Mareeba State High School

2026

Year 8 Curriculum Information

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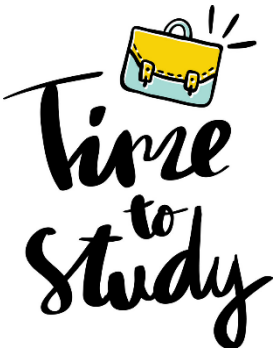
How to Succeed in Year 8



Study Habits

- ✓ It is important that you continue good study habits throughout Years 8 and 9. If you do this, you will find the work you do at high school much easier and more enjoyable. It will stand you in good stead right throughout your high school career.
- ✓ Make sure you use the school's Student Organiser to keep track of what each subject requires each night. A school organiser is given to all students at the beginning of the school year.
- ✓ Work out a study programme and stick to it!
- ✓ Work out a personal timetable for homework that suits your lifestyle and family.
- ✓ Spend time reviewing each of the subjects you have had that day completing any homework set. Spend no more than one and a half hours a night altogether.
- ✓ In your study programme, there should be time for set homework assignments, revision of the day's work and regular revision of past work.

Study Effectively

- ✓ Realise that study will produce results.
- ✓ Find a place to study that has good ventilation, good lighting, and no distractions. Make this your study corner.
- ✓ Do active revision (scan the work – ask yourself questions – look for the answers – record notes – revise notes).
- ✓ Do active memorising (say the work several times until you know it – discuss the work with a mate – test yourself by writing down what you've learnt – retest it until you know it).
- ✓ Construct summaries of textbook work to learn.
- ✓ Learn vocabulary and spelling.

Student Organisers

Every student is supplied a student organiser (diary). It is essential that all students at Mareeba State High have an organiser with them each day for a number of reasons -

- ✓ Information on our school expectations, rules and policies.
- ✓ Keeping of the students' timetable – this is used every lesson by students to ensure that they know which subject they have next, and where the room is for that lesson.
- ✓ Map of the school which enables students to find particular rooms or staff.
- ✓ Homework for their subject.
- ✓ Due dates for assignments.
- ✓ A successful student is a well organised student with an up to date organiser!
- ✓ Students also need the organiser for entering the dates for important events.
- ✓ Pass out record if students need to leave the room for any reason, such as the toilet.

A STUDENT ORGANISER SHOULD NOT CONTAIN THE FOLLOWING ITEMS:

- pictures
- graffiti
- obscene language

Parents: Please check your student's organiser regularly. You can use this to communicate with teachers.

Subject Descriptions

All students have a subject arrangement similar to the one shown below. Our aim is to offer all Core Subjects including a Language along with a rotation of Specialist Subjects in the Arts and Technology.

CORE Subjects (all year)

- English (ENG)
- Health and Physical Education (HPE)
- Mathematics (MAT)
- Science (SCI)
- Social Sciences and Humanities (HUM) – History, Geography and Civics
- Digital Technologies (DIG) – (One term for every year 8 student)

Specialist Subjects - Student choose 2 for a 1 year program (3 terms)

- Food and Fibre Production (TFF)
- Materials and Technologies Specialisations (TMT)
- Media Arts (MED)
- Music (MUS)
- Performing Arts (PER) - Drama & Dance
- Visual Arts (ART)
- Drama (DRA)
- Dance (DAN)

Mareeba State High School

Student Timetable - Semester 2 2022 V6

Student Name: Year 8, Gregory, 8C (Mr Wyatt)

	Monday	Tuesday	Wednesday	Thursday	Friday
CARE	8:50-9:00 8C WYATJA K01	8:50-9:00 8C WYATJA K01	8:50-9:00 8C WYATJA K01	8:50-9:00 8C WYATJA K01	8:50-9:00 8C WYATJA K01
P1	9:00-10:10 HPE082A TUFFLU M02	9:00-10:10 RES082C WYATJA K01	9:00-10:10 MAT082A ROBIGE E13	9:00-10:10 HIS082D DARLKA X04	9:00-10:10 SCI082A TURNMA I03
P2	10:10-11:20 ENG082C FINKSA C05	10:10-11:20 TFD082A DOHEPI D05	10:10-11:20 SCI082A TURNMA H01	10:10-11:20 MAT082A ROBIGE E13	10:10-11:20 ART082A CHRIPH E07
RECESS 1	11:20-12:10	11:20-12:10	11:20-12:10	11:20-12:10	11:20-12:10
P3	12:10-1:20 SCI082A TURNMA I03	12:10-1:20 ART082A CHRIPH E07	12:10-1:20 HIS082D DARLKA X04	12:10-1:20 ENG082C FINKSA C05	12:10-1:20 HPE082A TUFFLU M02
RECESS 2	1:20-1:50	1:20-1:50	1:20-1:50	1:20-1:50	1:20-1:50
P4	1:50-3:00 HIS082D DARLKA X04	1:50-3:00 MAT082A ROBIGE E13	1:50-3:00 ART082A CHRIPH E07	1:50-3:00 TFD082A DOHEPI D05	1:50-3:00 ENG082C FINKSA C05

Care Class (Care Class Teacher)

Sports House

Class Code & Class Name

Teacher Code & Teacher Name

Room Number

Legend:

Class Code	Class Name
8C	Roll Class
ART082A	Visual Arts
ENG082C	English
HIS082D	History
HPE082A	Health and Physical Education
MAT082A	Mathematics
RES082C	Resilience Project
SCI082A	Science
TFD082A	Food Specialisations

Teacher Code	Teacher
CHRIPH	Mr Christensen
DARLKA	Mrs Wright
DOHEPI	Mrs Bean
FINKSA	Mrs Fink
ROBIGE	Miss Robinson
TUFFLU	Miss Tuffnell
TURNMA	Dr Turner
WYATJA	Mr Wyatt

On the first day of school, students will receive a timetable that shows lessons, lesson times, teachers and rooms as indicated in the sample above.

Curriculum Learning Areas

At Mareeba State High School, our curriculum is divided between learning areas that come from the Australian National Curriculum. Content descriptions form the basis of what is taught in each learning area from Year 7 through to Year 10.

The Learning Areas are:

- Wellbeing Program
- English
- Humanities and Social Sciences – Civics and Citizenship, Economics and Business, Geography & History
- Maths
- Health – Health, Physical Education
- Science
- Visual and Performing Arts – Dance, Drama, Media Arts, Music, Instrumental Music & Visual Art
- Languages– Auslan
- Technologies – Design & Technology, Digital Technologies, Food and Fibre Production, Food Specialisations and Materials & Technologies Specialisations

These learning areas can be divided between our Core subjects and our Elective subjects. **Core subjects** are compulsory subjects studied by all students across Years 7 to 10. **Elective** subjects are offered to students at junctures in their education across these years. All subjects provide valuable learning activities derived from the Australian Curriculum, while our elective areas also allow students to design their schooling towards their own preferences or needs.

Parents will be informed when **subject selection** is required. This process occurs during Term 3 and 4 of the year before new subjects are started and will involve subject selection information session for students, send-home information and consent forms.

The Learning Curve Wellbeing Program (WAM)

The Wellbeing Program mission is to transform wellbeing science by enabling students to develop their agency in the world by doing the program themselves, to remove their self-limiting beliefs about wellbeing and learning and to see challenges as opportunities for growth in both. The evidence-based lessons and activities are growth orientated mindset movers that arouse students' interest and curiosity to want to learn more about themselves socially, emotionally and academically.

These include:

- Identifying and then using their personal character strengths in their daily lives.
- Practising the skills that they need to become resilient to respond well to and learn from challenges.
- Becoming self-aware and self-regulated to accept struggle and effort as the drivers of their growth.
- Learning how to show empathy for others and build respectful relationships with them.
- Unlocking their problem-solving thinking through Habits of Mind to be flexible.

Developing Skills and Competencies:
Positive Education involves intentionally and explicitly teaching young people how to develop the skills and competencies to grow their brain's abilities, called the cognitive domain while at the same time teaching them how to acquire the skills of social-emotional resilience, called the non-cognitive domain so that they can live a fulfilling and meaningful life.

Positive Emotion + gratitude
Being in charge of your emotions through your strengths. Developing the aspects of emotional literacy and making a positive difference using your signature character strengths.

Engagement + mindfulness
Connecting mindfully with yourself and the present moment. Developing the capacity to pay attention to what you need to pay attention to.

Relationships + empathy
Showing others matter by doing good to feel good, feeling good to do good and being respectful. Looking to the future with optimism and hope.

Meaning + purpose
Being passionate about something larger than yourself, doing the right thing and doing the thing right to make a positive difference in your world.

Accomplishment + optimism
Adopting growth mindsets to deliberately practise more difficult approaches to grow your brain's abilities so that you can achieve what you set out to do.

Health + strengths
Having a healthy body and healthy mind by being regularly active, eating fresh whole foods and looking for what's good in your life.

English (ENG)

CORE Subject

English is a core subject derived from the Australian Curriculum. The English curriculum is built around three interrelated strands: Language, Literature and Literacy. The units undertaken in a course of study in English integrate elements of these strands.

Across Years 8, students communicate with peers, teachers, individuals, groups and community members in a range of contexts. Students will engage with a variety of texts for enjoyment by listening to, reading, viewing, interpreting, evaluating and performing a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media and digital texts, early adolescent novels and graphic novels, non-fiction, poetry, film and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.
In their course of study, students will create a range of imaginative, informative and persuasive types of texts, in written, spoken and multimodal formats.

Students will also undertake a wider reading program developed in conjunction with the Library.

Humanities & Social Sciences

CORE Subject

Includes: ***Civics & Citizenship, Economics & Business, Geography and History***

In the year 8 Social Sciences and Humanities program, students will complete one semester of History and one semester of Geography, including Civics and Citizenship and Economics and Business each year. Students will develop the knowledge, processes and attitudes necessary to understand:

a) past ideas, events and actions
b) social, natural and build environments
c) the ways people form groups and develop culture
d) human experience in various economic, business, ecological, legal, political and government systems

Students will be assessed in a combination of tasks including reports, assignments and exams.

This study of the social sciences subjects during their junior years allows students to select senior pathways that include the General subjects: Ancient History, Modern History, Geography and Legal Studies.

Mathematics (MAT)

CORE Subject

The purpose of Mathematics in junior schooling is to provide all students with the mathematical skills and confidence required to be numerate in our community. Studying junior mathematics introduces specialist mathematical procedures for those students likely to pursue professions where further mathematical knowledge is required.

Students in Year 8 will be working on the Australian Curriculum via our Mathematics teaching program. Strands of Number and Algebra, Measurement and Space, Statistics and Probability will be initially assessed after each unit.

Emphasis is placed on the mastery of content, ensuring key concepts or procedures are fully learnt in preparation for term assessments in Year 8. Students will be organised into flexible ability classes according to their levels of attainment on a range of assessment instruments.

Course Outline

Term/Unit	Topic	Assessment Task
1	• Integers • Index form • Real Numbers • Measurement	Mid-Term Exam Problem Solving and Modelling task
2	• Application of percentage • Algebra	Mid-Term Exam End-Term Exam
3	• Linear Equations • Co-ordinates and Linear Graphs • Probability • Pythagoras' Theorem	Mid-Term Exam End-Term Exam
4	• Ratio and Rates • Represent and Interpret Data	Mid-Term Exam End-Term Exam

Future Subject Choices in Year 11

Our curriculum in junior Mathematics prepares students for their future pathways when they can choose senior courses for Year 11 and 12 in the General subjects (**General Mathematics**, **Mathematical Methods** and **Specialist Mathematics)**, or the Applied subject (**Essential Mathematics)** depending on their abilities and future needs.

Science (SCI)

CORE Subject

Science education at Mareeba State High School aims to expose students to a wide range of science topics based on the Australian Curriculum. They will also have the opportunity to discuss issues that they will face at a local and global level as active community members. A key aspect of the junior science program is to develop the skills required to work safely in a laboratory and develop their investigative skills in a range of science areas. They will perform science investigations regularly over the year on a range of topics including Biology, Physics, Chemistry and Earth Science.

Students will be assessed no more than twice a term with a range of assessment tasks including; experimental work, hands on projects, exams and class research tasks. They will use one of two text books (Oxford Science or Amazing Science) in class, with the teacher also using extra resources from a range of texts and websites for class tasks and homework.

Course Outline

Unit	Topic	Assessment Task
1	• Cells	Written Exam
2	• Body Systems	Extended Response
3	• Elements and Compounds	Student Experiment
4	• Rock cycle	Written Exam
5	• Dynamic Earth	Extended Response
6	• Energy	Student Experiment

Students also have the opportunity to be involved in extra science activities throughout the year. These include a Science Club which runs in lunch hours regularly through the year, a wide range of external competitions and excursions, as well as access to visiting scientists and guest speakers several times a year.

Future Subjects in Year 11

The knowledge and skills developed through the study of Science across their junior years will benefit students in selecting relevant subjects in senior, the including General subjects: **Biology, Physics, Chemistry, Psychology** or the Applied subjects **Science in Practice & Aquatic Practices.**

Workplace Health and Safety – additional requirements for Science

Science laboratory work requires that students' feet be adequately covered to prevent accidental burning, injury from sharp objects or infection from some cause. Students must wear safety glasses during experimental activities. These will be provided by the Science Department.

Students may be required to tie back long hair where it is likely to be a fire hazard or come into contact with corrosive materials. Water bottles are also not allowed in science laboratories due to the possible risk of materials being added to them during experimental work and are also a hazard on work benches. During field studies, students will be expected to wear a hat and covered shoes.

Health & Physical Education (HPE)

CORE Subject

Across Year 8, students participate in a range of activities focusing on foundation skills in a variety of sports as well as building upon the knowledge of HPE and improving students' health and fitness. Practical work is a compulsory part of this subject.

Theory topics covered include:

- Generations
- Nutrition
- Diversity and Cyber safety
- Mental Health and Wellbeing
- Relationships and Team Building

Practical units:

- Athletics
- Fitness and Lifelong physical activity
- Cricket
- Net and court sports
- Fantasy Football (Soccer)

Students must wear a Mareeba SHS Sunsafe hat for all outdoor activities.
Hats can be purchased from the tuckshop

The foundation knowledge and skills developed during the junior years of studying HPE allows students to choose senior pathways that include the General subject **Health and Physical Education,** or the Applied subject **Recreation Studies.**

Course Outline

Unit	Topic	Assessment Task
1	- Mental Health & Wellbeing Life Long Physical Activity	- Investigation Report - Performance
2	- Relationships & Leadership - Fantasy Football	- Reflections Folio - Performance
3	- Food and Nutrition - Field sports (Cricket)	- Collection of work - Performance
4	- Generations - Net and court sports (Netball)	- Project Interview & response to stimulus - Performance

Dance (DAN)

Elective Subject

In Dance, students learn a variety of skills and are encouraged to become lifelong learners. Students develop a range of creative skills through the practice of physical routines, technical understanding and theoretical exploration. Students establish positive working relationships, share ideas and develop physical fitness.

Students will engage with physical space, pattern recognition and the generation of a narrative to better express and tell stories. This practice is aimed at enhancing their world view, knowledge and awareness of social issues.

Course Outline

Title	Focus for the term	Assessment
Introduction to Dance	Performance - Dance presentation	Presentation
Exploring Choreography	Choreography - Compositional techniques	Choreography & Group work
Where it all began	Presentation - Group Performance	Choreography/Performance
Storytelling and Rituals	Multi-modal presentation	Creation and Presentation

Assessment

The assessment tasks used throughout the year will be assessed according to the Australian Curriculum Standards. Students undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as practical, written and multimodal and choreographic tasks. Students will be awarded a level of achievement as A to E on their reports.

Future Subject choices

Students who are achieving in dance may select in the future from the Applied subject of **Dance in Practice** and the General subject of **Dance** Year 11.

Drama (DRA)

Elective Subject

In Drama, students will investigate the elements of drama through practical and theory-based activities. They will investigate historical and modern forms of drama and develop skills in basic stagecraft and effective group work. Students are expected to be involved in the annual school production (either a Variety concert or Musical) as part of their assessment. This is an excellent opportunity for students to demonstrate and develop skills associated with a live production in either an onstage or backstage role. Students may be required to attend rehearsals outside of school time and attend the performances.

Course Outline

In Drama students will:

- Make (create & perform) drama
- Respond to drama

Unit		Assessment Types
Unit 1	Melodrama	• Improvised Performance Using A Melodrama Scenario (Group) • Melodrama Scriptwriting Task (Individual)
Unit 2	Showtime! (Part 1)	• Production Journal and Reflection (Individual)
Unit 3	Theatre of The Past	• Multimodal Presentation of Historic Theatre Style (Group) • Scripted Performance of Historic Theatre Style (Group)
Unit 4	Theatre effects	• Project to develop technical skills (Individual)

Assessment

The assessment tasks used throughout the year will be assessed according to the Australian Curriculum Standards. Students undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as practical, written and multimodal tasks.

Future Subject Choices in Year 11

Students who are achieving in Drama may select, in future, from the Applied subject of **Drama in Practice** and the General subject of **Drama** in Year 11.

Music (MUS)

Elective Subject

In Music, students learn how to read and write in the 'language' of music – the theory of music. Skills on the piano, guitar, bass and percussion are developed through class time practice, and have the potential to develop into life-long skills. There are opportunities to learn singing skills as well, through performing in small groups. Students learn how music is created, and compose their own music.

Course Outline

In Music students will:

- Respond to music
- Perform music
- Make music

Term/Units	Assessment Type
First Things First	• Performance of a short song on an instrument • Study of the Elements of Music
From Little Things, Big Things Grow	• Composition of a piece of music from a small musical idea
Musical Styles	• Multimodal presentation on a chosen musical style • Performance of a piece from the chosen style repertoire
Capture Your Creativity	• Composition of a piece in a particular style, using digital software

Assessment

The assessment tasks used throughout the year will be assessed according to the Australian Curriculum Standards. Students undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as practical tasks, written and multimodal tasks and composition.

Future Subject Choices in Year 11

Students who are achieving in Music may select in future the Applied subject of **Music in Practice** and the General subject of **Music** in Year 11.

Media Arts (MED)

Elective Subject

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Course Outline

Unit		Assessment
Unit 1	• Educating the Masses	Making: YouTube Video design and production
Unit 2	• Promoting the Far North	Making: Social Media print and video ad Responding: Analysing Australian ads
Unit 3	• Storytelling with Sound	Making: Sound project

Assessment

Students will complete assessment in Media Arts through making and responding to Media Arts works.

- *Making* in Media Arts involves using communications technologies to design, produce and distribute media artworks.
- *Responding* in Media Arts involves students learning to explore, view, analyse and participate in media culture.

Students will complete a variety of assessment instruments which may include the following:

- Film/television scripts and storyboards
- Character designs
- Digital image/photography portfolios
- Posters developed using Adobe Photoshop
- Written responses
- Video/written reflection diaries
- Production of short films

Future Subject Choices

Students who are achieving in Media Arts may select in future the Applied subject of **Media Arts in Practice** and the General subject of **Film, Television and New Media** in Year 11.

Visual Arts (ART)

Elective Subject

In Visual Arts students learn about the elements and principles that underpin art making processes. Students have the opportunity to experiment with a wide range of media. Experiences may include: drawing, painting, printmaking, and sculpting. Students will learn through making art works, reflecting on the processes used, analysing art works and communicating meaning to particular audiences.

Course Outline

In Visual Arts students will:

- Experiment and work with a range of media areas
- Develop solutions to art making problems
- Research about artists and their artworks
- Explore how meaning is communicated
- Reflect on art works and art making practices

Assessment type
These units introduce students to exploring the building blocks of different types of media such as drawing, painting, sculpture and printmaking. Students will: - Make a folio and develop various media techniques - Examine relevant artists (reflection on artworks) - Experiment with drawing, painting, weaving and printmaking techniques - Engage in discussion about artists and artworks - Create a folio of artwork - Reflect on the works that have been created Areas of focus include acrylic painting, printmaking, weaving with fibres and drawing techniques.

Assessment

The assessment tasks used throughout the year will be assessed according to the Australian Curriculum Standards. Students may undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as practical tasks, written tasks and multimodal tasks. Students will be awarded a level of achievement as A to E on their reports.

Future Subject Choices in Year 11

Students who are achieving in Visual Arts may select, in future, the Applied subject of **Visual Arts in Practice** in Year 11.

Design and Technology (DAT)

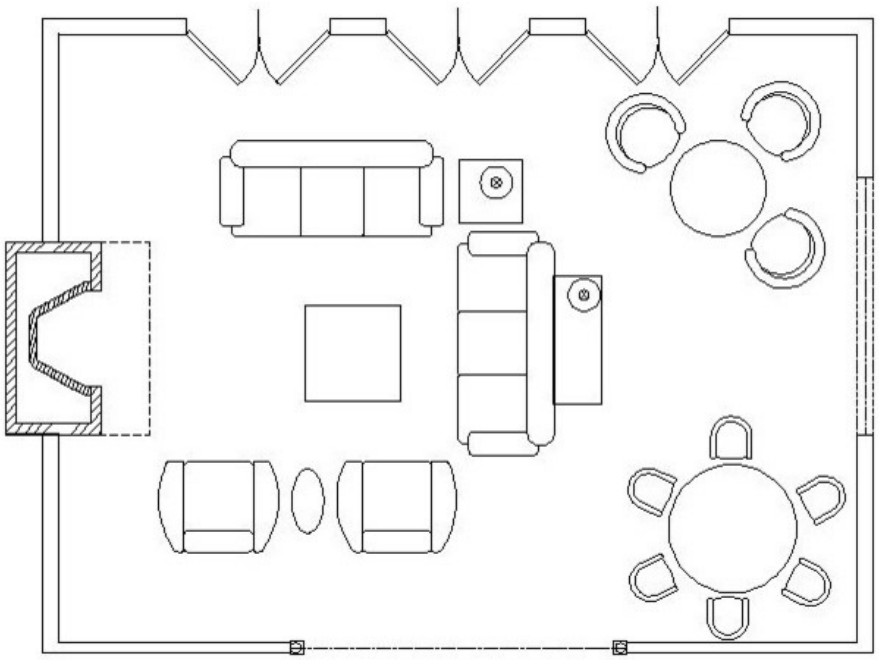
Elective Subject

This subject builds the skills and knowledge required for Design and Technology focussing on skills and techniques in manual technical drawing as well as extending the skills and knowledge in the use of computer aided design software (CAD) and 3D printing. Reading and interpreting working drawings and other required skills for various trades such as construction and fabrication are also covered.

Course Outline

The course will cover one or more topics each term. The following outline is intended as a guide of what may typically be covered in the subject, with possible variations in implementation.

Semester	Tasks	Assessment type
• Pictorial Views • Orthographic Projections • Geometric Construction • Development • Sketching • Pictorial View	**Product** Design Wooden Toy and Packaging	**Project** Collection of Work/Product
• Scales • Titles and Symbols • Development • Circles and Enlargements • Symbols	**Product** Design Key Tag and Packaging	**Project** Collection of Work/Product



Assessment

Collection of work completed during class time

Future Subject Choices in Year 11

In Year 11, they may select the Applied subject **Industrial Graphics Skills**.

Digital Technologies (DIG)

Core Subject

Digital Technology is a Core subject which emphasises the use of digital technology to solve problems. Students will develop knowledge and understanding the technical aspects and social implications of digital technology and processes and production skills required to develop digital solutions for problems.

Course Outline

The Digital Technology course will be divided into units covering a range of digital technology topics. The following outline is intended as a guide of what may typically be covered in the subject and there may be some variation in the final implementation.

Units	Assessment type
• Game making	Project
• Animation	Project
• Information Privacy and Security Course	Online Assignment
• Micro:bit Technology in Agriculture	Project
• Spreadsheets Design	Project
• Database discovery	Project
• Minecraft Historical Building Construction	Project

Assessment

- Digital projects solving a problem using digital technology.
- Collection of digital technology related work completed in class
- Supervised assessment covering knowledge, understanding and application of digital technology.

Future Subject Choices in Year 9 to 11

In Year 9, students may select the elective subject Digital Technologies and then in Year 11 they can select the Applied subject **Information and Communication Technology** or a General subject **Digital Solutions (online course).**

Food and Fibre Production (TFF)

Elective Subject

Food and Fibre Production is a program focusing on building an understanding of nutrition and textiles, and their role and impact within the community. The units of work are based on the design, development and production of food and textile projects in a range of situations. The subject includes a combination of theory and practical cooking and sewing lessons.

Course Outline

Unit	Assessment
• Food Technology in the Kitchen – How food preparation has changed	Research Assignment
• Future Foods and Labelling - What foods will look like in the future and what should be on a label	Supervised Written Exam
• Designing on the Move - Keeping up with the latest design with textiles	Design Project
• Textiles in the Bag - Designing a product to meet consumer needs	Design Project

Assessment

Students undertake assessment tasks developed to demonstrate knowledge and application of knowledge in given situations. These tasks are reflective of the type of assessment instruments used in senior subjects.

Teachers will use a wide range of teaching strategies, including hands-on learning experiences, to assist students in developing essential skills for successful participation in senior subjects.

Future Subject Choices in Year 11

In Year 11, they may select the General subject **Food and Nutrition** or the Applied subjects **Fashion** or **Hospitality Practices**.

Food Specialisations – Technology Food Design (TFD)

Elective Subject

Food Specialisations – Technology Food Design is a program focusing on developing students understanding of ingredients, the functions of food and food preparation skills. This subject involves a combination of theory and practical cookery lessons, including the production of food items.

Course Outline

Unit	Assessment
• Kitchen Essentials - Basic food preparation and nutrition	Supervised written exam
• Feeding the World - Impacts of population on food supplies	Research Assignment
• Around the World in Tasty Ways - Cultural food preparation	Collection of work
• Mealtime Favourites - Preparing healthy balanced meals	Design Project

Assessment

Students undertake assessment tasks developed to demonstrate and apply knowledge and application of knowledge in given situations.

Teachers will use a wide range of teaching strategies, including hands-on learning experiences, to assist students in developing essential skills for successful participation in the subject.

Future Subject Choices in Year 11

In Year 11, they may select the General subject **Food and Nutrition** or the Applied subject **Hospitality Practices**.

Materials & Technologies Specialisations (TMT)

Elective Subject

This subject builds on the introductory skills covered in year 7 Technology Skills with an emphasis on the further development of hand skills and an introduction to machine skills used in the practical manufacturing of projects in woods, plastics and metals. Workshop safety and theory is also covered. Skills gained are valued in the trade and technical environments.

Course Outline

The Materials and Technologies Specialisation course will usually cover a range of practical projects with most of the time being spent in the wood or metal workshop. The following outline is intended as a guide of what may be covered in the subject and there may be some variation in the final implementation.

Term	Item made	Assessment type
1	• Toolbox carry-all	Manufacture of Product/Written Theory Component
2	• Laminated board with acrylic serving utensil	
3	• Camp table	
4	• Camp stool	

Assessment

Assessment techniques will include:

- Completion of practical projects
- Evaluation of completed practical projects
- Workshop theory tasks including PowerPoint presentation
- Short answer tests on knowledge and understanding of workshop equipment and principles
- Evaluations and Reflection of Design process and principles

Future Subject Choices in Year 11

In Year 11, they may select the Applied subjects of **Furnishing Skills**, **Engineering Skills**, **Industrial Technology Skills**, **Industrial Graphics Skills** and **Building & Construction Skills**.

Inclusion Support Services at Mareeba State High School

At Mareeba State High School every student matters and it is imperative that, as part of the enrolment process into our school, we are made aware of any additional needs or support requirements your student may have. Here at Mareeba State High School our ultimate goal is to have every student, in every class everyday learning. This prepares each student to be as independent as they can be and ready for further study or employment at the end of the senior years. Through embedding an inclusive approach to learning, tiers of support are applied with consultation with parents and students to ensure that the learning environment is conducive to individual learning needs.

Through the Multi Learning Centre, known as the MLC, students who receive substantial and extensive adjustments due to a disability are supported with Tier 3 interventions and in class support. We are funded through the National Consistent Collection of Data (NCCD) process which identifies students who receive adjustments to address functional impacts to access the curriculum due to a disability defined by the Disability Discrimination Act.

The MLC is staffed by Inclusion Support Staff and is managed by the Deputy Principal (Inclusion). Students with Disabilities may be supported in mainstream classes by these staff members.

Programs are developed to support students to access the curriculum through Individual Support Provisions (ISP) and Individual Curriculum Plans (ICP). These plans outline intervention programs students are accessing and modifications required for students to access the curriculum and the learning environment. Personalised Learning Records are developed to record adjustments for students.

Both teaching and non-teaching staff provide support to both curriculum teachers and students so that the curriculum can be accessed at individual student level in an inclusive environment. Students access the curriculum in the broader school environment, in the MLC or in a combination of both.
Programs in the MLC include:

- Literacy
- Numeracy
- Technology
- AUSLAN
- Cooking and Life Skills
- Study Sessions

We also provide community-based programs designed to assist students in their transition from school to post compulsory schooling life. These may include:

- Fitness Programs
- Community Access
- Work Experience
- Linking in with Employment Services

ESS staff members liaise with other resource people and agencies to ensure quality programs for students. These include Advisory Teachers, Therapists, Autism Queensland, the Cerebral Palsy League, EPIC and MAX Employment, Mareeba Flexi Respite, and Disability Support Queensland among others.