



YEAR 8 HANDBOOK

2026



Welcome

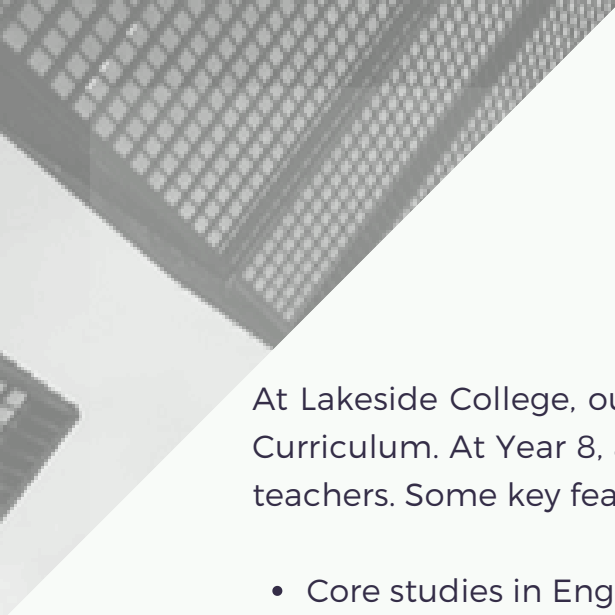
Curriculum Overview

On behalf of all members of the Lakeside College community welcome to Year 8. This is a very exciting stage in your educational journey. The Lakeside College Secondary School program provides you with an opportunity to experience an exciting range of new subjects, meet new teachers and develop solid friendships. We value respectful relationships between students, teachers and parents and our programs are designed to help our students grow into resilient, life-long and curious learners.

Learning within the classroom is complimented by opportunities to learn outside of the classroom. We have an extensive sporting and co-curricular program that engages students in a variety of interesting and challenging activities. Taking part in co-curricular activities gives students access to new experiences, helps them develop new skills and allows them to meet students from different classes and different year levels.

We encourage all of our students to embrace all the opportunities available to them. Our aim is for all students to better understand themselves as learners and embrace opportunities to grow academically, physically, spiritually and emotionally. Our learning and teaching programs are designed to challenge all students appropriately and we use various sources of data to inform our practices and approach to learning.

Head of Middle School
Mrs Joanne Rothwell



Year 8 at Lakeside College

At Lakeside College, our curriculum is designed around the learning outcomes identified in the Australian Curriculum. At Year 8, all students experience a range of subjects across different disciplines with specialist teachers. Some key features of the Year 8 program include:

- Core studies in English, Science, Health and Physical Education, German (Languages), Christian Studies
- Our Christian Studies Program is based on the Christian Studies Curriculum Framework produced by Lutheran Education Australia
- Literacy and Numeracy is a significant focus of the Year 8 learning program. The College has invested significant resources to provide additional time in English and Mathematics for the development of these skills.
- All Year 8 students complete one semester of Art and one semester of Media studies.
- Music and Digital Technology are also semester length units which are a compulsory part of the Year 8 learning program.
- Year 8 students participate in a comprehensive Pastoral Care program which takes place for 50 minutes a week. The program focuses on the development of resilience, peer relationships, leadership and healthy relating.



Year 8 at Lakeside College

- All Year 8 students participate in a camp program. The program is designed to help students build resilience, set achievable goals and learn the value of challenging themselves through the development of a growth mindset.
- All students belong to a Homeroom and the Homeroom Teacher plays an important role in supporting our students in their first year of secondary school. All students are expected to engage in Homeroom based activities including taking part and organising devotion/prayer.

The Role of the Homeroom Teacher

The Homeroom teacher plays a significant part in how we educate young people. In the early years of secondary school, students require a class environment of security, nurture, and warmth. As students grow through their teenage years into adolescence they experience a number of physical, emotional, and social changes. For some students, this can be a very unstable, stressful, and anxiety-provoking time.

This instability affects the well-being and learning of students. We recognise that students who do not feel safe, secure, and protected will struggle to learn and this has been backed by a significant amount of research.

It is within Homeroom that we provide: stability and nurture through:

- Daily connection with a teacher and check-in space,
- One main point of communication between home and school, and
- A place to help develop spiritually, emotionally, and interpersonally.

At Lakeside it is our desire that each student is known as an individual by every teacher, and that they develop a particularly strong relationship with their Homeroom Teacher. The Homeroom Teacher is the first point of contact for parents/guardians and will often be the liaison point for any school related matters.

Inclusive Education

Inclusive Education at Lakeside College allows for the coordination, service and provision of learning support for students. It is relevant to all students and of particular importance to those with specific needs. Our approach at Lakeside College is founded on the belief that every child has the ability to reach their developmental potential underpinned by equitable and inclusive practices.

The individual differences of students, their strengths and challenges, are recognised and acknowledged through the provision of individualised or modified programs. Individual differences may relate to students who need support in their learning by a specialist teacher or students who need to be further challenged and enriched in their learning.

The Student Support Officer/Inclusive Education Teacher assists staff in catering for the individual needs of students by supplementing and augmenting the provisions of the classroom in a supportive and caring environment. The Inclusive Education teacher may provide resource support, classroom support or withdrawal support, either individually or in a small group according to need identified.

If you would like to engage further with Inclusive Education at the College please contact your child's Homeroom teacher or our Inclusive Education Coordinator.

Home Learning

Home Learning is, indeed, an important aspect of our learning and teaching programs. We stress, however, the importance of the time allocated to Home Learning tasks at each year level. Parents are encouraged to help their child adhere to the time allocated for completing Home Learning tasks as a way of ensuring that their son/daughter does not spend an unreasonable amount of time on Home Learning. Teachers support this process by using google docs to monitor how many assessment tasks a student is required to complete and when assignment work is due.

In the media recently there has been much said about the issue of Home Learning, especially amongst students in both the Early and Middle Years stage of learning. The issue surrounding the debate seems to centre on the amount of Home Learning given to students and the value of completing Home Learning when measured against specific learning outcomes.

As a College we believe that Home Learning should:

- Consolidate classroom learning
- Foster and sustain lifelong learning skills
- Encourage students' responsibility for their own learning
- Enhance students' capacity to manage their personal learning

Research has shown that home learning is important because:

1. It improves your child's thinking and memory
2. It helps your child develop positive study skills and habits that will serve him or her well throughout life
3. Home Learning encourages your child to use time wisely
4. It teaches your child to work independently
5. Home Learning teaches your child to take responsibility for his or her work
6. It allows your child to review and practice what has been covered in class
7. It helps your child to get ready for the next day's class
8. Home Learning helps your child learn to use resources, such as libraries, reference materials, and computer Web sites to find information
9. It encourages your child to explore subjects more fully than classroom time permits
10. It allows your child to extend learning by applying skills to new situations
11. It helps your child integrate learning by applying many different skills to a single task, such as book reports or science projects
12. Home Learning helps parents learn more about what your child is learning in school
13. It allows parents to communicate about what he or she is learning
14. It encourages parents to spark your child's enthusiasm

We have also designed our curriculum and learning programs so that Home Learning should be:

- Age and stage appropriate
- Interesting, challenging and where appropriate, open ended
- Balanced with a range of activities
- Purposeful, meaningful and relevant to the curriculum
- Assessed by teachers with feedback and support provided

I have outlined below the recommended Home Learning time for students in each stage of learning.

Weekends

Given that many students are actively involved in activities on the weekends, it is preferable that home learning not be set over the weekend. However, it is expected that home learning not completed during the week should be finalised on the weekend.

Years 7–8 Home Learning

Home learning is allocated on most weekdays. It is expected that students will spend the following as a maximum amount of time on homework per evening, from Monday to Thursday:

Year 7 60–75 minutes

Year 8 60–90 minutes

Mrs Joanne Rothwell
Head of Middle School

Year 8 Curriculum Structure

At Year 8, all students will complete the following core studies for the entire academic school year:

- English
- Mathematics
- Science
- Health and Human Development
- Physical Education
- German
- Christian Studies
- Humanities

The following breadth subjects are taught each semester and each student will rotate through these subjects:

- Art
- Music
- Food Technology
- Digital Technology

Subject Descriptors

The following pages outline the course content, learning outcomes and assessment tasks for each subject taught in Year 8.

Core Studies

English

Students will interact with their peers, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. Students will read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They will explain how ideas are represented and how texts reflect or challenge contexts. Students will explain the effects of language features including intertextual references and literary devices, and visual features. They will create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.

Units covered throughout the year include:

- Thematic Unit: The Danger of a Single Story
- Text Study: The Book Thief (2013) directed by Brian Percival
- Text Study: The Outsiders (1967) written by S. E. Hinton
- Persuasive Unit: The Gruen Transfer

Assessment

- Writing folio
- Film review
- Text response paragraph(s)
- Advertisement presentation

Mathematics

In Number and Algebra, students solve problems involving the four operations with integers, fractions and decimals. They apply algebraic properties to index laws, and to rearrange, expand and factorise linear expressions. Students graph linear relations and solve linear equations and inequalities. In Measurement and Geometry, they identify conditions for congruency and similarity of shapes. Students solve problems involving the perimeter and area of composite shapes and volumes of right prisms. They use Pythagoras' Theorem to find unknown side lengths. Students solve problems involving multiple time zones. In Statistics and probability, they use statistical calculations and graphs and learn how to produce a suitable conclusion in an investigation. Students choose appropriate language to describe events and determine the probability of complementary events.

Assessment

- Essential Assessment pre-tests and post-tests
- Topic Tests
- Investigations and projects

Science

Students use microscopes to identify key organelles within plant and animal cells. The students discover the way that cells combine to create different tissues that work together in organs, which in turn work together in systems to allow the human body to function efficiently. They examine the different rock types, and how they form and change over time and how this is influenced by the tectonic plates. Students discover how chemical reactions occur and the differences between physical and chemical changes. They investigate how energy transfers and transformations occur in simple systems. The students discover the way that science is used to assist our world. The students will learn how to plan, create, and run safe experiments. They will recognise the importance First Nations Australians and the role they play in contemporary science.

Assessment

- Research Projects
- Assessed Practicals
- Tests
- Posters

Health

Students continue to demonstrate their knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. They explore the importance of proper nutrition for optimal health, wellbeing and sports performance as well as identify a variety of foods that should make a person's daily intake. Students undertake a unit of personal safety, exploring various environments that pose challenges and analyse threats to their personal safety and justify strategies that keep them safe. They explore how to seek help in the community for mental health issues such as stress and various mental illnesses. Students engage in a student directed research task on a mental illness of their choice.

Assessment

- Nutrition Case Study
- Mental Health and Illnesses Inquiry Project
- First Aid Practical and Theory Assessments

Physical Education

Students engage in a range of known and new sports in order to develop gross and fine motor skills in areas both recognised and as a new exposure. Students participate in a variety of areas of sport, including Invasion Games: Basketball, AFL, Soccer, Flag Belt Rugby and Netball; Striking Sports: Floorball and Teeball; and Net Sports: Tennis, Table Tennis, Volleyball and Badminton. Students develop skills specific to each sport, practice and receive feedback, and apply new skills in modified games. Year 8's are given an additional responsibility in PE, conducting a Sports Education in Physical Education Program (SEPEP). SEPEP allows focus on skills development and the capacity to explore the diverse roles involved in running any sporting competition. SEPEP is designed to run over a term and replicate a season of a club competition, providing ongoing and authentic opportunities to embed sports career education into their PE program.

Assessment

- Health Benefits of Physical Activity Project
- Ongoing Self and Peer Reflections
- SEPEP: Teamwork, Fair Play and Inclusion

German

Students learn how to introduce themselves and their friends and family. They learn how to say their age, where they come from and where they live. students use the topics of colour, time, and emotions to recognise and use the key features of the German sound system and to develop their knowledge of the German grammatical system.

Students learn to name pets and wild animals, build the plural and describe them using adjectives. Students use the topic of food to learn how to order in a restaurant, and how to express wishes, likes and dislikes. They also learn how to use the definite, indefinite and possessive articles in accusative, and how to conjugate verbs which require change in vowel.

Assessment

Students will be assessed on their competence for the following skills:

- Reading
- Listening
- Writing
- Speaking
- Project Work

Christian Studies

In Christian Studies students undertake topics that explore ideas from the following four strands - Christian Beliefs, Christian Church, Christian Living and Christianity in the World. In Christian Beliefs, they focus on the trinitarian nature of God – Father and creator, Son and saviour, Holy Spirit and helper. In Christian Church, students investigate the dynamic and diverse nature of the Christian community and how the Christian community gives expression to belief in worship, prayer, fellowship and sacraments. In Christian Living, students Christian teachings about living in relationship with God and how this inspires Christians to live in love and service in the local and global community. In Christianity and the World, students explore the diverse religious and cultural expressions of belief and life. Christians believe that God creates all people to live in relationship with him and recognise that people find expression for their spirituality in different ways. This multi-religious, cultural and diverse spiritual landscape provides a range of philosophical and ethical frameworks for living that present challenges and opportunities for Christian communities.

Assessment

Students will be assessed on their competence for the following skills:

- Essays/Reports
- Reflections
- Posters
- Oral presentations
- Investigations
- Projects

Humanities

Students will be developing the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students will study human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts.

In Civics and Citizenship, students will learn how Australians participate in their democracy and the roles of political parties and elected representatives in the Australian government. Students will also learn the characteristics of laws, how laws are made and the types of law in Australia. In History, students will learn about the historical significance of periods between the ancient and modern past, with an emphasis on Medieval Europe. In Business and Economics, students will learn how markets influence the allocation of resources to the production of goods and services. Students will develop an understanding around the importance of Australia's taxation system and its effect on decision-making by individuals and businesses. In Geography, students will learn about the interconnections between people, places and environments.

This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

Assessment

- Research Projects
- Design Project
- Fieldwork Project
- Research Report
- Posters
- Tests

Art

Students learn about different techniques to create a sense of depth and dimension within their artworks. Utilising single-point perspective drawing techniques, students learn how to create a streetscape. With the addition of detail and street art accents, students explore different materials, and techniques used to create art. This is explored further with the investigation and creation of Street Art skateboards. Students plan their art-making in response to the exploration of techniques and processes used in the artworks of other artists such as Kaws, Banksy, and King Robbo.

Music

Students continue to build on their music reading and performing skills from Year 7. Music theory is focused throughout with use of standard notation applied in exercises, tests and performances. Piano and guitar skills are also refined through class playalongs of contemporary music examples.

Contemporary music is brought into focus in Year 8. Exploration into styles such as Blues, Rap and Rock help to build awareness of perspectives in Australia and beyond. Listening examples in these styles are also used to influence and inspire students as they start to take ownership of their own music-making.

Assessments

- Solo and ensemble performances
- Theory and listening tests
- Research reports on music artist/s

Food Technology

Students learn and extend their understanding of food preparation and production skills using the theme of food for families and wellbeing. They use an inquiry approach to first identify aspects of wellbeing and how we can use food selection models and guidelines to help us make choices that contribute to our wellbeing. Using creative design thinking and project management skills, students individually and collaboratively plan, design and create food solutions that are based on an evaluation of needs or opportunities, including sustainability.

They develop criteria for success to make judgements on the characteristics of their product and suitability for purpose. Students investigate the role of nutrition and the importance of a well-balanced diet as informed by the Australian Dietary Guidelines and the Healthy Eating Pyramid and they consolidate their understanding of the five food groups and their nutritional properties. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Assessment

- Hygiene and Safety Task and Quiz
- Design Brief Task
- Practical Food Productions

Digital Technology

Students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. They design and trace algorithms and implement them in a general-purpose programming language. Students select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. They select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects. Students manage their digital footprint.

Assessment

- Creation Digital Communication Mediums
- Creating Websites
- Programing Projects