

YR 8 CURRICULUM HANDBOOK 2027



EVERTON PARK
STATE HIGH SCHOOL



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

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Principal's Introduction

To Students, Parents and Carers

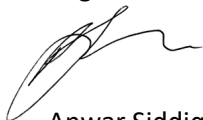
Welcome to Everton Park State High School. We aim to provide a curriculum and educational program designed to develop a love of learning and an interest across a range of subjects.

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



Anwar Siddiqui
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 the 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 of 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 learning challenges to access the Australian Curriculum in “rigorous, relevant and engaging learning programs” (ACARA). Students may be diagnosed by a medical professional with a disability or with a learning difficulty that requires support. Specialist teachers in the LEC have the responsibility of building capacity in students to optimise their learning and be their best. The LEC provides support to help English as an Additional Language or Dialect (EAL/D) learners overcome language barriers to ensure they can achieve success on their educational journey.

The Learning Enhancement Centre, led by the Head of Special Educational Services (HOSSES) 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 may include 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 provisions. We support students requiring support through modified classroom and assessment activities. These reasonable adjustments enable participation in class and school events.

A key feature of our Learning Enhancement Centre 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 bring to school a suitable laptop for every lesson, every day. Student laptops assist students with their engagement with curriculum and assessment across all learning areas in the school.

Throughout their studies, students need to develop their digital literacy skills, which will help them with their post-school employment and study options. Everton Park State High School takes a blended approach to teaching and learning, which sees students combining traditional and digital learning approaches to maximise their outcomes and Create their Bright Futures.

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.

Finance

Parents and carers are to ensure all invoices are paid in full, or a payment plan is set up, for students to enrol in subjects with a levy or VET qualifications. Contact the Business Manager to discuss.

Subject Continuity

Learning Areas	Junior Secondary			Senior School		
	Year 7	Year 8	Year 9	Year 10	Year 11 & 12	
English	English	English	English	English	General Subjects General English	Applied and VET Subjects Essential English
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods	Essential Mathematics
Science	Science	Science	Science	Science	Biology Chemistry Physics Psychology	
Humanities and Social Sciences	(Humanities and Social Sciences) HASS includes: 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 Economics	Certificate IV in Business Social and Community Studies
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	Cert III in Hospitality Furnishing Skills Industrial Technology Skills Engineering Skills
Everton Park Leadership and Futures (ELF) Program	ELF	ELF	ELF	ELF Certificate II in Skills for Work	ELF Certificate II in Skills for Work	ELF

Year 8 Curriculum

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

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)
Technologies	Digital Technologies Materials and Manufacturing Skills Food Specialisations Design and Technologies	2 x 70-minute lessons a week <i>Students select ONE of The Technologies rotations (per semester)</i>	1 per semester

Pastoral Learning			
ELF	Everton Park Leadership and Futures Program	1 x 70-minute lesson a week	All year
Sport	Interschool Sport	1 x 70-minute lesson a week	All year

Note : Students will select either ELF or Sport for 1 x 70-minute lesson a week. Assembly will be on a rotating schedule fortnightly throughout the term.

English

BRIEF DESCRIPTION OF SUBJECT

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. In Year 8, students communicate with others for a variety of purposes by creating a range of texts for different audiences and purposes.

AIMS

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

COURSE OUTLINE

In English, students undertake two key units in Year 8:

- **Conundrums and Consequences**
In part 1 of the unit, students explore how authors of fiction texts represent themes, issues, and moral and ethical dilemmas in the context of adolescent transformation within narratives. They investigate the language features and text structures associated with narrative writing when creating representations of groups, positioning audiences, and privileging particular viewpoints. In part 2, students explore issues affecting teens, and hone the skills of creating and delivering a point of view to others in both prepared and impromptu situations.
- **Reality Reimagined**
In part 1 of the unit, students engage with a variety of Australian texts, analysing and making judgments on the aesthetic and stylistic qualities used by authors to convey representations of Australia's cultural, social, and historical groups. In part 2, students study what makes something newsworthy as they unpack an imaginative text (playscript).

ASSESSMENT

In English, students are assessed on their:

- Listening, Speaking, and Creating
- Reading and Viewing
- Writing and Creating.

They complete 4 assessments per year (imaginative, persuasive, analytical, and informative). Each assessment is prefaced by a reading journal.

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 to 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**
Students 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 The Spanish Conquest of the Americas*- 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:** *Geographical Changes Over Time*. 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
1. Elevating Your Performance 2. Active Communities	1. Exercise Performance (Circuit Training) 2. Recreational Activities Performance

ASSESSMENT

Students provide evidence of their learning and development through:

- Practical Performances
- Project Folio
- Examination

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: Mi vida Escolar

In this unit, students will learn about school life. They will be able to express their opinion about subjects they study and why. They will learn about school life in Australia and Latina America. They will start to communicate through asking and answering questions, giving and responding to instructions and requesting help or permission.

Unit 2: ¿Qué hay en mi plato?

In this unit, students focus on talking about a range of food and mealtime options. They will be able to express their opinion about different types of food and give reasons why they like/ dislike that food. They will use a range of present tense verbs to say what time they eat and drink, how often, also including foods eaten at special occasions. Students will also learn to say what they do in their free time.

ASSESSMENT

Students provide evidence of their learning and development through:

- Multimodal presentation
- Reading exam
- YouTube snippet (multimodal presentation)

Technologies (Elective)

BRIEF DESCRIPTION OF SUBJECTS

Technologies develop the capacity to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies to meet current and future needs.

AIMS

Technologies 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 their own lives, the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, data, systems and components – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems 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

Students will have 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 (Students choose one per semester) Cannot repeat elective.

Food Specialisations

In this course, students will study two units over a semester. In Unit 1 students will analyse food preparation techniques to explore and design solutions for a healthy snack product that is suitably nutritional for teenagers. Students design and produce a snack product that incorporates food technologies and safe food storage. In Unit 2 students will analyse food preparation techniques and ingredients of First Nations foods. Students design and produce a food product that incorporates First Nations ingredients and cultural food practices.

Materials and Manufacturing Skills

In this course, students will study two units over a semester. In this unit students work in the Technology workshop to design and create a functional coffee table and pencil case box. 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.

Design and Technologies

In this course, students will study two units over a semester. In Unit 1 students will investigate forces and aerodynamics to design and build a prototype of a rubber band 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.

In Unit 2 students will explore coding and digital systems through the use of micro:bits. They will design and program a simple automated plant watering system, applying knowledge of sensors, outputs, and environmental needs. Students will produce a working prototype that demonstrates how technology can be used to solve real-world problems, while developing their computational thinking and systems design skills.

ASSESSMENT:

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

Digital Technologies

BRIEF DESCRIPTION OF SUBJECT

In this course, students will study two units over a semester. Digital Technologies focuses on developing understanding on how computers work and skills on how to create programs. Students develop their computational thinking and transition from block coding to using a general-purpose programming language. They learn how to sequence instruction, implement loops, collect information and make decisions. Students learn how we can use computers to collect, send and represent data. Students also learn how the binary system works in computers and why computers use it.

UNITS OF STUDY

Creating programs-Python Turtle

- In this unit students will be introduced to using a general-purpose programming language by learning python turtle. Python turtle is a digital pen that is controlled by typed commands. Students will create a program that is capable of drawing three recognisable icons, symbols or flags. It asks the user which of the three to draw and is able to draw the images using a user-specified scale. Data collection and representation
- In this unit students will learn how computers use binary to represent data and instructions. How computers secure and transmit information across networks and how to represent collected data for human understanding. Students will use digital tools to collect, transmit and represent data. Students make suggestions based on collected data.

ASSESSMENT

Students provide evidence of their learning and development through project evaluations and exams.

The Arts (Visual) – Elective Subjects

Visual Arts

BRIEF DESCRIPTION OF SUBJECT

In Year 8, learning in Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and audiences. They work individually and in collaboration with peers and teachers.

AIMS

Visual Arts aims to develop students':

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through visual arts practice and ways of representing and communicating.

COURSE OUTLINE

- ***Twisted Reality***
Students explore the elements and principles of design through drawing activities that encourage both realistic and abstract interpretations of the world. They develop technical skills by experimenting with a range of drawing techniques and applying these to various stimuli.
- ***Legends, Faith, and Fable***
Students explore myths, legends, and sacred stories from around the world. They choose a fantasy or mythical creature, research how it appears in different cultures, and uncover the symbols and stories it carries. Using clay, they then create their own imaginative interpretation.
- ***Popular Culture, POP Style***
Students learn about Pop Art and its place in art history. They research different artists from the Pop Art movement as well as contemporary Pop artists. Students also develop their painting skills, exploring and analysing different techniques and approaches through the study of artists.
- ***Re-Purposed***
Students are introduced to the field of object-based art by exploring different methods for creating three-dimensional artworks, through the use of found materials to create assemblages. They analyse how artists have used found materials to create artworks that comment upon the fragile state of the environment. Students are required to use this research to inform their own ideas to create an artwork that comments on an environmental issue.

ASSESSMENT

In Visual Art, students are assessed on their:

- Exploring and Responding
- Creating and Making
- Presenting and Performing

They complete 6 assessments – two folios, research task, sculpture, gallery speech, and research task.

Drama

BRIEF DESCRIPTION OF SUBJECT

In Year 8, learning in Drama builds on each student's prior learning and experiences. Students learn in, and through, the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

AIMS

Drama aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- 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:

- **Realism:** Students develop skills in realistic acting. A range of realism conventions will be developed, such as; believability, fluid characterisation, and authentic costuming. A range of texts will be used as stimulus for students to respond to.
- **Collage Drama:** Students 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 the drama. Students will devise their performance on a 'teen' issue as if it were to be presented at a youth leadership conference.
- **Melodrama:** Students study the style of Melodrama. Studying this style helps to identify the influences of melodrama plots and characters in popular entertainment today, including action and adventure films and soap operas. It also helps improve our understanding of the history of theatre and equips students with more skills to use in performance work.
- **Theatre Sports:** Students study improvisational skills and theatre. Studying this style develops the confidence of students on the stage, and allows them to devise their own scenarios in the creative space.

ASSESSMENT

In Drama, students are assessed on their:

- Exploring and Responding
- Creating and Making
- Presenting and Performing.

They complete 6 assessments per year. These include an analytical essay, scripted performance, devised performance, journal, and theatre sports competition.

Music

BRIEF DESCRIPTION OF SUBJECT

In Year 8, learning in Music builds on each student's prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.

AIMS

Music aims to develop students':

- confidence to be creative, innovative, thoughtful, skillful and informed musicians
- knowledge and skills for listening with intent and purpose, composing and performing
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.

COURSE OUTLINE

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

- ***Contemporary Music***
Contemporary music plays a major role in shaping culture, identity and everyday life. Students explore key musical elements and stylistic features found across modern genres through listening, analysis and performance. Repertoire is selected through a personalised playlist, similar to how audiences curate music on platforms such as Spotify, Apple Music and YouTube Music. Students build on skills from Years 7 by extending their performance techniques on keyboard, guitar, bass, vocals and drum kit. They also examine current approaches to arranging and reinterpreting songs. Through these activities, students develop practical musicianship and gain awareness of roles within the contemporary music industry, including performing, songwriting and live sound.
- ***Sound and Story: Music in Media and Meaning***
This unit provides a cohesive study of how music conveys who we are and how we feel - both on stage and on screen. It examines how musicians express ideas and emotions through live performance and music composition. In Part 1, students develop ensemble and performance skills through contemporary music that reflects youth identity and culture, exploring how musical elements and stylistic choices communicate personal and collective meaning. In Part 2, they apply these expressive concepts to compose original music for screen and media, manipulating sound to represent emotion, character, and contrast.

ASSESSMENT

In Music, students are assessed on their:

- Exploring and Responding
- Creating and Making
- Presenting and Performing.

They complete 4 assessments per year. These include performances, compositions, and an analytical essay.

Instrumental Music

BRIEF DESCRIPTION OF SUBJECT

As a compatible and complementary curriculum to secondary classroom music, Instrumental Music provides opportunities for greater participation in, and enrichment of, music education for the whole school community. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

INSTRUMENTATION

This curriculum includes band and orchestral instruments, organised in families, as follows:

- Strings—violin, viola, cello, double bass, bass guitar*;
- Woodwinds—flute, oboe, bassoon, clarinet, saxophone;
- Brass—trumpet, French horn, trombone, baritone, euphonium, tuba;
- Percussion—tuned (mallets and timpani) and untuned (snare, auxiliary and drum kit) instruments**.

*For the purposes of this curriculum, requirements for the bass guitar will be addressed under the strings family. As part of whole-school planning for the provision of the curriculum, schools choose for the above instruments to be taught by the most appropriate teacher.

**Levels 1-3: snare and mallets are formally assessed; Levels 4-6: timpani, snare and mallets are formally assessed; Levels 7-10: 3 of mallets, timpani, snare and drum kit are formally assessed, plus scales on mallets. All instruments are performed in ensemble as per repertoire.

COURSE OUTLINE

The program incorporates performance ensembles, small group lessons and home practice. All three course components are required for progress and achievement in the subject. Ensembles provide the opportunity to demonstrate instrumental music learning in real-life contexts. The ensemble experience is enabled through the formation of school symphonic concert bands and orchestras.

ASSESSMENT

Within the Instrumental Music course of study, progress is sequential and cumulative. Students typically progress through each level within 8-12 months.

In Music, students are assessed on their:

- Literacy
- Technique
- Performance.

They complete both formal and informal assessments throughout the year to demonstrate their mastery of the level of study.

ADDITIONAL INFORMATION

- Attendance and regular home practice are expectations of the program
- A student may receive tuition for one instrument only. They may, however, be part of an ensemble on a second instrument.

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 engaging resources and guest speakers.

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 volunteering and mentoring programs.

All lessons and programs are underpinned by the school's values: *Be Responsible, Be Respectful and Be your Best.*

Topics and skills covered in Year 8:

- | | | | |
|--|-----------------------------------|------------------------------------|---------------------------------------|
| • resilience | • emotional regulation | • employability skills | • self-esteem and personal attributes |
| • teamwork | • body image | • personal strengths and abilities | • friendships |
| • group dynamics | • career education | • resume writing | • peer pressures |
| • goal setting | • relationships | • interview techniques | • drug and alcohol awareness |
| • values – respect, responsibility, doing your best, | • 21 st century skills | • right and left brain thinking | • dealing with loss |
| • team building | • sleep and the brain | | |
| • study skills | • learning styles | | |

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 systems 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.

Interschool Sport

Students may have the opportunity to participate in a range of team sports, such as Touch Football, Beach Volleyball, Netball and Soccer. This takes place during school time, on Wednesday afternoons, with other schools across the district for students of varying abilities, engaging 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.



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