CAPALABA STATE COLLEGE

2025 Year 8 Handbook

Live, Love, Learn

Leave a Legacy

Contents

Junior Secondary at Capalaba State College

Capalaba State College has been leading the way with P -12 education and this allows your child to have a seamless transition from a primary school setting to a secondary one. Situated in the heart of Capalaba, this dual campus site is separated into four sub schools:

- P-3,
- 4-6,
- 7-9 and
- 10-12.

Junior Secondary represents a significant time of developmental change for young adolescents. Students in Years 7, 8 and 9 are provided opportunities to engage in innovative learning experiences within a supportive and challenging secondary school context. This has proven an effective strategy for driving ongoing student engagement.

Within Junior Secondary, we believe in a holistic approach to middle schooling education in order to develop the whole child. We understand that early teens need the opportunity to explore, challenge and grow. Our Junior Secondary program is underpinned by four key elements:

- Additional literacy and numeracy time
- Well being
- Physical activity

Additionally, we offer extension and enrichment opportunities to our young adolescent learners.

Our College also enables primary and secondary teaching staff to work collaboratively to support Junior Secondary, resulting in a more holistic approach to student learning and well being with a culture of shared responsibility for student outcomes.

This has been achieved through a focus on the following four key areas that align with the principles of Junior Secondary:

Quality Teaching, Curriculum and Student Performance

A common pedagogical approach by all of the College's teachers include:

- setting clear learning objectives
- reinforcing effort
- use of supported effective feedback
- providing recognition

A demanding and meaningful curriculum is implemented where Year 7 students can access teaching expertise and resources from across the primary and secondary contexts. This supports engagement in authentic learning experiences, including:

- Programs in English, Mathematics, Science, Social Science, HPE and specialist programs in other curriculum areas.
- Collaborative learning as a facet of pedagogical instruction is used.
- Technology and eLearning approaches are integrated within the regular class curriculum.
- Student performance is monitored through data collection, analysis and inference of the data to create individualised programs.

Student Well Being

- Home room teachers are established to mentor students and form productive relationships with parents.
- Physically safe areas designated to year levels are introduced.
- You Can Do It Lessons are delivered by a core group of teachers who use responsive programing to address student and cohort needs.

Parent and Community Involvement

Professional and personal connections with families are developed through:

- Parent information evenings
- Parent/teacher interviews

Open communication is developed with all stakeholders building confidence, engagement and interest in school initiatives and student success.

Leadership

Student leadership is a fostered and developed across all year levels including leadership development programs and identified student leadership roles.

The Student Management Team is actively engaged in leading school change.

Students lead and coordinate school events, promotions and fundraising activities. A number of clubs and groups exist across the College which allow students to participate in rewarding extra curricular activities.

The College mission is to nurture positive values and a strong sense of self-worth in our students, enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation.

Staff at Capalaba State College are confident they are providing the best education possible for every student in the Junior Secondary years.

Course Structure

All students in Year 7 and 8 will study the following subjects which may be studied in isolation or integrated together to create a more connected curriculum:

- English
- Health and Physical Education
- Mathematics
- Science
- History / Geography
- Languages
- Sport

Students in Year 7 and 8 rotate through the following subjects:

- Drama
- Visual Arts
- Music
- Media Arts
- Dance
- Design and Technologies
- Food Specialisations
- Digital Technology

Extension Programs

Students who wish to be extended either academically or physically are able to apply for the following signature programs:

- Scholars program for academically gifted students
- High Performing Sport (Volleyball or Basketball)

English

Brief Description of Subject

Our program aligns with the Australian Curriculum where students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with implications and impacts. They evaluate how a variety of texts represent Aboriginal and Torres Strait Islander knowledge, peoples, cultures and events.

Course Outline (topics)

The areas of Study include:

- Exploring ethical issues in narratives
- Advocating for animals
- Exploring values of groups in short films
- Representations of Australia

Assessment

Assessment is continuous and is collected for formative and summative purposes, requiring the student's consistent effort. Overall achievement will be based on a folio of work displaying the fullest and latest information about the student's progress. Assessment will cover a balance of written and spoken text types.

Students demonstrate evidence of their learning over time in relation to the following criteria:

- Listening, speaking and creating
- Reading and viewing
- Writing and creating

Pathways

This course of study will prepare students for further study in English in Year 9 and either General English or Essential English in Years 11 and 12.

Health and Physical Education

Brief Description of Subject

Our program aligns with the Australian Curriculum and takes a strengths-based approach to Health and Physical Education. It focuses on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and well being. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. Our program affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.

The College focus of reading aligns with the Australian Curriculum for Health and Physical Education where students develop health literacy skills. Health literacy can be understood as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. Higher Order Thinking is promoted through our program as students make links between practical and theory components of the course. Technology and the media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

Course Outline

Growing and Changing TEAM BUILDING	Personal Health ATHLETICS	Making Healthy Decisions WORLD SPORTS	Movement Concepts MODIFIED GAMES

Assessment

Tasks vary throughout the program and both the practical aspects and theoretical aspects of the course are assessed when making judgements on a student's overall performance. Tasks include:

- written tests
- assignments
- practical performance

Students demonstrate evidence of their learning over time in relation to the following dimensions:

- knowledge and understanding
- performance and practical application

High Performance Sport

Brief Description of Subject

High Performing Sport aims to provide young people talented in the sports of basketball or volleyball with the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. Students are required to apply for either the High Performing Basketball or High Performing Volleyball program and, once accepted, are provided with the opportunity to further refine skills and represent the college at high levels with other likeminded athletic and talented students. A key focus of both programs is the provision of quality coaching and training sessions delivered to students from both highly qualified teaching staff and outside sporting professionals.

The philosophy of the High Performing Sport program is centred on not only sporting performance but the development of the whole athlete. This is to provide students the knowledge, training and support needed to develop into a high performing athlete. Students will gain knowledge and development in strength and conditioning, nutrition, skill acquisition and development as well as fitness testing and overall wellbeing. Students will also learn extra-curricular skills such as time management, communication and leadership.

The subject will foster close relationships with the wider community including sporting associations and tertiary institutions. Students in the program may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists). All students in the High Performing Sports program will satisfy the requirements for their stage of schooling as well as upholding the College values. In addition to this, all students in the program will have access to well-structured developmental programs of sports coaching and training by qualified staff with links to the local community as well as other regional and state level coaches. Students will only retain their position in the program by continuing to meet the requirements of their chosen sport, school subjects and conditions outlined in the High Performing Sport contract.

Course Outline

- History and Nature of the sport
- Fitness testing
- Injury prevention and management
- Nutrition
- Sports psychology
- Biomechanics
- Careers in sport

Assessment

Throughout the program, students will be assessed on both the practical and theoretical aspects of the course. While the course has a stronger emphasis on practical performance and the development of the athlete, students will complete modules of the theoretical aspects.

Pathways

Students achieving highly in year 7, 8 and 9 High Performing Sport will be directed to Health and Physical Education in year 10. Students will also have opportunities to continue to represent the school at a very high level of competition, including state and national, as both an athlete and as a referee.

Languages

Chinese

Brief Description of Subject

Students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Course Outline

In Year 8 students will study three lessons per week for one semester. Units of work may include the following:

Common Events
Day to Day life
Places, cities and towns

Course requirements

Students should participate in the College Student Resource Scheme to access a number of textbooks and resources

Pathways

Students who perform well in Year 8 Languages may choose to continue their language study via Brisbane School of Distance Education in Years 9-12.

Mathematics

Brief Description of Subject

Students build on their existing understandings of mathematical concepts and can relate mathematics to real-life and purely mathematical situations. Through engagement in familiar and unfamiliar and simple and complex, mathematical investigations they understand that mathematics is a way of thinking, reasoning and working that is used to develop solutions to questions, problems and issues posed by themselves and others. They recognise the application of mathematics in a large number of fields that provide career opportunities.

Students develop their ability to work mathematically and build on their prior understanding by individually and collaboratively planning and conducting mathematical investigations; by posing and solving mathematical questions, problems and issues; and by challenging the reasoning and perspectives of others. They reflect on their learning and transfer thinking and reasoning to a range of real-life and purely mathematical situations.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within mathematical contexts.

Course Outline (topics)

The areas of study cover the content descriptions as outlined in the Australian Curriculum – whole number and decimal, fractions, statistics, integers, percentages, patterns and algebra, area and ratio.

Topics Include:

Whole Number & Decimal – students will complete operations on whole numbers and decimal numbers, complete operations following the order of operations and solve worded problems.

Fractions – students will complete operations on fractions and solve word problems.

Statistics – students will investigate and collect data sets to interpret patterns and make comparisons using mean, median, mode and range.

Integers – students will complete operations on positive and negative integers, investigate powers, and solve word problems involving positive and negative integers.

Percentages – students will complete operations using percentages, decimals, fractions and whole numbers, convert between the three, and solve word problems.

Patterns and Algebra – students will investigate patterns and use algebra to represent number patterns, solve problems and describe comparisons.

Area – students will investigate the relationship between the side lengths and the areas of different shapes and solve problems based on that relationship.

Time, Rates and Ratio – students will investigate rates, ratios and time in terms of comparisons and solve problems using these.

Probability – students will investigate the chance of events occurring.

ICT's are integrated into the course of study to enhance student understanding.

Assessment (description/draft and due dates)

Assessment will include a variety of methods which incorporate tests, assignments, investigations, presentations and observations. Students are expected to average thirty minutes homework per day which may include teacher set tasks or revision of work covered in class.

The assessment across the units includes:

- Term/Semester Exams
- Assignments
- Problem-Solving Modelling Tasks

Pathways

A strong foundation in mathematics is essential for Engineering, Digital Technologies, Design Technologies, Sciences, Business and Accounting.

Students achieving highly in junior secondary years will be encouraged to enrol in either General Mathematics or Mathematical Methods in senior school.

Science

Brief Description of Subject

The content of the Australian Curriculum encourages students to use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings.

They use higher order thinking to identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of Science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

Course Outline (topics)

The areas of study cover the four content descriptions as outlined in the Australian Curriculum of Biological Sciences, Chemical Sciences, Earth and Space Science and Physical Sciences.

Topics include:

Particles Matter: a chemical sciences unit where students learn that the properties of the different states of matter can be explained in terms of the motion and arrangements of particles.

Chemistry of common substances: chemical change involves substances reacting to form new substances

Rock Never Dies: Students study the different types of rock and the processes which form them.

Other units that are studied include Cells and Reproduction, Energy and its forms.

Assessment (description/draft and due dates)

Students demonstrate evidence of their learning over time in relation to the following assessment focus:

- Science understanding:
  Biology, Chemistry, Physics and Earth and Space
- Science inquiry skills
- Science as a human endeavour

Assessment items over the year includes:

- Term/Semester Exams
- Student Experiment
- Research Task

Pathways

Students achieving highly in year 8 will be directed to the Advanced Science classes in years 9 and 10. Students can continue studies in Senior Biology, Chemistry or Physics in Years 11 and 12. Senior Science is currently a prerequisite or strongly recommended for tertiary studies in Science/ Maths, Engineering, Education and Health.

History – Semester 1

Brief Description of Subject

The Year 8 curriculum provides a study of ***history*** from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical 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.

Course Outline

In regards to the national curriculum for history in Year 8, there are 2 depth studies in which the students will develop Historical Knowledge:

- Depth Study 1: Medieval Europe
- Depth Study 2: Japan Under the Shoguns

Assessment for History

Students will undertake a variety of assessment types each semester: short response exam, extended response to stimulus, multimodal presentation

Pathways

- Senior and Modern History
- Law
- Teaching
- Public Service

Geography (Semester 2)

Brief Description of Subject

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography. The unit then examines issues related to the management and future of Australia's urban areas.

College focus of:

- Reading
- Higher Order Thinking
- Technology

Course Outline

The topics covered:
Depth Study 1: Changing nations
Depth Study 2: Landforms and landscapes

Assessment

Topic 1-

Depth Study 1 : Landforms and Landscapes: Supervised assessment (Short response)

Depth Study 2 : Changing Nations: Research Multimodal presentation

Pathways

- Town planner
- Environmental consultant
- Teaching
- Surveyor

Visual Arts

Brief Description of Subject

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

Course Outline

Foundations in Art

Course requirements

Students should participate in the College Student Resource Scheme to access a number of textbooks and materials. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Pathways

Students who enjoyed and performed well in Year 7/8 Visual Arts may choose to study Visual Art in Years 9 and 10.

Drama

Brief Description of Subject

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

Course Outline

Possible units include:

- Process Drama - *Stepping Into Others' Shoes*
- Playbuilding – *From Improvisation to Performance*

Course Requirements

Students should participate in the College Student Resource Scheme to access a number of textbooks and resources. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Pathways

Students who enjoyed and performed well in Year 8 Drama may choose to study Drama in Years 9 and 10. Students may also choose to audience to join the Drama Club.

Design and Technologies

Brief Description of Subject

Design and Technologies focuses on aspects of the Engineering Principles and Systems, and Materials and Specialisations sub-strands, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create engineered solutions involves knowledge and understanding of scientific and mathematical principles and concepts through the application of engineering design processes and practical skills.

Course Outline

Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.
Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The dimensions by which students will be assessed are:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in an engineering context
- Processes and Production Skills – the skills needed to create designed solutions

Pathways

Design and Technologies leads to the year 9 subjects of Engineering Principles and Systems, and Materials and Technologies Specialisations. These lead to year 10 Engineering Principles and Systems, year 10 Materials and Technologies Specialisations, and year 10 Certificate II in Engineering Pathways (VETiS funded for eligible students), as well as the senior Applied subject of Industrial Technology Skills, and Certificate III in Aviation (Remote Pilot) (VETiS funded for eligible students).

Digital Technologies

Brief Description of Subject

Students should have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. This involves students practising problem decomposition, using approaches such as divide and conquer to more clearly understand a problem by describing its component parts. Students represent and communicate their algorithmic solutions using flowcharts and pseudocode. Students check their solutions meet the specifications by testing and debugging their algorithms before and during implementation. They develop a deeper understanding of abstraction by explaining how and why digital systems represent data as whole numbers, which are then represented in binary.

Course Outline

Units of study may include;

- Exploring cryptography
- Processes and Production Skills

Resources

Students should participate in the College Student Resource Scheme to access a number of digital textbooks and digital resources. Students will require a USB drive for storing backups of their in-class work.

Pathways

Students who enjoy, perform well and work safely in Year 8 Digital Technologies will have the opportunity to study Digital Technologies in Year 9.

Interschool Sport

Students are encouraged to participate in the interschool sports program offered by the College. It is a fantastic way to represent the college and to learn new skills. Year 8 students who pay to participate in the Inter School Sport program will compete against other schools every Tuesday afternoon in the summer and winter seasons.

Students are expected to wear full sports uniform, a hat and sunscreen during outdoor activities. It is also recommended that the students bring water in a drink container.

Instrumental Music

Instrumental Music is an elective program offered to students at Capalaba State College. The program provides students with skills and experiences that promote musicianship, personal development and enjoyment, but also are held in high regard by employers and the community.

The program operates through the co-operative effort and support of Education Queensland, the college, parents/carers and students. Education Queensland provides the Instrumental Teacher and the establishment kit of instruments. The School provides the organisation, facilities and resources. The students, as musicians, are our core business.

Students have the opportunity of playing one of the following instruments: flute, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion (orchestral drums).

The Instrumental Music Program consists of two parts:

(A) Instrumental lessons conducted during normal school hours. These are worked on a rotational basis so students miss only half of one lesson of a particular class.
(B) Concert and Big Bands rehearsals and performances require a time commitment by students, predominantly outside school hours.

An emphasis is placed on public performance e.g. school events, official functions, Education Week, concerts, competitions and appearances at surrounding primary schools.

Capalaba State College has a high quality Instrumental Music Program built on a fine tradition, and is one of which parents and students can be justly proud.

Special Education Program

Students who have been identified with a disability and are eligible for support from the Special Education Program (SEP) will have the same access to all subjects that are offered to all students. Staff will work in conjunction with subject teachers to plan units of work that have the relevant adjustments that ensure student success. Classwork and assessment tasks within the subjects are tailored to meet individual needs. Parents of students supported by the SEP are encouraged to consult with Program Managers and the Head of Special Education Services to discuss their child's progress.

Homework

Homework is an integral part of schooling, developing study habits, skills for independent work and self-directed learning. All these aspects have applications necessary for vocational and personal development through life.

Components of Homework

A reasonable homework program should incorporate three parts:

- **Revision of work done during the day.** According to research into learning, approximately 5-10 minutes per subject should be devoted to this aspect after every College day. This could include re-working of some problems and procedures undertaken during the day, reading and studying notes taken down during class, and some self-testing (e.g. vocabulary, spelling, formulae).
- **Complete work set by teachers.** This will be work which the student has the necessary skill to undertake, but which requires further application and practice. It may not be set to a regular pattern, but as needs dictate. Some subjects with a large practical component may have little or no set homework. In subjects such as Drama, students may be required to attend some out-of-class rehearsals, as a public performance approaches. It is essential that any set homework be completed as it is a purposeful part of a course of study and will be checked by teachers. Some of this set work will be part of on-going subject programs such as completion of projects and assignments commenced in class time. This aspect of homework should also include preparation for classroom learning (collecting relevant materials, items information).
- **Such other work or revision as the student determines.** This may be nothing on some nights, depending on the amount of set work for that night. However, students are encouraged to have a planned program of long-term revision concentrating on one or two different subjects each night. Books are available from the College library in most subjects for those students who wish to do further work for themselves in an area of interest.

Reading

At all ages it is very advantageous for students to read regularly. This can include a range of texts from novels, magazines to Internet research.

Prescribed levels of homework for different age groups

- Years 6 and 7: Could be up to be up to 3 or 4 hours each week
- Years 8 and 9: Could be up to be up to 4 or 5 hours each week

Notices and Communication

Students are expected to remain up to date with college and class events and information through out student notices. Daymap will be the primary program used by staff to communicate important dates, events, learning and assessment with students and parents/carers. Students will be explicitly taught how to use and navigate this program and communication will be sent to families regarding Daymap.