



BRIBIE ISLAND
State High School

Year 8
Subject
Selection
Booklet
2026



ACHIEVING OUR FUTURE

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INTRODUCTION

Dear Parents / Guardians

In year 8, students study the core subjects of English, Mathematics, Science and Humanities for three lessons a week each, and Health & Physical Education for two lessons a week, for the entire academic year.

Students will select four elective subjects that they will participate in over the course of the year. Students will participate in two of these choices in semester 1 (20 weeks), and the final two choices in semester 2 (20 weeks). Please note, for students who are successful in their application for the CREST programs, these courses will run for the entire year (40 weeks).

Financial commitments will include general stationery items, and may also include joining the Bribie Island SHS Student Resource Scheme (SRS). The school provides the resources the students need to engage in their learning, this is funded partially through the SRS scheme.

Students need to make informed subject selections as once subjects are chosen, there is limited capacity to change these.

Thank you for enrolling your child at Bribie Island State High School.

Yours sincerely



Matthew Bradley
Principal

The Curriculum

The Australian Curriculum Assessment and Reporting Authority (ACARA) develops the Australian Curriculum (AC). The AC stipulates what learning areas are taught, for how long and how they are assessed.

Students will have the opportunity study eight learning areas in Year 8.

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Science
- The Arts
- Technologies
- Languages

Bribie Island State High School provides an differentiated education whereby all students can access and participate within a curriculum that meets their social, emotional and academic needs.

CREST

The CREST Program enable Year 7 and 8 students, and their parents, to harness and extend their individual talents by choosing (via application) a course of study that focuses on their talents and interests, while at the same time ensuring a broad program that prepares them for senior schooling in Years 10 to 12. Extension classes based on performance in Years 7 and 8 will be formed for Year 9.

Focused Literacy and Numeracy Classes

Focused Literacy and Numeracy at Bribie Island SHS consists of a multi-levelled approach with classes occurring throughout the academic year, and are designed to be fluid and responsive to student need. Those students who have been identified through achievement, NAPLAN and literacy testing data, benefit from being a part of this supportive environment.

Students in this program will be supported in their ongoing literacy and numeracy development through a differentiated curriculum with additional teacher aide support across English, Maths, Humanities and Science. This will assist them to achieve their very best.

Introduction

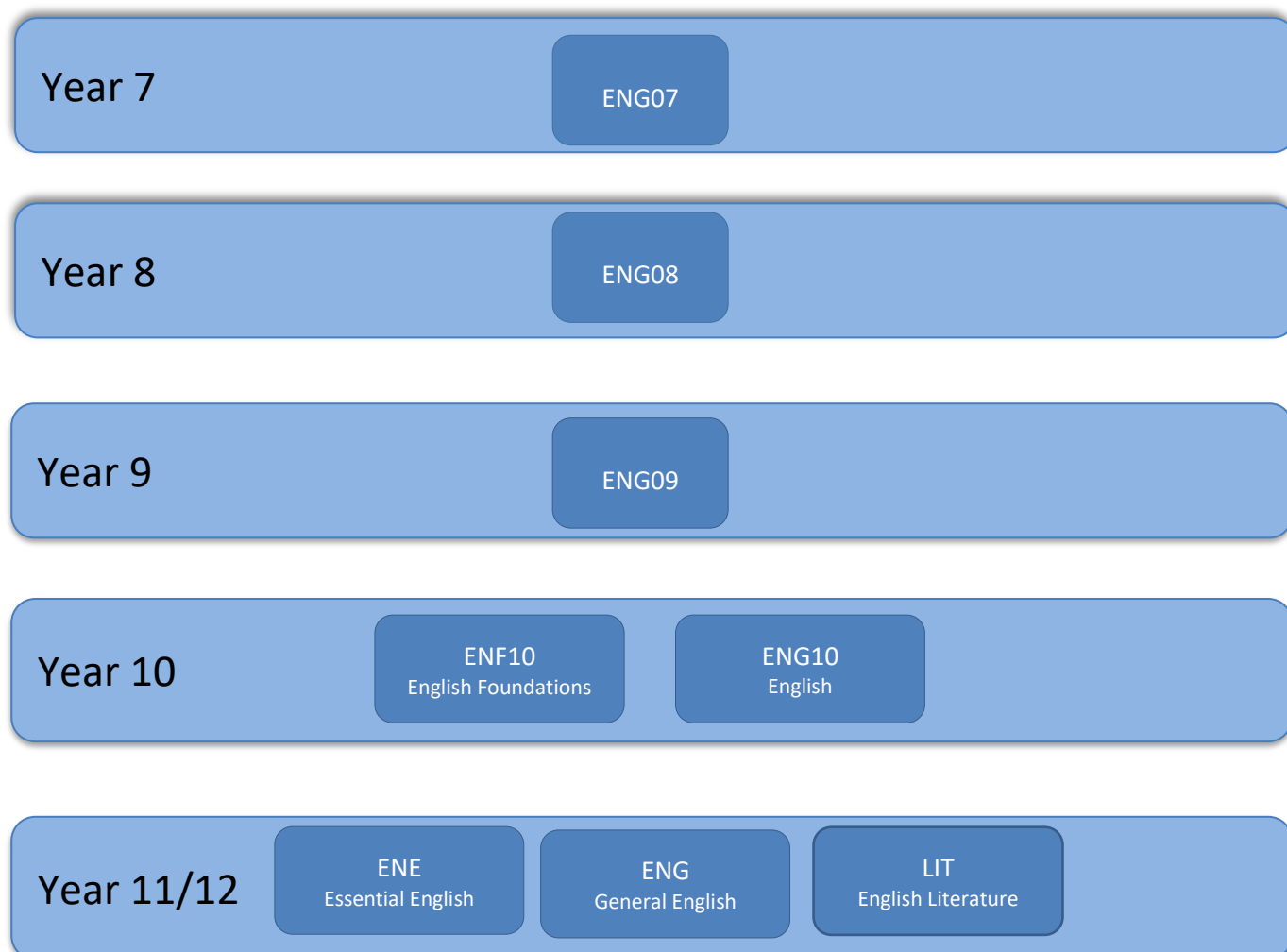
Students at Bribie Island State High School live in an increasingly culturally diverse society with changing social structures. The English course is designed to provide students with the skills to be able to make judgements about meanings in texts and to empower them to realise their potential in this complex world.

UNIT CODE	ENG08
Unit Title	Year 8 English
Recommended Prior Learning	Year 7 English
Unit Description	The Year 8 English course implements the National Curriculum and is built around three interrelated strands: Language: The language strands involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works. Literature: Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, film and multimodal texts, in spoken, print and digital online contexts. Literacy: Students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.
Expected Outcomes	Receptive modes (listening, reading and viewing): By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions. Productive modes (speaking, writing and creating): Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.
Other important information	Preparation for NAPLAN exams are incorporated into the Year 7 to 9 curriculums. An above satisfactory level of achievement (B or above) in Year 10 is recommended for students intending to study General English and/or Literature. To meet the Queensland Certificate of Education (QCE) literacy requirements, students must pass at least one semester of the English course (Essential English, General English and/or Literature) in which they are enrolled in Year 11 and 12.
Assessment	Students will complete five (5) pieces of assessment over the course: 2 spoken and 3 written pieces. These pieces cover all 3 genres including: persuasive, analytical and imaginative.

Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities
Textbooks Required	Class novel (selected by the teacher at the start of the course)
Specific Equipment	Exercise book X 1 Students must bring a network connected digital device to each class (must meet the minimum specifications. Refer to the BYOD (Bring Your Own Device) page. General Stationery Requirements- refer to last page of this document.
Cost	Nil

Please note: The fee structure above is indicative only and subject to change in 2026.

English faculty subject progression flowchart



Introduction

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is being taught and learnt and include *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and mathematics.

The Junior School Mathematics programme at BISHS is cyclical in nature. Each unit covers topics within the three strands of Mathematics. In each strand, basic concepts are revisited before moving the student on to new concepts.

The key goal of Mathematics is:

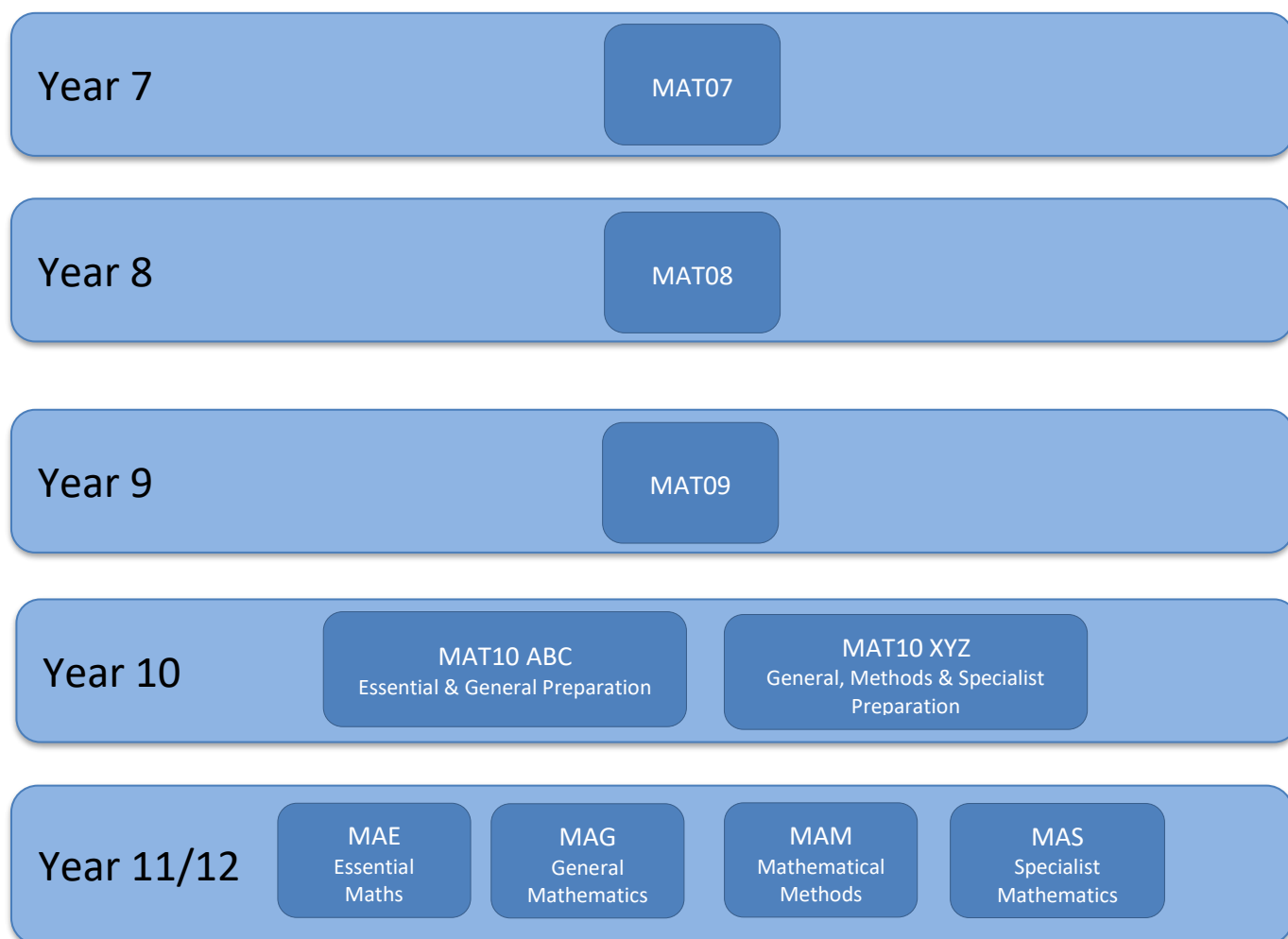
To foster lifelong learning attributes that empowers students to be effective participants in an interdependent world.

UNIT CODE	MAT08
Unit Title	Year 8 Mathematics
Recommended Prior Learning	Year 7 Mathematics
Unit Description	Topics relating to the mathematical strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.
Expected Outcomes	By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.
Other important information	- Preparation for NAPLAN exams are incorporated into the Year 7 to 9 curriculum. The Mathematics course offers students sequential semester units in Years 7 to 9, after which students are given the option of choosing units that suit their ability level and aspirations for senior subjects and career paths. - A level of High Achievement (B or above) in Year 9 is required for students intending to study Mathematics Extension in Year 10 (to prepare students for Senior Mathematics including Mathematical Methods and Specialist Mathematics). - To meet the Queensland Certificate of Education (QCE) numeracy requirements students must pass at least one unit of the Mathematics course in which they are enrolled in Year 11 and 12.

Assessment	Students will complete six (6) pieces of assessment over the course: 2 assignments and 4 end of term exams.
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities
Textbooks Required	Access is provided to a suite of digital and online resources
Specific Equipment	• Sharp scientific calculator (accessed by students through SRS fees in classrooms) • Protractor • Compass • Ruler • Graph paper (5mm) General Stationery Requirements –Refer to last page of this document.
Cost	Nil

Please note: The fee structure above is indicative only and subject to change in 2026.

Maths faculty subject progression flowchart



Introduction

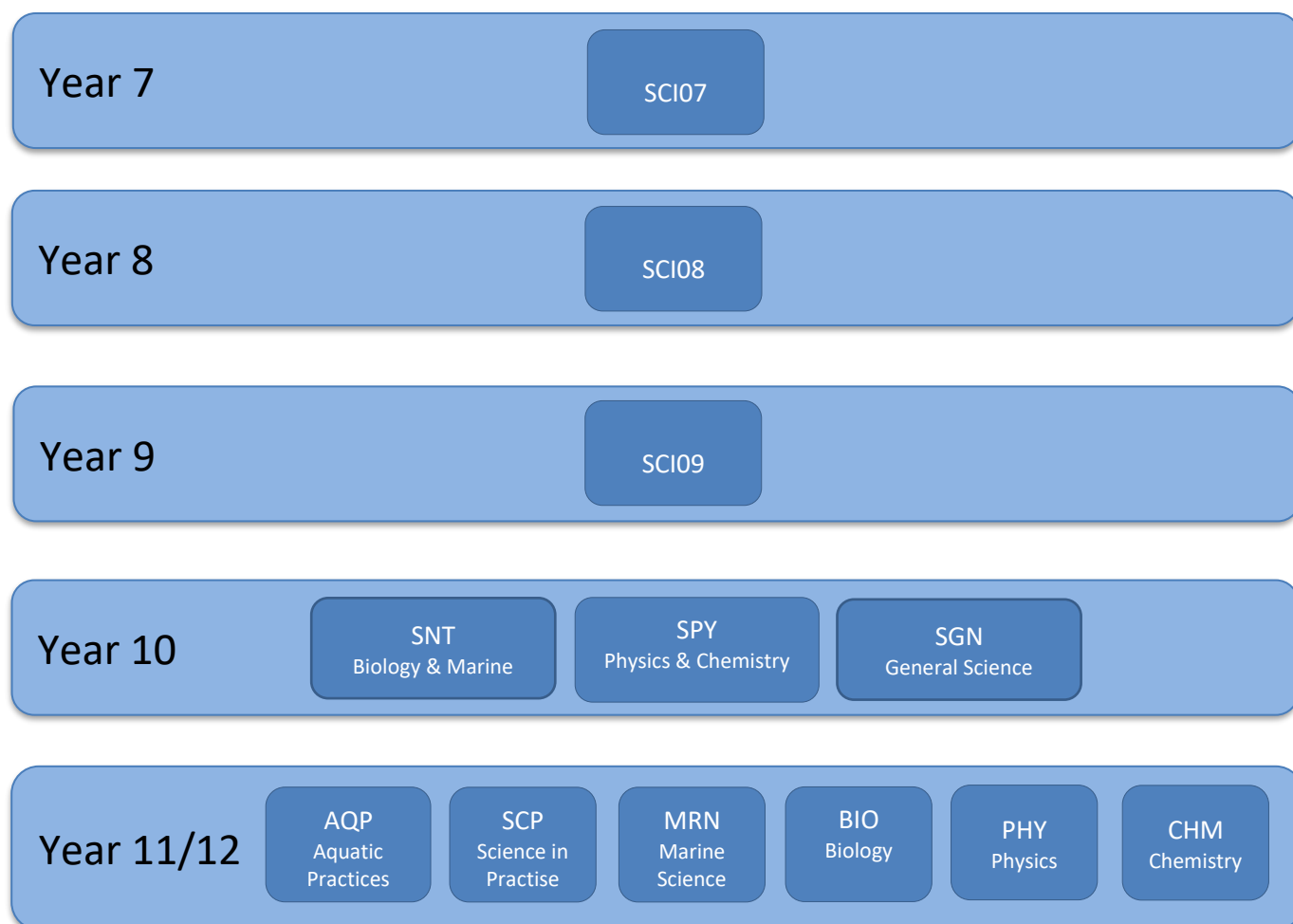
Science provides a way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour 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 knowledge is contestable and is revised, refined and extended as new evidence arises.

UNIT CODE	SCI08
Unit Title	Science
Recommended Prior Learning	Year 7 Science
Science Strands	The Year 8 Science course implements the National Curriculum and is built around three strands: Science understanding: students learn to select and integrate appropriate science knowledge to explain and predict phenomena and apply that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories, and models that have been established over time. Science as a human endeavour: students learn about the nature of science, including the role of science inquiry in developing science knowledge, and the factors that affect the use and advancement of science. Science inquiry: this is concerned with investigating ideas, developing explanations, solving problems, drawing valid conclusions, evaluating claims, and constructing evidence-based arguments. Students learn the essential practices of science, including identifying and posing questions; planning, conducting, and reflecting on investigations; processing analysing and interpreting evidence; and communicating findings.
Expected Outcomes	By the end of Year 8, students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies, and regulations.
Other important information	Science 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. The 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. In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative

	thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity. The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.
Assessment	• Assessment includes a number of very different formats that cater to the strengths of all students. • Assessment may take the form of exams, practicals, reports, displays and presentations
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Science Experiment Activities – conducting safe work practices • Risk Level – Medium: Chemical Hazards – Science Experiments • Risk Level – Medium: Biological activities - Medium
Textbooks Required	Access to the Education Perfect site for interactive lessons, available on-line including apps.
Specific Equipment	General Stationery Requirements – Refer to last page of this document.
Cost	Nil

Please note: The fee structure above is indicative only and subject to change in 2026.

Science faculty subject progression flowchart



HEALTH AND PHYSICAL EDUCATION

Introduction

Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently.

In Health and Physical Education, students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

UNIT CODE	HPE08
Unit Title	Year 8 Health and Physical Education
Recommended Prior Learning	Nil
Unit Description	The aim of the Year 8 HPE course is to encourage healthy, safe and active participation in a non-threatening learning environment. It includes topics such as: • Adolescent Relationships • Alcohol and Drugs • Sport Development • Invasion Games
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.
Other important information	All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject
Assessment	• Research tasks • Folio of work • Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Volleyball, Touch, Netball, Basketball, Minor Games • Risk Level – High: Nil Please refer to the CARA section on the school website for more information on high risk activities.
Textbooks Required	Nil
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. General Stationery Requirements – Refer to last page of this document.
Cost	Nil

Please note: The fee structure above is indicative only and subject to change in 2026

CREST – AUSTRALIAN RULES FOOTBALL

Introduction

Students who are successful in their application for the BISHS CREST: AFL program will participate in an all-inclusive program that caters for individual needs for both males and females with the aim to create active, well rounded and committed young people with an interest in AFL. The program provides students in Years 7-9 with the opportunity to develop their skills and provide a genuine learning pathway with AFL as the lens for their studies. Students in the program will gain access to a high-quality sporting program with recognised accredited AFL coaches and teachers. Student's will participate in a tailored HPE curriculum and engage in extra curriculum AFL excursions and activities. The program not only develops strong sporting and physical competence, it also offers a comprehensive education in leadership, communication and team building skills. In Year 8, students will participate in 5 x lessons associated with AFL – 3 of these lessons will be delivered through their elective selection, with 2 of these lessons facilitated through their scheduled HPE class.

The program focuses on a holistic approach to talent development which is made up of 4 core areas:

1. Athlete Development: Enhancement of fundamental skills, game knowledge and performance habits.
2. Promoting personal Growth: Through the development of leadership skills, wellbeing, communication and teamwork.
3. Community: Increased participation in the Bribie Island and Moreton Bay AFL Communities, whether it's on the field as a player, or umpire, or off the field as a coach or volunteer at the local AFC club.
4. Future Pathways: Students will be provided with a range of career pathways through the practical experience in AFL and related areas such sports performance, sports psychology and nutrition along with the opportunity to gain qualifications in areas such as coaching and umpiring.

The AFL program will have direct alignment to senior pathways in the senior phase of learning including Certificate III in Fitness, Certificate II in Sports and Recreation and Senior Physical Education Extra-Curricular Experiences: Students will be engaged in a number of experiences from grade 7 to 12 that will help develop the student around our core aims of the program.

- The possible experiences that the students will have the opportunity to participate in are: Participation in competitions such as the AFLQ schools of Excellence Cup, Q Schools Competitions and Gala Days
- Mentoring by highly qualified coaches supported by AFL Accreditations
- Access to Professional AFL Education Programs including (Training Habits, Sports Psychology, Nutrition, recovery)
- Leadership development and team building days and activities
- Tailored Strength and conditioning programs and sessions
- Umpiring and coaching qualifications

UNIT CODE	CAF08 – Application Only
Unit Title	Year 8 CREST Australian Rules Football
Recommended Prior Learning	Experience and participation in Australian Rules Football
Unit Description	The aim of the Year CREST AFL program is to encourage healthy, safe and active participation in a non-threatening learning environment. It includes topics such as: • Tactical Awareness • Gameplay and Structure • Physical Training and Performance • Nutrition and Food Solutions Please note: This is a year long course and students will be expected to remain in this course for the entire year.
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject • Program is run by Level 2 Coaches and Teachers • Participation in competitions such as the AFLQ schools of Excellence Cup and Q Schools Cup • Entry and travel to competitions • Use of BISHS Player Kits on Match Days • BISHS AFL Polo Shirt • BISHS AFL Training Tee • AFLQ Umpiring qualification • Access to Professional AFL Education Programs including (Training Habits, Sports, psychology, Nutrition, recovery) • Leadership development and team building days and activities • Tailored Strength and conditioning programs and sessions • Use of High-Quality Sporting and Recovery Equipment • Recorded Performances- Analytical Software (Huddle)
Assessment	• Research tasks • Examination • Folio of work • Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Australian Rules Football games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear (football boots) and a mouthguard. General Stationery Requirements – Refer to last page of this document.
Cost	\$350.00

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CREST – Rugby League

Expectations:

Before committing to the CREST: Rugby Sports program, it is important that you review the code of conduct with your child to fully understand and be aware of the commitments required to be a successful Rugby sports excellence student.

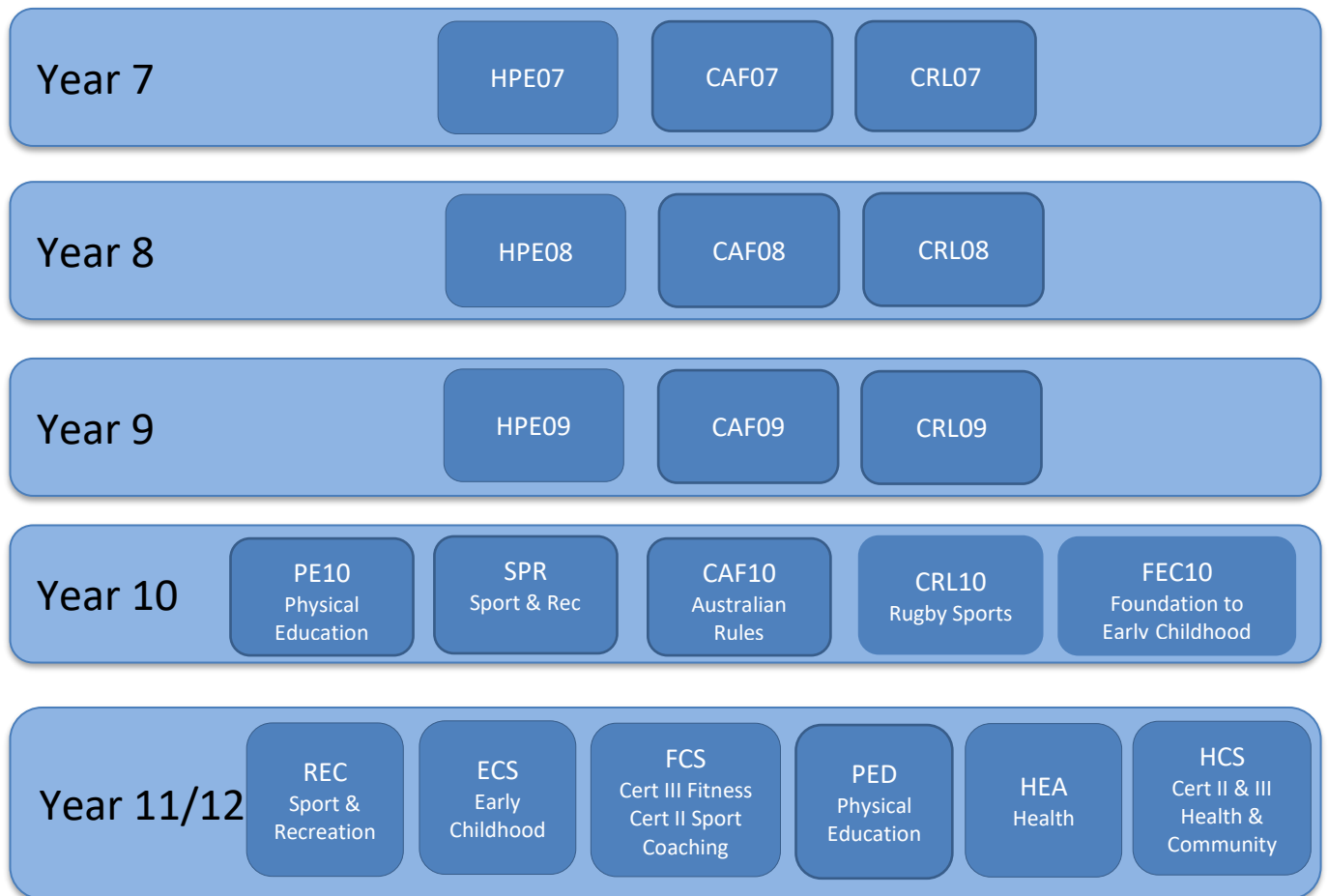
Students should demonstrate:

1. Commitment to sporting pursuits and willingness to work within a team environment
2. A desire and ability to play Rugby sports (Rugby League, Touch, Oz Tag)
3. School attendance is at 90% and provide explanations for any absences
4. Abide by the school's behaviour expectations
5. Wear the School Uniform in correct manner at all times
6. Students are expected to participate in all school Rugby League games
7. Demonstrate sportsmanship and fair play at all times
8. All students will be required to sign an agreement and pay annual fee (TBD) which includes; additional training gear, bus levies and the cost of extra-curricular activities. Any additional camps or excursions will incur additional costs.

UNIT CODE	CRL08 – Application Only
Unit Title	Year 8 CREST Rugby League
Recommended Prior Learning	Experience and participation in Rugby League
Unit Description	The aim of the Year CREST Rugby League program is to encourage healthy, safe and active participation in a non-threatening learning environment. It includes topics such as: • Tactical Awareness • Gameplay and Structure • Physical Training and Performance • Nutrition and Food Solutions Please note: This is a year long course and students will be expected to remain in this course for the entire year.
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject • Program is run by 2 level coaches & teachers • Participation in competitions such as Q Schools Cup, Justin Hodges 9's, All Schools Touch & OZ Tag • Entry & travel to competitions • Use of BISHS player kits on match days • BISHS rugby sport shirts & training tee • Mentoring by highly qualified coaches supported by the NRL • Access to professional NRL Education Programs • Leadership development & team building day with activities • Use of high quality Sporting & Recovery Equipment • Recorded Performances-Analytical software (Huddle)
Assessment	• Research tasks • Examination • Folio of work • Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Rugby League Football games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Textbooks Required	Nil
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear (football boots) and a mouthguard. General Stationery Requirements – Refer to last page of this document.
Cost	\$350.00

Please note: The fee structure above is indicative only and subject to change in 2026.

Health and Physical Education faculty subject progression flowchart



Introduction

The Year 8 Humanities curriculum provides students with a strong understanding of the Geographical, Historical, and Civics & Citizenship and the principles that underpin these disciplines. In Geography, students undertake an examination of the units Landforms and Landscapes and Changing Nations. In History, students will conduct extensive studies from a civilisation of their choice within the Middle Ages. Finally, in Civics & Citizenship students investigate our current system of government and how it aims to protect all citizens, as well as our rights as freedoms as Australian Citizens.

The content at this year level involves two strands, Knowledge and Skills. These strands are interrelated and should be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

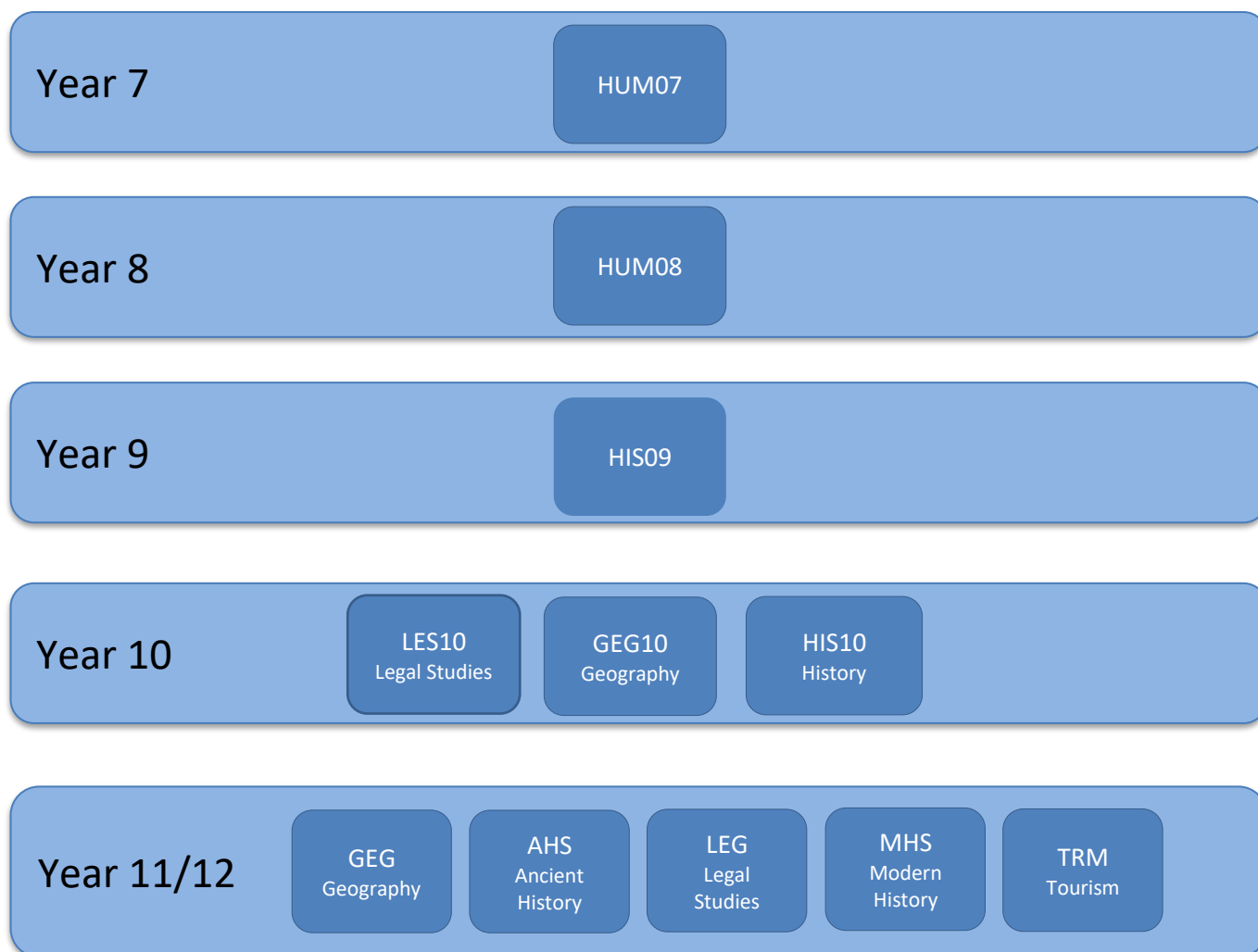
- What key beliefs and values emerged and how did they influence societies?
- What key beliefs and values emerged and how did they influence societies?
- In what ways are modern landscapes and landforms changing and what role do humans play in this changing environment?
- How has urbanisation impacted upon the growth and development of nations across the globe? How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- What are the freedoms and responsibilities of citizens in Australia's democracy?

UNIT CODE	HUM08
Unit Title	Year 8 Humanities
Recommended Prior Learning	Nil
Unit Description	Semester 1: A Changing World This unit focuses on the areas of History. The topics covered are: • Medieval Europe • The Black Death • Shogun Japan • Democratic Australia Semester 2: A Changing World This unit continues the focus on Geography. The unit looks at the two issues: • Landscapes and landforms • Changing Nations
Expected Outcomes	The content provides opportunities to develop historical and geographical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.
Other important information	Humanities is a compulsory subject in Years 7 and 8. The Year 7 and 8 program focuses on a range of studies from the disciplines of History, Geography and Civics. These studies incorporate the values, processes and strands listed above. The Year 10 course is the school's Introduction to Senior Subjects program. It is designed to give students a 'taste' of the relevant senior Social Science courses. Students will study units that lead to subjects including: Ancient History, Geography, Legal Studies, Modern History and Tourism
Assessment	• Folio Assignment • Research Assignment • Exam • Practical Exams

Curriculum Activity Risk Assessment (CARA)	Risk Level – Medium: Classroom curriculum activities, walks down to Passage during class time to study the coast line and the uses it's put to.
Textbooks Required	Humanities Alive 8
Specific Equipment	General Stationery Requirements – Refer to last page of this document.
Cost	Nil

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Humanities and Social Sciences faculty subject progression flowchart



Introduction

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- 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 and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

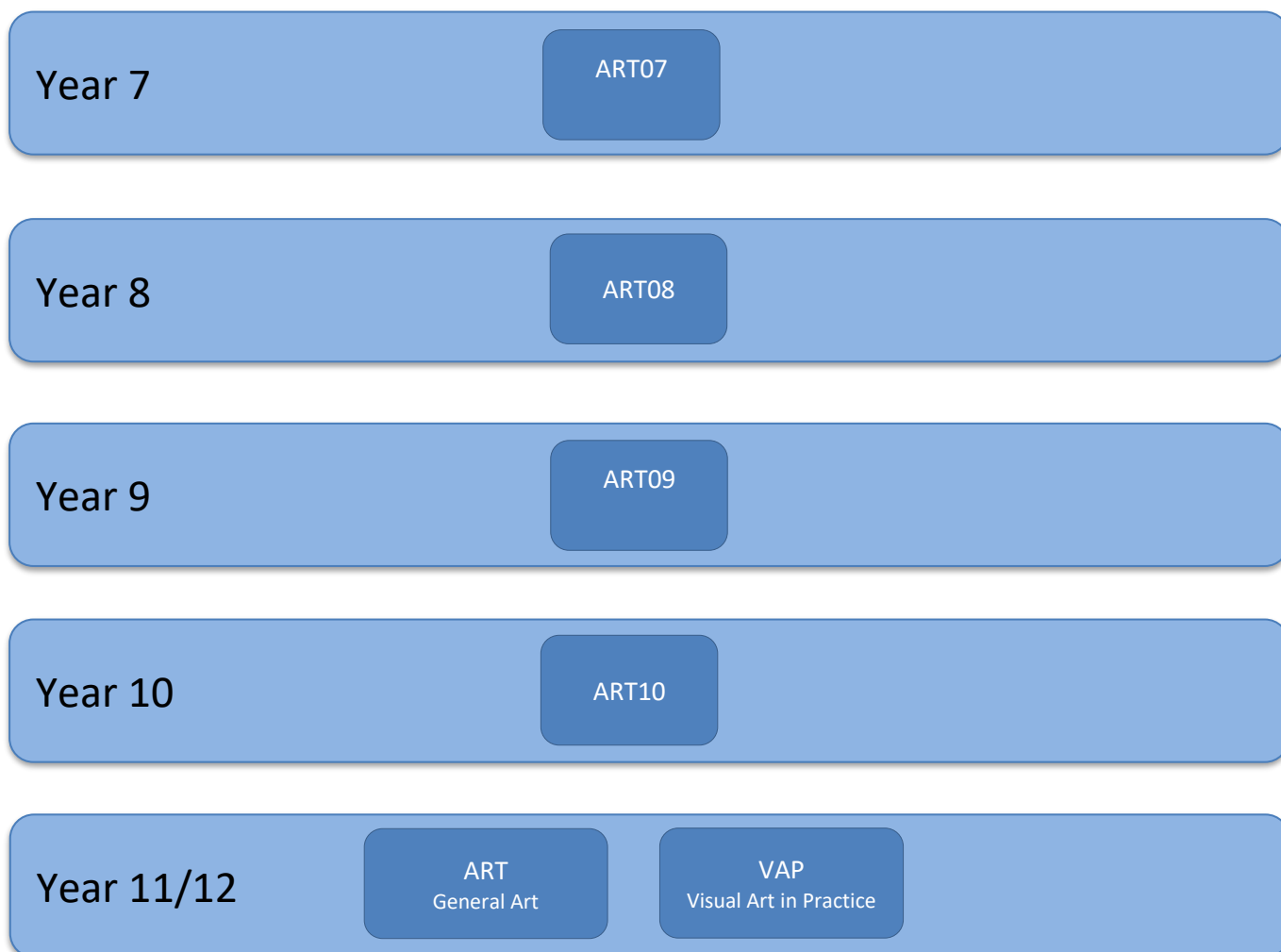
In each of the Arts strands students will be assessed in line with ACARA guidelines in the dimensions of making and responding.

UNIT CODE	ART08
Unit Title	Year 8 Art
Recommended Prior Learning	Nil
Unit Description	Unit 1 "Crazy Creatures" This unit builds and expand on the concepts, processes and applications covered in year 7. This unit focuses on forms and styles of representation in 2D and 3D art such as sculpture and painting. Students will create a folio of 2D and 3D work that explores the elements of art: tone, form texture and colour.
Expected Outcomes	By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.
Other important information	In the junior school students may choose which strand or strands of the Arts to specialise in. It is important to note that students may choose a wide number or all of the Arts subjects to study. These choices will allow students to continue to study the Arts in the senior phase of learning. Art in the junior phase of learning leads to senior Visual Art and further study at a tertiary level. Students who study Art in the junior phase may also choose Visual Arts in Practice; which has a larger design approach than Visual Art.

Assessment	• Making Tasks • Responding Tasks • Assessment tasks include: Drawing folio, 3D folio, paint folio written responding task
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Painting and drawing with toxic materials, Printmaking • Risk Level Medium: Ceramics, Managing hazardous materials in art
Textbooks Required	Nil
Specific Equipment	Apron: Cotton drill bib aprons are provided by the school; however, students are able to purchase their own if chosen to do so. General Stationery Requirements – Refer to last page of this document.
Cost	\$65.00 per semester

Please note: The fee structure above is indicative only and subject to change in 2026.

Arts faculty subject progression flowchart – Visual Arts



Introduction

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

UNIT CODE	DAN08
Unit Title	Year 8 Dance
Recommended Prior Learning	Nil
Unit Description	Moving Underground – Hip Hop / Contemporary / Cultural First term: In this unit, students will explore forms of dance popular in today's culture. They develop a socially critical approach to the functions and purposes of popular dance in various contexts and the ways in which dance sequences reflect popular culture of today's youth. Students will learn steps that are characteristic to today's hip-hop and funk dance styles. Second term: In this unit, students make and respond to dance cultures, from local, Australian and global contexts, that reflect and identify, self-expression and community values. This unit is based around the exploration of Australian stimuli and students gain knowledge and understanding of various choreographic processes and contemporary dance techniques.
Expected Outcomes	In addition to the overarching aims of the Australian Curriculum: The Arts, dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop: body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently choreographic and performance skills and appreciation of their own and others' dances aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences
Other important information	Dance in the junior phase of learning leads to senior Dance and further study at a tertiary level
Assessment	Making – Choreographing, Performing and Responding
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities Risk Level – Medium: Exploring movement and creating a dance
Textbooks Required	N/A
Specific Equipment	Suitable pants for dancing General Stationery Requirements – Refer to last page of this document.
Cost	\$50.00 NB: This a year long course. Students are expected to remain in this subject all year

Please note: The fee structure above is indicative only and subject to change in 2026.

What is the CREST Dance Program?

Students in this program will:

- Learn and perform choreography across a range of Dance genres
- Create and perform choreography across a range of Dance genres
- Advance audience etiquette skills through participation at competitions and classroom showcases
- Explore artistic works from First Nations Artists and artists from other cultures
- Expand interpersonal and leadership skills through teaching original choreography to classmates

Students will be provided with the opportunity to perform in multiple eisteddfods throughout the year, school assembly performances and whole school productions. Bribie Island State High School Dance Program participants will also have opportunities to engage with external professionals to expand and develop their Dance skills and abilities.

Bribie Island State High School is looking for students who are passionate, innovative, motivated, respectful and resourceful. We are looking for students with a variety of skills including the ability to work as a team, trust and listen to others. While many have performing experience, we recognise that some students may not have had access to performance opportunities and we are keen to identify students who have potential.

Expectations

We are seeking applicants who are interested in the area of Dance, and want to develop their skills over the 6 years that they are enrolled at Bribie Island State High School. Although the expectation is not that they choose this as a career, our Dance Program provides students with high-level skills that become invaluable in the real world.

Dance is not merely about performing. We are looking for a range of qualities including:

- Enthusiasm and motivation
- Commitment
- Willingness to learn
- A passion for Dance and the Performing Arts

Personal Qualities

- Ability to work effectively as part of a group
- Leadership qualities
- Motivation for wanting to be an active part of the program
- An effective and enthusiastic manner
- A willingness to accept unfamiliar tasks and challenges
- Aptitude and eagerness to learn and approach new material and concepts

Our Dance Agreement

In Dance, we commit to engaging with all activities, dances and requirements during rehearsals, events and excursions. We ensure that all members of the dance team are made to feel welcome and that all comments are positive. As a team, we support each other and encourage all members, teachers and visitors.

Students who are selected for the CREST: Dance Program will be committed to the course for a minimum of 1 year, unless the student does not meet the expectations outlined as above as determined by the school. Students will have the opportunity to re-apply for the Program each subsequent year

UNIT CODE	CDA08 – Application Only
Unit Title	Year 8 CREST Dance
Recommended Prior Learning	Nil
Unit Description	First term: In this unit, students will explore forms of dance popular in today's culture. They develop a socially critical approach to the functions and purposes of popular dance in various contexts and the ways in which dance sequences reflect popular culture of today's youth. Students will learn steps that are characteristic to today's hip- hop and funk dance styles. Second term: In this unit, students make and respond to dance cultures, from local, Australian and global contexts, that reflect and identify, self- expression and community values. This unit is based around the exploration of Australian stimuli and students gain knowledge and understanding of various choreographic processes and contemporary dance techniques.
Expected Outcomes	In addition to the overarching aims of the Australian Curriculum: The Arts, dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop: body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently choreographic and performance skills and appreciation of their own and others' dances aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences
Other important information	• Program ran by Qualified Dance Teachers • Costumes for performances • Full-day dance workshop, including: • Team building • Nutrition talk • Strength and flexibility training • Hip hop and musical theatre sessions • Stage hair and makeup demonstration • Performance showcase • Entry, travel, and competitor pass to the competition • BISHS Dance polo shirt • Recorded Performances- Analytical Software • Strength and Flexibility Training • Performance Showcases
Assessment	Making – Choreographing, Performing and Responding
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Exploring movement and creating a dance
Textbooks Required	N/A
Specific Equipment	
Cost	\$300.00 NB: This a year long course. Students are expected to remain in this subject all year
Extras not included	• Black jazz shoes (cannot be shared; most kids have already purchased) • Tights (specific to the dance style) • Tan underwear • Basic hair and makeup for performances

Please note: The fee structure above is indicative only and subject to change in 2026.

Arts faculty subject progression flowchart – Dance



Introduction

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

In each of the Arts strands students will be assessed in line with ACARA guidelines in the dimensions of making and responding.

UNIT CODE	DRA08
Unit Title	Year 8 Drama
Recommended Prior Learning	Nil
Unit Description	Unit 1 'Burnt': Students explore a powerful play script that allows them to explore the elements of Drama and develop their stagecraft skills. Throughout this unit, students will create an understanding of real-world experiences. The unit seeks to draw on individual creativity, while encouraging a collaborative project with a difference. Unit 2 'The Arrival': Students explore the global issues associated with migrants within the beautifully illustrated picture text 'The Arrival' by Shaun Tan. They explore the Dramatic Languages with more depth, and create Collage performances in response. Students may conclude with a public performance. Students engaging with these units will learn what it takes to draw in an audience and entertain them, while delivering powerful messages. As a result, spoken, written and performance skills are developed, through an engaging, fun, real world approach to Drama.
Expected Outcomes	By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Other important information	Drama in the junior phase of learning leads to senior Drama and further study at a tertiary level
Assessment	Students will be assessed in the assessable elements of Making (devising / scriptwriting) and Responding (critiquing / analysing)
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – Low: Vocal and physical activities.
Textbooks Required	A variety of play texts are provided for student use in Drama.
Specific Equipment	Stage Blacks, as a base for all performance costumes. Black t- shirt and black long pants or leggings. General Stationery Requirements – Refer to last page of this document.
Cost	\$50.00 per semester

Please note: The fee structure above is indicative only and subject to change in 2026.

Arts faculty subject progression flowchart – Drama



Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

UNIT CODE	MUS08
Unit Title	Year 8 Music
Recommended Prior Learning	Nil
Unit Description	Instrumental Mastery: Building Skills and Musicality: Through making and responding, students will investigate how music is used for different purposes and audiences. Students will continue to improve or learn skills in basic keyboarding, guitars, voice or drum instruments.
Expected Outcomes	By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.
Other important information	Music in the junior phase of learning leads to senior Music and further study at a tertiary level
Assessment	Students will be assessed within the strands of Making (Performance/Composition) and Responding (Reflection/Analysis)
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Specific Equipment	General Stationery Requirements – Refer to last page of this document.
Cost	\$50.00 per semester

Please note: The fee structure above is indicative only and subject to change in 2026.

Arts faculty subject progression flowchart – Music in Practice



Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

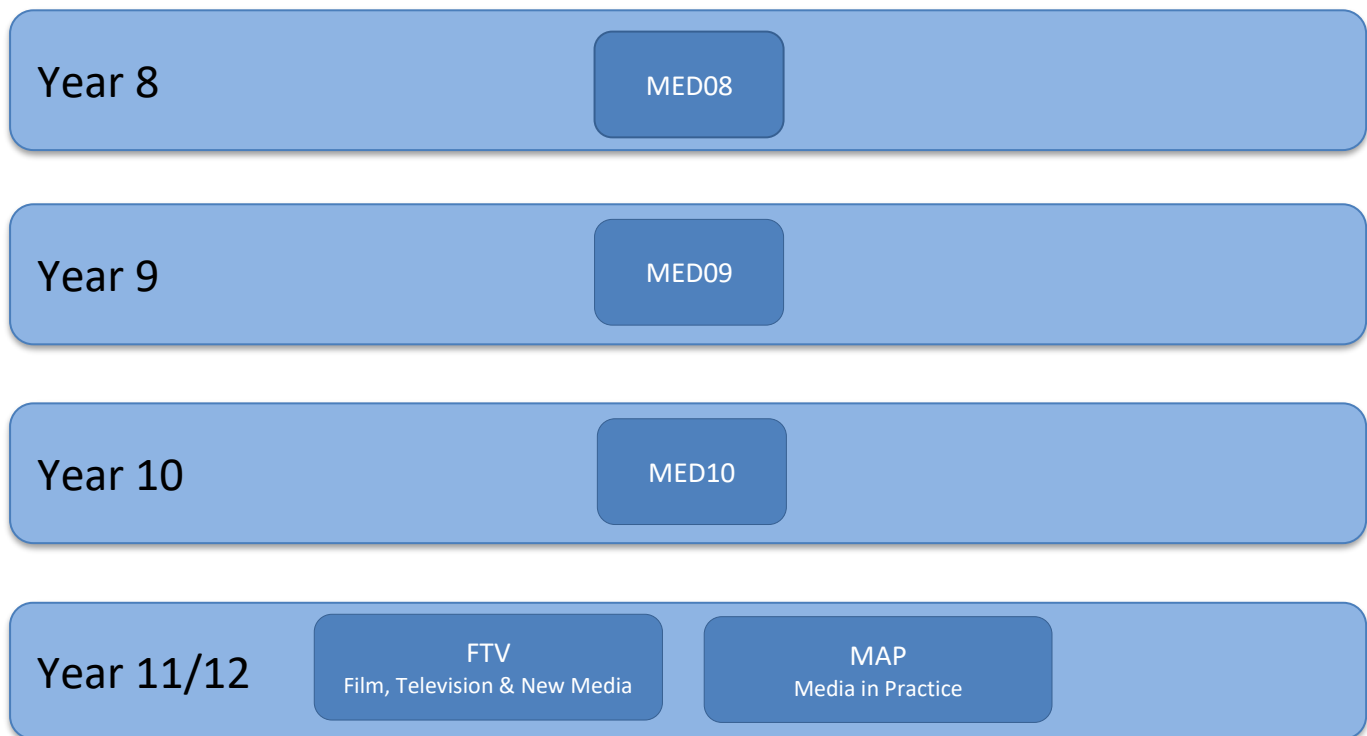
Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

UNIT CODE	MED08
Unit Title	Year 8 Media
Recommended Prior Learning	Nil
Unit Description	Building Media Foundations: Through Making and Responding, students will investigate how media products are created and how this can change for different audiences and purposes. Students will explore a variety of Media Arts texts and will design and create their own Media products. Students will develop skills in cinematography, sound, lighting, editing and analysis.
Expected Outcomes	By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.
Other important information	Media in the junior phase of learning leads to senior Media and further study at a tertiary level
Assessment	Students will be assessed within the strands of Making (Design/Production) and Responding (Critique)
Curriculum Activity Risk Assessment (CARA)	Risk Level – Medium: Classroom curriculum activities including use of cameras, sound equipment, lighting equipment and green room.
Cost	\$50.00 per semester

Please note: The fee structure above is indicative only and subject to change in 2026.

Arts faculty subject progression flowchart – Media



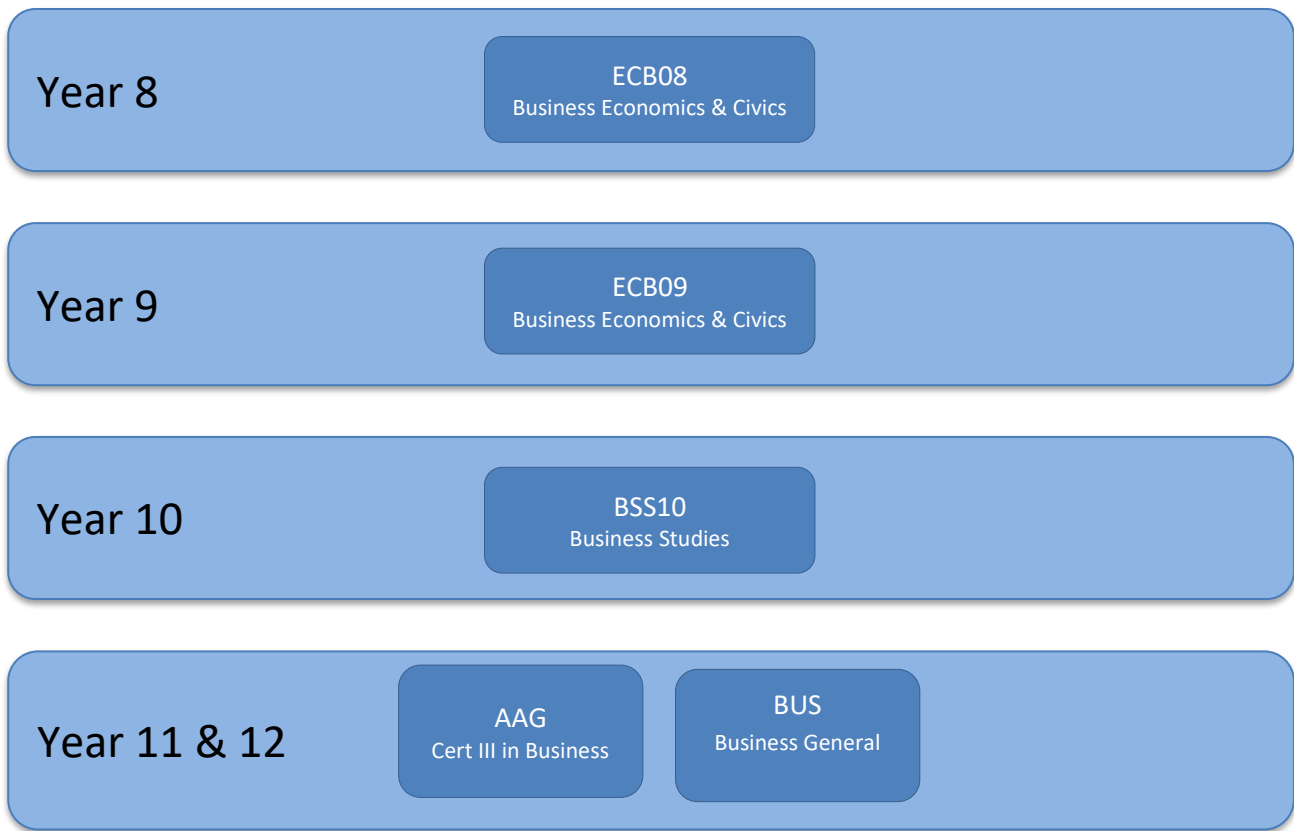
Introduction

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Our world is changing more rapidly than at any other time in history with significant changes in how business and workplaces operate. Students in business explore aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions. It is important that students understand how economics and business will affect them in their future.

UNIT CODE	ECB08
Unit Title	Year 8 Business & Economics & Civics
Recommended Prior Learning	Network connected BYOD compliant digital device
Unit Description	Term 1: Consumer Awareness : Students will demonstrate consumer rights and responsibilities, propose a range of responses to business issues. Term 2: Marketing Students will explore and develop a marketing strategy and develop a package of marketing materials for a local business.
Expected Outcomes	• Demonstrate knowledge and understanding of rights and responsibilities of consumer and businesses/business marketing. • Present reasonable arguments and evidence-based conclusions in a range of formats using business conventions, language and concepts. Propose, design and create a range of alternative responses/solutions to a business issue.
Other important information	Students in Years 8 and 9 can choose to study business electives and in Year 10 can choose to study Introduction to Business. It is recommended that students who are aiming to study General Business in Years 11 and 12 should try to take junior business subjects.
Assessment	• Project • Portfolio
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Nil
Specific Equipment	Students must bring a network connected digital device to each class (must meet the minimum specifications. Refer to the BYOD (Bring Your Own Device)
Cost	Nil

Please note: The fee structure above is indicative only and subject to change in 2026.

Business Economics faculty subject progression flowchart



DIGITAL TECHNOLOGIES

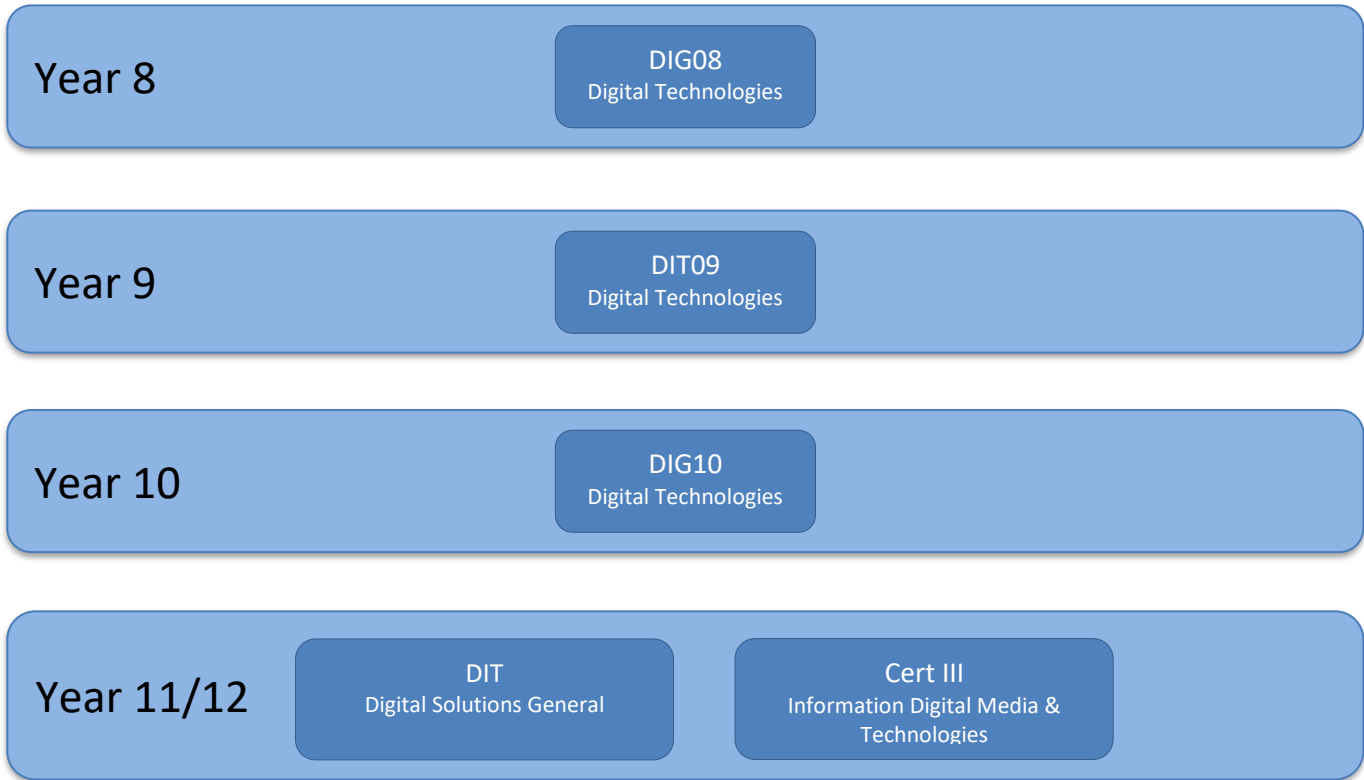
Introduction

Our world is changing more rapidly than at any other time in history with the influence of technology spreading to touch every aspect of our lives. As such it is important that students not only understand technology but understand how to use technology as a tool to create. In Digital Technologies students use digital systems, digital information and computational thinking to create solutions that enable the articulation of human knowledge. They develop understanding of the relationship and interconnectedness between the components of digital systems in authentic situations. They consider social, cultural, legal, environmental and ethical issues. They use computational thinking methods and strategies to understand and solve information problems.

UNIT CODE	DIT08
Unit Title	Year 8 Digital Technology
Recommended Prior Learning	Network connected BYOD compliant digital device
Unit Description	Term 1: Minecraft Programming Students will be introduced to the world of programming in Minecraft Education Edition in order to create sculptures, buildings and activities. They will undertake tasks and tutorials that cover a range of programming elements. Term 2: Robotics Students will be introduced to Lego Robotics. They will be able to create a robot using Lego pieces and program the robot to complete a custom-built course. Students will also learn how to code and attach additional parts to their robots for additional tasks.
Expected Outcomes	- Students will be able to create a structure or game in Minecraft Education using programming principles - Students will be able to design a robot and create a program in order to complete a course.
Other important information	Students in Years 8 and 9 can choose to study digital technology electives and in Year 10 can choose to study Introduction to Digital Technologies. It is recommended that students who are aiming to study Digital Solutions in Years 11 and 12 should do all information technology elective subjects. Students wishing to study digital technology, web design and development, game development and programming are encouraged to study any Digital Technology subject which provides students with a snapshot of the type of study students may focus on at university level.
Assessment	- Projects - Practical Exercises
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Nil
Specific Equipment	Students must bring a network connected digital device to each class (must meet the minimum specifications. Refer to the BYOD (Bring Your Own Device General Stationery Requirements – Refer to last page of this document.)
Cost	\$35.00 per semester

Please note: The fee structure above is indicative only and subject to change in 2026.

Digital Technology faculty subject progression flowchart



DESIGN TECHNOLOGIES

These will have a design focus or textiles

UNIT CODE	DMT08
Unit Title	Materials and Technologies Specialisations
Recommended Prior Learning	Network connected BYOD compliant digital device.
Unit Description	Activities could include: • Computer Aided Drafting (CAD) using 3D Modelling software • 3D printing • Producing design products using a Laser Cutter • Creating design solutions in Adobe Illustrator software • Producing digital design folios which document the research and development of design solutions. • Producing prototype artefacts using modelling and resistant materials
Expected Outcomes	• Students engage in creative and critical thinking and manage projects from the identification of needs or opportunities to conception and realisation. • Students explore scenarios, generate and develop ideas, research, investigate, experiment and test. Students realise solutions by working technologically using technologies processes and production that use their hands, tools, equipment, data and digital technologies, and natural and fabricated materials.
Other important information	<u>All students must have their own laptop</u> to participate in the learning activities.
Assessment	• Design portfolio - with research and development evidence. • Generating computer aided drawings • Producing prototype models and artefacts
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities, Soldering, Laser Cutting, 3D Printing, using hand tools.
Textbooks Required	Nil
Specific Equipment	Students must bring a network connected digital device to each class . Stationery Requirements – Refer to last page of this document.
Cost	\$35.00 per semester

Please note: The fee structure above is indicative only and subject to change in 2026.

DESIGN TECHNOLOGIES

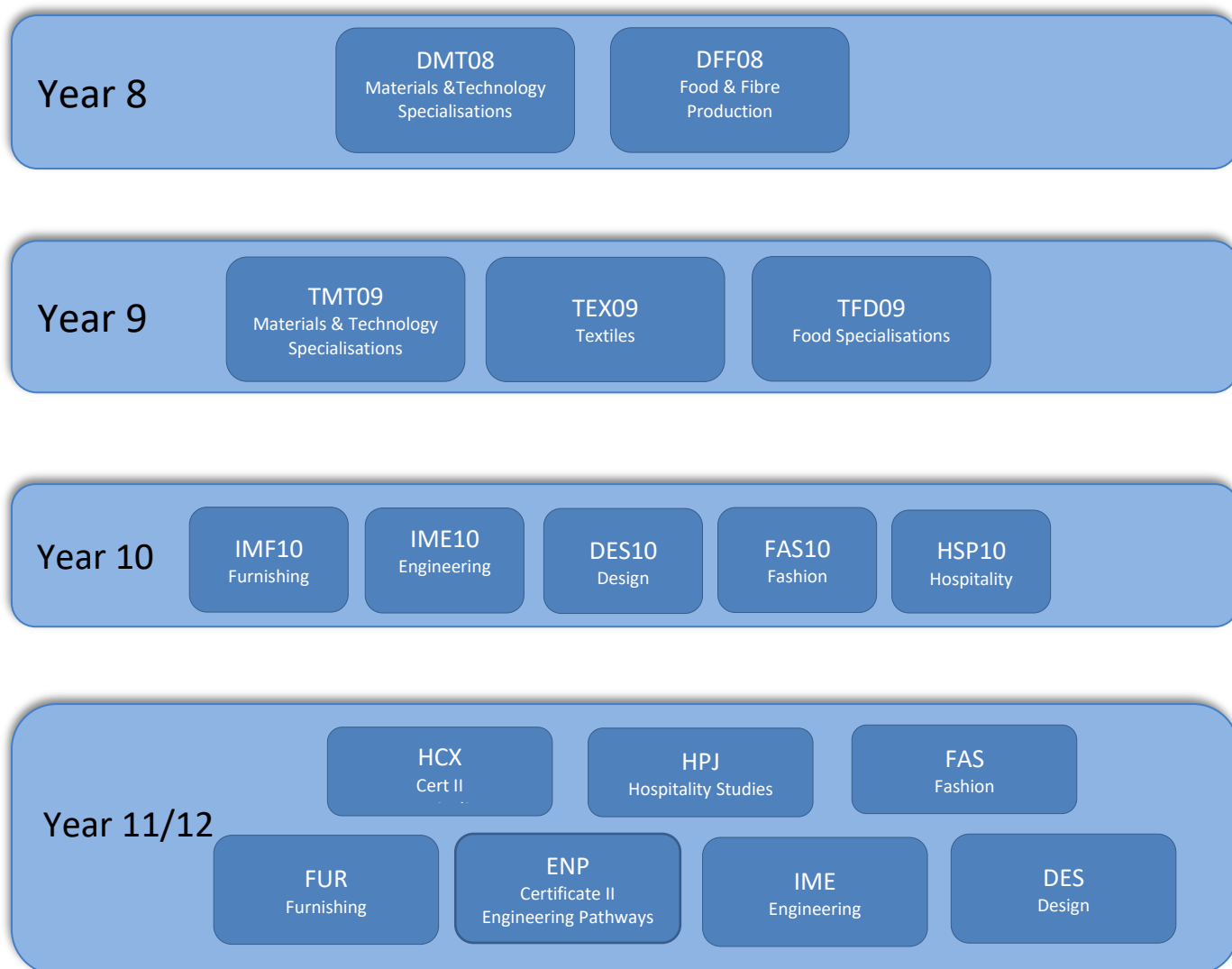
Introduction

Design Technologies learning area is characterized by students engaging with and creating solutions in the food and textile content.

UNIT CODE	DFF08
Unit Title	Technologies Food and Fibre (Cooking and Sewing)
Recommended Prior Learning	Nil
Unit Description	- The food studies curriculum is designed to not only develop food and nutrition knowledge and preparation skills, but also aimed to cultivate an appreciation of the use of both fresh and convenience food in health cookery. Students are exposed to the concept of pasture to plate and food sustainability. - The textiles curriculum is designed to upskill students in all areas of the production process. They will explore on pattern design, fabric use and characteristics for intended purpose, appropriate equipment selection use: and construction techniques to produce a quality end product. Simple embellishment techniques will be explored to individualize product.
Expected Outcomes	Students engage in creative and critical thinking and manage projects from the identification of needs or opportunities to conception and realisation. They explore scenarios, generate and develop ideas, research, investigate, experiment and test. Students realise solutions by working technologically using technologies processes and production that use their hands, tools, equipment, data and digital technologies, and natural and fabricated materials.
Other important information	The course comprises of sewing / textiles activities.
Assessment	Practical Performance and Evaluation Design Challenge Assignment Written Exam
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – Medium: Food handling. Risk Level – High: Maintaining a safe kitchen. Please refer to the CARA section on the school website for more information on high risk activities.
Textbooks Required	Nil
Specific Equipment	Students must bring a network connected digital device to each class . Stationery Requirements – Refer to last page of this document.
Cost	\$65.00 per semester

Please note: The fee structure above is indicative only and subject to change in 2026.

Design Technologies faculty progression flowchart



Financial Commitments

Financial Commitments

The information that you are about to read will assist you in making an informed decision regarding your financial commitments and ensure your student is equipped to commence the school year. Financial commitments will include stationery items, camps, excursions and joining the voluntary Student Resource Scheme.

Why pay the Student Resource Scheme (SRS) fee before the school year begins?

We ask for all parents and carers to pay fees in full on or before the start of the school year, so that student learning materials and books may be purchased early and discounts secured through early payment and bulk ordering. All students will then have the opportunity of accessing their resources when they commence school.

Payment options and methods

Parents are asked to indicate on the participation form the preferred method of payment. Payment can be made at the school's finance office by cash, cheque, EFTPOS, credit card or online via QParents, BPOINT, BPOINT direct debit or Centrepay. The school provides a range of payment options to suit your financial situation.

Family discount

Due to the low cost of the SRS scheme, we are unable to offer family discounts. However, we do offer a range of extended payment plans for families.

Non-compulsory (enrichment) activities and curriculum related excursions

Opportunities for students to participate in various excursions may occur during the school year. The SRS scheme does not include such activities. Before a student can be considered for any of the above activities, a parent who has joined the SRS scheme is expected to have:

- fully paid the student resource scheme and user pays fees; or
- have made regular on-going payments towards the student resource scheme and user pays fees, as previously arranged with the school Finance Office or Principal on an official "payment plan"; and
- students must also maintain appropriate behaviour and full compliance with the Dress Code.

Financial difficulty

Anyone experiencing financial difficulty and wishing to pay the fees over an extended period should phone the school's Finance Office to arrange an appointment on 3400 2457. It is our intention to encourage all families to join the scheme and enjoy its benefits.

Equity Program

The school has special arrangements available for students who are not able to purchase laptops. An Equity Program has been established to support families with genuine financial hardship. Applications must be made directly to the Principal annually. The Equity Program provides parents/caregivers and students access to a school owned device if they are not able to purchase a device for their student. It is designed for parents suffering severe financial hardship, who have a healthcare card or for students in care. Devices will be issued based on greatest need and any enquires may be made by contacting the school. This Equity Program Application form must be signed and returned to the school before a school owned equity device will be approved and connected to the school network.

Refund of SRS Scheme fees

If a student, having paid a participation fee, leaves the school through the year, a refund will be made to the parent, calculated on the participation fee paid, less the cost of consumed materials and the replacement cost of scheme items that are lost or negligently damaged or not returned, plus the pro-rata Textbook and Resource Allowance calculated on a 40-week school year basis. Please refer to the school refund policy for a full review of refund terms and conditions.

Stationery items – general requirements

These will need to be purchased by individual students / parents / caregivers.

- 1 Exercise book or loose-leaf folder per subject (**one book with multiple sections is not appropriate**)
- Red, blue and black pens and coloured pencils
- Ruler
- Pencil, sharpener, eraser
- Glue stick

YEAR 8 Student Resource Scheme (SRS) Fees

Supplied under SRS scheme	Item Charged at Cost	SRS Participation fee
ENGLISH - Text hire: class novel for unit of work	\$5.00	\$2.00
ENGLISH - Resources	\$3.00	\$2.00
ENGLISH - Consumables	\$6.00	\$4.00
ENGLISH – Stationery	\$3.00	\$2.00
Online textbook (Education Perfect or Alternative)	\$400.00	\$87.00
MATHEMATICS - Reflex Math Annual Subscription	\$40.00	\$2.00
MATHEMATICS - Student folios for both summative assessment and formative classroom activities	\$2.00	\$2.00
MATHEMATICS - Resources	\$16.00	\$4.00
MATHEMATICS - Stationery	\$23.00	\$13.00
MATHEMATICS - Calculator - Kept in classrooms for your student for Years 7-8	\$25.00	\$10.00
SCIENCE - laboratory equipment: e.g. glassware, Bunsen burners, gauze mats, crucibles, evaporating basins, microscopes, slides, tripods, thermometers, safety glasses, spring balances.	\$50.00	\$4.00
SCIENCE- Consumables.	\$15.00	\$7.00
SCIENCE- Resources	\$10.00	\$3.00
SCIENCE - STEM equipment: e.g. Spheros, Makey Makeys, Microbit, McQueen robot, Little Bits, Drones	\$50.00	\$1.00
HUMANITIES - Consumables	\$4.00	\$2.00
HUMANITIES - Stationery	\$5.00	\$2.00
THE ARTS - Student Consumables	\$150.00	\$50.00
THE ARTS - Music – Musical instruments used for practical work keyboards, drums, drum sticks used, guitars & music scores printed by teacher.		
THE ARTS – Dance/Drama – Access to recorded premiere pro or photoshop, access to video camera for activities		
TECHNOLOGY – Adobe licensing fee	\$115.00	\$11.00
TECHNOLOGY – Compass electronic student diary	\$15.00	\$11.00
TECHNOLOGY – Yondr pouch	\$15.00	\$12.00
DESIGN TECHNOLOGY – (HEC – ITD) 1 term of Food & Fibre Production and 1 term of Materials Technology	\$90.00	\$50.00
• Ingredients & all materials		
• Ongoing online safety subscription		
• Personal safety equipment, gloves, safety glasses, apron, hair nets & packaging supplies		
HPE – Folio document wallets	\$4.00	\$2.00
Student Engagement – Values and career planning resources	\$45.00	\$10.00
Student Engagement – Presentation workshops	\$25.00	\$10.00
Photocopying	\$10.00	\$6.00
SUBTOTAL	\$1,166.00	\$328.00
Less: State Textbook and Resource Allowance (provided direct to School, based on 2025 grants)	-\$160.00	-\$160.00
TOTAL COST TO PARENT	\$1,006.00	\$168.00

Please note: The fee structure above is indicative only and subject to change in 2026.

Items excluded from the SRS scheme

General stationery requirements as outlined above, and materials required for student home assignment work.

Government textbook allowance

The Department of Education encourages schools to provide student resource schemes in an effort to reduce costs to parents. This allows books and materials to be purchased early and discounts to be secured through early payment and bulk ordering. To this end, schools with approval of the School Council, may elect to receive a direct bulk payment equivalent to the total of the Textbook Allowance for all students. In 2022, the Government Textbook Allowance paid to the school was \$130.00 for Years 7 to 10 and \$281.00 for Years 11 and 12. Our School Council has currently approved direct payment of the Government Textbook Allowance to the school in bulk.

Eligibility for government textbook allowance

All students are eligible to receive the Government Textbook Allowance, except for the following categories of students:

- students undertaking part-time study;
- international students and students on exchange programs; and
- students enrolled after the second Friday of Term 4.

Student Resource Scheme (SRS) fee

Every effort has been made to minimise costs to parents while ensuring that adequate resources are available for student use. Parents wishing to take advantage of the services provided by the SRS scheme, pay an annual fee and sign a contract agreeing to the conditions therein.

Great value

The SRS scheme represents excellent value and provides substantial savings to parents of students in all year levels. The cost of textbooks alone is a significant saving.

Participation in the SRS scheme

On the SRS scheme participation form, parents are asked to indicate whether they would like to join the voluntary scheme or not. Parents wishing to join the SRS scheme will need to sign the participation form indicating that they have read and understood the Terms and Conditions.

Non participation in the scheme

The school will provide a comprehensive list of all items that are covered under the SRS scheme applicable to your student (a general list is outlined in this document). It is the responsibility of non-participants of the scheme to purchase all the textbooks and resources provided by the scheme.

Bring your own device (BYOD) program

Students must bring their own device, however, it must meet the required specifications as outlined in the BYOD agreement. This device must be connected through our school network to provide protection and access. No stand-alone devices are allowed at school. Minimum specifications can be found on the last page.

SENIOR ASSESSMENT AND TERTIARY ENTRANCE SYSTEMS

About the new senior assessment and tertiary entrance systems

New senior assessment and tertiary entrance systems began in Queensland with students entering Year 11 in 2019. The new systems include:

- a model that uses school-based assessment and external assessment
- processes that strengthen the quality and comparability of school-based assessment
- introducing the Australian Tertiary Admission Rank (ATAR).

What are the key changes?

The new systems will include:

- a new senior assessment model that combines school-based assessment developed and marked by classroom teachers, with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA); and
- a move from the current Overall Position (OP) tertiary entrance rank to an Australian Tertiary Admission Rank (ATAR), as used by other Australian states and territories.

The reforms are the biggest change to senior education in more than 40 years.

Why change the current systems?

The senior assessment system in its current form began in the early 1980s, and the existing tertiary entrance system was introduced in 1992. In 2014, a report by the Australian Council for Educational Research found that while the existing arrangements are serving Queensland students well, they will not be sustainable over the longer term.

What will be different about senior assessment?

Year 12 students typically complete up to seven final assessments in each Authority subject. Under the new system, students will complete four assessments for each subject, leaving more time for teaching and learning.

In senior Authority subjects, three of these assessments will be school-based and one will be externally set and marked.

External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. They will generally contribute 25% towards a student's final result in most senior subjects. In mathematics and science subjects, they will generally contribute 50%.

New processes will also be used to strengthen the quality and comparability of school-based assessment. For example, under the new system, all school-based assessments will be endorsed by the QCAA before being used in the classroom.

What will be different about tertiary entrance?

Eligible students will be awarded an ATAR. The ATAR will replace the OP. ATARs will be calculated by comparing student results using a process known as 'inter-subject scaling', as used in a number of other Australian jurisdictions.

How will ATARs be calculated?

ATARs will be based on five subjects, which can either be:

- five Authority subjects; or
- four Authority subjects, plus one vocational education and training qualification at Certificate III or above; or
- four Authority subjects, plus one Subject Area Syllabus subject.

Students will have to satisfactorily complete an English subject to be eligible for an ATAR, but their English result will not be a mandatory inclusion in the calculation of their ATAR.

How should students choose their subjects?

As in the current system, students should choose subjects according to their learning goals, and what they enjoy and are good at. They should pay close attention to the prerequisite requirements of the courses they are considering for tertiary study.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) will remain as Queensland's senior school qualification. All eligible Year 12 graduates will be awarded a QCE now and in the future

MANAGING RISKS IN SCHOOL CURRICULUM ACTIVITIES

The Department of Education and Training and Bribie Island State High School is committed to the health, safety and well-being of students, staff and *others* involved in all curriculum activities conducted at schools or other locations. The Curriculum Activity Risk Assessment (CARA) enables schools to identify potential hazards, assess risks, and implement control measures to keep everyone safe. The workplace health and safety risk management process involves the following steps:

- Identify the potential hazards
- Assess the risk
- Decide on the control measures
- Implement the control measures
- Monitor and review.
- Appropriate risk management reduces the risk level of activities.

The majority of routine classroom curriculum activities undertaken with students involves minimal risk of safety and could therefore be considered of 'low' risk. As these types of activities have little inherent risk a formal written risk assessment is not required. High or extreme risk activities require formal risk assessment documentation which is available from the school's website <http://bribieislandshs.eq.edu.au/>. Appropriate approvals and permissions need to be given prior to students participating in these activities. Subjects chosen that include **High Risk** activities must be approved by the parent/carer by signing the consent section in the Student Resource Scheme Participation and Subject Selection form before students can participate. Subject chosen that include **Extreme Risk** activities must be approved by the parent/carer by signing the Activity Consent form before students can participate.

Please refer to the Curriculum Activity Risk Assessment (CARA) section of this booklet for more information on high and extreme risk activities.

Curriculum activity risk levels

Low	when there is little chance of incident or injury
Medium	when there is some chance of an incident or injury requiring first aid
High	when there is a likely chance of a serious incident or injury requiring medical treatment
Extreme	when there is a high chance of a serious incident resulting in a highly debilitating injury

Activity Risks & Insurance

The activity outlined above carries an inherent risk of physical injury occurring. Please note that the Department of Education and Training does not have personal accident insurance cover for students. If your child is injured as a result of an accident or incident, all costs associated with the injury, including medical costs are the responsibility of the parent/carer. Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may be also be covered by your provider. Any other costs must be covered by parents/carers. It is up to all parents/carers to decide what types and what level of private insurance they wish to arrange to cover their child.

Please take this into consideration in deciding whether or not to allow your child to participate in this activity. For more information about CARA go to - <http://education.qld.gov.au/curriculum/carmg>.

BRING YOUR OWN DEVICE PROGRAM

Technology at Bribie Island State High School

Schools are now educating a generation of students who have been born into a digital world. As the use of Information Communication Technology (ICT) continues to grow globally, students will increasingly demand an education that embraces ICT. To cater to these demands all students at Bribie Island State High School will be exposed to coding, programming and game and website development. The skills they develop through these studies will then enable them to solve problems through our robotics program and later on in Senior Information Technology Systems (ITS).

However, in order to provide these learning experiences students must have access to devices that support this learning. The goal when formulating a direction for technology access the school is to deliver options that are affordable as well as providing students the opportunity to satisfy their educational needs. As a result, the school has introduced the Bring Your Own Device (BYOD) program.

Bring your own device (BYOD) program

Bring Your Own Device (BYOD) is a relatively new information technology (IT) model that supports the learning of students in a 21st Century classroom. This model allows students to bring an IT device to school, provided it meets the specifications supported by the resources of Bribie Island State High School that best supports the students learning needs. The school will continue to support students by diagnosing IT issues and consulting with families if further action is required. It is expected that students will have an IT device ready for the first day of school.

Minimum specifications

In order to provide a consistent experience for students, it is important the device meets the specifications outlined below. This will ensure the device is able to connect to the school network, printing systems and ensure that digital content used in the classroom is compatible within the chosen device. See appendix 1 for a check list to help you when purchasing.

Software specifications

The only software requirement for student's personal device is that Microsoft Office 2010 or higher is installed. All Queensland state school students can now download multiple copies of the Microsoft Office 2016 to their personal home computers and mobile devices for free. Students who want the free software will need an active Managed Internet Service (MIS) login, school email account and password. Those who do not should contact their school's MIS administrator. The administrator will help students activate their MIS login. Students also have access to a range of Adobe products available for your personal device. You can bring your device to the ICT Office and Bribie Island State High School IT staff will install the Adobe Creative Cloud software.

Suggested additional software to install:

- Internet Browsers
- Google Chrome <http://www.google.com/chrome>
- Mozilla Firefox <http://www.getfirefox.com>
- Adobe Flash, Reader, Air, Shockwave Player <http://www.adobe.com>
- Java <http://www.java.com/en/download/index.jsp>
- Quicktime Player <http://www.apple.com/quicktime/download>
- VLC Player <http://www.videolan.org/vlc/>
- Audacity <http://audacity.sourceforge.net/download/>
- Virus/Malware Protection
- Microsoft Security Essentials <http://windows.microsoft.com/en-us/windows/security-essentials-download>
- Malwarebytes <http://www.malwarebytes.org>

Examples of devices that meet minimum specifications

If you have questions about whether a specific model will meet the requirements please feel free to contact the Bribie Island IT Department on (07) 3400 2444 or BYOD@bribieislandshs@eq.edu.au. **Bribie Island State High School does not recommend any particular brand or vendor, the following examples serve as a guide to device type ONLY.**

Laptop		
 HP ProBook		 Dell XPS Ultrabook
Tablet PC		
 Toshiba Z10T	 Lenovo Yoga	 Microsoft Surface Pro 3
Apple		
 Macbook Air		 Macbook Pro

Examples of devices that DO NOT meet minimum specifications

 Chromebook	 iPad	 Galaxy Tab
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Care of device

It is the responsibility of families to keep their chosen IT device in good working order to ensure minimal disruption to learning. It is expected that students bring their IT device to school each day fully charged. Each device should be clearly labelled with the student's name. Students should take care to put their device to sleep when moving around, as failure to do so can damage the hard drive and potentially lose files. Choosing a device with solid state drive (SSD) can alleviate some of these issues. It is **REQUIRED** that all devices have some form of protective casing. This will minimize the likelihood of damage as students travel to and from school.

Insurance and warranty

Purchasing insurance is a personal choice, Bribie Island State High School strongly recommends that you purchase Accidental Damage Protection Insurance with your device. When purchasing your laptop please learn about your options to purchase accidental damage protection for your IT device. This covers your device with accidental damage on and off the school campus. Fire, theft and acts of God are usually not covered under these programs and we request you to include it in your personal or home insurance. The insurance can be purchased with your computer vendor or any insurance company. All insurance claims must be settled between you and the insurance company. Statistically, 30% of repairs at school are considered non-warranty. We advise that all devices are covered by an extended warranty. Statistically a computer will require, on average, 2.5 repairs during its 3-year life cycle. This is a computer requiring a hardware repair due to component failure (warranty) or accidental damage (non-warranty). On average 70% of these repairs are warranty and 30% non-warranty.

Repairs and school support

All maintenance for the IT device, operating system, software and/or apps purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices. If you run into a problem, we advise students to see the school IT staff who will attempt to diagnose the fault. If this is not able to be resolved, they can recommend a course of action for repair (e.g. warranty claim, insurance claim etc.). Troubleshooting will be limited to running an inbuilt diagnostic that has been installed by the manufacturer of your device and will only be performed in the presence of the student or parent.

Secondary devices

We acknowledge that the majority of today's users experience media on a variety of screens: computer, smartphone, tablet and TV. Students are welcome to bring secondary devices to school. IT staff can assist in connecting the device to the Wi-Fi, however cannot support repairs and maintenance.

Bring Your Own Device (BYOD) program

Minimum specifications

When purchasing your laptop please present this checklist to your vendor and ensure the device meets the following minimum specifications:

Type	Minimum Specifications
Platform	PC, Tablet PC or Mac
Screen size	11" screen or higher – consider portability and weight
Processor*	Any QUAD CORE CPU If you are choosing electives please take into account the prerequisites for these subjects and the increased processing power required for specialist software listed below
RAM*	8 GB or higher If you are choosing electives please take into account the prerequisites for these subjects and the increased RAM required for specialist software listed below
Hard drive*	256 GB or higher SSD is not required but is recommended
Operating system*	Windows 11 Mac OSX 14.* or higher Not supported: iOS, Android, Windows RT, Snapdragon, Chromebook & Linux (EG. Ubuntu, Debian, Fedora etc) & Windows 11s (sandbox version)
Anti-virus	Windows Defender minimum
Case	All laptops require a protective case
Wireless*	Wireless capabilities (5 GHz) Only 5 GHz supported
Features	Keyboard, USB port, headphone port, in-built microphone, webcam
Battery Life	6+ hours

If you have questions about whether a specific model will meet the requirements, please feel free to contact the Bribie Island State High School IT Department on (07) 3400 2444 or BYOD@bribieislandshs.eq.edu.au.

