YEAR 8 SUBJECT HANDBOOK

Korumburra Secondary College

"Developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community"

2026

Contents

Contacting the School

Position	Name
Acting Principal	Ms Naomi Coleman
Assistant Principals	Mr Tyson Biffin, Wellbeing and Inclusion Ms Ellen Sorrell, Teaching and Learning
Middle School Co-ordinator	Mr Christopher Cronin
Year 7 Co-ordinator	Mr Brock Churchill
Year 8 Co-ordinator	Mr Steven Santilli
Year 9 Co-ordinator	Ms Kylie Strickland

Term Dates for 2026

Term	Commences	Finishes
Term 1	Tuesday January 28th	Friday April 2nd
Term 2	Tuesday April 20th	Friday June 26th
Term 3	Monday July 13th	Friday September 18th
Term 4	Monday October 5th	Friday December 18th

Year 8 Subject Information

Curriculum

Korumburra Secondary College offers a varied and challenging curriculum designed to cater for differing student needs. This curriculum aims to focus on students learning how to learn, while enabling students to develop knowledge and skills as an independent individual and as a team member. Our curriculum encompasses the Victorian curriculum which is currently set out in three linked main strands or areas:

Physical, Personal and Social Learning:
Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning and learn about their rights and responsibilities as global citizens.

Discipline-based Learning:
Students learn the knowledge, skills and behaviours in the Arts, English, Humanities, Mathematics, Technology, Science, and other languages.

Interdisciplinary Learning:
Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate, and present their work. Students learn about creativity, design principles and processes.

The Victorian Curriculum framework acknowledges the global changes and directions that will shape the future of today's young people by delivering a curriculum that develops the whole person. The curriculum is a common set of knowledge and skills required by students for lifelong learning and social development.

Like Minds Program

The Like Minds program is a select entry group for students who can demonstrate highly effective learning behaviours including organisation, respect, resilience, lifelong learning, striving for excellence and are productive members of the community. Classes have been designed to deliver not only the regular Victorian Curriculum initiatives, but also the opportunity to engage in programs with a greater focus on independent inquiry – learning and project-based approaches. A particular focus on enterprise capabilities has been a feature of the program with students producing the Burra Flyer and taking part in an event focused on building these capabilities each term.

Year 7 and Year 8 Like Mind students will be together in all core classes but join other Year 8s for electives.

Year 8 Curriculum

Below is a summary of the subjects that students in Year 8 will complete. Each subject highlights the aim, area of study and learning tasks that students will undertake throughout their year, split into Core and Electives, with the time allocated per week for each subject. Students heading into Year 8 are given the opportunity to select two electives for the year, with the subjects listed below the Core. The selection process is completed through ACE in Term 3 of Year 7.

CORE Subjects

ACE

Aim:

The aim of this subject is to teach and reinforce good habits in order for students to develop lifelong learning, self-management, thinking and communication skills. Students will develop knowledge of and effective use of Information Technology tools to assist the gathering and presentation of information. Students will also develop positive relationships with their mentor teacher to support them at school.

Areas of Study

- Self-Awareness and Self-Management
- Social Awareness and Social Management
- Careers and Broadening Horizons Community Projects
- Respectful Relationships

Students in ACE will participate in various activities to assist with the development of personal strengths, general organisation, teamwork, and problem-solving skills. They will investigate various careers options as well as the skills and personal qualities associated with their chosen career and industries options. Units of Respectful Relationships will focus on personal strengths, problem solving and the positive attributes they see in themselves and in the people that they admire. The Broadening Horizons program will provide students the opportunity to tackle real world problems working with external organisations.

HOURS PER WEEK: 1

Art

Aim:

- To appreciate the development of art over the centuries.
- To show how art appreciation relates to contemporary art knowledge.
- To increase knowledge of media and art techniques.

Areas of Study

- Practical projects based on basic principles and elements of art.
- Practical art will be divided into areas of drawing, painting and 3D Sculpture.
- Research projects based on art styles and specific artists.

Learning Tasks

- Painting
- Drawing
- Sculpture
- Mixed Media

HOURS PER WEEK: 1.5

English

Aim:
The Year 8 English course at Korumburra Secondary College aims to further develop students' competencies in reading, writing, speaking and listening. A range of texts, including novels, short stories, films, plays and poetry will be studied for enjoyment, analysis and reflection. Students will be guided through writing workshops to develop their familiarity with more complex sentence structures and writing styles. Listening and speaking activities will require students to participate in and contribute to class activities, listen attentively to teachers and peers and present both informal and formal oral tasks to small groups and the class as a whole.

Areas of Study
The curriculum is organised into three interrelated modes that support students' growing understanding and use of Standard Australian English. Together the three modes focus on developing students' knowledge, understanding and skills in Reading, Writing and Speaking and Listening. Within each mode there is a Language, Literature and Literacy strand.

Language: knowing about the English language
Literature: understanding, appreciating, responding to, analysing and creating literature
Literacy: expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:

- **Short Story Writing –** carried over from Headstart from the previous year
- **Language and Literacy-** continued emphasis on improving students' use and control of the mechanics of language including spelling and expression for both formal and informal contexts
- **Writing Folio -** Ongoing activities throughout the year, which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies**- An in-depth study of a text as a class or in literature circles.

Learning Tasks

- **Common Assessment Tasks (CATs)** will be used throughout the year as a means of assessment of each unit of work.

HOURS PER WEEK: 4

Health Education

At KSC we place a high importance on student wellbeing and discovering each student's strengths. T he HPE curriculum allows for students to explore their identity and the things that affect them in a safe and supportive environment.

Health Knowledge & Promotion:

Aim:

Our Year 8 Health program aims to educate students about a variety of health issues and empower them to lead healthy, positive lives. It acknowledges that there are health behaviours that come with risks, with the goal being that students are aware of the risks of these behaviours, and to empower them with the skills and ability to make informed choices.

Areas of Study

Students will study 6 main topic areas:

- Sun Smart
- Global Health
- Eat Well to Be Well (Nutrition)
- Respectful Relationships
- Sexuality Education
- Risk Taking Behaviours (smoking, vaping and alcohol education)

Learning Tasks

- Sun Smart campaign
- Develop a balanced meal
- Sexuality education
- Smoking Kahoot

HOURS PER WEEK: 1.5

Humanities

Humanities is a core subject for Year 8 students. It is a combination of Geography, History and Civic & Citizenship. It provides skills for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnection with the environment. Year 8 Humanities focuses on patterns of change and continuity over time and explains processes that influence the characteristics of places.

Areas of Study

Students will study seven topics. They are:

- **Polynesian Expansion –** Exploring the similarity and diversity of cultures on Polynesian islands and the theories, based on historical evidence, of how the Polynesians expanded throughout the Pacific.
- **The Medieval Europe –** A historical study of Medieval societies and the feudal system, how and why medieval Europe changed due to the influence of religion and the crusades to the Middle East.
- **Coastal Landscapes –** This unit is designed to develop skills identifying coastal features, how they are made and changing, how people use coastlines and manage them for sustainability.
- **Cities & Liveability** - Investigating why people live in cities, what makes a city liveable and the advantages and disadvantages of living in cities.
- **Civics and Citizenship –** An exploration of the importance of processes in the House of Parliament and Senate in debating and passing Bills into Laws. An exploration of the Constitution and the process of a Referendum to modify it. The types of laws and the hierarchy of courts that deal with specific cases, the role of juries and sentnecin, exploring case studies.

Learning Tasks

- **Common Assessment Tasks (CATs)** will be used throughout the year for assessment of each topic.
- **General learning tasks:** Students will complete a range of humanities to develop their skills, particularly in the areas of graphing, map reading, fieldwork skills, timelines and evaluating historical sources.
- **Exam.** Students will sit a Humanities exam in Semester 1.

HOURS PER WEEK: 2.5

LOTE

Japanese

Aim:
Our LOTE program aims to inspire our students to learn Japanese and appreciate cultural diversity within Australia and Japan. They will develop key literacy and numeracy skills, as well as explore Japanese culture, beliefs and society.

Areas of Study

- Greetings
- Family
- Hobbies
- Sports
- Colours
- Japanese writing system
- Animals
- Food
- Likes and dislikes
- Descriptions and appearances

Learning Tasks

- Animals research task
- Food report
- Hobbies dialogue
- Family introduction

AUSLAN

Aim:
Introduction to Auslan (Australian Sign Language) will focus on building upon foundational skills and understanding of the unique nature of this language. This includes learning basic vocabulary, grammar concepts, and non-manual features (facial expressions, body language), while also exploring the cultural context of Auslan within the Deaf community and its value to all individuals.
Areas of Study

- Alphabet (fingerspelling)
- Numbers (using numbers in different contexts)
- Everyday words
- Greetings
- Food and drink
- Question signs
- Emotions
- Sports
- Opposites
- Depicting signs
- Home and community
- Conversation
- HOLME parameters
- Deaf culture

Learning Tasks

- Deaf Culture Research task
- Signing comprehension tasks and Visual test's

Mathematics

The aim of the subject is for students to acquire mathematical knowledge and skills, ways of thinking and gain the confidence to use mathematics in many situations.

Areas of Study

- Percentages
- Integers and Time
- Collecting and displaying data
- Rates and Ratios
- Probability
- Congruence and similarity
- Algebra and equations
- Measurement
- Linear Relationships
- Pythagoras' Theorem

Work Required

- To maintain and keep an up-to-date workbook containing all set classwork and worksheets.
- To complete tasks set by the teacher on Mathspace
- To complete self-directed skills using personalised skills maps on Mathspace.
- To complete additional homework as required.

Learning Tasks

- Mathspace Tasks
- Common Assessment Tasks

Victorian Curriculum – Capabilities:

- Questions and Possibilities
- Metacognition

HOURS PER WEEK: 4

Physical Education

Movement & Physical Activity:

Aim:
Movement & Physical Activity provides opportunities for students to

- Enjoy physical activity and a wide variety of sports and activities
- Develop their knowledge and practice of safety in sport and recreational activities
- Improve their physical fitness and social efficacy in sport and physical activity
- Develop and enhance students' initiative, self-confidence, co-operation, responsibility, leadership and sportsmanship

Areas of Study
Students will study 6 main topic areas:

- Athletics
- Fitness
- Cultural Games
- Striking Sports
- Footy Codes (SEPEP)
- Court Games

Learning Tasks

- Biomechanical principles and performance
- Cultural Games Reflections
- Soccer SEPEP
- Basketball skills assessment

Students are expected to be fully involved in the practical classes and to participate to the best of their ability. This includes wearing appropriate sports uniform (see uniform list). It is expected students wear a hat when undertaking any activity outdoors. If ill or injured, students participate where possible in an alternative manner, e.g.: umpire, referee, and statistician. Students need to supply a note if they are ill or injured.

HOURS PER WEEK: 1.5

Sport

Aim

- To prepare students for inter-school sporting competition

Each term students select one sport from the list in which they wish to participate in. They are taught skills and strategies specific to that sport for a number of weeks. From this, teams are selected to represent the school at inter-school sporting competitions.

Selections for each term include;

Term 1 – Football, Soccer, Badminton and Netball

Term 2 – Basketball, Hockey and Table Tennis

Term 3 – Body Movement (Pilates, Dance, Yoga), Lawn Games (Croquet, Carpet Bowls, Hookey, Finska, Quoits) (non-competition), Futsal, International Games

Term 4 – Cricket, Baseball/Softball, Tennis and Volleyball

HOURS PER WEEK: 1

Science

Aim

The aim of Science education is to offer students a valuable way of exploring and understanding their world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps students to make informed decisions about scientific issues, careers and further study.

Topics

- Cells and Microscope
- States of Matter
- Energy: Heat, Sound, Light, Potential & Kinetic
- Chemistry: Elements, Compounds & Chemical reactions
- Body Systems
- Geology

Work Required

- Workbook - students will maintain an organised notebook
- Research assignment/Project - one per topic (where appropriate)

Learning Tasks

- Tests - one per topic (where appropriate)
- Assignments
- Selected exercises from Workbook
- Practical Experiments

HOURS PER WEEK: 2.5

ELECTIVE Subjects

Students will select and participate in two electives throughout Year 8, with each subject running over the course of a semester. The following is a list of the subjects that are on offer to all Year 8 students.

Metalwork

Aim

The Metalwork elective will aim to provide a range of practical experiences that develop knowledge and understanding of creating, investing and defining, designing, producing, and implementing metal products using traditional tools and technologies. Practical projects reflect the nature of the metalwork industry and provide learning opportunities for students to develop specific knowledge, experience and new skills related to metal industries and new emerging technologies. Students will develop their knowledge and skills through a series of small-scale metalworking projects over the course of the semester, working in a variety of areas including welding, plastic moulding and fabrication.

Areas of Study

- Metal process such as spot welding, cutting, marking & measuring
- Metal joining & finishing
- CAD Design Concepts
- Double Diamond Approach and factors that influence design
- Creative and Critical thinking and designing

Learning Tasks:

- Investigating practical and theoretical areas of manufacturing, sustainability and industry knowledge
- Sheet Metal Products and Plastic Products
- Metal Machining Projects
- Fabricated Projects
- Artistic Metal Projects and CAD 3D prototypes or concepts
- Workbook to include design briefs, pictorial design drawings of projects, costing list, sequence of operations, and an evaluation of the constructed products including peer assessment.

HOURS PER WEEK: 4.0

Woodwork

Aim

Students will learn how to use basic woodwork tools, technologies and equipment; the gluing, nailing, cutting, measuring and shaping of wood; the double diamond approach; the characteristics of some Australian woods; the basic principles of Occupational Health and Safety in the woodshop and the application of a variety of finishing techniques. The focus of this course is to encourage students to research timber processes and use their initiative in the development of individually designed projects. They will also be introduced to a range of different timber finishes and appliques to produce quality timber products.

Areas of Study

- Timber processes such as sanding, cutting, marking & measuring
- Timber joinery & finishing
- CAD Concept creation
- Double Diamond Approach and factors that influence design
- Creative and Critical thinking and designing

Learning Tasks

- Investigating practical and theoretical areas of manufacturing, sustainability and industry knowledge
- Timber Construction Products such as pencil boxes, spoons, cookbook stands and children's toys
- Artistic Sculptural Timber Projects
- CAD Designing and generating of concepts
- Workbook to include design briefs, pictorial design drawings of projects, costing list, sequence of operations, and an evaluation of the constructed products including peer assessment.

HOURS PER WEEK: 4.0

Product Design Textiles

Aim

In this course students will complete a variety of practical textile tasks. This will develop their skills in using sewing machines, hand sewing and working with an assortment of fibres and fabrics. The conceptual focus of this course explores creative design thinking and construction of a range of fabric products. Students are provided the opportunity to develop skills relevant to the design, production and decoration of fun and unique textile products starting with the base unit of fibres. They will become better consumers as they develop a broader understanding of the origins and properties of materials, equipment and processes commonly used in textiles products. Students will explore the balance of function and design in their products and create their own style within the provided design briefs.

This course is well-suited for students keen to learn the initial skills required to make and modify clothing and furnishing in the future. This subject provides students the opportunity to develop their interest and skills in some of the textile art and garment construction areas.

Areas of Study:

- Learn how to construct fabric from fibres using fibres and felt making techniques.
- Learn how to safely and competently use hand sewing techniques for sewing seams, buttons and beads.
- Learn how to safely and competently use equipment including sewing machines and irons.
- Learn how to follow verbal and written instructions and diagrams to assemble their designs.
- Adapt basic product designs to add their own personal flair to soft furnishings and products.

Learning Tasks:

- Finished practical projects: design, construction and quality of stitching.
- Evaluation of completed projects.
- Workbook: theory completed
- Sustainability Project
- Knitted Project

HOURS PER WEEK: 4.0

Food Technology Studies

Aim

At Korumburra Secondary, students are taught to understand the importance of food on our health, while also looking at the issues around sustainability and economic considerations in the development of food products. Food Studies is a practical and theoretical subject that teaches students the importance of food safety, preservation, preparation, presentation, and how sensory perceptions influence the creation of food solutions for healthy eating. At year 8 level students engage in a weekly practical class, where they make a variety of different savoury and sweet recipes. Theory classes are then used to support the practical classes and build on students' knowledge and understanding of food and will apply design thinking, creativity, innovation, and enterprise skills to develop, modify and create design solutions then evaluate those design ideas, processes and solutions against comprehensive criteria for success.

Areas of Study:

- Healthy Eating
- Product Design Process
- Learn independent and teamwork cooking skills.
- Reflective and evaluating practices.
- Sustainability and Food Waste

Learning Tasks:

- Working through the design process according to a design brief
- Safe use of equipment and ingredients
- Food properties and safety
- Sustainability issues around food and the reduction of food waste
- Healthy eating
- Planning, preparation and evaluation of food products

Common Assessment Tasks

- Design and produce a food product in response to a Design Brief around Healthy Eating and Food Waste
- Evaluations.

HOURS PER WEEK: 4.0

STEAM

Aim

In this course students will be thinking about problems around us that interconnect science, technology, engineering, art and mathematics. They explore what possible solutions there are and what the best course of action is for that problem. This requires students to think outside the box, be creative, think critically, problem solve, collaborate with peers, communicate and produce achievable outcomes.

Students will have input into topics, big ideas and questions that will be covered in this course, and a variety of different projects that reflect student interest will be completed. This has included engineering challenges that require coding, animation, 3d printing, videography, laser cutting and drone technology.

Areas of Study

- Engineering/design thinking - In solving STEAM problems, the use of engineering-design thinking is vital. In this kind of thinking, you must identify the problem at hand, research potential solutions, build prototypes, test, redesign, test again, and iterate further as needed. Each step in the process moves you closer to creating a functional solution.
- Maths & Science skills - The mathematics and science skills you are learning in school are the foundation of STEAM and must be applied in pursuit of solutions. The math and science used to solve problems will connect to and extend your coursework, as well as highlight connections between ideas and subject areas.
- Digital Literacy - The ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of life, learning and work in a digital society.

Learning Tasks:

- Projects
- Tests
- Design Briefs
- Experimental Logs

HOURS PER WEEK: 4

Performing Arts
Drama

Aim:
To provide a wide range of performance experiences to students in different dramatic contexts. Students build confidence, performance, improvisation, and collaboration skills through a variety of workshops and activities. Please note: this elective is subject to student numbers and can be combined with Music to form Performing Arts if needed.

Areas of Study
- Practical activities focused on character building and improvisation
- Production work activities and scripting activities
- Rehearsing for the intention of Drama performance work
- Reviewing and analysing scripted performances

Learning Tasks
- Film Review
- Scriptwriting / Production work
- Theatre studies: Commedia dell'Arte
- Performance and Improvisation

HOURS PER WEEK: 4

Music

Aim:
To provide a wide range of performance experiences to students in different musical contexts. Students build confidence, performance, improvisation and collaboration skills through a variety of workshops and activities. Please note: This elective is subject to student numbers and can be combined with Drama to form Performing Arts if needed.

Areas of Study
- Listening and Interpretation
- Music Theory with a focus on Musical Elements
- Building an understanding of Music History
- Music Performance
- Composition using Digital Audio Workstations

Learning Tasks
- Listening and Interpreting Tasks
- Music Theory and Research
- Music Performance work
- Composition work

HOURS PER WEEK: 4

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