explore the fundamentals of specialized and professional mathematics study. Mathematics has its own value and beauty and we want to help students appreciate the elegance and power of mathematical reasoning. Digital technologies are helping us to explore mathematical ideas in new ways and by using old and new technologies, we focus on developing skilled mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. Students will see the way mathematics links together as well as the relationship between mathematics and other disciplines. While exploring these links students can develop critical skills and concepts and become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.
Learning Experiences	Core Curriculum The mathematics program is based on the Australian Curriculum for Mathematics. This curriculum presents mathematics under the following six broad areas: • number • algebra • measurement • space • statistics • probability
Assessment	A range of assessment techniques are used including: • written tests • short-answer questions • assignments • investigations
Future Subjects	Year 10: • Mathematics or Intro to Mathematical Methods Years 11— 12: • General Mathematics — General • Mathematical Methods — General • Specialist Mathematics — General • Essential Mathematics — Applied
Career Pathways	Mathematics is an essential aspect of every career choice.

SCIENCE

Description	Science, within the Australian curriculum, provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.
Learning Experiences	The Australian curriculum for Science is organised around 4 key subject areas: • biological sciences • chemical sciences • earth and space sciences • physical sciences.
Assessment	Students are assessed using the following criteria: • knowledge and understanding • science inquiry These will be assessed using a variety of assessment instruments such as: • experimental investigations • research tasks • collections of work • supervised assessment (exams)
Future Subjects	Year 10: • Science electives (ICP, IBP, SIA) Years 11 and 12: • Biology — General • Chemistry — General • Psychology—General • Physics — General • Science in Practice — Applied
Career Pathways	Science provides students with numerous career pathways such as engineering, environmental science, laboratory manager, research assistant, microbiologist, doctor, nurse, paramedic, pharmacist, industrial chemist and forensic scientist.

HUMANITIES AND SOCIAL SCIENCE

Description	Humanities and Social Science is broken into three core disciplines: History, Geography and Civics and Citizenship. In History, student learning will focus on the theme, the ancient world to the modern world. In Geography, student learning will focus on the theme, landforms and landscapes and changing nations. In Civics and Citizenship student learning will focus on government and legal systems, as well as ethical issues related to governance.	
Learning Experiences	In History: • reading, understanding and analysing a variety of historical sources • paragraph and essay writing in response to historical evidence • building a greater understanding of key historical events • research skills and how to locate reliable information. In Geography: • reading, understanding, analysing and interpreting geographic evidence including maps, graphs and other data • using information and collecting data to create texts including tables and graphs • writing responses using a range of geographic information. In Civic and Citizenship • discuss and understand ethical and legal issues • understand the systems of government systems in Australia • writing responses using a range of information	
Assessment	Students will be assessed on the following criteria: • knowledge and understanding • questioning and researching • interpreting and analysing • communicating These will be assessed using a variety of assessment instruments such as: • short-response tests • practical exercises • response to stimulus essays, paragraphs • reports • written research task.	
Future Subjects	Year 10 • Geography Specialisation • History Specialisation • Tourism and Community Specialisation	Years 11 and 12: • Modern History — General • Ancient History — General • Geography — General • Social and Community Studies—Applied • Tourism — Applied
Career Pathways	Career options by studying Humanities and Social Science subjects through to year 12 include politics and public policy, occupations in medicine and law, teaching, foreign affairs and diplomatic posts, library and museum posts, tourism and research.	

HEALTH AND PHYSICAL EDUCATION

Description	In Health and Physical Education, students learn about promoting the health of individuals and the community. They develop concepts and skills for physical activity and work on their personal development. Students can also select the Rugby League Excellence Program.
Learning Experiences	The Year 9 curriculum enhances prior learning, emphasizing peer influence on health and wellbeing. Students reflect on self-perception and resilience, recognize and address disrespect and violence, and make informed health choices. It fosters health literacy and seeking support. Physical Education focuses on skill development, physical activity, and enjoyment. Students practice complex skills and movement strategies to improve performance
Assessment	Students demonstrate evidence of their learning over time in relation to the following assessable elements: • personal, social and community health • movement and physical activity A variety of assessment instruments may be used, including: theory activities (exams and assignments); practical performance.
Future Subjects	Year 10: • Introduction to Physical Education—Elective • Introduction to Sport and Recreation—Elective • Introduction to Health—Elective • Rugby League Excellence—Elective • Netball—Elective Years 11 and 12: • Physical Education—General • Health—General • Sports & Recreation | Applied—Rugby League • Sports & Recreation | Applied—Netball • Sports & Recreation—Applied
Career Pathways	Health and Physical Education provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager.
Program of Excellence	Students have the option to apply for the Rugby League Program of Excellence.

INCLUSIVE EDUCATION

Forest Lake SHS provides support options for students experiencing difficulty with their studies through our curriculum structure. Appropriate support for individual students is based on student data and progress, and available school resources.

CARE Program	
Description	All Junior Secondary students participate in one lesson per week of the CARE Program. These lessons help students transition through to secondary school. Years 8 & 9 focus: • developing social and emotional resilience with the GROWTH mindset • educating students about maintaining their physical and mental health • career education: living a life of choice • academic goal setting • The Resilience Project Wellbeing lessons and Student Journal resource.

Student Support Services	
Description	Forest Lake State High School provides a range of support services and accesses community support services, for students with personal or academic needs which impact on their schooling or inhibits their capacity to reach their individual and educational goals.

English as an Additional Language or Dialect(EAL/D) Support Classes	
Description	Students that are recent arrivals to Australia or from a non-English speaking background are supported through English as an Additional Language or Dialect Support Classes.
Learning Experiences	Within this subject, students will be provided with intensive language intervention to support their English language development as per EALD band scales.
Assessment	Formative assessment, including EALD bandscales are used to monitor student progress. There is no academic reporting for this subject.

Literacy and Numeracy Program (LNP)	
Description	Literacy and Numeracy Support Classes may be suggested as an option for students identified as achieving below national minimum standard or who would benefit from extra assistance in literacy and numeracy in year 7-9.
Learning Experiences	Within this subject, students experience pre-teaching, consolidation and extra support for learning and assessment in their timetabled subjects.
Assessment	Formative assessment is used to monitor student progress. There is no academic achievement reported for this subject.

Personal and Social Capability Programs (PSC)	
Description	Personal and Social Capability Classes (PSC) may be suggested as an option for students with a disability or experiencing difficulties in a learning environment. PSC Classes are available for all year levels.
Learning experiences	Within this subject, students experience intensive interventions that may include zones of regulation (self-regulation and de-escalation program), whole person planning and executive functioning support.
Assessment	Formative assessment is used to monitor student progress. There is no academic achievement reported for this subject.

Intensive Curriculum Classes	
Description	For students working well below their same age peers (with an endorsed Individual Curriculum Plan) and with a significant need for support to access this curriculum.
Learning experiences	Students experience the same curriculum as their peers with adjustments to the year level at which they are accessing the curriculum. For example: a year 7 student in term 1 will be working on the same unit as other year 7 classes but being taught and assessed at year 4.
Assessment	Students are assessed against the achievement standards within their parent endorsed Individual Curriculum Plan.

DESIGN

Description	In Design, students explore and develop potential solutions to a variety of design challenges, using a range of drawing and prototyping skills and technology to explore, develop and present their designs. This subject is the beginning of a university or similar pathway into design.
Learning Experiences	Students will gain real world learning experiences in: • communication with schematics, exploration sketches and illustrations • product design and architectural design • virtual and physical models • exploring solutions to real world problems • developing divergent and convergent thinking
Assessment	• Students will be assessed on: • investigating and defining design problems • generating and refining design ideas • producing and evaluating designed solutions • collaborating and managing productions tasks. By using a variety of assessment instruments such as: • design folios • virtual and physical models • exams
Future Subjects	Year 10: • Design • Introduction to Fashion Years 11—12: • Design—General • Fashion (Applied)
Career Pathways	Design provides students with numerous career pathways: industrial design, architecture, engineering, graphic design, interior design, fashion, product and industrial design.

TEXTILES

Description	Year 9 students will study one semester of textile production, with opportunities to design and produce solutions of relevance to individual, regional and global communities in an environmentally and socially sustainable setting.
Learning Experiences	The course of study will take concepts of responding to design problems, utilizing creativity and innovation skills, tools and equipment to provide ethical solutions. • Textile production—investigate the social, economic and environmental factors of the textile industry in terms of sustainability and environmental impact, while generating and producing practical Indigenous ideas.
Assessment	Assessment Continuous assessment is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. Assessment techniques include: • practical sewing • written assignments • Exams
Future Subjects	Year 10: • Introduction to Early Childhood Studies • Introduction to Fashion • Introduction to Hospitality • Introduction to Food & Nutrition • Introduction to Design Years 11 & 12: • Design—General • Food & Nutrition — General • Early Childhood Studies — Applied • Certificate II Hospitality • Fashion (Applied)
Career Pathways	Textiles provides students with numerous career pathways: • Diploma of Hospitality, food science, food processing, fashion design • Nutritionist • Community Educator • Teaching • Design • Nursing • Child Care • Community Services • Allied Health • Interior Design • Fashion Design

FOOD, NUTRITION AND DESIGN

Description	Year 9 students will study one semester of food production with opportunities to design and produce solutions of relevance to individual, regional and global communities in an environmentally and socially sustainable setting.
Learning Experiences	The course of study will take concepts of responding to design problems, utilizing creativity and innovation skills, tools and equipment to provide ethical solutions. • Food production—food safety, preservation, preparation, presentation and sensory perceptions of food in Indigenous, local and global cultures.
Assessment	Continuous assessment is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. • Assessment techniques include: • practical cookery • written assignment • Exams
Future Subjects	Year 10: • Introduction to Early Childhood Studies • Introduction to Fashion • Introduction to Hospitality • Introduction to Food & Nutrition • Introduction to Design Design Years 11 & 12: • Food & Nutrition—General • Design—General • Early Childhood Studies— Applied • Fashion (Future) • Cert II in Hospitality
Career Pathways	Food and Nutrition provides students with numerous career pathways: • Diploma of Hospitality, food science, food processing, fashion design • Nutritionist • Community Educator • Teaching • Design • Nursing • Food Technology • Chef • Child Care • Community Services • Allied Health • Barista • Fast Food cook

INDUSTRIAL TECHNOLOGY

Description	In Industrial Technology and Design, students will be introduced to a diverse range of problems, skills, tools and materials. This will provide the basic building blocks for further years to expand on these processes. Students will establish technical knowledge, develop reasonable proficiency in hand and machine skills, create an awareness of quality design and create a safe and productive working environment.
Learning Experiences	Students will gain real world learning experiences in: • working with tools, materials, equipment and machinery • skills in the manipulation of materials • creating a safe work environment • graphical communication by sketching and reading/interpreting technical drawings and diagrams. • product design and manufacture • subject specific literacy and numeracy
Assessment	A variety of assessment tools are used in Industrial Technology. Students will be assessed on: • technologies and society • technologies contexts • investigating and defining design problems • generating ideas and designing solutions • producing and implementing plans • evaluating processes and procedures • collaborating and managing teamwork. • By using a variety of assessment instruments such as: • production of practical projects and exercises • production of folios and completion of research tasks.
Future Subjects	Year 10: • Introduction to Trades • Design Years 11 and 12: • Design — General • Engineering Skills — Applied • Furnishing Skills — Applied
Career Pathways	Industrial Technology provides students with numerous career pathways such as: carpentry, brick laying, cabinet making, boiler makers, metal fabricating, building, drafting, tiling, design, engineering, plastering, mechanical and numerous others.

THE ARTS - DANCE

Description	In Dance, students focus on creating dance and developing the ability to communicate and express themselves through movement. Students will also learn to analyse and respond to various dances, giving their interpretation of what is being communicated. They will learn and perform dances within small groups and whole class to peer and public audiences.	
Learning Experiences	In Dance, students: • combine elements of dance and improvise by making literal movements into • abstract movements • develop their choreographic intent by applying the elements of dance to select and organise movement • practice and refine technical skills in style-specific techniques • Structure dances using choreographic devices and form • rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent • analyse how choreographers use elements of dance and production elements to communicate intent • identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples.	
Assessment	Students will be assessed on: • making – choreography • making – performing • responding – folio A variety of assessment instruments may be used, including: • theory activities (exams and assignments) • choreography • performance	
Future Subjects	Years 10: • Dance • Dance Program of Excellence	Year 11/12: • Dance – General • Dance in Practice – Applied
Career Pathways	The subject of Dance can lead to many and varied careers including: dance teacher, choreographer, professional performer, dance critic or journalist, historian, composer, theatre designer/technician, costumer/designer, arts administrator, dance model, dance therapist, entertainment lawyer and events manager.	

THE ARTS - DRAMA

Description	In Drama, students will develop an understanding of the process of drama through basic acting skills and using performance spaces. They will develop confidence, awareness of themselves and others. Students will engage in drama experiences that focus on a role, relationship and situation, improvisations, performing scripts, creating dramatic tension, using voice and movement.
Learning Experiences	In Drama, students: • combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes • develop roles and characters consistent with situation, dramatic forms and • performance styles to convey status, relationships and intentions • plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect • develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists • perform devised and scripted drama maintaining commitment to role • analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
Assessment	Students will be assessed on: • making—forming • making—performing • responding—short response to live theatre. A variety of assessment instruments may be used, including: • responding theory activities (exams and assignments) • forming • presenting
Future Subjects	Years 10: • Drama Years 11—12: • Drama—General
Career Pathways	The subject of Drama can lead to many and varied careers including: actor, announcer, arts administrator, government, police, nursing, dancer, film and TV lighting operator, film and TV producer, make-up artist, model, public relations officer, receptionist, recreation officer, set designer, speech pathologist, stage manager, teacher, tour guide, writer, lighting technician, sound technician, lawyer, psychologist, social worker, politician, public speaker, director.

THE ARTS – MEDIA ARTS

Description	In Year 9 Media Arts, across one semester of learning, students will develop their photography, filming and editing skills. They learn how to use a DSLR camera and apply composition techniques through a photography project at South Bank Parklands. Students edit their images using Adobe Lightroom and then create a music video or trailer using supplied footage in Adobe Premiere Pro. In Term 2, students plan, film and edit their own action or horror short film, supported by a stunt or special effects makeup workshop.
Learning Experiences	In Media Arts, students: Learn DSLR camera and photo composition skills. • Capture and edit photographs using Adobe Lightroom. • Explore media conventions in music videos, trailers and action/horror films. • Develop editing skills using Adobe Premiere Pro. • Plan and storyboard original film ideas. • Film and edit their own short films. • Apply skills from a stunt or special effects workshop. • Reflect on and evaluate their own and others' media artworks.
Assessment	Students will be assessed on their response and making of media artworks. Responding • Reflect on their own and others' photography techniques. • Analyse media conventions used in music videos, trailers and action/horror short films. • Evaluate how camera, editing and production techniques engage audiences. Making • Capture and edit a photography portfolio using Adobe Lightroom. • Produce a music video or trailer using supplied footage in Adobe Premiere Pro. • Plan, film and edit an original action or horror short film. • Apply camera, editing and storytelling techniques to communicate ideas and engage audiences.
Future Subjects	Year 10 • Media Arts. Year 11 –12 • Film, Television and New Media – General • Media Arts in Practice – Applied.
Career Pathways	This subject develops a range of transferable 21st century skills that are highly valued in many areas of employment such as critical and creative thinking, teamwork and collaboration, and ICT skills. Studying Media Arts can lead to a wide range of creative and media industry careers, including: advertising, content marketing, photography, graphic design, event and festival management, journalism, web and digital content production, animation, screenwriting, game development, filmmaking, stage and set design, storyboarding, costume and makeup design, camera operation, sound editing, producing, public relations, campaign management, creative direction, and many other roles within the creative industries.

THE ARTS – MUSIC

Description	In Music, students focus on making music and developing the ability to think and express themselves in sound. Students learn to identify, analyse and respond to music from a wide range of cultural and historic contexts. They sing and play (keyboard, guitar, bass guitar or drum kit) individually and in groups and learn how to read and write music.
Learning Experiences	In Music, students: • develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music • practise and rehearse a variety of music, including video game music to • develop technical and expressive skills • structure compositions by combining and manipulating the elements of music using notation/recording • perform and present a range of music, using techniques and expression appropriate to style • analyse composers' use of the elements of music and stylistic features when listening to and interpreting music • identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples.
Assessment	Students will be assessed on: • making – composing • making – performance A variety of assessment instruments may be used, including: • performance • composition.
Future Subjects	Years 9—10: • Music Years 11—12: • Music—General • Music in Practice—Applied Year 12: • Music Extension—General (for students with exceptional musical ability) *Forest Lake SHS also runs a very successful Instrumental Music Program which complements the classroom program.*
Career Pathways	The subject of Music can lead to many and varied careers including: musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher, arts administrator, sound/audio engineer, music therapy etc.

THE ARTS – VISUAL ART

Description	In Visual Art, students develop confidence in their creative talents and skills that can be transferred to their working and recreational lives. Students will be introduced to the elements and principles of art and design. They study painting, 2D: drawing and painting and 3D: designs and sculpture.
Learning experiences	In Visual Art, students: • learn about visual arts conventions and techniques, including exploration of diverse cultures including Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork • develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes • expand planning skills for art-making by exploring techniques and processes used by different artists • identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their • art-making.
Assessment	Students will be assessed on: • making • responding. A variety of assessment instruments may be used, including: • responding folio of making work.
Future Subjects	Years 8—10: • Visual Art Years 11—12: • Visual Art — General • Visual Arts in Practice — Applied
Career Pathways	The subject of Visual Art can lead to many and varied careers including: artist, craftsperson, diversional therapist, fashion designer, dressmaker, graphic designer, hairdresser, interior designer, multimedia developer, architect, etc.

DIGITAL TECHNOLOGIES

Description	Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. The course is project based and students will have choices of learning experiences which may include the following: • investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. • design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics. • code and implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language.
Learning Experiences	This subject enables students to meet the requirements of the Australian Curriculum - Digital Technologies. The focus of the digital technologies practices strand is how to design, develop and evaluate a product. Students will create a range of digital solutions through guided play and integrated learning, such as using robotic equipment to navigate a map or recording science data with software applications.
Assessment	Students will complete a number of projects using digital technologies throughout the year to meet the course requirements. Two criteria are assessed: • knowledge and understanding of digital technologies • digital technologies processes and production skills.
Future Subjects	Year 10: • Digital Technologies Years 11—12 • Certificate II in Applied Digital Technologies (ADT) VET • Information Communication Technologies (Esports).
Career Pathways	Digital Technologies provides students with numerous career pathways such as coding, game design, computer office management, systems management, networking, digital services and marketing.

BUSINESS

Description	The year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy. Students are introduced to entrepreneurial skills as they participate in the Future Anything program. Experiences include the following: • making consumer decisions to meet the needs of self and others • participating as a responsible citizen • owning or managing a business, enterprise or venture • engaging in a variety of business activities such as entering into contractual agreements and managing personal finances, investments and records • Project management and entrepreneurialism • Laptop Required for this subject
Learning Experiences	The subject focuses on business and economic systems, business enterprise and ventures and work environments. Understanding within these focus areas are drawn from the fields of accounting, business, economics, marketing, management, communications, industrial relations, human resources, information and communication technology and administration.
Assessment and Resources	Students will complete a number of projects using their knowledge of economics and business throughout the year to meet the course requirements. Two criteria are assessed: • economics and business knowledge and understanding • economics and business skills.
Future Subjects	Year 10: • Business and Accounting Years 11—12: • Accounting—General • Business—General • Certificate II in Workplace Practices
Career Pathways	Business provides students with numerous career pathways in commerce such as: accounting, retail services, business ownership (sole trader, partnerships), management, bookkeeping and marketing.

JAPANESE

Description	Year 9 Japanese builds on students' existing language knowledge and develops their ability to communicate confidently in a range of familiar and practical contexts. Students strengthen their listening, speaking, reading and writing skills while developing a deeper understanding of Japanese culture, perspectives and ways of life. The course encourages students to compare languages and cultures, strengthening their communication, critical thinking and intercultural understanding. It also prepares students for further study of Japanese in Year 10 and the senior years
Learning Experiences	Unit 1: Families Unit 2: Rules Unit 3: Getting Around Unit 4: Sports Heroes • Cultural opportunities • Viewing the world from a perspective other than your own • Hosting students from Kinjo High School.
Assessment	Students demonstrate evidence of their learning over time in relation to the following assessment elements: • communicating • understanding. A variety of assessment instruments will be used, these include: • listening test • speaking test • reading test • writing test
Future Subjects	Years 10 • Japanese Years 11—12: • Japanese—General
Career Pathways	Japanese is the most commonly learnt language in Australian high schools. For Australia, Japan is of critical importance because it's a neighbouring democracy in the Pacific region and a major trading partner. Japan is one of the world's largest global economies necessitating a growing demand for people in business and government who speak Japanese.

NETBALL

Description	This subject offers students the opportunity to develop their netball skills in a practical, engaging, and team-oriented environment. Students will build on their existing knowledge of netball by learning advanced techniques, game strategies, and positional play. The course also focuses on improving fitness, teamwork, communication, and leadership skills through regular match play and skill-based activities.
Learning experiences	Students will learn the rules and roles of umpiring and coaching, enhancing their understanding of the game from multiple perspectives. This subject is ideal for students who enjoy physical activity, working as part of a team, and developing their sporting potential.
Assessment	Students will be assessed on skill development, game performance, teamwork, and knowledge of netball rules and tactics.
Future Subjects	Year 10: • Introduction to Physical Education—Elective • Introduction to Sport and Recreation—Elective • Introduction to Health—Elective • Netball—Elective Years 11 and 12: • Physical Education—General • Health—General • Sports & Recreation | Applied - Netball • Sports & Recreation—Applied
Career Pathways	Netball provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager.
Costs	Subject fee $35

YEAR 9 2027

PROGRAMS of EXCELLENCE

Join our innovative accelerated learning programs

Forest Lake State High School offers several programs of excellence opportunities.

- Academic Program of Excellence
- Dance Program of Excellence
- Esports Program of Excellence
- Instrumental Music Program of Excellence
- Rugby League Program of Excellence

The Program of Excellence enables students to pursue a passion whilst developing their character, skills as well as community and competitive spirits. To be eligible for our programs all student accounts must be up to date. Students must apply each year to continue in the Program of Excellence.





Description	The APEX program is designed for high-achieving and highly motivated students who demonstrate the potential to excel academically. It provides an enriched educational experience that promotes intellectual curiosity, creativity, collaboration, and resilience, while supporting students to achieve their personal best within the Australian Curriculum.
Learning experiences	Students engage with the same Australian Curriculum content as their peers, but learning is delivered through an accelerated pace with greater depth, complexity, and opportunities for extension. Lessons incorporate inquiry, problem-solving, practical and hands-on activities, collaborative learning, authentic real-world applications, and higher-order thinking. Students are encouraged to take intellectual risks, think critically, make connections across disciplines, and develop increasing independence as learners. Students also participate in a diverse range of enrichment opportunities beyond the classroom, including university partnerships, excursions, academic competitions, leadership development, primary school mentoring, and community engagement. These authentic learning experiences challenge students to think critically, solve real-world problems, develop leadership skills, and build the confidence, curiosity and capabilities needed for future success.
Assessment	Students complete the same assessment program as their peers to demonstrate achievement against the Australian Curriculum achievement standards for all subjects. Where appropriate, extension is provided through greater complexity, student choice, authentic contexts, and opportunities for deeper inquiry while maintaining consistent assessment expectations.
Aims	The Academic Program of Excellence aims to develop lifelong learners by providing a rigorous, challenging and supportive learning environment with opportunities to participate in enrichment and extension activities. Curiosity, inquiry, creativity and critical thinking are tools to develop the scholarly behaviours of an Academic Program of Excellence learner. The program strives to develop a global mindset in our students whilst developing compassion and empathy, promoting respect within our school, the community and beyond.
Selection Criteria	Offering of Academic Program of Excellence placement is on the condition of: • undertaking a placement test • a review of students' previous academic and behavioural reports, standardised testing results and extra-curricular participation.
Entry Requirements	Interested students are invited to undertake academic testing during year 6 or identified through HOD Teaching and Learning or APEX Coordinator if a current student. • It is a condition of acceptance in the APEX class that students participate in the wide range of opportunities made available to them, including incursions and excursions.

DANCE

Description	The Dance Program of Excellence (POE) is an extension program designed for passionate and talented dancers in Years 7–12. Students engage in high-level practical training, choreography, performance opportunities and industry experiences that complement the Australian Curriculum and Senior Dance syllabus. The program develops technical excellence, creativity, leadership, collaboration and professionalism while preparing students for tertiary pathways and careers in the performing arts. Students participate in rehearsals, workshops with industry professionals, community performances, competitions and productions throughout the year.
Learning experiences	• Weekly technique classes in a range of styles (Hip Hop, Contemporary, Jazz, Musical Theatre, Lyrical and Commercial) • Choreography and improvisation workshops • Performance preparation and rehearsal processes • Industry masterclasses with professional choreographers • Leadership development through mentoring and student-led activities • Performance opportunities at school and community events • Dance competitions and festivals • Australian Dance Festival or other national experiences (selected students) • Creative development, composition and dance film projects • Conditioning, injury prevention and safe dance practices • Reflection, goal setting and performance evaluation
Assessment	Assessment is ongoing and authentic, focusing on participation, growth and professional practice. Students are assessed through: • Technical skill development • Performance quality and artistry • Choreography and creative tasks • Commitment to rehearsals and performances • Collaboration and teamwork • Leadership and mentoring contributions • Professional behaviours including punctuality, preparation and presentation • Reflective journals, self-assessment and goal setting • Participation in workshops, performances and community engagement opportunities
Aims	The aim of the Dance Program of Excellence is to provide students with the opportunity to develop their potential along the elite pathway of dance performance whilst maintaining their performance in academic studies. It provides students with quality instruction and feedback on their development within the school environment and allows access and opportunities to compete in dance competitions across South- East Queensland. The program will allow students the opportunity to develop their dance performance skills; expose them to industry standard dance experiences and venues; develop discipline in all styles of dance; experience realistic opportunities and realise their potential through the performance skills.
Selection Criteria	Students are selected to participate in the Dance Program of Excellence based on their desire to learn advanced dance skills and showcase performance skills. Applicants for this program need to demonstrate a high standard of dance performance skills and ability and the capacity to work productively in a positive team environment.
Entry Requirements	To be eligible to participate in the Dance Program of Excellence, students must: • attend a formal audition, performing a set piece of choreography to determine their skill level suitability to participate in the desired troupe • demonstrate commitment to lunch time and after school rehearsals and performances and compete in all competitions across the school year.



Description	Take esports beyond the game and explore the technology, data and professional roles that power the industry. Students become analysts, system designers, tournament organisers, coaches and casters as they solve authentic challenges. Through practical projects, teamwork and creative digital production, students develop enterprise, communication, leadership and problem-solving skills for the rapidly changing digital world.
Learning experiences	Students analyse performance data from Mario Kart, Just Dance and F1 Racing, compare gaming computer systems using real supplier information, and design and run their own physical or esports tournament. They also capture gameplay, study player strategies and decision-making, and produce professional-style highlight videos featuring commentary, interviews and coaching feedback.
Assessment	• Multimodal esports analytics presentation using spreadsheets, pivot tables and performance data. • Gaming computer comparison, including two system quotes and a video recommendation based on stakeholder needs. • Student-planned and managed class tournament, including scheduling, roles, teamwork and risk management. • Portfolio of three gameplay analysis videos featuring commentary, generative AI voice and a player interview.
Aims	The aim of the Esports Program of Excellence is to provide students with the opportunities and pathways required to be successful participants in the esports industry. Through participation in the Esports subjects, extra-curricular club and external competitions, students are exposed to the emerging world of esports and empowered to explore multiple career pathways from elite athleticism through to casting/streaming, ICT support, team management, advertising, performance optimisation, business management and event organisation. Students will be involved with industry experts, university teams and inter-school events to enrich their understanding of, and success in, esports.
Selection Criteria	Students are selected to participate in the Esports Program of Excellence based on their desire to build career-ready knowledge and skills and an interest in the future of Australian esports. Applicants for this program need to demonstrate an ability to work productively in a positive team environment.
Entry Requirements	To be eligible to participate in the Esports Program of Excellence, year 6 students must: • attend a trial session in the esports classroom and the HP Gaming Garage powered by to identify esports gamesmanship, growth mindset and engagement • minimum satisfactory for effort and behaviour for all subjects • minimum 90% attendance no more than 10 days absent per calendar year • pay a program fee of $50, which covers the cost of resourcing the subject.



Description	The Instrumental Music Program provides students with the opportunity to learn a musical instrument or voice through small-group or individual lessons with specialist instrumental music teachers.
Learning experiences	Students develop their practical performance skills, music literacy, ensemble playing, and confidence while rehearsing and performing in school bands, orchestras, choirs, jazz ensembles, and other performance groups. The program encourages teamwork, creativity, discipline, and a lifelong appreciation of music through regular rehearsals, concerts, competitions, and community performances.
Assessment	Students are assessed through a range of practical and theoretical tasks aligned with the Queensland Instrumental Music Curriculum. Assessment may include solo and ensemble performances, technical work, music literacy, aural skills, and musicianship, with students receiving regular feedback to support their musical development. Students in grades 10-12 are eligible to receive 1 QCE point per year when completing Instrumental Music levels 7 and above.
Aims	The Instrumental Music Program of Excellence aims to provide opportunities for dedicated music students to develop instrumental music skills via weekly tuition and personal practice. Through participation in our ensembles (Concert Band, Jazz Band, Drumline and String Orchestra), students are able to cultivate their performance skills by performing and competing in a variety of concerts and events. Students who participate and engage in the Instrumental Music Program of Excellence receive a first class Music curriculum.
Selection Criteria	Students gain selection to participate in the Instrumental Music Program of Excellence based upon their desire and motivation to develop their instrumental music technique and performance skills. It is highly recommended that students accepted into the program enrol in a Performing Arts curriculum subject (Music, Dance or Drama) to supplement the skills they develop in the program (excluding year 7 applicants).
Entry Requirements	To be eligible for the Instrumental Music Program, all applicants should meet the following criteria: • the completion of an expression of interest form and signed contract • selection into the ensembles will be based on student's attendance, effort, technique and skill demonstrated in their weekly lessons • the capacity to cover course costs.

RUGBY LEAGUE

Description	The Year 7 curriculum builds on each student's prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing. Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations.
Learning Experiences	Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances. Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions i movement and social contexts.
Assessment	Students demonstrate evidence of their learning over time in relation to the following assessable elements: • Personal, social and community health • Movement and physical activity • A variety of assessment instruments may be used, including theory activities (exams and assignments); practical performance.
Aims	We aim to provide students with an opportunity to develop their skills and expose them to all elements of rugby league by: • providing quality coaching and feedback • developing discipline in all elements on and off the field • providing a realistic opportunity for students to realise their potential through the development of their rugby league skills • competing in elite competitions in rugby league across South East Queensland.
Selection Criteria	Students selected to participate in the Rugby League Program of Excellence will have played rugby league at representative level (or equivalent), maintained an academic standard that reflects genuine effort and achieved a minimum academic report of satisfactory for behaviour and attitude in all subjects.
Entry Requirements	To be eligible for the Rugby League Program of Excellence, all applicants must possess and/or commit to the following qualities: • a high standard of rugby league skills and abilities • the ability to work productively in a positive team environment • the aspiration and work ethic to attain a satisfactory standard in all academic subjects at Forest Lake SHS • an exemplary record of attitude, effort and behaviour within the school community • a desire to demonstrate cooperation, courtesy and commitment at all times the capacity to cover course costs.

Notes:



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