



2026 YEAR 8 CURRICULUM GUIDE

Table of Contents

Introduction -

Core Subjects -

- English
- Mathematics
- Science
- Humanities
 - Semester 1 - History
 - Semester 2 - Geography
- Health & Physical Education



Elective Subjects - (x1 per Semester)

Students must pick a different subject for each semester

- Chinese
- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Food Specialisation
- Digital Technologies
- Design & Technologies



Other Programs/Information -

- Inspire Academy
- Access Program
- Tutorial Program
- Signature Programs etc.



Information relating to courses, fees etc. - are accurate as of time of distribution of this document but may be subject to change.



Executive Principal's Welcome

At North Lakes State College we are proud to offer a diverse and engaging curriculum designed to meet the needs, interests and aspirations of every student. The curriculum guides showcase the wide range of subjects available to students across the Senior Secondary phase of learning. These subjects reflect not only the academic rigour and high expectations of our college, but also our commitment to providing meaningful pathways for every learner.



Choosing the right subjects is an important step in each student's learning journey. I encourage students and families to consider not only current interests and strengths, but also future goals and ambitions. Whether students are aiming for university, training, apprenticeships or employment, the subjects they select now can help lay the foundation for future success.

It's important that subject choices are driven by passion and curiosity. When students are engaged in what they are learning, they are more likely to achieve success and grow in confidence.

My advice for students considering their subjects for the coming year, would be to talk to your Teachers, Heads of Department and our Guidance Team. Ask questions and explore possibilities. Use these handbooks as a guide to help make informed and thoughtful decisions about your learning.

At North Lakes State College, we believe every student has the potential to thrive. Our role is to support, challenge and enable all our students to take ownership of their learning and future.

As Henry Ford once said, "choose a job you love, and you will never have to work a day in your life".

We look forward to seeing the choices you make and the pathways you explore.

John Thornberry Dip T B.Ed M.Ed MACEL



Subject Selection Process

Engage and Read Curriculum Guide

Students and Parents/Caregivers explore information in the Curriculum Guide to understand what subjects are about.

Three questions for exploring -

1. What am I good at?
2. What do I like?
3. What pathway am I considering?

Subject Information Events

Students deepen their understanding of subjects by exploring how the learning looks.

Three questions for exploring -

1. Why should I select this course?
2. How does learning look and challenge me in this course?
3. How will this course link to my potential pathway?

Seek Advice and Support

Students and Parents/Caregivers should discuss Subject Selections. Consulting and seeking support from -

1. Current Teachers
2. Heads of Department
3. Guidance Officer
4. Help Guides ([Padlet Pages](#), [Curriculum Guides](#) etc.)

Subject Selections are finalised during
ACCESS (Term 3, 2025)



Year 8 English (ENG)

In the North Lakes State College Junior Secondary, we endeavour to prepare students to be literate critical thinkers in an ever changing global and technological society. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing student's knowledge, understanding and skills in listening, reading, viewing, speaking, and writing. In Year 8 students interact with peers, teachers, individuals, groups and community members and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction and non-fiction, poetry, dramatic performances and multimodal texts. The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about the Asia-Pacific region.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Year 8 -

- **Term 1** - Ancient Greek texts
- **Term 2** - Thrill seeking texts
- **Term 3** - Transforming texts for new audiences
- **Term 4** - Representation of texts in the media

Assessment Techniques -

- Written
- Spoken
- Multimodal

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- The English course is designed for students to be able to complete most work in class during lessons. It is expected students complete the reading of set texts for homework.
- Students will have additional reading and work on assignments/assessment tasks to complete in addition to class work.



Year 8 Mathematics (MAT)

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

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 conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems.

Units of Study -

- **Term 1** - Measurement (PSMT)
- **Term 2** - Number & Algebra
- **Term 3** - Statistics & Algebra
- **Term 4** - Probability & Space

Assessment Techniques -

- Written Tests (exams)
- Problem-Solving Modelling Tasks

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 8 Science (SCI)

Students are prepared to be active citizens who make thoughtful and critical decisions about scientific claims, which influence their own lifestyle, health and environment, and to become citizens of a global community who make sustainable choices in their everyday lives.

The study of Science establishes a place in the curriculum for the innate human desire to understand the world in which we live. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain their surroundings.

Science will centre upon constructing new understanding and comparing students' current ideas with those of the scientific community. It will:

- Comprise of opportunities for deep understanding of physical, chemical, biological and earth sciences through scientific investigation.
- Provide situations to examine and discuss scientific social issues.
- Present occasions to 'work scientifically' by investigating and communicating findings.
- Offer learning experiences, which are connected to (a) the real world and (b) the interests of the middle school student.

Units of Study -

- **Term 1** - Chemistry (Particles Matter)
- **Term 2** - Earth Science (The Changing Earth)
- **Term 3** - Physics (Energy in my Lifestyle)
- **Term 4** - Biology (Building Blocks of Life)

Assessment Techniques -

- Carry out experiments and analyse results
- Report on experimental findings
- Learn scientific theory and explore contextual applications of scientific theories in real-life situations

Subject Specific Considerations -

- iLearn Program - iPad Device
- WHS requirements re adherence to the NLSC Uniform Policy (laboratory access etc.)

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 8 History (HIS)

History is the imaginative reconstruction of the past from the remaining evidence. This evidence exists in the form of primary and secondary sources.

Primary sources were created at the time of the event; secondary sources were created after the event and comment on the event. In this course students will learn from the lessons of the past so that they can make informed judgments in the future. History is not a single version of the past.

There are many different perspectives. Students will learn to understand these differences and speculate on why people see things differently.

Units of Study -

- **Unit 1** - The Western & Islamic World (incl. Medieval Europe)
- **Unit 2** - Expanding Contacts (The Black Death in Asia, Europe & Africa)
- **Unit 3** - The Asia-Pacific World (Japan under the Shoguns)

Assessment Techniques -

- Stimulus Response Exams
- Assignments or Portfolio Work

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 8 Geography (GEG)

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work.

The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Units of Study -

- **Term 1/Term 3** - Landscapes & Landforms
- **Term 2/Term 4** - Changing Nations

Assessment Techniques -

- Stimulus Response Exams
- Assignments or Portfolio Work

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 8 Health & Physical Education (HPE)

The curriculum for Year 8 supports students to refine a range of specialized knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialized movement skills and understanding in a range of physical activity settings.

They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.

They reflect on and refine personal and social skills as they participate in a range of physical activities.

Health and Physical Education (HPE) gives students the knowledge and skills to:

- Make informed decisions about their own health.
- Develop personal fitness.
- Participate effectively in physical activities.
- Enhance personal development.
- Enhance and develop fitness capabilities that will prevent current lifestyle diseases.

Units of Study -

- **Semester 1** - Personal, Social & Community Health
 - **Term 1** - Building Positive Relationships
 - **Term 2** - Influences During Adolescence
- **Semester 2** - Movement & Physical Activity
 - **Term 3** - Nutrition
 - **Term 4** - Movement Concepts

Assessment Techniques -

- Written Tasks
- Practical Demonstration

Subject Specific Considerations -

- iLearn Program - iPad Device
- Practical Participation

Homework/Study Requirements -

- Homework
- Revision
- Assignments



Year 8 Chinese (CHI)

Language is a compulsory subject in Year 8, and Year 8 Chinese is a continuation of the Year 7 Chinese program. If you studied Chinese in Year 7, you must continue your studies in Chinese in Year 8.

Learning a second language also improves students' literacy and problem-solving skills and promotes an appreciation of diversity. This is achieved through communicative activities which allow the students to develop the four macro skills central to language learning: listening, speaking, reading and writing.

Units of Study -

- **Term 1/Term 3** - Travel Plans
- **Term 2/Term 4** - Going on Holiday

Assessment Criteria

- Reading Tasks
- Writing Tasks
- Speaking Teams

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Learning, rehearsing and performing repertoire
- Choreographing both individually and in groups
- Analysis of dance works (personal and professional)



Year 8 Dance (DAN)

The study of Dance enables the application of multiple literacies through which students create, demonstrate, express and reflect on meaning made through movement.

Dance has the means to prepare students for unimagined possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. Multiple literacies are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world.

A course of study in Dance establishes a basis for further education and employment across many fields, both inside the Arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Through making and responding, students will develop skills transferrable across subjects including problem-solving, group work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

Units of Study -

- **Term 1/Term 3** - Media Marketing & Dance
- **Term 2/Term 4** - Dance Around the World

Assessment Criteria

- Written Exam
- Performance
- Chorography

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Learning, rehearsing and performing repertoire
- Choreographing both individually and in groups
- Analysis of dance works (personal and professional)



Year 8 Drama (DRA)

Drama is a creative outlet in which Year 8 students can explore ways to express themselves in an imaginative environment.

Drama is a blend of performance, creation and analytical work in an exploration of social issues, performance skills of different genres and historical periods.

Theoretical understandings underpin and support practical work. Students will have opportunities to learn about a range of forms and styles and gain understandings of human experience in different cultures, times and places.

Junior Secondary drama spans a wide range of topics which endeavour to encourage personal and social growth as well as a broader understanding of our present through the study of the past.

They focus on rehearsing and devising material to prepare and present to an audience both scripted and improvised pieces.

Units of Study -

- **Term 1/Term 3** - On the Spot (Improvisation)
- **Term 2/Term 4** - Scripted Drama

Assessment Techniques -

- Making
- Responding

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Learning lines
- Rehearsing performances
- Completing analysis and evaluation on viewed performances
- Scriptwriting



Year 8 Music (MUS)

This subject prepares young people with 21st Century skills and resources, while also engaging with higher order thinking challenges. Over one semester of study, students who select Music will expand on their knowledge and skills based on the Australian Curriculum.

They will develop critical analysis skills through responding to and evaluating music, create compositions (including working with music technology), and gain confidence in performing.

It is not necessary to have any prior experience as the course caters for all levels of musical abilities. Student learning is underpinned by a digital curriculum, based on the iPad program. It is strongly advised that students bring their iPad devices to every lesson.

A study of Music can lead to careers in performing, music tuition (both private and formal education systems), A/V industry, entertainment, music therapy, speech pathology, and childcare, Defence Forces, advertising, business and arts administration. Music is also an effective outlet for students with creative and analytical potential and builds empathy for others.

Units of Study -

- **Semester Focus** - Sounds & Soul

Assessment Techniques -

- Portfolio
- Project (Written)
- Performance

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Individual practice/group rehearsal
- Composing
- Analysing and evaluating music
- Completing theory tasks
- Completing work not finished in class



Year 8 Media Arts (MED)

Students are prepared to be creative, critical, and responsible media users and makers who can thoughtfully engage with the fast-changing world of visual storytelling and screen culture. Through the study of Media Arts, they explore how media influences identity, shapes public opinion, and reflects the social, cultural, and technological context of our time.

In Year 8, students learn to interpret and create media that communicates meaning, mood, and perspective.

They engage in hands-on, collaborative tasks that strengthen their understanding of visual language, narrative structure, and media production techniques. Across the year, students explore four engaging units: the impact of social media, the power of advertising, the storytelling of documentaries, and practical skills in film production.

Media Arts provides a space for creative exploration, technical skill-building, and analytical thinking. It empowers students to design and produce content with purpose, while reflecting on the ethical responsibilities of media creators.

Units of Study -

- **Term 1/Term 3** - Social Media & Advertising
- **Term 2/Term 4** - Documentary & Film

Assessment Techniques -

- Photography
- Animations
- Storyboard
- Film Productions
- Written Analysis

Subject Specific Considerations -

- iLearn Program - iPad Device
- Use of Specialist Equipment etc,

Homework/Study Requirements -

- Production Log Book
- Complete Filming/Edit Filming



Year 8 Visual Art (ART)

Visual Art prepares students for participation in the 21st century by fostering curiosity and imagination and teaching students how to generate and apply new and creative solutions when problem solving in a range of contexts.

This learnt ability to think in divergent and creative ways enables artists, designers and craftspeople to work in collaboration within multiple fields to design and manufacture images and objects that enhance and contribute to our daily lives. Students will use the design process and problem solving in creating artworks. The focus in this subject is on students creating, presenting, reflecting and appraising images and objects.

Students will learn and apply the Visual Arts Elements and Principles of Design to a variety of 2D and 3D experiences. They will engage in experiences to develop personal expression, aesthetic judgement and critical awareness. Students will gain satisfaction and enjoyment from making images and objects and displaying them.

This subject is a combination of theoretical understanding with practical applications. Prior experience is not necessary for students to undertake this course, as the course is designed to cater for all levels of artistic ability.

Units of Study -

- **Term 1/Term 3** - Diverse Drawings
- **Term 2/Term 4** - Dragon Dreaming

Assessment Techniques -

- **Making** - Generation, documentation and development of ideas for artworks
- **Responding** - Analyse and interpret artworks

Subject Specific Considerations -

- WHS Requirements - Workshop Areas
- iLearn Program - iPad Device

Homework/Study Requirements -

- Journal work
- Research
- Annotations
- Reflections through written responses or essays



Year 8 Digital Technologies (DIG)

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

The focus in Year 7 is to build skills and understanding, while supporting the development of digital literacy across the curriculum. Students will be given opportunities to become discerning users, productive creators, critical analysts and effective developers of digital solutions.

Units of Study -

- **Semester Focus Areas -**
 - Computer Networks
 - Wired & Wireless Technology
 - Online Security
 - Mobile Technologies

Assessment Techniques -

- Digital portfolio of tasks
- Coding project
- Theory exams

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Revision for theory exams
- Both in class and at home will be needed to complete projects and portfolio items



Year 8 Design & Technologies (DAT)

Design and Technologies may be best understood as a process where people use tools to manipulate the environment and resources for a particular purpose that is sustainable, and meets the needs of people. It introduces students to the basic design processes combined with the use of materials to construct solutions to real-life situations.

Students will learn to interpret drawings and designs to then cut out, fix together and finish a project/solution. This subject has both practical and theoretical components.

The emphasis in year 8 will be placed on the fundamental skills associated with sketching and interpretation of given 2D and 3D tasks that are essential to providing suitable design representations for a variety of audiences.

The focus in Year 8 will include design as well as improving and building hand skills; measuring and marking out; joining and finishing timber.

Units of Study -

- **Term 1/Term 3** - Technology & Safety
- **Term 2/Term 4** - Technology & Society

Assessment Techniques

- Construction of projects
- Investigation reports
- Folio of work
- Examinations

Subject Specific Considerations -

- iLearn Program - iPad Device
- WHS Requirements - Workshop Areas

Homework/Study Requirements -

- On guard online training modules and Project planning not completed at school



Year 8 Food Specialisations (TFD)

Food Specialisation teaches foundational nutrition and cooking skills, empowering students to make informed choices and create innovative food products.

In year 7, we focus on safe and hygienic cooking practices, knife skills, and introduce learners to various cooking methods. Students develop a design portfolio, modify recipes, sketch ideas, document their cooking journey through photography.

Each week students learn relevant theory, observe a cooking demonstration of the recipe and spend 70 minutes hands on in the kitchen completing a practical cook. North Lakes State College provides the required ingredients for each weekly cook though learners can bring additional ingredients from home to customise and enhance their recipes- designing and producing innovative food products! During the assessment cook for each unit, students will be required to bring in some of their own ingredients based on their individual design.

Students will use their learning device to access and complete digital course work, research, locate visual stimulus, document their cooking products, use digital content creation platforms such as CANVA, create digital portfolios, produce and submit assessment tasks.

Units of Study -

- **Term 1/Term 3** - Fantastic Food
- **Term 2/Term 4** - Cultural Cuisine

Assessment Techniques -

- Short Response Exam
- Practical Assessment (Cooking etc.)
- Practical Assessment (Hygiene etc.)
- Portfolio - Digital Display/Portfolio

Subject Specific Considerations -

- iLearn Program - iPad Device
- Workplace Health & Safety
- On-Guard Training

Homework/Study Requirements -

- Completion of kitchen safety training booklet
- Signed parent permission form
- Weekly recipe preparation and familiarisation
- Supply of container and cool bag to transport prepared food home



Inspire Program

The Inspire Academy is an innovative, engaging and rigorous learning environment designed for high achieving students. Learning sequences are adapted in order to challenge, extend and accelerate the academic ability of students across the core learning areas of Math, English, Science and Humanities.

Students are provided with a number of opportunities to develop 21st century skills such as critical thinking and decision making, information gathering and communication. This is achieved through extension tasks and projects throughout the learning sequence that extend students from the core content to real world contexts.

The Inspire Academy classroom has been purposefully designed to promote collaboration and team work. Students have opportunities to work in small or large groups by rearranging the flexible furniture. Brainstorming and problem solving can be completed individually or with peers on the whiteboard tables throughout the room.

There is a strong focus on developing and enhancing digital fluency for each student with the utilisation of the iPad. Teachers create a seamless blend of technology and challenging learning experiences to create an engaging classroom environment.

Connections are made across the core learning areas to help create a more holistic curriculum for students. For example, while studying Physics in Science, students make connections with their study of Ancient Egypt by looking at the Physics involved in the construction of the Great Pyramids.

Students follow the same overall curriculum plan of the core subjects, however are given opportunities to experience a range of extension tasks and activities across the learning areas including, but not limited to:

English -

- Novel Study
- Writers Toolbox
- Full-Day Workshops - Writing Experts

Mathematics -

- Accelerated learning/extension activities
- Digitally scaffolded tasks

Science -

- Biology - Replicas of living systems
- Physics - Rube Goldberg Machines

Humanities -

- Medieval Podcast
- Short Film - Community Development

Program Specific Considerations -

- iLearn Program - iPad Device
- Applications will be assessed based on academic achievement, effort and behaviour



Year 8 Access (ACP)

The Junior School Access program is built on the General Capabilities framework of the Australian Curriculum – Personal and Social Capability. The Personal and Social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict, including identifying, managing and reporting bullying. They feel positive about themselves and the world around them.

The Personal and Social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society.

Each year level participates in a specialised program for their specific juncture within the Junior Phase of Learning. The key topics are explored in both class sessions and on assemblies.

Key Topics Include -

- Digital Literacy
- Respectful Relationships
- Bystander to Upstander
- Reboot
- On-Track for Success (JCE Tracking)



Year 8 Tutorial (TUP)

The Junior Secondary Tutorial program has been designed to provide the school with an opportunity to address key learning needs within the junior secondary cohort. Literacy and numeracy have been identified as two key, foundational focus areas to improve academic outcomes for students at North Lakes State College.

Data interrogation will assist in identifying gaps to strategically target teaching and learning to improve outcomes. Literacy and numeracy are woven into every subject area and is therefore a priority for the college community.

Literacy Focus Areas -

- Writers Toolbox
- Cognitions (Cognitive Verbs)
- Reading Program (Fluency & Comprehension)

Numeracy Focus Areas -

- Numeracy connections to subject areas
- Numeracy connections to real-world and 21st century contexts
- Uncovering and bridging gaps in numeracy understanding and/or concepts



Signature Dance Program

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Prep to Year 12 for students who are considering the possibility of a career based around the dance industry. Entry into this program is through audition only.

There are three troupes running within the College: Lil/Mid Kicks (Prep to Year 6), and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College Arts Showcase evening. The troupes have demonstrated excellence in their practice, winning a multitude of awards since their inception in 2005.

Within the troupes the students learn from qualified dance teachers with a fee to cover costumes and eisteddfod entries. Students require a team uniform, tights and dance shoes at their own expense.

Program Objectives -

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 7 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

Eligibility Criteria -

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance and performance ability



Signature Golf Program

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff. Entry into the program is by application only.

Program Objectives -

- Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level.
- The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career.
- The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be.

Eligibility Criteria -

- Official handicap required or willingness to obtain a handicap.
- Nudgee Golf Club Junior membership
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability



Signature Basketball Program

The Signature Basketball program is available to students in years 5 to 12 who meet the selection criteria and standards set down by the College coaching and management team.

The Program is based on the operating principles of high-performance programs. Students engage in specifically tailored curriculum programs aimed at enhancing an athlete's knowledge, skills and attitude, important for successful participation at the elite level. The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend practice games, competitions and state tournaments both during and outside normal school hours.

Program Objectives -

- To offer basketball as a pathway for students to engage in physical movement and build skills in teamwork, resilience, collaboration and communication.
- To provide a program that supports the physical, mental and emotional growth of each individual student, thus guiding all students to reach their full potential.
- Utilise community connections to enhance real world learning opportunities for students in areas beyond basketball, including, but not limited to strength and conditioning, sports nutrition, exercise physiology, injury prevention and sports psychology.
- To provide students with a holistic respect for the sport of Basketball and build knowledge and experience around the various facets necessary for game success, including coaching, officiating and team management.
- To develop a strong basketball culture within the College, and wider community, which strengthens student morals and values, and builds a positive ethos around global citizenship.

Eligibility Criteria -

- High level of athletic ability as evidenced by fitness results.
- Experience in club and representative basketball is highly regarded.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player



Signature Rugby Program

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students and illustrates the College's commitment to excellence.

The program is currently available to students in Years 7 to 12. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials. The program is conducted through before and after school sessions. Students involved in the program will also be required to attend tournaments both during and outside normal school hours.

Goals of Program -

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

Eligibility Criteria -

- Willingness to improve rugby knowledge and skill level.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player



