

Everton Park State High School



CURRICULUM HANDBOOK

Year 8

2024

Everton Park State High School



Street Address:	668 Stafford Road Everton Park QLD 4053
Phone:	07 3354 0222
Student Absence Line:	07 3354 0222 (option 1)
Fax:	07 3354 0200
School email address:	admin@evertonparkshs.eq.edu.au
Website:	www.evertonparkshs.eq.edu.au
Office hours:	8.15am – 3.30pm
Hours of instruction:	8.45am – 2.45pm

Disclaimer: The information in this handbook is subject to change without notice due to human physical resource allocations.

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Everton Park State High School

To Students, Parents and Carers

Welcome to Everton Park State High School. We aim to provide a curriculum and educational program designed to develop a love of learning and an interest across a range of subjects.

The Year 8 Curriculum Handbook outlines the quality curriculum offered through the Junior Secondary School. The guidelines for topics and assessment are consistent with the Australian Curriculum.

Our very committed and dedicated teachers provide all students with a supportive learning environment linked to high expectations to ensure all students achieve their very best.

We value the partnerships with parents and families as we educate our students. Please contact any member of the school staff to discuss the curriculum programs and the progress of your student.

Regards

Rick O'Connor
Principal

Australian Curriculum Year 7 - 10

Students in the Junior Secondary years of schooling achieve success when two key areas come together:



Junior Secondary Philosophy

Junior Secondary at Everton Park State High School fosters the development of responsible, thoughtful and socially just young people for life in a technological and global society. Our dynamic, contemporary and futures oriented environment will challenge students to collaboratively and independently explore and create, to make decisions and to actively participate in and be accountable for their learning.

Distinct Identity

Students are supported to develop their own group identity within the broader school community, and to have a strong sense of belonging through ownership of their school and their learning. Students achieve their individual potential, incorporating the school values of Being Responsible, Being Respectful and Being Your Best.

Quality Teaching

The learning and achievement of Junior Secondary students is supported by highly skilled teachers with excellent knowledge and practice in quality teaching and a breadth of curriculum experiences appropriate for this age group.

Leadership

Leadership opportunities for staff and students are delivered through strong school leadership and a focus on support for Junior Secondary students.

Student Wellbeing

Student wellbeing builds a foundation of success by embedding social and personal competencies across all facets of school life; incorporating a healthy lifestyle of good nutrition and exercise. The Heads of Year are supported by Home Group teachers and members of Administration and will work with class teachers, Heads of Departments, parents and families to monitor students' progress and wellbeing.

Connecting to our Community

A strong partnership between the school and the community is built upon our core values. There are a range of opportunities for parents and community to work with the school to extend students learning.

Local Decision Making

Local school communities through the P & C Association or School Council will influence the shape of the Junior Secondary experience.

Homework

Students need to complete a minimum of one to two hours homework every night. It is best to have a regular routine of time.

Homework consists of:

- Written homework set by the teacher
- Learning work for tests etc.
- Revision of work done in the day
- Assignments etc.

Students should be studying actively by using pen and paper, not just reading over things. It is useful to check what they have learnt by getting someone to test them with some questions. If students are unable to understand a topic after they have studied it, they can seek the help of the teacher. Later learning may depend on the understanding of the topic.

There is never NO HOMEWORK. If there is no written homework then the time should be spent on learning and revision. A STUDY/RECREATION PLANNER like the one below can be useful in organising time.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4.00pm					
4.30pm					
5.00pm					
5.30pm					
6.00pm					
6.30pm					
7.00pm					
7.30pm					
8.00pm					
8.30pm					
9.00pm					

Learning Support and Intervention

The Learning Enhancement Centre (LEC) assists students with diagnosed learning disabilities and/or difficulties to access the curriculum. Students may be diagnosed through the Education Adjustment Program process or have a learning difference that requires support. Specialist teachers in the LEC have the responsibility of supporting students to optimize their learning and be their best.

The school's Learning Enhancement Team (LET), led by the Head of Special Educational Services (HOSES) plays a key role in ensuring that the specific learning needs of students experiencing challenges in learning are met through the coordination, development, implementation, monitoring and evaluation of appropriate educational programs.

Our support includes targeted intervention in class, individual case management and access to external agencies to support individual needs.

The support provided in school is always based upon specific needs of students and can include adjustments to assist with accessing the curriculum at year level, individual curriculum planning and other varied provision. We support students with low vision, hearing impairment, physical disability, intellectual disability and those with ASD diagnosis, as well as those who require additional literacy and numeracy support through a modified curriculum.

A key feature of our Learning Enhancement Team is the facilitation of collaborative planning between Teachers, Support Staff, Parents, Carers and Students.

BYOD – Laptop requirements

At Everton Park State High School, we require your student to own and routinely bring to school a suitable laptop that will assist their engagement with curriculum and assessment across all learning areas in the school.

Throughout their studies, students need to develop 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.

LAPTOP MINIMUM SPECIFICATIONS	
Operating System	Latest Windows 10 version
Processor	Intel Core i5 (or AMD equivalent), 64-bit capable
Installed Memory (RAM)	8GB Memory (16GB preferred)
HDD	250GB (512GB preferred)
Wi-Fi	Built-in wi-fi supporting at least "N" (AC compatible preferred)
LAN	LAN port or USB LAN adaptor (highly recommended)
Screen	(Recommended) 15"+
Battery Life	6-8 hours
External Port	USB, Audio Out
Suggested Accessories	Mouse Protective case/cover Earphones/headphones

Please note Microsoft Office 365 is supplied FREE and can be downloaded with a student's EPSHS logon.

Subject Continuity at Everton Park State High School					Senior Curriculum	
Learning Areas	Year 7	Year 8	Year 9	Year 10	Year 11 & 12	
English	English	English	English	English	General Subjects	Applied Subjects
					General English	Essential English
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods	Essential Mathematics
Science	Science	Science	Science	Science	Biology Chemistry Physics	
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business	History Geography Economics and Business	Modern History Geography Legal Studies Ancient History	Business Studies Social and Community Studies Tourism
The Arts	Visual Art Music Drama Dance	Visual Art Music Drama Dance	Visual Art Music Drama	Visual Art Music Drama	Visual Art Music Drama	Visual Arts in Practice Music in Practice Drama in Practice
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education Extension Health and Physical Education	Health & Physical Education Extension Health and Physical Education	Physical Education Health	Sport and Recreation
Languages	Spanish	Spanish	Spanish	Spanish	Spanish	
Technologies	Digital Technologies Food Specialisations Materials and Manufacturing Skills Design and Technologies	Digital Technologies Food Specialisations Materials and Manufacturing Skills Design and Technologies	Digital Technologies Food Specialisations Materials and Manufacturing Skills Design and Technologies	Digital Technologies Food Specialisations Materials and Manufacturing Skills Design and Technologies	Design	Hospitality Practices Furnishing Skills Industrial Graphics Skills Engineering Skills
Everton Park Leadership and Futures (ELF) Program	ELF	ELF	ELF	ELF	ELF	ELF

Year 8 Curriculum

Learning Area	Year 8 Subjects	Subject allocation	Time
English	English	3 x 70-minute lessons per week	All year
Mathematics	Mathematics	4 x 70-minute lessons per week	All year
Science	Science	2 x 70-minute lessons per week	All year
Humanities and Social Sciences	History, Geography, Civics and Citizenship, Economics and Business	3 x 70-minute lessons per week	All year
Health and Physical Education	Health and Physical Education	2 x 70-minute lessons per week	1 Semester each
Languages	Spanish		
Technologies	Digital Technologies Materials and Manufacturing Skills Food Specialisations Design and Technologies	2 x 70-minute lessons a week	1 per term

Elective Subjects			
The Arts	Drama Music Visual Art Dance	2 x 70-minute lessons per week <i>Students select ONE of The Arts</i>	All year (recommended) 1 Semester (permitted)

Pastoral Learning			
ELF	Everton Park Leadership and Futures Program	1 x 35-minute lesson per week <i>School Assembly – 35 minutes per week</i>	All year
Sport	Interschool Sport or Intraschool Sport	1 x 70-minute lesson a week	All year

Note : ELF / Sport are 1 x 70 minute lesson a week, Assembly will be on a rotating schedule throughout the term, and wherever possible will be scheduled during an ELF lesson.

English

BRIEF DESCRIPTION OF SUBJECT

English is central to the learning and development of all young Australians. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills, which help young people develop the knowledge and skills needed for education, training, and the workplace. It helps them become ethical, thoughtful, informed, and active members of society. In this light, it is clear that the *Australian Curriculum: English* plays an important part in developing the understanding, attitudes, and capabilities of those who will take responsibility for Australia's future.

AIMS

In Year 8, students are encouraged to become confident communicators, imaginative thinkers, and informed citizens. At Everton Park State High School, students engage with a variety of texts from a variety of cultures. Text types studied include: media, digital texts, novels, poetry and song, and performance. Importantly, they learn how to engage with issues raised, and express their thoughts about them.

COURSE OUTLINE

- ***Transformations***
Students examine a contemporary novel to explore significant teen issues in relation to the human experience. They interpret stated and implied meanings throughout the literary text, particularly the novel's message through its many themes and characters that relate directly to issues relevant to teenagers.
- ***W.W.W.W.W. (Who, What, When, Where, Why)***
In this unit, students are introduced to how the media sells a story. They study a range of print & audio-visual texts that focus on information. Students examine techniques authors use to inform through deliberate constructions of representations of people, groups, times, issues, events. Their final assessment draws on transformative skills as they create a media article based on a fictional text.
- ***Ideas and Identities***
Students read, view, and listen to a range of texts that create representations of the different cultural, social, and historical groups in Australia. Across the unit, they analyse the text structures and language, audio, and visual features that create these representations and position the audience in relation to the specific groups represented.
- ***What a Conundrum!***
Have you ever had a moral dilemma? Have you ever felt like things couldn't get any worse? In this unit, students will meet other characters who've been in the same situation, and see how they cope. They will examine a television drama series and novel or play to understand how meaning is created. Students will also analyse the impact of modes and media on an audience, understand how tone is created in texts and examine how speech conventions influence the identities of communities.

ASSESSMENT

The three assessable elements in English:

- Knowledge and Understanding
- Comprehending Texts (Receptive)
- Creating Texts (Productive)

Across Year 8, students have opportunities in creating a range of imaginative, informative, and persuasive texts. These include narratives, speeches, discussions, comparative essays, and literary analyses. They complete six summative pieces of assessment across the year – two writing, two speaking, and two reading.

Mathematics

BRIEF DESCRIPTION OF SUBJECT

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics helps people make meaning of their life experiences through the use of universally true abstractions and, at the same time, to apply these abstract concepts to interpret new situations in the real world.

AIMS

By the end of Year 8, students will develop mathematical skills in;

Understanding which includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

- **Fluency** which includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three-dimensional objects.
- **Problem Solving** which includes formulating, and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities.
- **Reasoning** which includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

COURSE OUTLINE

Mathematics has three content strands: *number and algebra*, *measurement and geometry*, and *statistics and probability*. These content strands are taught across eight five-week units.

- **Unit 1 & 2 Number**
Students will revise calculations with decimals, fractions and integers. Students develop an understanding of ratios. Additionally, students will enhance their understanding of financial mathematics, including discounts, profit and loss
- **Unit 3 & 4 Measurement and Geometry, Index notation**
Students will calculate measurements, which includes calculating the perimeter and area of common geometric shapes and volumes of three-dimensional objects. Students use congruence to deduce the properties of triangles. Further, students will investigate patterns when working with indices to establish index rules.
- **Unit 5 & 6 Probability & Statistics**
Students will investigate probability, determine complementary events and proportions of populations. Students also learn to model practical situations with two-way tables and Venn diagrams. Further students explain and determine statistical measures of central tendencies as well as range.
- **Unit 7 & 8 Algebra**
Students investigate solving problems by substitution and apply mathematic laws. They will learn the skill of factorising and learn how Cartesian planes can be used to graph linear functions.

ASSESSMENT

Students provide evidence of their learning and development through tests, projects and written reports.

Science

BRIEF DESCRIPTION OF SUBJECT

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

Science at Everton Park State High provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. Our curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

AIM

This course aims to provide students with a solid foundation of scientific knowledge, understanding, skills and values. It fosters an interest in science and a curiosity and willingness to speculate about and explore the world.

COURSE OUTLINE

Each term will focus on a different aspect of Science: Biological, Chemical, Physical, and Earth and Space Science.

- **Biological sciences**
Students classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students will investigate how a range of environmental changes and human activities can impact food webs in different ecosystems.
- **Chemical sciences**
Students will consider the importance of water and the water cycle. They distinguish between mixtures, including solutions, and pure substances. Students compare a range of separation techniques and assess which techniques can be used for specific purposes students will also consider the importance of sustainable, clean water in the community.
- **Earth sciences** explore different types of rocks and the minerals of which they are composed. The students compare the different processes and timescales involved in their formation as part of the rock cycle. Students also learn how useful materials are sourced from minerals and rocks found in the Earth's crust.
- **Physical sciences** Students build on their knowledge of how forces affect motion. They develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion.

ASSESSMENT

Students provide evidence of their learning and development through:

- tests
- investigations
- written reports

Humanities and Social Sciences

BRIEF DESCRIPTION OF SUBJECT

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of **history**, **geography**, **civics and citizenship**, and **economics and business**. The subject provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

AIMS

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. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors interrelate.

COURSE OUTLINE

- **History: Medieval Europe and Polynesian expansion across the Pacific** - Students will explore from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major civilizations around the world came into contact with each other. They will study the period when the modern world began to take shape.
- **Geography: Landforms & Landscapes and Changing Nations**. Students will explore the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Students will also explore the process of urbanisation and how it changes the economies and societies of low- and middle-income countries.
- **Civics and Citizenship: Australia as a Democracy**. Students will explore how citizens can actively participate in Australia's political system. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.
- **Economics and Business: Australian Markets**. Students will explore the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system, and the ways they may influence the markets' operation. Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.

ASSESSMENT

Students are assessed on two interrelated criteria: *knowledge and understanding* and *inquiry and skills*. Within these strands, students will complete assignments and exams requiring them to demonstrate skills of questioning, research, analysis, evaluation, reflection, and communication.

Health and Physical Education

BRIEF DESCRIPTION OF SUBJECT

Health and Physical Education provides opportunities for students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others' health and wellbeing in varied and changing contexts.

AIM

Students develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

COURSE OUTLINE

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Movement is a powerful medium for learning through which students can acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills. Students gain expertise in movement skills, physical activities and physical fitness concepts as a foundation for lifelong physical activity participation and an appreciation of the significance of physical activity and sport in Australian society and globally.

UNITS OF STUDY

Personal, social and community health	Movement and physical activity
<ol style="list-style-type: none">1. Food for Life2. Positive relationships	<ol style="list-style-type: none">1. Net and court sports2. Striking and Fielding Sports3. Invasion games4. Performance (e.g., Skipping)

ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Demonstrations
- Research Assessment – Written report
- Exam

NOTE: The school hat and full sports uniform is required for all HPE activities.

Languages

Spanish

BRIEF DESCRIPTION OF SUBJECT

Spanish is a global language spoken by approximately 500 million people across the world. The subject of Spanish focuses on developing students' understanding of Spanish language and culture. The course is designed to provide students with opportunities to develop the skills needed to communicate in Spanish, build their vocabulary and understanding of grammatical structures, and to develop their repertoire of processing skills and strategies for acquiring and manipulating the verbal, non-verbal, and written features of the Spanish language.

AIMS

Students will develop a number of different skills which will expand their understanding of their native language, culture, and identity through engagement with Spanish language and culture. Students will explore alternative ways of experiencing, acting in and viewing the world, and understanding the importance of bilingualism in contemporary society.

COURSE OUTLINE

The course is progressive and supportive in nature. In Year 8, students build on their foundation vocabulary, and are able to communicate about topics peculiar to them. By the end of Year 8, students experiment with more complex language structures, and communicate about topics relevant to themselves, as well as others.

Unit 1: Vida Escolar

In this unit, students will explore familiar places in their neighbourhood and investigate the similarities and differences between living in Australia and living in Latin America. They will start to communicate through asking and answering questions, giving and responding to instructions and requesting help or permission. In this unit, students will express their opinion about school and school life. They will learn about school life in Australia and Latin America. They will start to communicate through asking and answering questions, giving and responding to instructions and requesting help or permission.

Unit 2: Animales y Alebrijes

Students will explore animals and habitats of those species unique to Latin America. They will investigate culture through the representation of animals in stories, movies and Mexican folk art.

ASSESSMENT

The course allows students to test their skills through a variety of assessment, including speaking, listening, reading and writing.

Technologies

BRIEF DESCRIPTION OF SUBJECT

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

AIMS

The Year 8 Technology course aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

COURSE OUTLINE

Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

Students will have had the opportunity to create designed solutions at least once in the following four technologies contexts: Food Specialisations, Materials and Manufacturing Skills, Design and Technology and Digital Technologies.

UNITS OF STUDY

- **Food Specialisations** - In this unit, students analyse food preparation techniques to explore and design solutions for healthy school lunch options for teenagers that incorporate safe storage. Student design and produce a lunch box menu that incorporates food technologies.
- **Materials and Manufacturing Skills** - In this unit students work in the Technology workshop to create a functional wooden storage product. This will involve developing basic construction skills such as measuring, marking, cutting and joining wooden components. Students will learn to use a range of hand tools and machinery, with a strong emphasis on workshop safety.
- **Digital Technologies** - In this unit, students are required to use a variety of digital platforms (including GameMaker and Python) to explore the real-life challenge of reducing waste and promoting recycling within their school community. The focus of this course is for students to use digital technologies to solve a design challenge in unique and innovative ways.
- **Design and Technologies** - Design Technologies is a course that provides an opportunity for students to draw upon skills and prior knowledge to design and develop solutions in a project-based environment. In this unit, students investigate forces and aerodynamics and design and build a prototype of a balloon powered car using recycled materials. Students will test their prototype and make modifications to improve their design. This unit aims to extend students' design and problem-solving capabilities.

ASSESSMENT: Students provide evidence of their learning and development through design portfolios, projects and written reports.

The Arts (Visual) – Elective Subjects

Visual Art

BRIEF DESCRIPTION OF SUBJECT

Visual Arts includes the fields of art, craft, and design. Learning in (and through) these fields, students create visual representations that communicate, challenge, and express their own and others' ideas as artist and audience. They learn about the role of the artist, craftsman and designer, their contribution to society, and the significance of the creative industries.

AIMS

Through the study of Visual Art, students develop their conceptual and perceptual ideas and representations; techniques and processes; critical and creative thinking; personal aesthetic; and confidence, curiosity, imagination, and enjoyment.

COURSE OUTLINE (Visual)

- **Twisted Reality (Semester Unit)**
Students are introduced to, or revisit, the elements and principles of design through undertaking a sequence of drawing and painting activities that require them to make representational and non-representation interpretations of the world around them.
- **Myth and Fantasy**
Artists and writers have created images of, and written about, mythical creatures to enrich the imaginations of their audiences. Such works often convey messages about morality. One example are the gargoyles surrounding gothic cathedrals that were constructed in Europe between 900 AD and 1500 AD. After researching gargoyles and other mythical creatures, students create a clay sculpture for the exhibition entitled "Myth and Fantasy".
- **Art for Purpose**
A design brief is an outline of a project to be produced for a client. Commercial artists work with design briefs to produce artworks for a specific purpose and need, such as logos, public murals, book covers, posters, and advertisements. In order to work with a brief successfully, artist are required to consult with the client and may need to make changes in accordance with the clients' specific requests. Students create a work that suits a purpose for the school, and changes from year to year.
- **Object of Obsession**
Students are introduced to the field of object-based art by exploring different methods for creating three-dimensional artworks. This is designed to show students that three dimensional artworks can be developed through creating assemblages. They also analyse how artists have used rubbish to create artworks that comment upon the fragile state of the environment.

ASSESSMENT

The two assessable elements in Visual Art:

- Making
- Responding (analysing)

Students are assessed in two areas: *making and responding*. Across both Year 8 courses, students will complete research and comparative written assignments as well as a range of 2-dimensional, 3-dimensional, 4-dimensional, and digital artworks.

Drama

BRIEF DESCRIPTION OF SUBJECT

Drama has an important role to play in the personal development of students. The skills and qualities developed by students, such as teamwork, creativity, leadership, and risk-taking are assets in all subjects and all areas of life. The subject stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment. Drama promotes self-esteem and provides all students with a sense of achievement, regardless of academic ability. It is about social and communication skills, and enjoying our learning.

AIMS

Students are encouraged to express themselves through drama. They learn to manipulate the dramatic elements as they investigate ways to communicate contemporary themes and issues in creative and innovative ways. Students also develop:

- knowledge and understanding in controlling, applying, and analysing the elements, skills, processes, forms, styles, and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment, and achievement through exploring and playing roles, and imagining situations, actions, and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

COURSE OUTLINE

Students in year 8 Drama, complete four units of study:

- ***Heroes, Villains and Fair Maidens (Melodrama):***
Melodrama was once one of the most popular forms of theatrical entertainment and reached the peak of its popularity in the mid-to-late 19th century. Studying this style helps students to identify the influences of melodrama plots and characters in popular entertainment today, including action and adventure films and soap operas.
- ***Cut & Paste (Collage Drama):***
In this unit, students will devise and perform a collage drama based on a current theme or issue. Students will be required to combine a range of collage drama styles and conventions and utilise linking devices such as music, poetry, and freeze frames to connect their performance.
- ***The Truth Hurts (Realism):***
At the heart of all drama is the need for acting to be believable. This unit equips students with the skills to present a realistic scenario to a live audience. Students study the play *The Terrible Fate of Humpty Dumpty* and explore the characters, themes, and plots within.
- ***Let's Play (Theatre Sports):***
In this unit, students are introduced to the origin and skills of improvisation. They will apply these to a 'Theatre Sports Competition' and will reflect on their skills development throughout the term.

ASSESSMENT

It is important to understand that assessment in Drama involves group work, and students need to make a commitment to regular attendance and involvement.

The two assessable elements in Drama:

- Making * Devising (scriptwriting, monologues)
* Performing (scripted and student-devised)
- Responding (analysing theatre and texts)

Across Year 8, students will complete a range of assessment items including scriptwriting, scripted performances, and analytical responses.

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Music

BRIEF DESCRIPTION OF SUBJECT

In Music, students listen to, compose, and perform music from a diverse range of styles, traditions, and contexts. They create, shape, and share sounds in time and space, and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding, and skills about music and musicians.

AIMS

Students will expand on their knowledge of musical elements across varying styles. They will focus on the individual instruments of a drum kit; the parts of the electric guitar; recording techniques; the characteristics of contemporary rock styles; information on the equipment and software used in the production of electronic music; and how to read, respond, perform and compose simple chord accompaniments on the guitar and keyboard.

COURSE OUTLINE

In year 8 Music, students complete three units of study:

- **Old School Rock! (Semester Unit)**
'It's time to put another dime in the jukebox, baby.' Where did rock music start? Students will further their knowledge of the musical elements through analysis and performance of rock 'n' roll repertoire from the 1950s to the 1980s. In this unit, students make and respond to rock and roll music by exploring the musical elements and their use through a range of rock genres.
- **Telling Tales**
Throughout the history of music, composers have manipulated musical elements to tell stories. From theme songs to program music, listeners respond to narrative cues in music. Students will evaluate a range of music that tells stories through timbre, texture, structure, and melody.
- **New School Rock**
Since the 1980s, modern rock has branched out into a range of exciting genres and sub-genres. From hip hop and grunge in the 1990s to the dubstep and EDM of the 'noughties', new school rock is a wide and varied representation of contemporary music. Students will look to their generation of music to analyse and evaluate musical trends and characteristics.

ASSESSMENT

The two assessable elements in Music:

- Making * Devising (composing own work)
* Performing
- Responding (analysing)

In Year 8 Music, students will complete a range of tasks requiring them to compose, perform, and analyse music repertoire. Assessing in these areas allows a variety of experiences in music.

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Dance

BRIEF DESCRIPTION OF SUBJECT

At Everton Park State High School, Dance has an important role to play in students' personal and emotional development. Through Dance, students learn that dance is expressive movement with purpose and form. In this subject, they learn to represent, question, and celebrate human experience. They use the body as the instrument and movement as the medium for personal, social, emotional, spiritual, and physical communication.

AIMS

In Year 8, Dance introduces students to body awareness, and technical, and expressive skills. They learn to use the body for purpose, communicating through movement confidently, creatively and intelligently. They build on and refine their knowledge, understanding and skills through dance practices focusing on:

- Body
- Fundamental movement skills
- Technical skills
- Expressive skills

COURSE OUTLINE

Students in year 8 Dance, complete three units of study:

- **Dancing through time**
Building on the foundations, students respond to famous dances from the past. Running for the first semester of the year, this unit explores dances from pivotal times in history. Their experience culminates in a showcase performance that integrates learned styles.
- **My Island home**
Studying the arts requires students to give back to their community. In this unit, they will devise a dance in response to a piece of Indigenous music. They will present their work at a school assembly, which celebrates the contributions of First Nation's peoples.
- **Step in – step up – step out!**
Through ensemble dance, students eclectically draw on rhythm, voice, and steps to devise a drill routine, which they teach to others. A key component of the unit is exploring dances from African, Pacific, Indian, and European cultures.

ASSESSMENT

The assessable elements are:

- Making -Devising (composing own work)
-Performing
- Responding (analysing)

Across Year 8, students complete a range of assessment items, including performance, devising routines, and writing analytical responses.

ELF – Everton Park Leadership & Futures

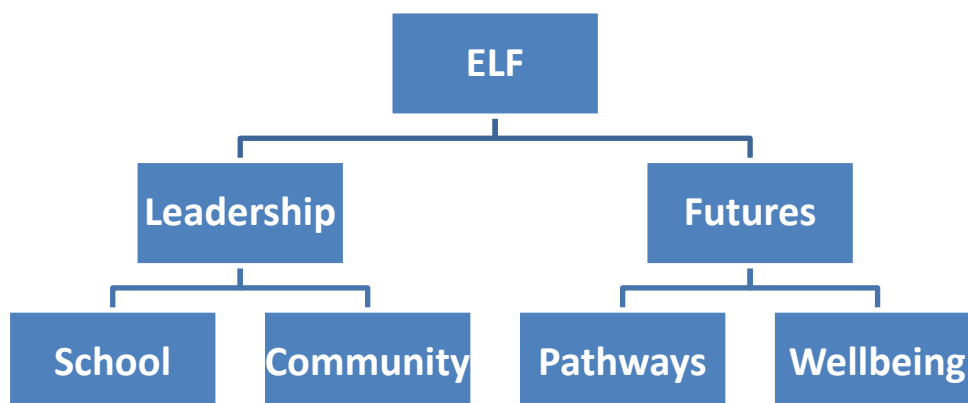
OVERVIEW

Everton Park State High School has implemented a leadership and futures program (ELF) across Years 7 to 12 to ensure that all students are provided with the knowledge and skills needed to make informed decisions about their futures. The program involves a range of learning activities that are relevant to young people and the teaching and learning strategies are supported by resources, guest speakers, camps and guest visits.

THE ELF PROGRAM

Creating Bright Futures requires informed decisions about healthy lifestyles, relationships and career opportunities and these strands are currently subsumed in each semester of the ELF program. Self-management skills, decision making skills, planning and organising skills, technology skills, learning skills and study skills underpin all strands. Students also participate in a range of Year level activities such as camps, volunteer and mentoring programs.

All lessons and programs are also underpinned by the School Wide Positive Behaviour Support (SWPBS) Program and the school's expectations: **Be Responsible, Be Respectful and Be your Best.**



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| <ul style="list-style-type: none">• Resilience• Team work• Group dynamics• Decision making and goal setting• Values – Respect, Responsibility, Doing your Best, Honesty, Understanding and Inclusion• Bullying and harassment• Team building• Leadership | <ul style="list-style-type: none">• Enterprising people• Workplace behaviour and image• Interacting effectively in the workplace and community• Employment and training opportunities | <ul style="list-style-type: none">• Employability skills• Personal strengths and abilities• Goal setting• Workplace relations• Job acquisition strategies• Portfolio preparation• Interview techniques• Structured workplace learning | <ul style="list-style-type: none">• Self-esteem and personal attributes• Fitness and nutrition• Adolescent sexuality• Occupational health and safety• Sexual decision making• Health for life• Friendships• Peer pressures |
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Everton Park Sport Program

Everton Park SHS is an affiliate member of the North-West District Secondary School Sport (NWDSSS) and, as a result, all students have opportunities to gain selection in a range of Queensland School Sports through selection in Metropolitan North and then subsequent State and National pathways. Apart from individual opportunities, all students are encouraged to engage in physical activity through a range of pathways including personal exercise programs and school sports carnivals

School Sport Carnivals

The three major carnivals at school include Swimming, Cross Country, and Athletics. All students are encouraged to compete and participate in a 'personal best' culture and an atmosphere where getting involved and belonging are promoted. For all carnivals the school uses a unique standards base point system where the points received by competitors, and subsequently the house, are based on the standard of the performance rather than the position they ranked in the event. This adjustment to scoring assists in creating a personal best mind set which facilitates in creating quality competition. All students are allocated to "houses" for school carnivals and intra-school activities. These houses include:

- *RUSH House (Purple)* in honour of Geoffrey Rush, internationally acclaimed actor who attended Everton Park State High School.
- *MARTIN House (Green)* in honour of Michelle and Rodney Martin, World Squash Champions and past EPSHS students.
- *KEMP House (Red)* in honour of Mr William Leslie (Les) Kemp, the founding Principal of Everton Park State High School

Student's achievements at school carnivals can open pathways for qualification in regional, state, and national competition.

Gala Days

Students may have the opportunity to participate in sport gala days throughout the year. These days are held with other schools across districts for students of varying abilities to engage in physical activity in an enjoyable way, to socialise with peers and develop a sense of commitment to a team and school community whilst increasing their fitness and natural skills.