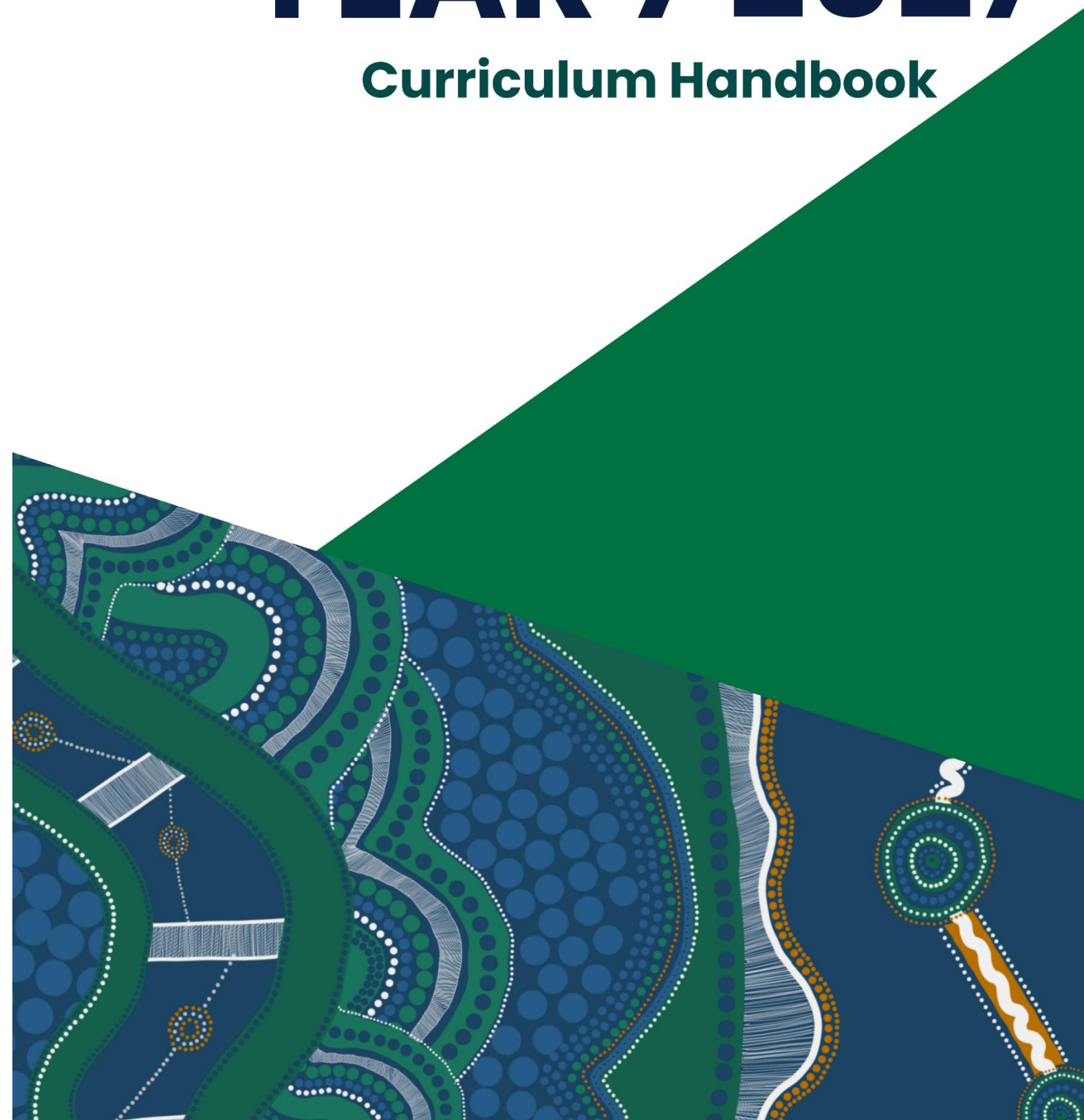




Forest Lake
STATE HIGH SCHOOL

YEAR 7 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.

A handwritten signature in black ink, appearing to read 'Sally Hawkes', with a stylized, flowing script.

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



**HOD TEACHING &
LEARNING
Nikki Raatz**



**HOD ARTS
Sean Lubbers**



**HOD DIGITAL
MJ Raatz**



**HOD DESIGN
Helen Parkinson**



**HOD HaSS, LANG, BUS
Rob Parker**



**HOD MATHS
Lex McBean**



**HOD HPE
Anita Davey**



**HOD SCIENCE
Meagan Ferguson**



**HOD ENGLISH
Liz Lavarch**



**HOSES
Lisa Singh**

GUIDANCE OFFICERS



Lauren Davis



Greg Souvan



Holly Ward

YEAR COORDINATORS



Ian Clapham



Muz Gaffar



Zoe Lidgard



OUR JUNIOR SECONDARY SCHOOL

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

Junior Secondary is about assisting students to experience a smooth transition from primary school to secondary school within an environment designed to foster a sense of belonging, engagement and the potential to achieve success.

Key features:

- Allocated year 7 precinct, including year 7 pods and playground areas.
- In year 7, each pod consists of four classrooms and students have a home classroom.
- Students have their own tidy tray to store items in their home classroom.
- Student learning is not interrupted by changing rooms every lesson. Students generally work in time periods of 70 minutes and at least half of their lessons are in their home classroom.
- At the beginning of the term, year 7 students are collected from their pod and escorted to specialist areas across the school by their specialist teachers. Once students are comfortable and know where to go, they will meet their teachers at the specialist classroom as timetabled.
- Programs are in place for students requiring additional academic, social and or emotional support, including the Programs of Excellence, the Special Education Program (SEP), and specialised literacy and numeracy classes. In 2025, three Student Engagement Case Managers were added to the suite of additional student support.
- Parents are kept informed via QParents, Facebook, newsletters, email, SMS, our website and individual contact with staff as required. Parent-teacher interviews are held once each semester.
- Forest Lake State High School is a full school uniform and students are required to wear the sport or formal uniform appropriately every day.

Junior Secondary provides a supportive classroom environment that develops each student's skills, knowledge and confidence enabling them to flourish in high school.

Structure of the school day:

- school commences at 8:30 am
- four lessons each day—70 minutes duration
- school ends at 2:30 pm

School pick up and drop off:

- please use green drop off area just past school entrance
- avoid using bus stop for drop off
- drive in to the carpark, park and drop off students.

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 a 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 7 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 7

Currently in year 7, all students study core subjects from the Australian Curriculum. They also trial a variety of specialist subjects to make informed decisions about their future pathways. There may be some changes to curriculum in 2027. These will be advised in the new curriculum handbooks in the year.

Year 7 Curriculum							
Core	English	Mathematics	Science	Humanities and Social Sciences	Health & Physical Education	Japanese or Literacy/ Numeracy	CARE Program

Yr 7 Specialist Subjects	Technologies		The Arts	Programs of Excellence (POE)
	Design	Digital	<i>Students will be allocated two of the following ARTS subjects throughout the year, in class groups.</i>	<i>Selection by application only.</i>
	Materials and Technologies Specialisation	Digital Technologies	- Drama - Music - Media Arts - Visual Art	- Dance - Rugby League - Netball - Esports - Academic - Instrumental Music

Students participating in programs of excellence will do fewer specialist subjects across the year.

Students may only participate in one POE (Dance, Rugby League, Netball, APEX or Esports) with the exception of Instrumental Music. *Selection by application only.*

Description	In English, students continue actively engaging in using language for a variety of genuine purposes and reflecting on its use. English in Year 7 will prepare students for further study in Year 8. The course also prepares students for study in senior school.
Learning Experiences	Core Curriculum The Australian Curriculum for English is organised around: • literature (prose, poetry, plays) • literacy • language • Writers' Toolbox uses specific writing pedagogy to develop students' confidence in writing structure and style.
Assessment	Students read, write and speak using a range of genres including: • Persuasive writing • Novel analysis (spoken) • Narrative writing • Poetry analysis (spoken)
Future Subjects	Years 8—9: • English Year 10: • English or Literature or Essential English Years 11—12: • English—General • Literature—General • English as an Additional Language—General (EAL) • Essential English—Applied.
Career Pathways	English prepares students for every career. All students will need to use language accurately and appropriately in their work environment. All citizens need to be able to critique the language they encounter in their daily lives, being able to speak and write accurately and fluently is essential.



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 specialised 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 in six interrelated strands: • number • algebra • measurement • space • statistics • probability 
Assessment	A range of assessment techniques are used, which may include: • written tests • short-answer questions • assignments • investigations
Future Subjects	Years 8—9: • Mathematics Year 10: • Mathematics or Introduction to Mathematical Methods or Essential Mathematics 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.

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 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: • science understanding • science as a human endeavor • questioning and predicting • planning and conducting • processing and analyzing data and information • evaluating • communicating. These will be assessed using a variety of assessment instruments such as: • experimental investigation • research tasks • collections of work • supervised assessment (exams). 		
Future Subjects	<table border="0"> <tr> <td> Years 8—9: • Science Year 10: • Introduction to Biology/Psychology • Introduction to Chemistry/Physics • Introduction to Science in Practice • Science in Action </td><td> Years 11 and 12: • Biology — General • Chemistry — General • Psychology—General • Physics — General • Science in Practice — Applied </td></tr> </table>	Years 8—9: • Science Year 10: • Introduction to Biology/Psychology • Introduction to Chemistry/Physics • Introduction to Science in Practice • Science in Action	Years 11 and 12: • Biology — General • Chemistry — General • Psychology—General • Physics — General • Science in Practice — Applied
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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, forensic scientist.		

HUMANITIES AND SOCIAL SCIENCES

Description	Humanities and Social Science covers three core disciplines: History, Civic & Citizenship, and Geography. • In History, student learning will focus on the theme of the ancient world. • In Civics & Citizenship, student learning will focus on Australian governance and national identity. • In Geography, student learning will focus on the concept of liveability in environments.		
Learning Experiences	In History, students focus on: • building understanding of key historical events. • reading, interpreting, and analysing a variety of historical sources. • research skills and how to best use a library. • paragraph and essay writing in response to historical evidence. In Civics & Citizenship, students focus on: • building understanding of government and civic structures and processes and the ways they influence national identity. • reading, interpreting, and analysing civic sources such as legislation, policy, reports, and documents. • civic participation through the creation of sources designed to inform and call to action. In Geography, students focus on: • reading, interpreting, and analysing geographic evidence including maps, graphs, and other data. • using information and collecting data to create sources such as maps, tables, and graphs. • writing responses using a range of geographic information.		
Assessment	Students will be assessed on the following criteria: 1. knowledge and understanding 2. questioning and researching 3. interpreting and analysing 4. communicating. These will be assessed using a variety of assessment instruments such as: • short-response tests • practical projects • response to stimulus essays • reports • written research tasks. 		
Future Subjects	<table border="0"> <tr> <td style="vertical-align: top;"> Years 8—9: • History • Geography • Civics and Citizenship Year 10: • History • Geography • Introduction to Tourism and Social and Community Studies </td><td style="vertical-align: top;"> Years 11 and 12: • Modern History — General • Ancient History — General • Geography — General • Social and Community Studies—Applied • Tourism — Applied </td></tr> </table>	Years 8—9: • History • Geography • Civics and Citizenship Year 10: • History • Geography • Introduction to Tourism and Social and Community Studies	Years 11 and 12: • Modern History — General • Ancient History — General • Geography — General • Social and Community Studies—Applied • Tourism — Applied
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Career Pathways	Career options by studying Humanities and Social Science subjects through to year 12 include politics and public policy, occupations in law, teaching, foreign affairs and diplomatic posts, library and museum posts, tourism and research.		



HEALTH AND PHYSICAL EDUCATION

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 in 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.	
Future Subject	Years 8: • Health & Physical Education • Rugby League Excellence • Netball Excellence Year 9: • Health & Physical Education • Rugby League Excellence—Elective • Netball Excellence—Elective Year 10: • Introduction to Physical Education—Elective • Introduction to Health Education—Elective • Introduction to Sport and Recreation – Elective • Rugby League Excellence—Elective • Netball Excellence—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 provide students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, nurse, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager.	

Description	Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.
Learning Experiences	In year 7, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints. Students undertake units in Cyber Safety, Data Analysis and Coding. 
Assessment	Students demonstrate evidence of their learning over time in relation to the following assessable elements: • knowledge and understanding • processes and production skills. A variety of assessment instruments may be used, including: • online tests • folio of work • project work.
Future Subjects	Year 8: • Digital Technologies • Esports Excellence Year 9: • Digital Technologies • Esports Excellence Year 10: • Digital Technologies • Esports Excellence Years 11—12: • Information Communication & Technology (Esports—Applied) • Certificate II in Applied Digital Technology 
Career Pathways	Almost all work environments include components of digital technologies and may include: STEAM Careers, robotics, manufacturing, engineering, coding, digital platforms, web development, drones and Esports industry.

Description	Materials and Technologies Specialisations is a one-term subject designed to introduce students to the design process through practical, collaborative and creative problem - solving. Students investigate how materials, technologies and sustainable design practices can be used to improve community spaces.
Learning Experiences	Students participate in a range of hands-on and design-based learning experiences across two lessons per week. These include: • Ideation and problem-solving challenges using simple materials • Testing and analysing properties of different materials • Site visits and mapping of school locations • Developing design briefs and identifying needs • Creating design ideas • Presenting design solutions • Constructing prototypes and models
Assessment	Students demonstrate evidence of learning over the term in areas of knowledge and understanding and processes/production skills. Students will work in small groups, taking on various roles to develop a solution to a design problem.
Future Subjects	Year 8: Food Nutrition and Design (FND) Design and Technologies (DAT) Year 9: Design (DSN) Food Nutrition and Design (FND) Industrial Technologies and Engineering (ITE) Year 10: Introduction to Hospitality (IHS) Introduction to Trades (TIN) Introduction to Design (DSN) Introduction to Early Childhood Studies (IEC) Introduction to Fashion (FAS) Introduction to Food Nutrition Year 11/12 Early Childhood Studies Design (DES) Engineering Skills (ESK) Furnishing Skills (FUR) Food Nutrition (FNU) Certificate II in Hospitality (VHS) Fashion (Introduced in 2027)
Career Pathways	Students interested in this subject may pursue future pathways in Architecture and Landscape Design, Engineering and Drafting, Construction and Building Trades, Horticulture and Environmental Design, Interior and Product Design, Industrial Design, Trade apprenticeships and technical careers





THE ARTS - DANCE

In year 7 students participate in Dance, Drama, Media Arts, Music and Visual Art.
Students accepted into the Dance Program of Excellence will only experience dance for year 7.

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 groups and/or individually.
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 • practise 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 and performing • responding – exam
Future Subjects	Year 8: • Dance • Dance Program of Excellence Years 9—10: • Dance • Dance Program of Excellence Years 11—12: • Dance — General • Dance in Practice — Applied – Dance Program of Excellence
Career Pathways	The subject of Dance can lead to many and varied careers including: dance teacher, choreographer, professional performer, dance critic or journalist, historian, researcher, composer, theatre designer/technician, costumer/designer, arts administrator, dance model, dance therapist, entertainment lawyer.

THE ARTS – DRAMA

Description	In Drama, students will develop an understanding of basic acting skills and using performance spaces. They will develop confidence, awareness of themselves and others. Students will engage in practical activities that focus on playing a role, using language, creating dramatic tension, physical movement and maintaining focus.
Learning Experiences	In Drama, students: • analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience • evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • describe respectful approaches to creating, performing and/or responding to drama • work collaboratively to manipulate elements of drama and conventions to share and sustain dramatic action in improvised, devised and/or scripted drama • employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.
Assessment	Students will be assessed on: • exploring and responding • developing practices and skills • creating and making • presenting and performing
Future Subjects	Years 8—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, choreographer, 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 Media Arts, students take on the role of The Photographer. Students learn the basics of film languages used to capture subjects. They learn that the photographer's choices in how they capture their subjects should always be made consciously, as these choices contribute to the story they want to tell through their images. Students create their own photography portfolio and evaluate the artistic choices of other photographers, in how they tell stories through their images. Students also must consider the social and ethical responsibilities of artists. This unit focuses on toy photography.
Learning Experiences	In Media Art, students explore: • what photographic storytelling is • the conventions of toy photography • compositional techniques to enhance photography • codes that make up mise en scene and how audiences make meaning from the combination of different media codes • different functions of cameras • how to use video editing software • social & ethical responsibilities that photographers must consider in their role • the importance of copyrighting for images
Assessment	Students will be assessed on: • Responding – Analysis of Photographic Storytelling • Making – Photographic Storytelling Project
Future Subjects	Years 8—10: • Media Arts Years 11—12: • Film, Television & New Media — General • Media Arts in Practice — Applied
Career Pathways	Roles in advertising, arts administration and management, film and television industry, public relations, education, and design e.g. art director, brand specialist, content marketer, photographer, graphic artist, project manager, events and festivals manager, writer, art editor, blogger/vlogger, web content producer, multimedia designer, digital content producer, animator, photographer, screenwriter, game developer, graphic designer, stage designer, set designer, lecturer, private teacher, storyboard artist, post-production specialist, art director, production, costume designer, camera operator, Foley editor and producer.

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 historical contexts. They sing and play (guitar) individually and in groups and learn how to read and write music.
Learning Experiences	In Music, students: • experiment with texture and timbre in sound sources using aural skills • develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music • practise and rehearse a variety of music, including Australian music to develop technical and expressive skills • 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 – performance • responding. A variety of assessment instruments may be used, including: • theory activities (workbooks and analysis) • performance.
Future Subjects	Year 8: Music 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 of Excellence which complements the classroom program.
Career Pathways	The subject of Music can lead to many varied careers including musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music producer, music publisher, arts administrator, to name just a few.



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 may study drawing, design, painting, sculpture, ceramics, photography, collage and mixed media.
Learning experiences	In Visual Art, students: • experiment with visual arts conventions and techniques, including exploration of techniques used by 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 • develop 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 (exams, assignments, art journal) • digital and physical folios, major 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 varied careers including: artist, craftsperson, diversional therapist, fashion designer, dressmaker, graphic designer, hairdresser, interior designer, multimedia developer, art therapist, art lecturer, Illustrator, animator, visual merchandiser, jeweler photographer etc.

Description	Year 7 Japanese introduces students to the Japanese language and culture through engaging and practical learning experiences. Students develop their confidence in listening, speaking, reading and writing Japanese while exploring the traditions, customs and everyday life of Japan. Through learning another language, students strengthen their communication, intercultural understanding and problem-solving skills, preparing them for further study in Years 8–12 and participation in an increasingly connected global community.
Learning Experiences	Unit 1: All about me Unit 2: School Culture Unit 3: Anime/Superheroes Unit 4: Travel Japan • 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	Year 8: • Japanese - Elective Years 9—10: • Japanese—Elective 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 is a neighbouring country in the Pacific region, a major trading partner and one of the world's largest global economies. Acquisition of another language, i.e., Japanese, may give a competitive career edge.



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 from primary to secondary school and from junior secondary into senior school. Year 7 focus: • knowledge of self • knowledge of others • developing social and emotional resilience with the GROWTH mindset • academic goal setting • The Resilience Project Wellbeing lessons and Student Journal resource. 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.
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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.
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.

YEAR 7 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
- Netball 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.



CHARACTER ♦ COMMUNITY ♦ COMPETITION



ACADEMIC

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, and higher-order thinking. In year 7, our APEX students engage in Critical and Creative Thinking (CCT). This subject gives students ownership of their learning. Students choose topics of interest, determine how they will research and investigate ideas, and select the most effective ways to present their learning. CCT develops critical thinking, creativity, collaboration, problem-solving, and independent learning skills through authentic, student-driven inquiry. 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. For CCT students will complete four research-based inquiry projects—a Growth Mindset Project, Two Passion Projects, and Sustainability Project. Each project incorporates authentic, practical application while allowing students to choose their topic, research method, and how they communicate their findings, fostering student ownership and motivation.
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.



ESPORTS

Description	Step into the exciting world of esports while building the skills needed to become a safe, healthy and creative digital citizen. Students explore their identity as gamers and learners, investigate performance and wellbeing, practise positive communication under pressure, and create their own esports broadcast. Throughout the course, students work independently and collaboratively while developing confidence with industry-relevant digital tools.
Learning experiences	Students create a personalised player profile, investigate how caffeine, sleep and nutrition can affect gaming performance, and explore strategies for managing stress, emotions and teamwork during competitive play. They also capture Nintendo Switch gameplay, create an animated avatar in Adobe Express, and use OBS Studio and an Elgato capture device to design, test and refine their own live-stream experience.
Assessment	Digital player profile showcasing gaming interests, skills, goals and cybersafety habits. • Short video investigating caffeine or another performance-enhancing substance in esports. • Recorded Clutch or Collapse podcast exploring pressure, emotional regulation, communication and wellbeing. • Esports stream sample and annotated design portfolio created using OBS Studio, Nintendo Switch gameplay and an animated avatar.
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.



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 in 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.



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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 netball by: • providing quality coaching and feedback • developing discipline in all elements on and off the court. • providing a realistic opportunity for students to realise their potential through the development of their netball skills • competing in elite competitions in netball across South East Queensland.
Selection Criteria	Students selected to participate in the Netball Program of Excellence will have played netball, 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 Netball Program of Excellence, all applicants must possess and/or commit to the following qualities: • a high standard of netball 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 • pay a program fee of \$70, which covers the cost of resourcing the subject

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