MORAYFIELD STATE HIGH SCHOOL

Respect • Responsibility • Cooperation

2025

Year 7

Subject Handbook

Our Curriculum

Year 7 students at Morayfield State High follow the Australian Curriculum. ACARA (Australian Curriculum, Reporting and Assessment Authority) has developed the Australian Curriculum that provides teachers, parents, students and the community with a clear understanding of what students should learn, regardless of where in Australia they live or which school they attend. The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens.

As well as compulsory subjects, such as English, Mathematics, Science and Humanities, Physical Education and Languages; students will rotate through a selection of eight elective subjects. Students also study HPE for 1 semester, swapping with Language for 1 semester and Digital Technologies for 1 semester, swapping with Art for 1 semester. Students must study one subject on each line.

Bring your own device (BYOx) program
Students require a school laptop or a BYOx device. The school laptop hire is a set fee each year. We aim to develop students Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Morayfield State High School has chosen to support the implementation of a digital model to:

- Empower students within a technologically sophisticated society now and into the future
- Develop student knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities
- Assist students to become responsible digital citizens.

Morayfield State High School's BYOx program will be supported by and adhere to the Queensland Education Department's ICT guidelines. Students will have access to printing, files, storage and internet access to support their learning.

Opportunities for Support

Learning Support
For students experiencing some difficulty with their studies, the school provides support options. Learning Support teachers will endeavour to meet the needs of learners requiring assistance by enrolling them in support programs. It is an expectation that students who engage in Learning Support programs, are motivated to improve their skills and commit to all requirements of the course, including behaviour expectations.

Special Education Program
Morayfield State High School has a fully inclusive education model. Support for students with special needs will be managed by assigned case managers.

Overview of Subjects in Year 7

Subject	Duration
English	2 semesters
Mathematics	2 semesters
Science	2 semesters
Humanities and Social Science	2 semesters
Health and Physical Education	1 semester
Languages – Spanish or Coding	1 semester
Art	1 semester
Digital Technologies	1 semester

Other Programs

Connect – Pastoral Care Program
Interschool Sport – On nomination and selection

Assessment

School Based Assessment

All students at Morayfield State High School work within the school-based assessment guidelines. Student achievement is measured against a standard indicated in a work program. Teachers have written extensive programs for each subject based on a syllabus provided by the National Curriculum or Queensland Curriculum and Assessment Authority. Units of work are available on request to all parents and students for perusal.

Unit Plans and Semester Overviews list the content delivered to students, the practical skills required, the reasoning, abilities to be developed and the attitudes appropriate to that subject. They also show how it is intended to achieve these learning goals, the program of assessment and the criteria used by teachers in making judgements about student achievement.

Public Liability

Education Queensland has public liability cover for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or carer.

Some school activities and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the department does not have Student Accident Insurance cover for students.

If your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child, parent or caregiver.

Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through their private health insurance. Any other costs would be borne by parents.

Student Accident Insurance is an insurance policy that pays certain benefits in certain circumstances should your child have an accident.

It is a personal decision for parents as to the types and levels of private insurance they arrange to cover their child for any accidental injury that may occur.

Parents should contact their insurer or an approved Australian insurance broker for more information about student personal accident insurance cover for their child.

Careers related to Subjects in the Junior School

English

- Actor
- Broadcaster
- Speech pathologist
- Librarian
- Archivist
- Interpreter
- Diplomat
- Book editor
- Publisher
- Author
- Writer
- Journalist
- Printing machinist
- Travel consultant
- Management consultant
- Personnel manager
- Teacher's aide
- Receptionist

Languages other than English

- Announcer
- Anthropologist
- Archaeologist
- Book editor
- Customs officer
- Flight attendant
- Foreign affairs and trade officer
- Interpreter
- Journalist
- Probation and parole officer
- Social worker
- Sociologist
- Teacher – languages other than English
- Tour guide
- Translator
- Travel consultant
- Writer

Science

- Automotive electrician
- Cane tester
- Computer programmer
- Electrical fitter
- Electronics service person
- Environmental engineer
- Laboratory worker
- Marine engineer
- Meteorologist
- Miner
- Nurse – registered
- Photographer
- Plumber
- Refrigeration/Air Con Mechanic
- Sheetmetal worker
- Telecommunication technician
- Tool maker
- Veterinarian

History

- Anthropologist
- Archaeologist
- Archivist
- Barrister
- Community development officer
- Copywriter
- Criminologist
- Historian
- Journalist
- Lawyer
- Librarian
- Museum curator
- Palaeontologist
- Public relations officer
- Religious leader
- Sociologist
- Stage manager
- Teacher – secondary
- Writer

Geography

- Agricultural scientist
- Biological scientist
- Cartographer
- Economist
- Environmental scientist
- Forest officer
- Geographer
- Geologist
- Hydrographer
- Landscape architect
- Marine scientist
- Meteorologist
- Mining engineer
- Park ranger
- Surveyor
- Town planner
- Water resource officer
- Water treatment engineer

Humanities

- Anthropologist
- Archivist
- Child care worker
- Community Services aide
- Correctional officer
- Environmental scientist
- Geographer
- Library technician
- Police officer
- Probation and parole officer
- Public relations officer
- Recreation officer
- Religious leader
- Social worker
- Sociologist
- Teacher – primary
- Teacher – secondary
- Town planner
- Trade union official

Mathematics

- Accountant
- Architect
- Bank officer
- Bookkeeper/accounts clerk
- Credit manager
- Economist
- Electrical fitter
- Fashion sales person
- Geologist
- Industrial biochemist
- Mathematician
- Motor mechanic
- Pattern cutter/designer
- Programmer (IT
- Quantity surveyor
- Statistician
- Surveyor
- Tax agent

Health/Physical Education

- Ambulance officer
- Chiropractor
- Fitness instructor
- Hospital manager
- Lifeguard
- Massage therapist
- Nurse – enrolled
- Occupational health and safety officer
- Occupational therapist Physiotherapist
- Podiatrist
- Psychologist – sport
- Radiation therapist
- Recreation officer
- Residential care worker
- Sportsperson
- Stunt performer
- Teacher

Technologies – Food and Fibre Production

- Bar attendant/ Barista
- Childcare worker
- Cook/chef caterer
- Dietitian/nutritionist
- Environmental health officer
- Fashion designer
- Food technologist
- Health promotion officer
- Home care worker
- Home economist
- Hospital food service manager
- Hotel/motel manager
- Kitchen hand
- Milliner
- Nanny
- Nurse – registered

Music

- Announcer
- Arts administrator
- Composer
- Computer games developer
- Conductor
- Film and TV producer
- Music therapist
- Musical instrument maker
- Musician
- Piano technician
- Recreation officer singer/vocalist
- Sound technician
- Stage manager
- Teacher – early childhood
- Teacher
- Teacher's aide

Visual Art

- Artist
- Craftsperson
- Diversional therapist
- Dressmaker
- Engraver
- Fashion designer
- Florist
- Glass and glazing tradesperson
- Graphic designer
- Hairdresser
- Interior decorator
- Jeweller
- Landscape architect
- Landscape gardener
- Multimedia developer
- Photographer
- Set designer
- Screenprinter

Coding Digital Technology

- Architectural drafter
- Business systems analyst
- Computer assembler
- Computer engineer
- Computer hardware service technician
- Computer systems educator
- Data processing operator
- Database administrator
- Desktop publisher
- Games developer
- Help desk operator
- Multimedia developer
- Programmer
- Software developer or engineer
- Systems analyst or designer
- Training consultant
- Telecommunications engineer
- Website developer

Drama and Dance

- Actor
- Announcer
- Arts administrator
- Barrister
- Choreographer
- Dancer
- Film and TV producer
- Make-up artist
- Model
- Public relations officer
- Receptionist Director
- Recreation officer
- Set designer
- Speech pathologist
- Stage manager
- Teacher
- Tour guide
- Writer

Business Principles

- Accountant
- Bank officer
- Bookkeeper/accounts clerk
- Bookmaker
- Car rental officer
- Cashier
- Court and Hansard reporter
- Court officer
- Credit officer
- Croupier
- Economist
- Hotel/motel manager
- Law clerk
- Postal employee
- Real estate salesperson
- Travel consultant

Industrial Technology

- Architect
- Assembler
- Builder
- Cabinetmaker
- Carpenter/joiner
- Fitter
- Graphic designer
- Industrial designer
- Landscape architect
- Leadlight worker
- Metal fabricator or machinist
- Panel beater
- Picture framer
- Sheet metal worker
- Town planner
- Teacher – TAFE
- Wood machinist

English ENG

Summary
The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.

Structure

Unit 1	Unit 2	Unit 3
Social issue: Bullying Students examine representations of bullying in various text types. Students will understand how texts create representations using language features and text structures. They will also understand the importance of being exposed to representations of social issues.	**Novel study** Students read the novel 'Black Snake' and work to understand various perspectives in the novel. Students will be able to analyse characters and consider events from their perspective, to work towards creating an imaginative recount.	**Identity** Students will be able to draw on context to deconstruct text excerpts, identifying and explaining how language features and aesthetic qualities of texts help shape representations about First Nations people and create social value.
Unit 1	**Unit 2**	**Unit 3**
Short response exam • 2 seen questions focussed on explaining perspective of bullying in texts studied in unit • 2 sessions to complete • Prepared planning sheet used	**Group discussion** • Discussion based on perspectives of character in class novel • 2-3 people per group • Preparation for discussion completed in prior lessons	**Analytical essay** • Analysis of excerpts from class text studied highlighting First Nation's perspectives
Multimodal presentation • Persuasive speech on benefit of studying texts about bullying • Evidence used to be drawn from prior texts studied in the unit	**Imaginative written text** • Rewriting section of class novel to highlight a new perspective • Use of engaging language features and text structures	

*Course content is continually being revised and therefore may slightly vary from the above outline

Mathematics MAT

Summary
By the end of Year 7, students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students solve problems involving addition and subtraction of integers. They use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies.

Students choose between equivalent representations of rational numbers and percentages to assist in calculations. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation.

Students use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values. They solve linear equations with natural number solutions.

Students create tables of values related to algebraic expressions and formulas, and describe the effect of variation. They apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons.

Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle.

Students classify polygons according to their features and create an algorithm designed to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. Students use coordinates to describe transformations of points in the plane. They plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays.

Students interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning. Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

Mathematics MAT

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number • Solve problems involving addition and subtraction of integers • Make equivalent representations of rational numbers and percentages • Use 4 operations to calculate fractions and decimals, choosing efficient calculation strategies • Represent natural numbers in expanded form and with exponent notation • Solve problems involving square numbers	**Number** • Use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages • Make choices about calculation strategies and representations used in their mathematical model • central tendency is most suitable	**Algebra** • Interpret algebraic expressions and formulas to solve linear equations • Use substitution to determine unknown terms • Use algebraic expressions to represent situations • Create tables of values related to algebraic expressions and formulas; describe the effect of variation	**Measurement and algebra** • Use formulas for area of triangles and parallelograms, and volume of rectangular and triangular prisms • Apply knowledge of angle relationships to solve problems, giving reasons
Space • Create an algorithm to classify polygons • Construct two-dimensional representations of prisms and other objects and describe their usefulness *Use coordinates in the Cartesian plane to describe transformations*	**Statistics** • Plan and conduct statistical investigations to obtain discrete and continuous numerical data related to questions of interest • Choose displays and interpret data to determine the centre and spread (including possible outliers) in context	**Measurement** • Explore relationships between the radius, diameter and circumference of a circle	**Probability** • Conduct probability experiments and digital simulations involving single step chance events • Construct sample spaces and observe related frequencies • Assign probabilities to outcomes and predict frequencies of related events *Give reasons for differences between predicted and observed results*
Assessment			
Semester 1 • Project • Examination • Investigation		**Semester 2** • Examination • Examination • Investigation	

Science SCI

Summary

In Year 7 students learn about science through four different strands: Biology, Chemistry, Physics and Earth and Space Science. Within these strands they develop Scientific Understanding and Inquiry Skills whilst engaging in Science as a Human Endeavour. A range of theoretical and practical learning activities aim to cater to a diverse audience and assessment is designed to provide opportunities for students to demonstrate what they know and can do.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Biology • Classification systems • Flows of matter and energy	**Chemistry** • Particle theory • Separating mixtures	**Physics** • Balanced and unbalanced forces • Gravity	**Earth & Space** • Earth-Sun-Moon system • Eclipses, seasons and tides
Assessment			
Students are assessed through Examinations, Investigations and Experimental Investigations			

Humanities HUM

Summary

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal, political, economic, business and societal factors involved, and how these different factors interrelate.

Structure

Objectives By the conclusion of the course of study, students should understand the following concepts:		
Geography (GEO) • A deep geographical knowledge of their own locality, Australia, the countries of Asia and the world • The ability to inquire and think geographically, using the geographical concepts of place, space, environment, scale, change, interconnections and sustainability	**Economics & Business (ECB)** • Knowledge and understanding of the nature and operation of the work and business environments within the Australian economy, and factors influencing decision-making, their impacts and appropriate responses • An understanding of the concepts of resource allocation and economic decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy	**History (HIS)** • Knowledge, understanding and appreciation of the past and the forces that shape civilisations, societies and environments, including Australian First Nations Peoples' • The understanding and use of the historical concepts of evidence, perspectives, interpretations and contestability, continuity and change, cause and effect, and significance
Pathways: Successful completion of Year 7 Humanities will lead to Year 8 Humanities and will be considered for students wishing to enrol in Year 9 Economics and Business elective course.		

Humanities HUM

Unit 1	Unit 2	Unit 3
GEO - Watershed Wisdom – Managing the Murray Darling This unit focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.	**ECB - Mind your own business!** In this unit, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.	**HIS - Digging Up the Past: Ancient Australia** This unit provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history
Assessment		
Students complete no more than two assessment tasks for each unit. The assessment techniques used in Year 7 Humanities are.		

Unit 1	Unit 2	Unit 3
Technique: Investigation (Data Report) Conditions: • Written Response • 400 – 600 words	**Technique: Examination (Short Response)** **Conditions:** • 200 – 400 words • Completed over 3 lessons	**Technique: Investigation (Essay)** **Conditions:** • Written Response • 400 – 600 words
	Technique: Project (Business Plan) **Conditions:** • Written Response • 200 – 400 words	

Health and Physical Education HPE

Summary
Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others. In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.

Structure

Unit 1	Unit 2	Unit 3	
Giving Health Advice • Personal strategies to manage their identities, emotions and responses to change • Propose and justify strategies to main a health and wellbeing	**Invasion Games** • Applying movement strategies in invasion game's contexts • Adapting and transferring movement strategies to achieve successful outcomes	**Indigenous Games & Community** • Evaluating and participating in a variety of Indigenous games • Investigating cultural values and beliefs to improve health and wellbeing	
Assessment			
Project/Folio- Action Plan	Performance	Performance	
Unit 4	**Unit 5**	**Unit 6**	**Unit 7**
Better Safe than Sorry • Health information such as (vaping, road rules, sun exposure and alcohol) • Propose strategies to improve the health, relationships and wellbeing in the local area	**Hitting & Striking** • Students perform, refine and explain movement skills in relation to space and time in hitting and striking sports	**Respectful Relationships** • Effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline • Analyse how respect, empathy and valuing diversity shapes relationships	**Health & Fitness Plans** • Participate in a variety of health and fitness sessions • Propose and evaluate methods of being physical active
Assessment			
Project Folio Multi-modal (2-3 minutes)	Performance	Project Folio (Multi-modal 2-3 minutes)	Performance

Languages - Spanish SPN

Summary
The focus of the Language program at Morayfield State High School is to enable students to participate meaningfully in intercultural experiences through purposeful communication.

Through the development of practical skills in Spanish, learners can:

- Broaden their world view
- Develop positive attitudes to people of other language, cultures and races
- Gain enrichment through an appreciation and understanding of cultural and racial diversity both within Australia and on a global level
- Increase awareness of aspects around their own culture as a result of learning about another culture

Structure

Unit 1
Students demonstrate their understanding of Spanish by creating a menu.
Assessment
Students demonstrate their skills using the Spanish language through written and spoken demonstrations.

Languages - Coding COD

Summary
The focus of coding as a language at Morayfield State High School is on the development of higher order thinking skills, such as problem solving through digital and design technology. All students must have a laptop to be in this subject and bring their laptop to school every day.

Structure

Unit 1	Unit 2
Micro: Bit Students will design a robot to assist society. They will build a prototype and then code their robot that is powered by a Micro: bit. Students will present their robot to their peers explaining how their robot will meet the needs of its intended purpose and explain each step of their process.	**Develop an App** Students will learn coding through a common set of tools, creating 2D and 3D games using innovative design. Students will be designing and producing their own games. Students will also reflect on their learning and evaluate the suitability of their projects.
Assessment	
Assignment – Students will be provided a real-world problem that they are then required to solve using code.	

Dance DAN

Summary

In this course, students start by exploring dance on a basic level learning foundation movements, skills and techniques through a series of practical workshops. Students then put their acquired skills to the test by learning and presenting a Hip Hop dance routine. The focus remains on Hip Hop as they progress to creating their own dance routine in small groups, and individually analyse and evaluate professional dance routines in the Hip Hop style.

Structure

Unit 1
Everybody Dance Now • Foundation movements, skill, techniques. • Beginner level acrobatics. • Popular dance style: Hip Hop • Creation of own routine • Dance theory: safe dance practices & analysis of dance
Assessment
Performance of dance pieces Choreography (guided) in small groups Dance theory (analysis & evaluation) – short response exam

Drama DRA

Summary

Students will be taken on a journey of learning, discovery, and creativity by exploring the lore and legends of the past. Through the lens of fairy tales, participants in this subject will be given the opportunity to play in and create magical stories told through the art of performance. Students will come away with a grounded understanding of the Elements of Drama, dramatic devising techniques, and a tool kit for performance.

Structure

Unit 1
Enchanting Stories • Students will begin with learning the elements of Drama and ensemble etiquette, then continue their study by exploring the key elements of narrative, character, and relationship within a piece of Drama. • Students will develop skills in writing, creating, and performing their own pieces of Drama both individually and in a group, based upon stimulus explored in class. • By the end of this unit students will have developed skills in voice, movement, projection, stage and body awareness, creating and manipulating of texts and dramatic work and working in an ensemble.
Assessment
Exploring and Responding: Folio of work - Individually created and assessed Creating and Making: Devising- Individual and group creation, Individually assessed Presenting and Performing: Performance – Group performance, individually assessed

Digital Technologies DIG

Summary
The focus of this subject is the continuing development of digital technology in the 21st century. Students will be given the opportunity to plan and manage digital projects to create interactive information, communicate and collaborate online and to analyse and evaluate data from a range of sources. Students are encouraged to investigate, problem solve, generate ideas and reflect on their learning. Students will engage with applications such as: Microsoft Teams for collaboration, TinkerCAD for 3d design, and for digital presenting tools.

Structure

Unit 1	Unit 2
Future Cities Students will design buildings around the needs of future based cities. Students will use their digital technology and computational thinking skills to design a building that meets the needs of future cities.	**The Digital Divide** Students will engage in understanding privacy rules and regulation and how these rules effect modern day society.
Assessment	
Assignment - Students develop a projected futuristic building using technology integration in a virtual environment, based on research demonstrating technology and social trends. Portfolio of work – Students develop a phone application using text-based code	

Extension Classes Overview

English, Mathematics, Humanities and Science
Our extension classes, designed for academically achieving students, are delivered within the context of specific year-level units. These classes aim to extend the learning of high-achieving students by addressing understandings and skills in greater depth. Teaching methods are adapted to vary the pace, allowing more time to consolidate understanding and fast-track learning for further extension. The sequence of learning and level of challenge are personalised to meet the individual needs of each student, fostering deeper comprehension and a passion for learning. Additionally, extension classes may include extracurricular opportunities to further stimulate intellectual growth and engagement.

Digital Technology (eSport & Media)
The Morayfield State High School Digital Technology extension program develops students' skills and capacities across 21st Century Skills. The program has a key focus on esports as a growth industry incorporating key links to universities, sports programs, business practice and arts pathways. This specialist program allows students to explore curriculum through different lenses and builds their understanding of curriculum through common interests and exploration. The sequence of learning for this program utilises the successful links between Morayfield State High School and the Queensland University of Technology, with clear progressions in senior years to a Bachelor of eSports. Students enrolled in this course will commit to engaging with extra-curricular events and competitions as part of our junior eSports program.

The Arts (Morayfield Arts Collective)
Morayfield Arts Collective (MAC) is an extension program in which students will complete Drama, Dance and Music on a rotational basis from Year 7 to Year 10. MAC is a specialist program focused on mastery of learning and extending students' academic and performance abilities, providing students the opportunity to deepen their knowledge and understanding of the Australian Curriculum by enriching their learning in greater breadth. MAC recognises the need for students to build skills ready for the world of work (in any profession) such as the 21st Century Skills and strives to produce well rounded students prepared for any career post schooling.

Expectations for successful entry to this program include a successful audition in all three Performing Arts areas (opportunity for video submissions upon request), agreement to contract terms and conditions, commitment to at least one extra-curriculum program outside of the program and a willingness to perform to an audience.

Please note – it is not expected that students excel in all three arts areas. Successful candidates will be students who demonstrate a willingness to learn and positive attitude towards all arts areas regardless of preference and ability.

Health and Physical Education Extension (HPX)
Health and Physical Education Extension (HPX) is a co-educational extension program in which students will further deepen their knowledge and application of the Australian Curriculum from years 7-9. HPX is a specialist program focused on strengthening students' academic and performance abilities in a variety of health and sporting contexts. HPX creates opportunity for students to practice 21st century skills such as movement and performance data analysis which can
MAC recognises the need for students to build skills ready for the world of work (in any profession) such as the 21st Century Skills and strives to produce well rounded students prepared for any career post schooling.