BRIBIE ISLAND
State High School



Year 8
Subject Selection Booklet
2027



ACHIEVING OUR FUTURE

Contents

INTRODUCTION 5

CURRICULUM 6

CORE SUBJECTS 7

ENGLISH 8

HUMANITIES 10

MATHEMATICS 12

SCIENCE 14

HEALTH AND PHYSICAL EDUCATION 16

CREST 19

CREST – Australian Rules Football 20

CREST - Futsal 22

CREST – Rugby League 24

CREST - Dance 26

ELECTIVE SUBJECTS 29

ART 30

DANCE 32

DRAMA 34

MUSIC 36

MEDIA STUDIES 38

BUSINESS 40

DIGITAL TECHNOLOGIES 42

DESIGN TECHNOLOGY - Material & Technologies Specialisations 44

DESIGN TECHNOLOGY - Fashion & Sewing 45

FINANCIAL COMMITTMENTS 47

STUDENT RESOURCE SCHEME (SRS) 48

SUBJECT SELECTION AND THE USER PAYS PRINCIPLE as in 2026 50

SENIOR ASSESSMENT AND TERTIARY ENTRANCE SYSTEMS 51

MANAGING RISKS IN SCHOOL CURRICULUM ACTIVITIES 52

BRING YOUR OWN DEVICE PROGRAM 53

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

CURRICULUM

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

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.

Core Subjects

ENGLISH

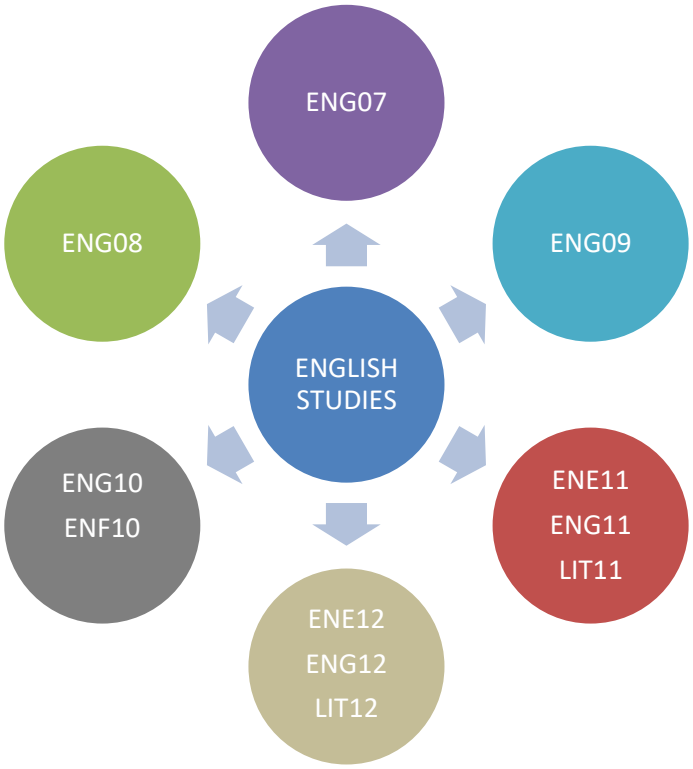
Introduction

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 strand 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 is 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 Stationery: pens, pencils, highlighters etc. 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.
Cost	**Nil** - ***The fee structure is indicative only and subject to change in 2027***

English faculty subject progression flowchart



Code Description

ENG07 – Year 7 General English
ENG08 – Year 8 General English
ENG09 – Year 9 General English
ENF10 – Year 10 Foundation English
ENG10 – Year 10 General English
ENE11/12 – Year 11/12 Essential English
ENG11/12 – Year 11/12 General English
LIT11/12 – Year 11/12 English Literature

HUMANITIES

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. I 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?

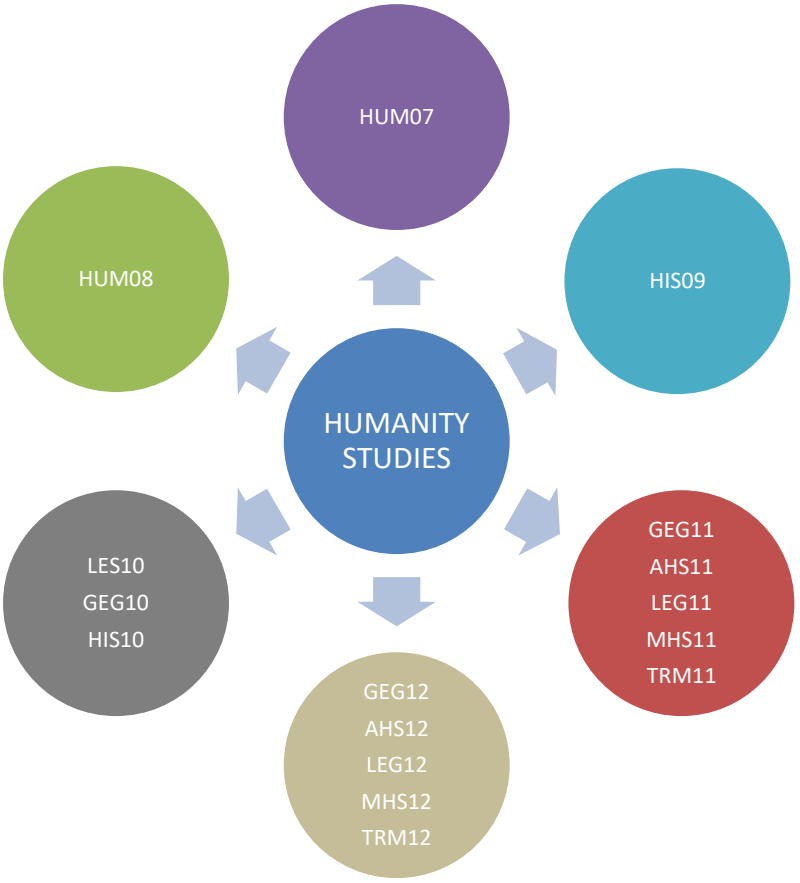
How has urbanisation impacted upon the growth and development of nations across the globe? How is Australia's system of democratic government shaped by the Constitution?

- 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 - ***The fee structure is indicative only and subject to change in 2027***

Humanities and Social Sciences faculty subject progression flowchart



Code Description

HUM07 – Year 7 General Humanities
HUM08 – Year 8 General Humanities
HIS09 – Year 9 General History
LES10 – Year 10 Legal Studies
GEG10 – Year 10 Geography
HIS10 - Year 10 History

GEG11/12 – Year 11/12 Geography
AHS11/12 – Year 11/12 Ancient History
LEG11/12 – Year 11/12 Legal Studies
MHS11/12 – Year 11/12 Modern History
TRM12/12 – Year 11/12 Tourism

MATHEMATICS

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 program 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.

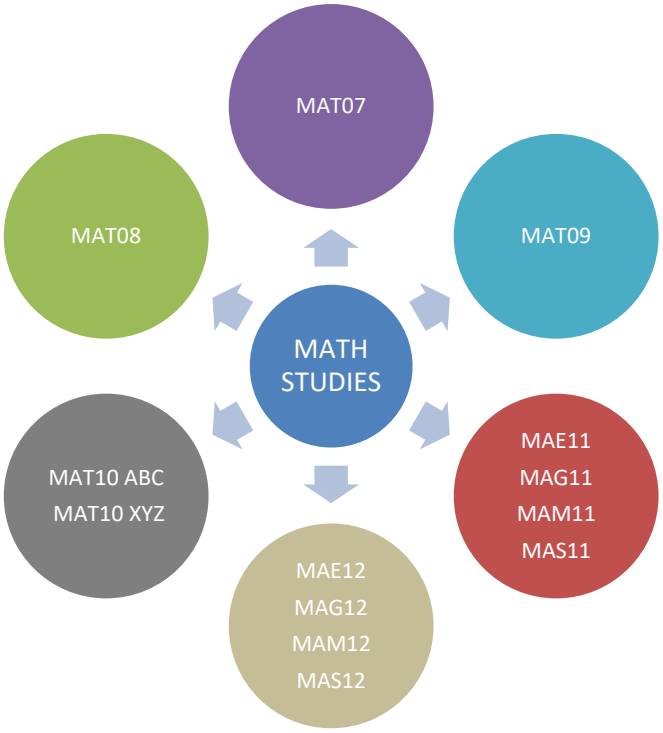
The key goal of Mathematics is:

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 recognise irrational numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the 4 operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools. Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. Students use 3 dimensions to locate and describe position. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems. Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. Students use 3 dimensions to locate and describe position. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

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	• Casio 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** - ***The fee structure is indicative only and subject to change in 2027***

Maths faculty subject progression flowchart



Code Description

MAT07 – Year 7 General Mathematics
MAT8 – Year 8 General Mathematics
MAT09 – Year 9 General Mathematics
MAT10 ABC – Year 10 Essential & General Preparation
MAT10 XYZ – Year 10 General, Methods & Specialist Prep

MAE11/12 – Year 11/12 Essential Mathematics
MAG11/12 – Year 11/12 General Mathematics
MAM11/12 – Year 11/12 Mathematical Methods
MAS11/12 – Year11/12 Specialist Mathematics

SCIENCE

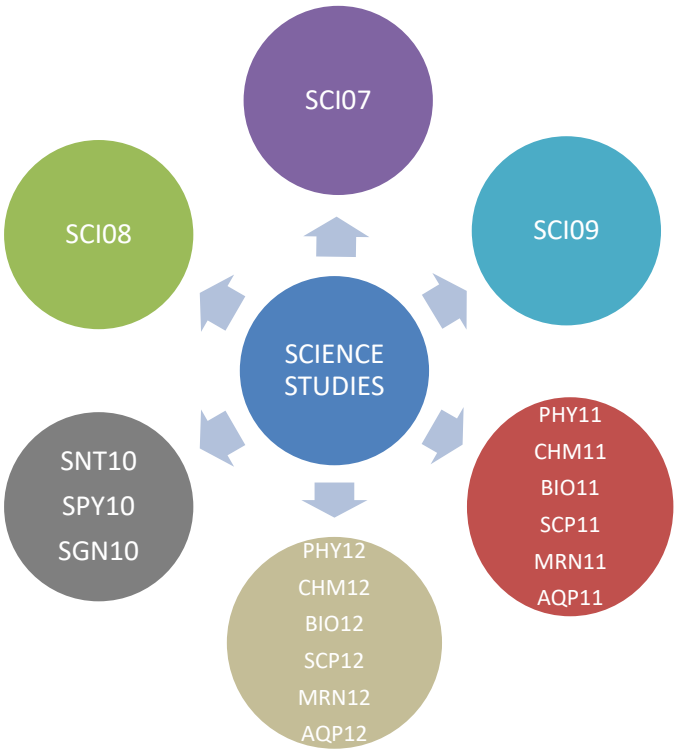
Introduction

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 endeavor 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	
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 as a human endeavor:** 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. Students plan and conduct, safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use secondary data. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organize and process data and information. They analyse data and information to describe patterns, trends and relationships and identify anomalies. They identify assumptions and sources of error in methods and analyse conclusions and evaluate claims. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.
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** - ***The fee structure is indicative only and subject to change in 2027***

Science faculty subject progression flowchart



Code Description

SCI07 - Year 7 General Science
SCI08 – Year 8 General Science
SCI09 – Year 9 General Science
SNT10 – Year 10 Biology & Marine
PY10 – Year 10 Physics & Chemistry
SGN10 – Year 10 General Science

PHY11/12 -Year 11/12 Physics
CHM11/12 – Year 11/12 Chemistry
BIO11/12 – Biology
SCP11/12 – Science in Practice
MRN11/12 – Marine Science
AQP11/12 – Aquatic Practices

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 - ***The fee structure is indicative only and subject to change in 2027***

Health and Physical Education faculty subject progression flowchart



Code Description

HPE07 –Year 7 Health and Physical Education
HPE08 –Year 8 Health and Physical Education
HPE08 –Year 8 Health and Physical Education
HPE09 –Year 9 Health and Physical Education
PE10 –Year 10 Physical Education
SPR10 –Year 10 Sport & Recreation
FEC10 –Year 10 Foundation to Early Childhood

REC11/12 –Year 11/12 Sport & Recreation
ECS11/12 –Year 11/12 Early Childhood Studies
FCS11/12–Year 11/12 Cert III Fitness –Cert II Sport
PED11/12 –Year 11/12 Physical Education
HEA11/12 -Health
HCS11/12 –Cert II & Cert III Health & Community

CREST Academy

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 All Year Course**
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** - ***The fee structure is indicative only and subject to change in 2027***

CREST – Futsal

What is the CREST Futsal Sport Program?

The BISHS CREST: Futsal Sport program is an all-inclusive program for students in 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 Futsal or Soccer.
The program provides students with the opportunity develop their skills and provide a genuine learning pathway with Futsal and Soccer as the lens for their studies.
Students in the program will gain access to a high-quality sporting program with recognised accredited Futsal and Soccer sport-based coaches and teachers. Student's will participate in a tailored curriculum and engage in extracurricular Futsal excursions and activities.

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

- **Athlete Development:** Enhancement of fundamental skills, game knowledge and performance habits.
- **Promoting personal Growth:** Through the development of leadership skills, wellbeing, communication and teamwork.
- **Community:** Increased participation in the Pine River/North Brisbane Futsal Communities, whether it's on the field as a player, or referee, or off the field as a coach.
- **Future Pathways:** Students will be provided with a range of career pathways through the practical experience in
- Futsal related areas such sports performance, sports psychology and nutrition along with the opportunity to gain qualifications in areas such as coaching and umpiring. The Futsal 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 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:

- Potential Participation in some of the following competitions:
  - QLD Winter Titles
  - SEQ Futsal Challenge
  - Summer State Titles
- Mentoring by highly qualified coaches supported by the Australian Futsal Association
- Leadership development and team building days and activities
- Tailored Strength and conditioning programs and sessions
- Refereeing and coaching qualifications

Expectations:

Before committing to the CREST: Futsal sport 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 Futsal Excellence student.

Students should demonstrate:

- Commitment to sporting pursuits and willingness to work within a team environment
- A desire and ability to play Futsal or Soccer
- School attendance is at 90% and provide explanations for any absences
- Abide by the school's behaviour expectations
- Wear the School Uniform in correct manner at all times
- Students are expected to participate in all school Futsal or Soccer games.
- Demonstrate sportsmanship and fair play at all times
- 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	**CFF08 – Application Only – All Year Course**
Unit Title	**Year 8 CREST Futsal**
Recommended Prior Learning	Experience and participation in Futsal/Soccer
Unit Description	The aim of the Year CREST Futsal program is to encourage healthy, safe and active participation in Futsal. • Tactical Awareness • Gameplay and Structure • Physical Training and Performance Nutrition and Food Solutions
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	Program is run by highly qualified Coaches and Teachers Participation in VETO Sports Cup Competition- 4+ Match days per year Entry and travel to competitions at Nissan Arena, Nathan Use of BISHS Player Kits on Match Days BISHS Futsal Polo Shirt HUDL Video Analysis Software Subscription Recorded Performances- HUDL Access to Professional 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
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: FUTSAL 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 appropriate to activity. General Stationery Requirements – Refer to last page of this document.
Cost	**$350.00 -** ***The fee structure is indicative only and subject to change in 2027***

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 – All Year Course**
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
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** - ***The fee structure is indicative only and subject to change in 2027***

CREST - DANCE

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

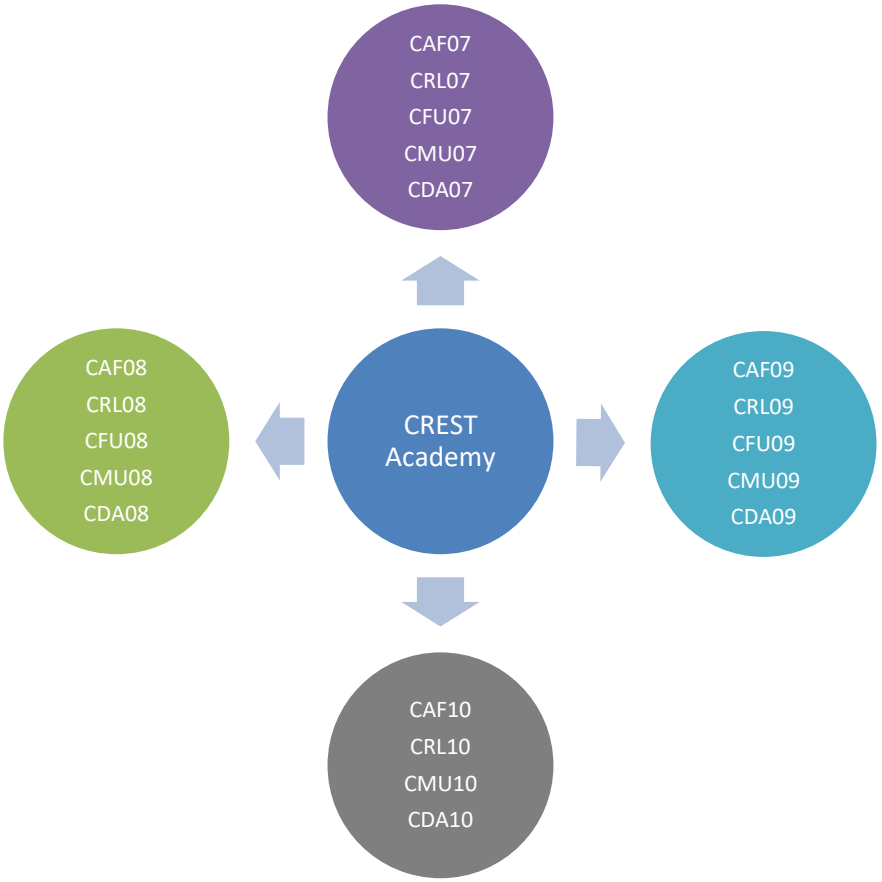
Our Dance Agreement

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 – All Year Course**
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** - ***The fee structure is indicative only and subject to change in 2027***
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

CREST Academy subject progression flowchart



Code Description

CAF07 – Year 7 CREST Australian Rules
CRL07 – Year 7 CREST Rugby League
CDA07 – Year 7 CREST Dance
CFU07 – Year 7 CREST Futsal
CAF08 – Year 8 CREST Australian Rules
CRL08 – Year8 CREST Rugby League
CDA08 – Year 8 CREST Dance
CFU08 – Year 8 CREST Futsal

CAF09 – Year 9 CREST Australian Rules
CRL09 – Year 9 CREST Rugby League
CDA09 – Year 9 CREST Dance
CFU09 – Year 9 CREST Futsal
CAF10 – Year 10 CREST Australian Rules
CRL10 – Year 10 CREST Rugby League
CDA10 – Year 10 CREST Dance
CFU010 – Year10 CREST Futsal

Elective Subjects

ART

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:

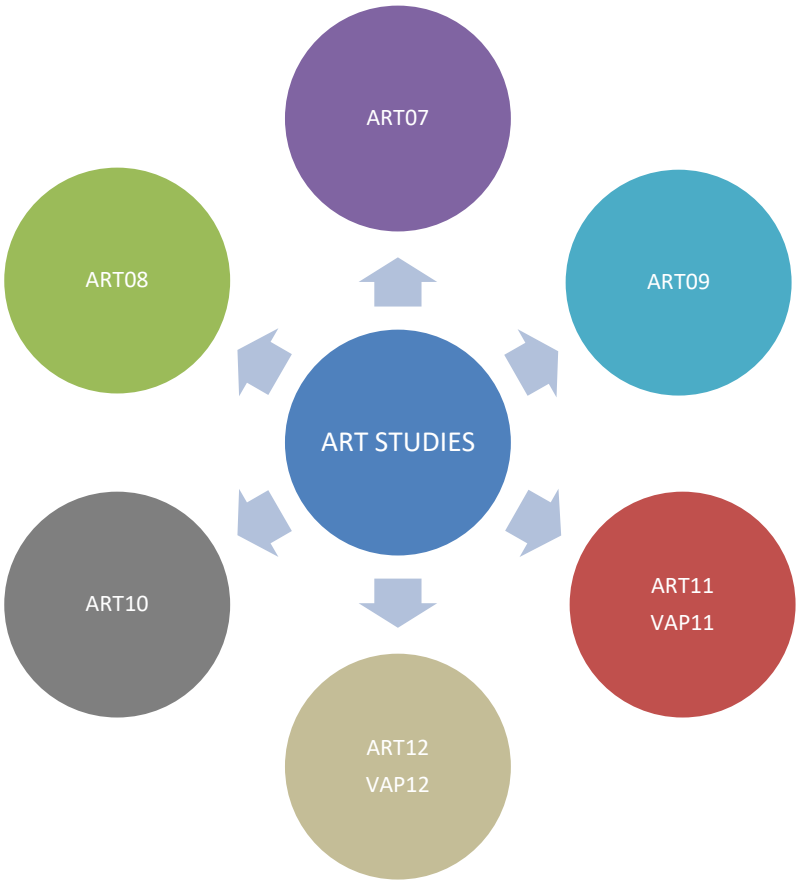
- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement 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	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** - ***The fee structure is indicative only and subject to change in 2027***

Arts faculty subject progression flowchart – Visual Arts



Code Description

ART07 – Year 7 General Art
ART08 – Year 8 General Art
ART09 – Year 9 General Art
ART10 – Year 10 General Art
ART11/12 – Year 11/12 General Art
VAP11/12 – Year 11/12 Visual Art in Practice

DANCE

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 – All Year Course**
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 - ***The fee structure is indicative only and subject to change in 2027***

Arts faculty subject progression flowchart – Dance



Code Description

DAN07 – Year 7 General Dance
CDA07 – year 7 CREST Dance
DAN08 – Year 8 General Dance
CDA08 – Year 8 General Dance
DAN09 – Year 9 General Dance
CDA09 – Year 9 CREST Dance

DAN10 – Year 10 General Dance
CDA10 – Year 10 CREST Dance
DAN11/12 – Year 11/12 General Dance
DIP11/12 – Year 11/12 Dance in Practice

DRAMA

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.

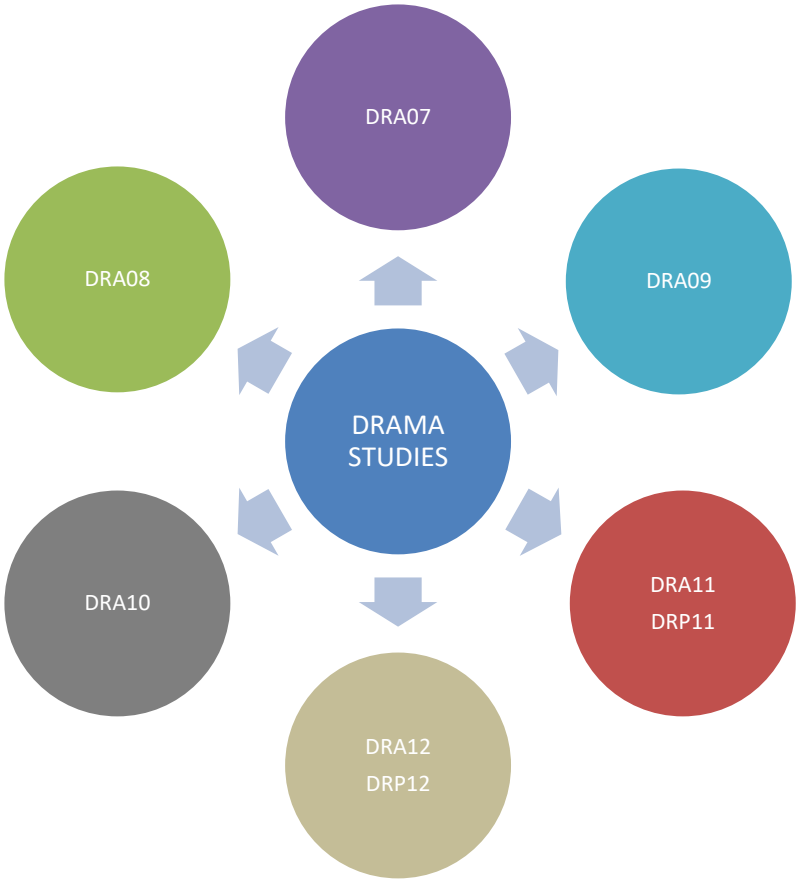
Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

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** - ***The fee structure is indicative only and subject to change in 2027***

Arts faculty subject progression flowchart – Drama



Code Description

DRA07 – Year 7 General Drama
DRA08 – Year 8 General Drama
DRA09 – Year 9 General Drama
DRA10 – Year 10 General Drama
DRA11/12 – Year 11/12 General Drama
DRP11/12 – Year 11/12 Drama in Practice

MUSIC

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.

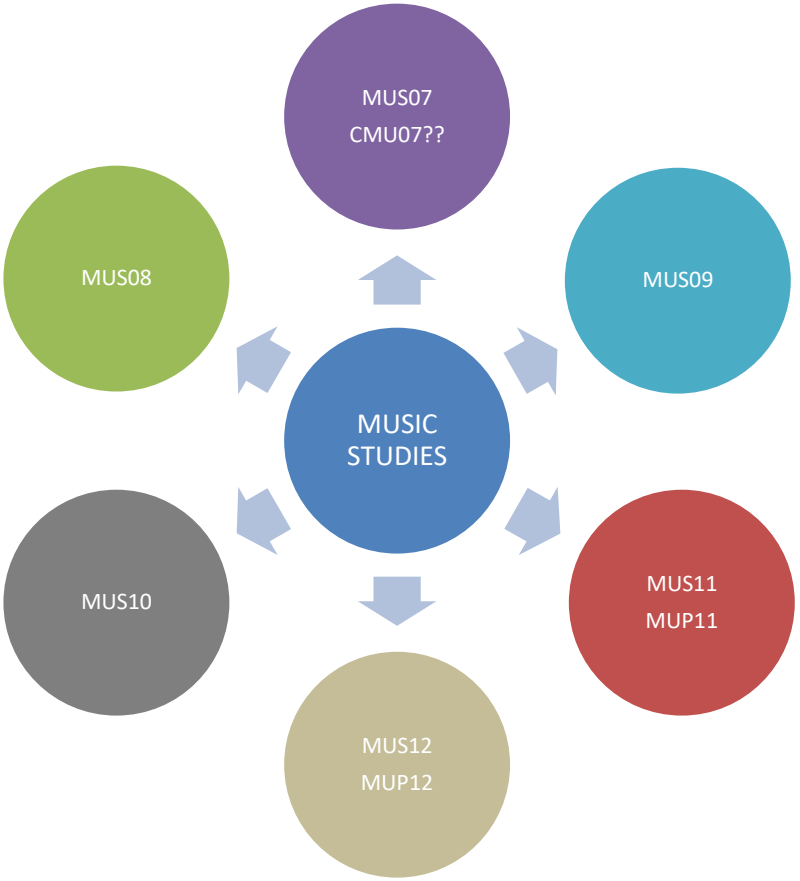
Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing 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 - *The fee structure is indicative only and subject to change in 2027***

Arts faculty subject progression flowchart – Music



Code Description

MUS07 – Year 7 General Music
MUS08 – Year 8 General Music
MUS09 – Year 9 General Music
MUS10 – Year 10 General Music
MUS11/12 – Year 11/12 General Music
MUP11/12 – Year 11/12 Music in Practice

Media Studies

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.

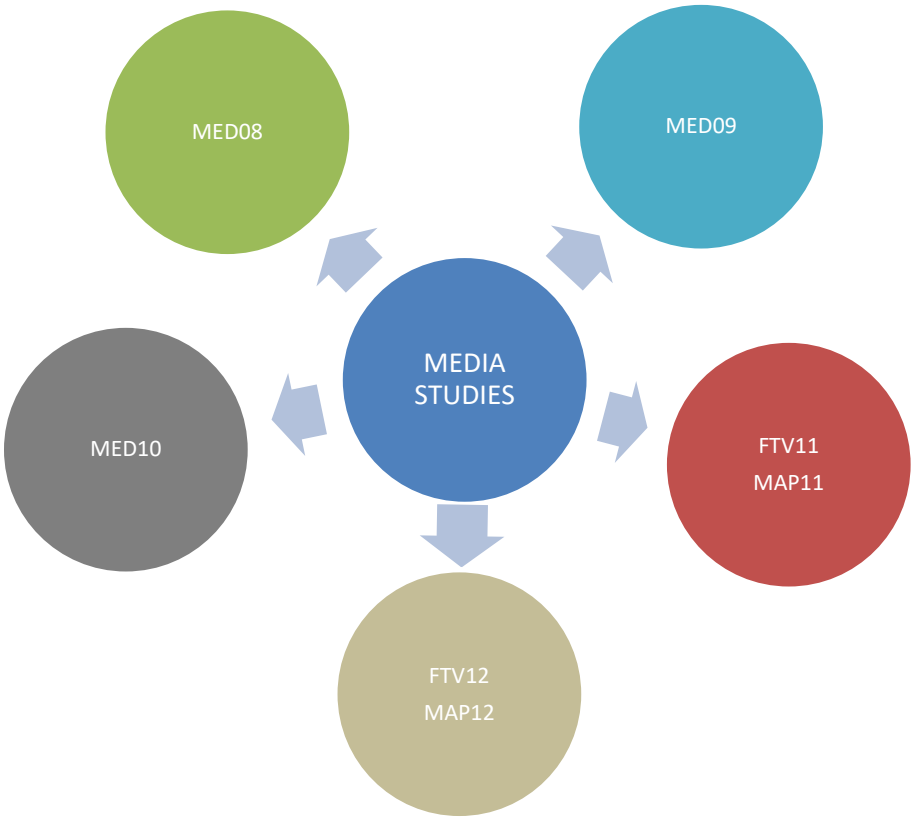
Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging 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 - *The fee structure is indicative only and subject to change in 2027***

Arts faculty subject progression flowchart – Media



Code Description

MED08 – Year 8 Media Studies
MED09 - Year 9 Media Studies
MED10 – Year 10 Media Studies
FTV11/12 – Year 11/12 Film & Television
MAP11/12 – Year 11/12 Media in Practice

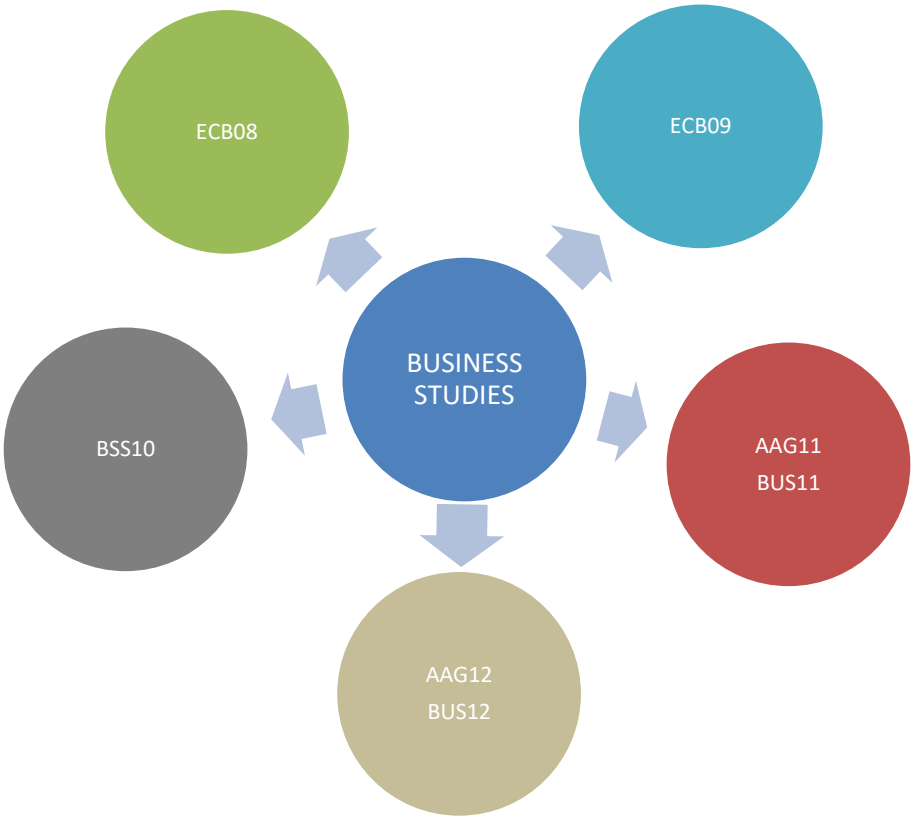
BUSINESS

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 - *The fee structure is indicative only and subject to change in 2027***

Business Economics faculty subject progression flowchart



Code Description

ECB08 – Year 8 Business, Economics & Civics
ECB09 - Year 9 Business, Economics & Civics
BSS10 – Year 10 Business Studies
AAG11/12 – Year 11/12 Cert III in Business
BUS11/12 – Year 11/12 Business General

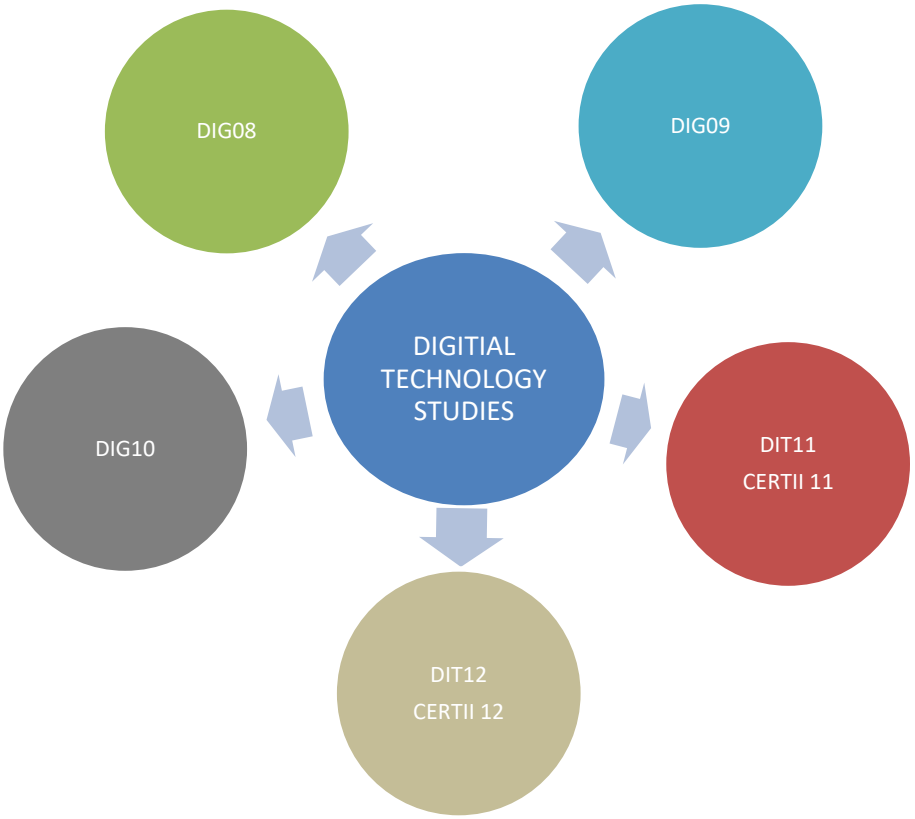
DIGITAL TECHNOLOGIES

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 - *The fee structure is indicative only and subject to change in 2027***

Digital Technology faculty subject progression flowchart



Code Description

DIG08 – Year 8 Digital Technology Studies
DIT09 - Year 9 Digital Technology Studies
DIG10 – Year 10 Digital Technology Studies
DIT11/12 – Year 11/12 Digital Solutions General
CERT III 11/12 – Year 11/12 Information Digital Media & Technologies

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	All students must have their own laptop 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 - *The fee structure is indicative only and subject to change in 2027***

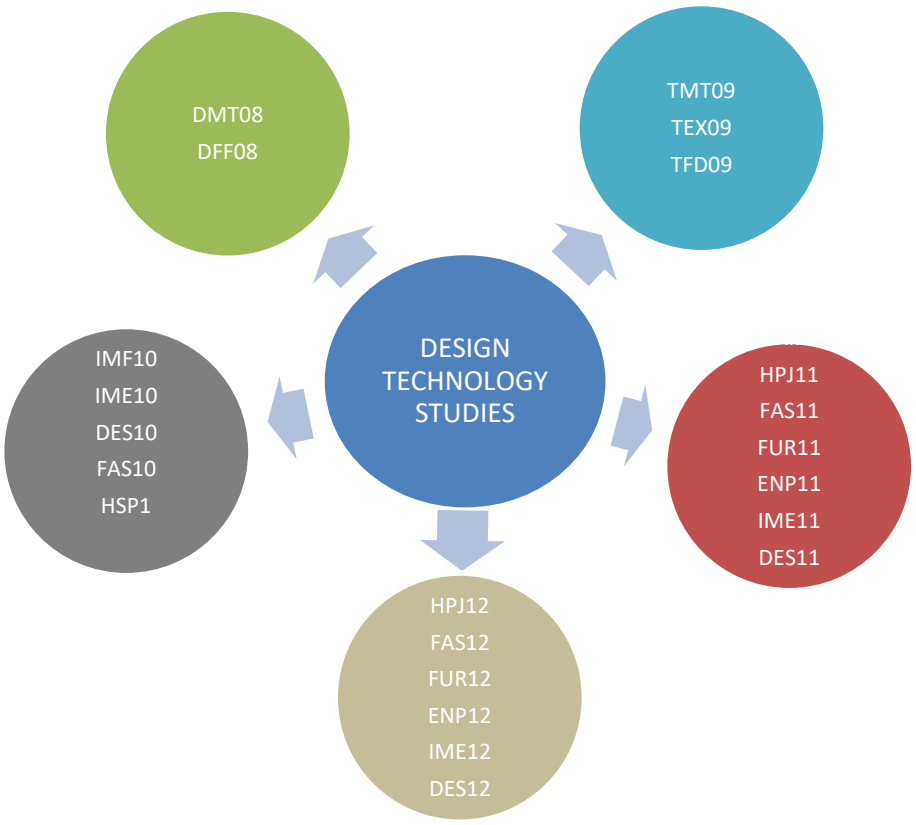
DESIGN TECHNOLOGIES

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 - *The fee structure is indicative only and subject to change in 2027***

Design Technologies faculty progression flowchart



Code Description

DMT08 – Year 8 Materials & Technology Specialistions
DFF08 – Year 8 Food, Fibre Production
TMT09 - Year 9 Materials & Technology Specialistions
TEX09 – Year 9 Textiles
TFD09 – Year 9 Food Specialisations
IMF10 – Year 10 Furnishing
IME10 – Year 10 Engineering
DES10 – Year 10 Design
FAS10 – Year 10 Fashion
HSP10 – Year 10 Hospitality

HCX11/12 – Year 11/12CERT II
HPJ11/12 – Year 11/12 Hospitality Studies
FAS11/12 – Year 11/12 Fashion Studies
FUR11/12 – Year 11/12 Furnishing
ENP11/12 – Year 11/12 Cert II Engineering Pathways
IME11/12 – Engineering Studies
DES11/12 – Design

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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Important information regarding invoicing parents

- Invoices should be raised to the parent who has agreed for the child to participate in an activity or agreed to purchase goods or services from the school and agreed to pay applicable charges.
- It is a matter for the parents to determine who pays the invoiced fees, however, the parent who has been invoiced is liable for the payment. If there is a payment arrangement between the parents that has not been adhered to, that is a matter for the parents to resolve between themselves.
- If both parents require a separate invoice to be issued by the school for a percentage of a charge, the school must have evidence from both parents that they have both agreed to the charge. Each parent can then be established as a debtor and issued an invoice for the agreed percentage of the charge.

7. 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.

8. 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

Student Resource Scheme (SRS)Fees

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 inbulk.

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.

Year 8 Student Resource Scheme Fees

2026 YEAR 8 SRS		
SRS Description	**Non-Participating**	**Participating**
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 textbooks (Or alternative)	**$400.00**	**$87.00**
Mathematics - Student folios for both summative assessment and formative classroom activities	**$4.00**	**$2.00**
Mathematics - Resources	**$16.00**	**$4.00**
Mathematics - variety of whiteboards (e.g. graphing, hand-held, clear for worksheet insert), whiteboard markers and whiteboard erasers	**$23.00**	**$13.00**
Mathematics - Calculator - Kept in classrooms for your student for Years 7 & 8	**$25.00**	**$10.00**
Science - Laboratory consumables	**$7.00**	**$2.00**
Science – Student and Classroom Teacher stationery	**$8.00**	**$2.00**
Humanities - Student Consumables	**$4.00**	**$2.00**
Humanities - Student and Classroom Teacher Stationery	**$5.00**	**$2.00**
THE ARTS - Visual - Diary, Use of variety of pencils 2B, HB, 4B, 6B and water colour. Sharpeners, rulers, erasers, nikko pens, fine line pen, high quality A4 & A3 paper sheets, acrylic paint, water colour disks.	**$150.00**	**$50.00**
THE ARTS - Music - Musical instruments used for practical work keyboards, drums, guitars, drumsticks used, music scores printed by teacher.		
The ARTS - **Dance / Drama** - Access to recorded music for dance, use of costumes for drama/dance, access to adobe premiere pro or photoshop, access to video camera for activities.		
Technology - Adobe licensing fees	**$115.00**	**$11.00**
Technology - Compass Subscription	**$15.00**	**$11.00**
HPE – Student and Classroom Teacher Resources and Stationery	**$10.00**	**$5.00**
Home Ec and ITD - Design Technologies - 1 term of Food and Fibre Production and 1 term of Materials Technology.	**$90.00**	**$50.00**
• Ingredients and all materials.		
• Onguard online safety subscription.		
• Personal safety equipment, gloves, aprons, safety glasses, hair nets and packaging supplies.		
Curriculum - Photocopying	**$50.00**	**$25.00**
SUBTOTAL	**$939.00**	**$286.00**
Less: State Textbook and Resource Allowance (provided direct to School, based on 2026 government grants)	**-$164.00**	**-$164.00**
TOTAL COST TO PARENT	**$775.00**	**$122.00**

Please note: The fee structure above is indicative only and subject to change in 2027

SUBJECT SELECTION AND THE USER PAYS PRINCIPLE as in 2026

The table below is a list of all subjects offered to Year 8 students to assist you in making your selection.
User Pays Fees: Schools are able to charge fees for educational services, including materials and consumables, not defined as instruction, general administration and facilities.
User Pays fees are charged for materials for subjects where the instruction is extended through providing practical learning experiences in excess of materials provided by school grants and for curriculum excursions.
Please refer to the Student Resource Scheme Participation and Subject Selection form for User Pays fees associated with each subject including curriculum excursion costs

SUBJECT CODE GUIDE YEAR 8			
Subject	**Fee inclusions**	**Costed value**	**User pay fee**
ART08	**Visual Art** - Stretched Canvas, A3 Plastic folio, pencils, coloured pencils, set of brushes, eraser, sharpener, ruler, ½ Ream of A3 cartridge drawing paper, acrylic paint (Red, Yellow, Blue, Black and White), ½ block of building clay, use of clay modelling tools, A3 colour printing.	$195.00	$65.00
ECB08	**Economics & Business** - An assortment of materials for the creation of a game or 'product' to sell. May include materials for the 3D printer or laser cutter, cardboard, permanent markers, sticky tape / glue, coloured pencils, rulers, scissors, dice, vinyl for printing	$60.00	$0.00
CAF08	**CREST** – Australian Rules Football		$350.00
CRL08	**CREST** – Rugby League		$350.00
CFF08	**CREST** - Futsal		$350.00
CDA08	**CREST** - Dance		$300.00
STE08	**CREST** – Steam		$150.00
DAN08	**Dance** - Costume hire and materials for costume construction, music, and video camera hire for assessment	$225.00	$50.00
DFF08	**Food and Fibre Production** - All cooking ingredients are supplied for this subject, a booklet of recipes will be supplied at the commencement of the term. Also includes whole class demonstration ingredients, hairnets, cleaning and maintenance of aprons, general kitchen and cleaning supplies (cling wrap, alfoil baking paper, hand soap, detergent). All fabrics, cotton, bobbins, patterns, and sewing supplies are included. Onguard Safety training subscription.	$115.00	$65.00
DIG08	**Digital Technology** - Materials for the creation of robotics courses, 3D printing consumables, robotics consumables, network cable	$50.00	$35.00
DRA08	**Drama** - Costume hire and materials for costume construction, video camera hire and performance incursion	$150.00	$50.00
DMT08	**Materials Technology & Specialisations** - All metal and timber project materials. Hardware supplies, canvas, surface finish materials and workshop consumables items are included. Scrap book, paper and pencils. Personal protective equipment such as safety glasses hearing protection, aprons and gloves are provided. Onguard Safety training subscription.	$120.00	$35.00
ENG08	**English**		$0.00
HIS08	**History**		$0.00
HPE08	**Health & Physical Education**		$0.00
IM09	**Music** - Instrumental Music Participation Fee (Application Only)		$35.00
IMHIRE	**Music** - Instrumental Music Hire (Application Only)		$95.00
IMPERCUSSION	**Music** - Instrumental Music Percussion Fee (Application Only)		$65.00
MAT08	**Mathematics**		$0.00
MED09	**Media** - Video camera hire, video equipment (green screen / lighting), USBs and drives, memory cards, special effects makeup, stop motion props	$1,450.00	$50.00
MUS08	**Music**		$50.00
SCI08	**Science**		$0.00

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 be either:

- 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 are 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

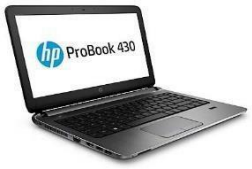
Internet Service (MIS) login, school email account and password. Those who do not should contact their school's MIS administrator. The administrator will help students activate their MIS login. Students also have access to a range of Adobe products available for your personal device. You can bring your 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/windowns/security-essentials-download
- Malwarebyres 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 contract 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

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

Chromebook, iPads and Android devices are not supported

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 (8GB Minimum) If you are choosing electives please take into account the prerequisites for these subjects and the increased RAM required for specialist software.
Hard drive*	256 GB or higher SSD
Operating system*	Windows 11 Mac OSX 14 or higher **Not supported:** iOS, Android, Windows RT, Snapdragon, Chromebook & distributions of Linux (EG. Debian, Fedora etc) & Windows 10s (sandbox version)
Anti-virus	Must have anti-virus installed - Windows 11 comes with Windows Defender (or Windows Security) which is fine if kept updated.
Case	All laptops require a protective case
Wireless*	Wireless capabilities (5 GHz) - The school has a 5 GHz network
Features	Keyboard, USB port, headphone port, in-built microphone, webcam
Battery Life	6+ hours

If minimum specifications are not met, this device is not supported by Education Queensland and will not connect to the school network.

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