



**Palmview**  
State Secondary College



# Getting ready for Year 7

*Destination 2032*

Pursuit of our personal best



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# Principal's Introduction



Dear students and families,

Welcome to Palmview State Secondary College (SSC). As our Gold Medal graduates, we are excited to be welcoming you and working with you as you begin your secondary schooling journey. Our college focus on the purposeful pursuit of personal best, aligns with what the athletes at the Brisbane 2032 Olympics will be looking to achieve – new personal bests shaped by training and hard work in the years leading up to this milestone.

At Palmview SSC *learning is our work* and as you enter our Junior Secondary School you will have the opportunity to experience a wide range of subjects, deepening your understanding of each of the eight learning areas in the Australian Curriculum. You will also have the opportunity to choose areas of study that you are passionate about through our PLUS time offerings. Whether you have an interest in science, arts, technology, or sports there are plenty of options to choose from that will help you to grow and succeed.

The experiencing stage of learning at Palmview SSC is designed to set the platform for a successful introduction to high school. Supported through the Learning Guarantee we are looking forward to working with students and families as we take the first steps towards that gold medal outcome in 2032.

In this guide, you'll find detailed information about each subject that you will have the opportunity to study. Let's make this year a fantastic one filled with curiosity, collaboration, creativity and commitment as you pursue your personal best!

**Warm regards,**

A handwritten signature in black ink, appearing to read 'BD', written over a white background.

**Barry Dittman**  
Principal



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# School Profile



## Motto

As one of three co-located schools in the Palmview Learning Community, our team at Palmview State Secondary College are committed to working in partnership with our students, families and the wider community to collectively guarantee learning that engages your child to strive for success on a daily basis. We are **“Purposeful in our Pursuit of Personal Best.”**

## Vision

Our vision is articulated as a collective action for all in our community.

***We lead the way through equity and excellence to create a dynamic school of first choice, where all are inspired and engaged in learning that delivers meaning, purpose and success.***

## Charter

Our Palmview Learning Community charter highlights the value we place in the attributes of:

### Trust:

- earn respect through our actions; it is visible through our behaviours, heard through our language, and felt through the way we embrace diversity and cultural safety;
- relish in our challenge to do whatever it takes together to empower all in our learning community;
- create confidence by embracing how everyone is at different stages, knowing we all believe in our vision, in each other, and in what we do each and every day together.

### Connect:

- deliberately choose inclusive behaviours, actions and language that enable a strong sense of belonging, acceptance and equity;
- adopt collaborative approaches to nurture the wellbeing of each individual in our community;
- empower staff to facilitate learning that delivers meaning, purpose and success.

### Grow:

- invest in our learning community to create a dynamic and innovative learning environment;
- develop individual, collective, and cultural capability through collaboration, mentoring, coaching and evidence-informed research;
- inspire all students to learn, succeed and to achieve their personal best.

## Ultimate Success

We aim to measure our ultimate impact through the voices of our students when they say:

***At Palmview SSC, we are known, accepted and inspired to achieve our personal best. As a collective, the school community invests in whatever it takes to empower every student to successfully meet the challenges of their individual goals.***

# Destination 2032

## EXPERIENCING



Try new things.  
Learn by doing.  
Embrace  
challenges.



**2027-8**

Year 7-8

In Years 7 and 8, students **experience** the opportunities available in secondary school through a wide variety of learning experiences. By participating in different subject areas, students develop their knowledge, skills and confidence while beginning to identify their strengths and interests.

## EXPLORING



Be curious.  
Ask questions.  
Discover  
possibilities.



**2029**

Year 9

Year 9 marks the beginning of the **exploring** stage of learning, where students start making more purposeful choices about their education. Through subject selection and involvement in extracurricular activities, students gain valuable experiences that help them discover their interests, talents and future possibilities.

## NAVIGATING



Make choices.  
Find your way.  
Stay focused  
and keep  
moving forward.



**2030**

Year 10

During Year 10, students refine their interests and strengths while preparing to **navigate** the transition to senior schooling. Through subject selection, career exploration and pathway planning, students develop a clearer understanding of the opportunities available to them and the steps needed to achieve their goals.

## MASTERING



Apply knowledge.  
Lead with  
confidence.  
Inspire others.



LEAD  
INSPIRE  
IMPACT

**2031**

Year 11

Year 11 provides students with the opportunity to further **master** their strengths and passions through specialised study, utilising flexible learning options. Students take increasing ownership of their learning, applying their knowledge in more complex contexts while preparing for future pathways in education, training and employment.

## The Palmview Graduate

Future-Ready | Kind | Values-Driven



**2032**

Year 12

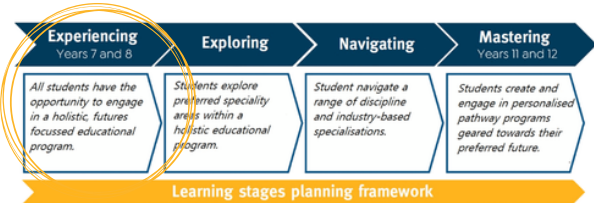
Year 12 marks the culmination of a student's educational journey at Palmview. After 13 years of learning, growth and achievement, students demonstrate **mastery** in their chosen subjects and pathways, earning their Queensland Certificate of Education (QCE) and leaving school ready to pursue their aspirations with confidence, purpose and capability.



# What is Year 7?

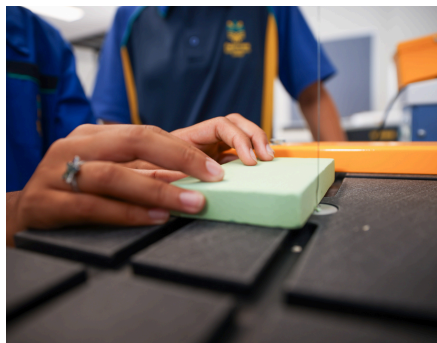
Year 7 marks the beginning of each student's secondary school journey. As students transition from primary school, they will have the opportunity to experience a wide range of subjects, develop new skills, build friendships and discover their interests. Through these experiences, students will grow in confidence, independence and resilience while learning how to navigate a secondary school environment.

In Year 7, students are in the Exploring stage of their learning journey. Students are encouraged to be curious, ask questions, try new things and embrace new opportunities. This is a time to explore different learning areas, discover strengths and interests, and build the foundations for future success.



Throughout Year 7, students are supported by their teachers and peers as they develop the knowledge, skills and habits needed to thrive in secondary school and continue moving forward on their learning journey.

# Excellence Institutes



At Palmview State Secondary College, every student is supported to achieve their personal best through a broad, engaging and future-focused curriculum. From Years 7–10, students learn across the eight learning areas of the Australian Curriculum, building the knowledge and skills needed for future success. In Years 11 and 12, students can pursue a range of academic, vocational and applied learning pathways, supported by opportunities such as school-based apprenticeships and traineeships, university programs, industry qualifications and leadership experiences.

A distinctive feature of Palmview is our Excellence Institutes: STEAM, Creative and Cultural Pursuits, Health and Wellbeing, and Global Learners. These institutes provide opportunities for students to explore their interests, extend their learning and connect with future study, training and career pathways.

As students progress through their learning journey, they engage more deeply with their areas of interest, developing increasing levels of expertise as they move from *Exploring* and *Experiencing*, to *Navigating* and ultimately *Mastering* their learning.



# Creative & Cultural Pursuits

The Creative and Cultural Pursuits Institute is designed for students who enjoy expressing themselves, developing their creativity and exploring different cultures. Through subjects such as Visual Art, the Performing Arts and Japanese, students have opportunities to create, perform, communicate and share ideas in meaningful and engaging ways.

The Arts encourage students to use their imagination, develop confidence and express their thoughts, experiences and perspectives. Students learn to create and respond to a range of artistic forms while gaining an appreciation of the important role the Arts play in communities and cultures around the world.

Students can further enrich their learning through a variety of co-curricular opportunities, including Instrumental Music, Vocal Group, Guitar Group, Small Group Guitar Tuition and Dance Troupes, to develop their talents, build connections with others and participate in performances and events throughout the year.

Learning Japanese provides students with the opportunity to communicate in another language while developing an understanding of different cultures and ways of thinking. Language learning helps students build confidence, broaden their global perspective and develop skills that are valuable in an increasingly connected world.

In Years 7 and 8, students explore creative and cultural learning through a range of experiences across the Institute. In Years 9 and 10, students can choose subjects that match their interests and strengths, allowing them to further develop their skills and passions. In Years 11 and 12, students can specialise in subjects they enjoy and that support their future study, training and career pathways, while continuing to develop their creativity, confidence and cultural understanding.

<p><b>Subject information</b></p>	<p>By the end of Year 7, students analyse how the elements of dance, choreographic devices and production elements are manipulated in dance they create. They evaluate the ways that performances, in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and meaning. They describe respectful approaches to creating, performing and responding to dance.</p> <p>Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences.</p> <p><i>Example Unit: Why We Dance</i></p> <p>In this Unit students explore the three functions of dance, with a focus on social dance, through a variety of practical and theoretical activities and assessment tasks. They will learn, rehearse and perform a teacher devised popular dance routine. As an audience member students will individually analyse and evaluate a choreographer's creative choices within a professional dance.</p>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that all students in Year 7 will study.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Dance (General), Dance in Practice (Applied) or complete a VET Certificate course.</p>
<p><b>Careers</b></p>	<p>Possible career paths in Dance include: Performer, Teacher (schools, private studios, universities and professional dance programs), Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, Dance Sports, Physical Therapist, Massage Therapist, Yoga Instructor, Pilates Trainer, Arts Administrator, Community Arts Organiser, Stage Management, Events Management, Arts Editor, Creative Arts Journalist.</p>

<p><b>Subject information</b></p>	<p>By the end of Year 7, students analyse how elements of drama and/or conventions are manipulated in Storytelling. They evaluate the ways drama created and/or performed across times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.</p> <p>Through the exploration of Storytelling students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised and devised. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to their peers.</p> <p><i>Example Unit: Fun with Fiction</i></p> <p>Storytelling forms a significant part of the oral history of all cultures. Through a range of engaging practical activities students will develop their collaboration and drama skills to explore stories from a variety of cultural origins, creating and shaping drama into a final performance.</p>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that all students in Year 7 will study.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Drama (General) or Drama in Practice (Applied).</p>
<p><b>Careers</b></p>	<p>Possible career paths in Drama include:</p> <ul style="list-style-type: none"> <li>• Arts administration and management, e.g. artist manager, arts administrator, booking agent, events and festivals manager/producer,</li> <li>• Communication, e.g. writer, communication strategist, arts editor, blogger/vlogger</li> <li>• Creative industries, e.g. professional performer, actor, director, costume designer, stage manager</li> </ul>

# Instrumental Music

Creative and Cultural Pursuits

<b>Subject information</b>	<p>The overarching purpose of Instrumental Music as a curriculum subject is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles. Instrumental Music is a QCAA approved program of study, aligned with the National Curriculum framework.</p> <p>Continued participation in the Instrumental Music Program facilitates ongoing development of ACARA identified general capabilities; literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. Students that have progressed to Levels of 7-10 of the Instrumental Music Curriculum by Year 11/12 are also eligible for QCE points.</p>
<b>Unit Summary</b>	Technical Development, Small Ensemble performance, Solo performance, Large Ensemble performance
<b>Timetabling</b>	This subject is offered in all year levels for the year.
<b>Types of Assessment</b>	Each of the three dimensions of literacy, technique and performance are assessed equally. All tasks are performance based, across each semester students are assessed on the following objectives: Literacy: Instrument care, Symbols and Terms, Rhythm and Melody, Sightreading Technique: Posture, Tuning and Intonation, Tone, Articulation, Pitch Performance: Solo and ensemble performance and contribution
<b>Special subject requirements</b>	<p>Instrumental Music students:</p> <ul style="list-style-type: none"><li>• should already be enrolled in the Instrumental Music Program from previous years OR be learning a brass, woodwind, percussion or orchestral string instrument privately.</li><li>• are self-directed students who demonstrate or would like to develop their organisational skills.</li><li>• are prepared to participate, to experiment in performance and to workshop in the lesson and rehearsal setting to overcome and use nervous energy effectively in performance work.</li><li>• Must be able to attend weekly ensemble rehearsals as per the timetable</li><li>• will be offered the opportunity to represent Palmview SSC through performances at school events and in the local community, as well as working with visiting artists.</li><li>• are able to work both independently.</li></ul> <p>Student should have had prior enrolment in the Instrumental Music, be willing to participate in all areas of the subject and have access to an instrument (school instruments are available for hire).</p>

# Instrumental Music

Creative and Cultural Pursuits

<b>Fees</b>	<p>Subject fees: A subject fee for Instrumental music includes:</p> <ul style="list-style-type: none"><li>• Purchase of lesson and ensemble repertoire</li><li>• Hire of school instrument if required</li><li>• Maintenance of school instruments</li><li>• Purchase of physical resources, including music stands</li></ul> <p>User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities, such as visiting artist workshops and excursions related to the study of Instrumental Music that may incur a cost.</p>
<b>Why chose Instrumental Music?</b>	<p>Music education: · has a significant positive effect on the brain and cognitive development. · improves motivation, boosts concentration, reinforces language skill while improving ready ability. · activates both the left and right brain at the same time, stimulating the brain to maximizing learning and improving memory. · allows creation and investigation of musical culture, its composition and practice throughout history, and prepares the musician to explore their talent and manage their own creations. · is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. · contributes to the holistic development of the individual. · improves health and wellbeing by reducing levels of anxiety and depression. Sociable and rewarding: learn how to write and play your own songs, explore different music styles and make music with your friends</p>
<b>Pathways</b>	<p>In Years 11 and 12 students can continue to study Instrumental Music as well as Music, Music Extension (Year 12 only) (General) and Music in Practice (Applied) or complete a VET Certificate course.</p>
<b>Careers</b>	<p>A course of study in Music can establish a basis for further education and employment in the fields of music performance, arts administration, communication, education, creative industries, stage and sound technicians, music production, public relations and science and technology. The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path. Possible careers include: Musician, Music Educator, Music Therapist, Events</p>

<p><b>Subject information</b></p>	<p>By the end of Year 7, students analyse how the elements of music and are manipulated in music they compose, perform and/or experience. They evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to composing, performing and/or responding to music.</p> <p>Students demonstrate listening and aural skills when composing and performing. They manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose. They manipulate elements of music when performing their own and/or others' music. They demonstrate performance skills when performing music for audiences.</p> <p><i>Example Unit: Making a Muso</i></p> <p>In this Unit students will focus on composition through the exploration and experimentation of the music elements to create atmospheric music based on a narrative stimulus. A range of instruments will be taught (eg: percussion, guitar and keyboard) along with digital compositional tools such as Soundtrap. As part of their exploration students will analyse and evaluate how artists use the music elements to create narrative in music.</p> <p>To draw on student's prior knowledge, and cater to diversity, students will have the option to complete their composition on any chosen instrument or using available digital technology.</p>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that all students in Year 7 will study.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Music (General) or Music in Practice (Applied) . Year 12 students can also study Music Extension (General)</p>
<p><b>Careers</b></p>	<p>Possible career paths in Music include: musician, music therapist, speech therapist, sound technician, game music composer, music teacher, social media influencer.</p>

<p><b>Subject information</b></p>	<p>By the end of Year 7, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks.</p> <p>Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.</p> <p><i>Example Unit: My Artistic Self - TOTEMS</i></p> <p>In this unit students will explore the concept of personal identity. Using a range of drawing, design and modelling techniques (Cubeez task) students will create a folio of work to represent their identity based on the principals and elements of design. This process will include responding to Indigenous art works and how they encompass cultural identity, asking key Viewpoint questions around these works.</p>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that all students in Year 7 will study.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Visual Art (General). Visual Art in Practice (Applied) or complete a VET Certificate course.</p>
<p><b>Careers</b></p>	<p>Possible career paths in Visual Art include: creation of fine arts, illustration, design careers (graphic design), interior design, work in studios, a gallery and curatorial work and teaching opportunities. Visual Art also builds skills prized by other industries in the 21st century including collaborative working, innovative thinking and independent problem solving.</p>

<p><b>Subject information</b></p>	<p>By the end of Year 7, students develop their ability to communicate in Japanese through speaking, listening, reading and writing in familiar contexts. They interact with others to introduce themselves, ask and respond to simple questions, and share personal information using JIKOSHŌKAI (self-introduction).</p> <p>Students use familiar Japanese language and modelled sentence structures to create short spoken and multimodal texts. They practise pronunciation, rhythm and intonation, and begin to use basic grammatical patterns and simple conjunctions to extend their ideas.</p> <p>Students explore the Japanese writing system, including hiragana and some katakana and kanji, and recognise the relationship between spoken and written forms. They engage with Japanese cultural practices and conventions, understanding how language reflects identity, relationships and ways of communicating.</p> <p><i>Example Unit Me, Myself &amp; I</i></p> <p>In this unit, students develop a JIKOSHŌKAI to introduce themselves and respond to structured questions using familiar language. Students create a short multimodal video in Japanese, demonstrating pronunciation and cultural understanding, while reflecting on how language expresses identity in Japanese and Australian contexts.</p>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that all students in Year 7 will study.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Japanese (General).</p>
<p><b>Careers</b></p>	<p>Possible career paths in Japanese include: translating and interpreting, teaching (in Australia or overseas), tourism and hospitality, international business and trade, diplomacy and government, defence and intelligence, media and communications, technology and gaming industries, and careers in aviation and global customer service.</p>



# Global Learners

The Global Learners Institute helps students become confident communicators, critical thinkers and informed citizens. Through subjects such as English, History, Geography, Economics and Business, Civics and Citizenship, and Legal Studies, students learn about the world around them and their place within it.

English is studied by all students from Years 7–12. Through reading, writing, speaking, listening and creating, students develop the skills to communicate effectively, think critically and engage with a wide range of ideas, perspectives and texts.

In the Humanities, students explore how people, societies and environments have changed over time and continue to shape the world today. They investigate historical events, geographical issues, economic decisions, government systems and the responsibilities of active citizenship. These subjects help students develop problem-solving, communication and decision-making skills that are valuable in everyday life and future careers.

In Years 7 and 8, all students experience History, Geography, Economics and Business, and Civics and Citizenship as part of a broad and engaging curriculum. In Years 9 and 10, students continue their study of History and can choose electives such as Geography, Economics and Business, or Legal Studies to further explore their interests.

In Years 11 and 12, students select subjects that align with their strengths, interests and future goals. English pathways include General English and Essential English, while Humanities subjects may include Modern History, Ancient History, Geography, Economics, Business and Legal Studies. These subjects provide valuable knowledge and skills for a wide range of future pathways, including university study, vocational training and careers in areas such as law, business, government, education, environmental management and international relations.

Through the Global Learners Institute, students are encouraged to understand the past, engage with the present and prepare for the future as active and informed members of their communities.

<p><b>Subject information</b></p>	<p>Students will listen to, read, view, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work. Students will study a range of text types, including film, short stories, novels, memoirs, and digital texts. They will also create their own texts, such as short stories, analytical responses, discussions, and multimodal presentations. Throughout the unit, students will begin to develop their critical thinking skills by examining how texts construct meaning through the purposeful use of language features and text structures.</p>
<p><b>Timetabling</b></p>	<p>This subject is a requirement for all students in Year 7 for the whole year</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study English, Literature (General), or Essential English (Applied).</p>
<p><b>Careers</b></p>	<p>Possible career paths in English include: Journalism, Law, Communication, Writing, Marketing, Advertising, International Diplomacy, ESL Teacher, Publishing, Public Relations, Publicity, Social Media Manager, Speech Writer, Events Management, Tourism, Speech Pathology, Media Presenter, Critic, Cultural Anthropologist, Museum/Gallery/ Library Curating, Community Outreach, HR, Social Work, Charity Management, Editing and Copywriting.</p>



# Civics & Citizenship

Global Learners

<b>Subject information</b>	Students will use inquiry questions to study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.
<b>Timetabling</b>	This subject is a requirement for all students in Year 7 for one term.
<b>Pathways</b>	In Years 11 and 12 students can continue to study Geography, Legal Studies, Economics, Ancient History, Modern History and Business (General), Tourism and Social and Community Studies (Applied) or complete a VET Certificate course, such as Certificate III in Crime and Justice or a Certificate IV in Justice.
<b>Careers</b>	Possible career paths in Legal Studies Include: Lawyer, Barrister, Police Officer, Paralegal, Politics, Judge, Criminologist, Journalist, Politician, International Diplomat & Human Resources



Please note that the information in this subject guide is subject to change. We encourage you to stay in touch with the College for the most up-to-date details and any adjustments to the curriculum.

<p><b>Subject information</b></p>	<p>Students will use inquiry questions to study place and liveability. This focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed. Students will create an interactive PowerPoint to demonstrate their knowledge and skills.</p>
<p><b>Timetabling</b></p>	<p>This subject is a requirement for all students in Year 7 for one term.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Geography, Legal Studies, Economics, Ancient History, Modern History and Business (General), Tourism and Social and Community Studies (Applied) or complete a VET Certificate course.</p>
<p><b>Careers</b></p>	<p>Possible career paths in Geography include: urban and environmental design, planning and management, biological and environmental science, conservation and land management, emergency response and hazard management, oceanography, surveying, demographer, global security, economics, business, law and information technology.</p>



<p><b>Subject information</b></p>	<p>Student will use inquiry questions to study Ancient Rome, the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history. Students will be required to complete a source investigation to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures.</p>
<p><b>Timetabling</b></p>	<p>This subject is a requirement for all students in Year 7 for one term.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Geography, Legal Studies, Economics, Ancient History, Modern History and Business (General), Tourism and Social and Community Studies (Applied) or complete a VET Certificate course.</p>
<p><b>Careers</b></p>	<p>Possible career paths in Modern History Include: Politician, Lawyer, Film Maker, University Lecturer, International Diplomat, Political Advisor, Commentator Journalist, Tour Guide, Writer, Historian, Creative and Travel, Teacher, Archaeologist, Museum Curator, and Librarian.</p>





<p><b>Subject information</b></p>	<p>Students will use inquiry questions to 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. Students will demonstrate their knowledge and skills by developing a business brochure.</p>
<p><b>Timetabling</b></p>	<p>This subject is a requirement for all students in Year 7 for one term.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study Economics, Legal Studies, Business, Ancient History, Modern History and Geography (General), Business Studies and Social and Community Studies (Applied) or complete a VET Certificate course in Business.</p>
<p><b>Careers</b></p>	<p>Possible career paths in Economics and Business include: Business manager/operator, Accountant, Financial Planner, Financial Analyst, Marketing, Public Relations, International Relations, Economist, Journalist, Teacher &amp; Actuary.</p>





# Health & Wellbeing

The Health and Wellbeing Institute supports students to develop the knowledge, skills and confidence needed to lead healthy, active and balanced lives. Through engaging and practical learning experiences, students learn how to care for their physical, social and emotional wellbeing while building habits that support lifelong health.

A key focus of the Institute is helping students develop movement skills, teamwork and confidence through participation in a wide range of physical activities. Students learn how to work effectively with others, challenge themselves and enjoy being active in a supportive environment.

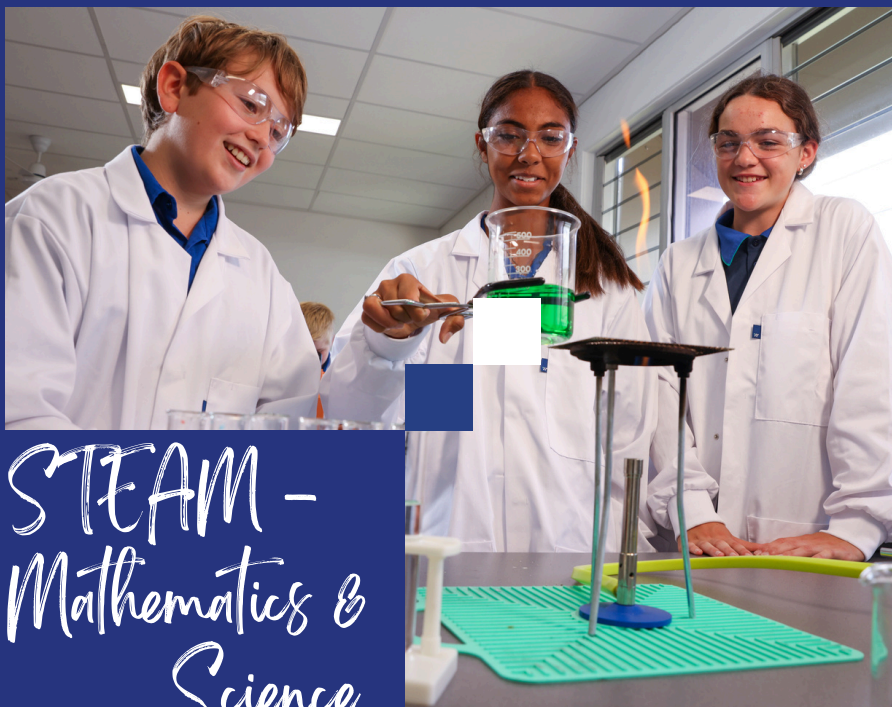
Students also explore important health and wellbeing topics that help them understand themselves and others. They develop skills in resilience, decision-making, communication and relationship building, empowering them to make positive choices and contribute to healthy communities.

In Years 7–9, all students participate in Health and Physical Education, where they experience a variety of individual and team activities while learning about topics that support their overall wellbeing.

In Years 10–12, students can choose specialised subjects such as Physical Education, Health, and Sport and Recreation. Additional opportunities, including outdoor education, fitness and industry-related programs, may also be available, allowing students to pursue their interests and prepare for future study, training and career pathways in health, sport and wellbeing.



<p><b>Subject information</b></p>	<p>Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.</p> <p>Subjects of study in year 7 HPE at PSSC include:</p> <ul style="list-style-type: none"> <li>• Using video evidence to evaluate movement</li> <li>• Analysing diet and nutritional guidelines to propose healthy eating strategies</li> <li>• Applying and transferring movement skills</li> <li>• Identity, culture and physical activity</li> <li>• Fair play in team sports</li> <li>• Strategies for responding to changes in adolescence</li> </ul>
<p><b>Timetabling</b></p>	<p>This subject is a requirement for all students in Year 7 for the whole year</p>
<p><b>Pathways</b></p>	<p>Senior subjects – Physical Education, Health Education, Sport and Recreation Tertiary study – health sciences, medicine, nursing, education, fitness certificates</p>
<p><b>Careers</b></p>	<p>Health industry – medicine, nursing, exercise physiology, physiotherapy, occupational therapy Sport and fitness industry – athlete, coaching and officiating, sports development, group and personal training, fitness management Education – primary and secondary teaching, early childhood educator, outdoor education</p>



# STEAM - Mathematics & Science

In the STEAM Institute - Mathematics and Science is designed to guide student inquiry, dialogue and critical thinking.

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives. The study of mathematics is essential for employment in the Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world. Mathematics can help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. The study of science supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers. Not only is learning science a valuable pursuit in its own right through the natural curiosity and joy of scientific discovery, but it is also enables students to develop, model, analyse and improve solutions to real-world problems, and supports students to access further study and a variety of careers and jobs within or outside of STEM fields.

<p><b>Subject information</b></p>	<p>Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> <li>• are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens</li> <li>• develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability</li> <li>• recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study</li> </ul> <p>The Mathematics program develops these skills through the three strands of the Australian Mathematics Curriculum:</p> <ul style="list-style-type: none"> <li>• Algebra and Number</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul> <p>Students will be assessed using a variety of techniques including formal tests and Problem-Solving and Modelling Tasks (PSMT).</p>
<p><b>Timetabling</b></p>	<p>This subject is a requirement for all students in Year 7 for the whole year.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study General Mathematics, Mathematical Methods and Specialist Mathematics (General), and Essential Mathematics (Applied).</p>
<p><b>Careers</b></p>	<p>Actuary, Economist, Engineer, Finance, Mathematician, Physicist, Statistician, Astronomer</p>

<p><b>Subject information</b></p>	<p>The Australian Curriculum: Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> <li>• an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in</li> <li>• a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events</li> <li>• an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and inter-culturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions</li> <li>• an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments</li> <li>• an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions</li> <li>• an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers</li> </ul> <p>All Year 7 Science students will study the same Science course covering the following Science Understandings: Biological Sciences, Chemical Sciences, Earth Sciences and Physical Science.</p>
<p><b>Timetabling</b></p>	<p>This subject is a requirement for all students in Year 7 for the whole year.</p>
<p><b>Pathways</b></p>	<p>In Years 11 and 12 students can continue to study a range of Science subjects including Agricultural Science, Biology, Chemistry, Earth and Environmental Science Physics and Marine Science (General), and Science in Practice, Aquatic Practices, Agricultural Practices (Applied).</p>
<p><b>Careers</b></p>	<p>A course in science allows students to develop the ability to analyse, evaluate and synthesize scientific information and claims. Science students have the ability to approach unfamiliar situations with creativity and resilience. They design and model solutions to local and global problems in a scientific context. Students develop technology skills in a scientific context. Scientific understanding supports careers in Health, Education, Science, Trades and Business. Some careers e.g. electrician require Science in Year 10.</p>



# STEAM - Technologies



The Technologies learning area within the STEAM Institute helps students develop the knowledge, skills and confidence needed to succeed in a rapidly changing world. Through practical, hands-on learning, students are encouraged to be creative, think critically, solve problems and design innovative solutions to real-world challenges.

Students explore how technology influences everyday life and discover how ideas can be transformed into products, services and solutions that meet the needs of individuals and communities.

In Years 7–9, students engage in a range of exciting learning experiences across Design and Technologies, Food Specialisations and Digital Technologies. They may design and create products, investigate sustainable solutions, develop digital skills, explore engineering concepts, learn coding and robotics, and create food products while developing an understanding of nutrition and food design. These experiences help students build practical skills, creativity and confidence.

In Years 10–12, students can choose specialised Technology subjects that align with their interests, strengths and future goals. Subjects may include Materials Specialisations, Food Specialisations, Design, and Emerging Technologies. Students undertake more complex projects, apply industry-standard processes and develop skills that prepare them for further study, vocational training and future careers.

The Technologies curriculum provides students with opportunities to become innovative thinkers, capable problem-solvers and confident creators who are well prepared for the opportunities and challenges of the future.

<p><b>Subject information</b></p>	<p>Focus: Developing workshop skills to develop a LED lamp with 3D printed lamp shade.</p> <p>Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials by producing a tin can lamp using traditional materials and equipment. Students then also work through the design process to prototype a new sustainable solution for a client using contemporary processes.</p> <p><b>Tech &amp; Society</b></p> <ul style="list-style-type: none"> <li>• Students will investigate sustainable design case studies and consider how the products can contribute to their client's preferred future.</li> </ul> <p><b>Generating &amp; Designing</b></p> <ul style="list-style-type: none"> <li>• Students will use a variety of strategies such as brainstorming and sketching to generate, test, iterate and communicate ideas.</li> <li>• Design criteria will be developed to justify design decisions.</li> </ul> <p><b>Collaborating &amp; managing</b></p> <ul style="list-style-type: none"> <li>• Students independently and safely produce the standard Ever Eco Lamp. Students must also document and manage production processes.</li> </ul>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that students will study in either Year 7 or Year 8.</p>
<p><b>Pathways</b></p>	<p>In Years 8 students will continue to study Design and Technology for a term rotation and will choose electives for year 9.</p>
<p><b>Careers</b></p>	<p>Studying Design Technologies provides a foundation for further study and careers in creative problem-solving fields such as architecture, interior and landscape design, as well as trade pathways in construction and related industries.</p>



<p><b>Subject information</b></p>	<p><i>Unit 1 Focus: Cyber Safety, Networks &amp; Binary</i></p> <ul style="list-style-type: none"> <li>• Students will represent data with integers and binary and explain how the system works.</li> <li>• Students will explain how data is transmitted and secured in wireless and wired networks. Students will also identify cyber security threats.</li> <li>• Students explore how to manage their digital footprint through practical activities focused on safe online behaviour and privacy settings. This approach empowers them to take control of their online identity and protect their digital presence.</li> </ul> <p><i>Unit 2 Focus: Robots in Business</i></p> <ul style="list-style-type: none"> <li>• Produce, code and debug a variety of spike robots. Students learn how data is represented and structured symbolically for use by digital systems.</li> <li>• Students will collaboratively use problem solving skills such as decomposing, sequence actions, recognising patterns and finding bugs to kick start a business (lego spike)</li> <li>• Students will use Lego Spike robots and create design solutions using flowcharts and pseudocode to trace algorithms and fix errors.</li> <li>• Students will use the school's chosen LMS create, locate and share content in order to plan, collaborate and manage the Lego Spike Project.</li> </ul>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that students will study in either Year 7 or Year 8.</p>
<p><b>Pathways</b></p>	<p>In Years 8 students will continue to study Digital and Technology for a term rotation and will choose electives for year 9.</p>
<p><b>Careers</b></p>	<p>Studying Digital Technologies helps students build problem-solving, coding, and digital skills that can lead to future studies and careers in technology. Pathways include software development, web design, cybersecurity, IT support, game design, and working with data and networks. These skills also support creativity, teamwork, and practical problem-solving in everyday life.</p>

<p><b>Subject information</b></p>	<p><i>Focus: Designing a Food Product with food intolerances and allergies in mind.</i></p> <p>Students progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with ingredients and preparing food for a client.</p> <p><b>Food Specialisation</b></p> <p>Students will analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating</p> <p><b>Generating &amp; Designing</b></p> <p>Students will adapt, test, iterate and communicate recipes to explore alternative ingredients used to support food intolerances and or preferences</p> <p><b>Producing &amp; Implementing</b></p> <p>Students select, justify and use equipment to develop technical production skills &amp; safe working practices in the kitchen.</p>
<p><b>Timetabling</b></p>	<p>This is a term-long elective subject that students will study in either Year 7 or Year 8.</p>
<p><b>Pathways</b></p>	<p>In Years 8 students will continue to study Food Specialisation for a term rotation and will choose electives for year 9.</p>
<p><b>Careers</b></p>	<p>This subject provides a foundation for future studies and careers in hospitality, catering, and the wider food industry, while building creativity, problem-solving, and teamwork skills that are useful both in school and everyday life.</p>



# Fees

## Student Resource Scheme

Palmview State Secondary College operates a Student Resource Scheme (SRS) for Years 7 to 12 to:

- Minimise the costs to parents/carers of providing textbooks and other learning resources for their child/ren, by securing discounts, through early payment and bulk ordering.
- Ensure that an adequate bank of resources is available to guarantee a good quality education for all students.

The SRS is organised by the school and has the support of the Parents' and Citizens' Association.

The SRS operates under the policies and guidelines of the Department of Education and parents/carers are under no obligation to join. A parent who does not wish to join the scheme is responsible for providing the student with the items that would otherwise have been provided to the student by the scheme, as detailed on the year level subject requirements list.

Parents wishing to take advantage of the services provided by the SRS sign the relevant form agreeing to the conditions therein upon enrolment and then pay the annual SRS participation fee. The SRS provides the entire package for the specified participation fee and is not available in part.

## Elective Fees

Please note that there may be changes to elective fees outlined in the subject pages.

Some subjects require students to use materials to fulfil assessment requirements. For example, in Art, students produce paintings, in Design and Technology, students design and produce a number of workshop items. These projects become the personal property of students. The subject fee is for the costs of materials used in producing these items. Students who have an approved pathway change during the term, will receive an adjusted invoice for the new subject fees.

## Additional items/ excursions

Where a third party charges the school for the activity a user pay fee is charged to the parent/guardian. User pays are for external charges to the school, for example bus hire, admission costs, guest speakers and camp fees.

User pays are to be balanced for each activity and a refund must be given if the amount calculated for the refund is over \$10 per student (as per school refund policy, endorsed by the Parents' and Citizens' Association).

User pays are invoiced throughout the year prior to each activity. Invoices are emailed home and must be paid prior to the activity in order for the student to attend.