5 promises teachers make to our students;
• maintain a safe learning environment.
• know how you learn and what direction your learning should take.
• make classes engaging.
• listen, encourage and support.
• involve the wider community in your learning.

5 promises staff make to one another;
• share resources.
• support one another.
• work collaboratively to improve student learning.
• be consistent in applying policies.
• learn from one another.

5 characteristics you will see in our teaching;
• differentiate teaching and learning to support and challenge the full range of abilities.
• structure lessons according to SABRE.
• be innovative and reflective.
• be enthusiastic.
• be accountable for improving student outcomes.

5 things you will see from our students;
• be enthusiastic and motivated.
• communicate and be respectful.
• seize opportunities to participate and learn.
• work together, acting responsibly and creatively.
• direct their own learning through questioning and exploring.

5 things you will see from our parents, carers and guardians;
• be involved and contribute to the broader educational program.
• play an active role in the child’s learning.
• support their children in achieving their learning goals.
• promote the school values.
• maintain open lines of communication with the school.
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Glen Eira College is a student centred school.
Our focus is on:
• Effective teaching and learning practices
• Creating a secure and orderly school environment free from discrimination.

Glen Eira College:
• Promotes academic rigour and a clear sense of social responsibility so that students will aim for the best in everything they do
• Provides a learning environment that prepares young people for success in a challenging and rapidly changing future
• Provides and uses learning technologies across the curriculum
• Focuses on the need for students to be responsible for their own learning
• Presents a curriculum designed to provide students with an understanding of how college experiences are relevant to their lives
• Places a high priority on literacy and numeracy skills, and intellectual, cultural, aesthetic, physical and social development
• Recognises the need for both academic and vocational education
• Provides access for senior students to Vocational Education and Training Programs and University Enhancement programs.
• Provides opportunities for student leadership at all year levels.

Effective Teachers:
• Genuinely care for students and show this through consistency, fairness and the creation of an ordered learning environment
• Make learning, and how to learn, the critical issues through interest, high expectations and good communication skills
• Promote College values by:
  - Valuing student work,
  - Sharing the learning responsibility with students,
  - Including all students in the learning process,
  - Modelling desired behaviours and values,
  - Providing regular feedback that emphasises the positive aspects of overall performance.

Effective Learning
Effective learning is based on teaching students to understand how they learn. Through their academic, physical and social experiences our students will develop into independent learners with an awareness of their preferred learning styles.

We have a culture of continual improvement in our teaching practice. Our staff participate in ongoing Professional Development which involves the preparation of learning activities to encompass all learning styles.

Excursions and Camps
Excursions are an integral part of our program. These are educationally based and socially beneficial.

Camps play an important role in building group cohesiveness, in fostering friendship, and in strengthening the relationships between teachers and students. In addition, it gives individual students opportunities to develop independence and leadership skills.

The Year 7 camp is held early in Term 1 and helps facilitate a smooth transition from primary school into secondary school.

Students in Year 8 and 9 have the opportunity to participate in camps appropriate to their age and interests during the year. All students are encouraged to attend.
Alpine School
Students have the opportunity to apply for the Alpine School for the following year. During Year 9 students attend for 9 weeks at the Department of Education Alpine School in the Victorian Alps. The Alpine School provides an intensive high quality leadership and enterprise program for small teams of students.

Overseas Trips
The college organises a trip to New Caledonia every second year. Overseas trips enhance our students' grasp of language and broaden our students' cultural understanding. We are investigating other overseas opportunities.

Sister School Link
We have a sister school relationship with a school in New Caledonia - Dumbéa Sur Mer. Students have the opportunity to develop a pen pal relationship with students from this school to develop their French. There are also other sharing activities available such as cultural visits and exchanges. It is a bilingual school that has opened recently. It is an ecologically sustainable building located only minutes walk to the mangrove area and to the sea. We maintain this relationship through school excursions and class correspondence.

English as an Additional Language (EAL)
For students whose first language is not English, the College offers a comprehensive education in the English language through the English as an Additional Language program. Students attend specialist classes which cater for their individual needs.

Performing Arts
This includes:
- Drama and music classes
- Individual and small group instrumental music and vocal tuition
- Instruments available for hire
- An annual production, with students participating in all areas of presentation, including scripting, acting, lighting and set design.

Music Program - Classroom
All students study music at Year 7, 8 and 9. Here they develop skills in applying music technology, composition, arrangement and the skills necessary to participate in the wider College instrumental music program. Music is offered as part of the unitised program at Year 10 and also in the VCE, with all units incorporating performance, listening and composition.
The College encourages students to participate in a variety of music performances.

Music Program - Instrumental
Students have access to instrumental music tuition in the following:
- Flute
- Trumpet
- Guitar
- Trombone
- Violin
- Clarinet
- Saxophone
- Piano
- Voice
- Viola
- Percussion Instruments

Lessons are provided on a weekly rotating basis. The school boasts a host of bands and ensembles as well as a singing group.
Parents are encouraged to participate in their children's music education.
ACE Program (Acceleration, Challenge and Excellence)

ACE is our select entry acceleration program. The aims of ACE are to provide:

• A faster paced curriculum with less repetition
• The opportunity to work with more abstract and more complex issues and texts
• The opportunity to work independently and cooperatively with other students of similar interests and abilities.
• Greater opportunities to explore the student’s interests.
• Time to explore issues/concepts in more depth.

Students who are accepted into this program will undertake acceleration in the areas of English, Mathematics, Humanities and Science aiming to complete the Year 7-10 course in three years. Students will then have the opportunity to access a broad curriculum at Year 10.

The following are possible pathways;

• VCE in two years and progress directly to tertiary studies
• A three year VCE with extra units
• A three year VCE combined with university enhancement courses
• A three year VCE/VET course
• A three year VCE/VET with part year 10, part VCE and part VET in the first year
• A standard year 10 then a two year VCE.

CNED - French First Language

For native or highly proficient French speakers, we offer the CNED. This is an elective program designed to allow students to further their study of the French language and culture, using as a basis the distance education program of the “CNED”, written in French for French native speakers. Students read, write and discuss topics relevant to their level and cultural background in French. Classes are delivered exclusively in French and students are required to display a high level of French. After hours Mathematics classes in French following the French curriculum create an additional option in this program.

Sport

At Glen Eira College, there is a strong emphasis on sport and the school promotes the benefits of being involved in physical activity.

Athletics, Swimming and Cross Country: All students are encouraged to participate in the Athletics, Swimming and Cross Country carnivals. The entire school attends the carnivals and students have the opportunity to support their HOUSE.

Interschool Sports: Students have the opportunity to be involved in the extra curricular sports offered at Glen Eira College. These sports include basketball, soccer, netball, volleyball, badminton, tennis, cricket, football, table tennis, softball, baseball, handball and diving.

Year Level Teams

Transition from primary to secondary school receives particular attention. Teachers at the junior levels are specially chosen to assist in the process. Information on each student is sought from his or her primary school by our Junior School Leader who maintains close contact with local primary schools.

Students are organised into team groups using information from primary schools, Language preferences and ensuring a gender balance is maintained where possible. It is planned to have no more than 25 students in each team group.

Students can be confident that their teachers know them well and are there to help with any problems.
Reporting Student Progress
Extensive outcomes based assessment of students is linked to the Australian National Curriculum. This includes subject based and generic learning skills. Students are involved in the assessment process through peer and self assessment. Written reports are issued in June and December and Interim Reports in Terms 1 and 3.

Interviews
Parent-Teacher Interviews are held in Terms 1 and 3. Notices are sent home and an online booking process is used. Parents are welcome to arrange contact with staff by telephoning the General Office at any time.

Homework and Home Study
Home study is an integral part of every student’s education and parents are asked to ensure that suitable conditions for home study exist. Students receive a Student Planner that contains a Homework/Homestudy Matrix to help establish a regular habit of study.

Homework should be recorded by the student in the Planner daily. The Planner enables parents and teachers to monitor each student’s progress. Parents are asked to check and sign the Planner and Matrix at least once a week.

Year 7 students should spend approximately half an hour each night on homework and homestudy, Year 8 students 40-50 minutes and Year 9 students a minimum of one hour each night. When specific tasks are not assigned, it is expected that students will use this time on extra study, revision, wider reading or the organisation of notes and folders.

Homestudy is self directed. Students complete homestudy after all homework has been completed or if there is no homework set on a particular night. Students are expected to develop sound homestudy patterns in their Junior school years to ensure successful use of time in VCE.

Student Representative Council (SRC)
Student Representative Council members are elected from all year levels. The Student Representative Council:
• Meets weekly and students raise issues pertinent to their year level,
• With the SRC Teacher Coordinator, raises issues with relevant College groups,
• Organises fundraising and conducts a Casual Dress day each term. The funds raised are donated to charities involved with young people or communities in need.

Peer Support
In Term 4, Year 9 students undertake training as peer support leaders to work with the incoming Year 7 students. They need to have an interest in and a commitment to the program and the ability to work well with Year 7 students. For final selection, these prerequisites need to be demonstrated during training.

• Teams of two or three students are allocated a group of seven or eight Year 7 students.
• Peer Support students assist with Orientation Day activities
• On-going informal peer support also occurs.
Specific curriculum areas cover the Domains of the National Curriculum. These include:
- Mathematics
- English
- The Arts
- Languages
- Health and Physical Education
- Science
- The Humanities (including Civics and Citizenship)
- ICT
- Design, Creativity and Technology.

Further, the teaching and monitoring of development in the following areas is explicit:
- Interpersonal Development
- Personal Learning, Communication
- Thinking Processes

These important skills are be embedded across all Domain areas.

We provide maximum opportunity for students to develop their skills and talents and the ability to take control of their own learning.

The learning and teaching practices used provide each student with a range of learning experiences which will:
- Assist them to improve their own learning;
- Develop thinking skills;
- Promote excellence in learning;
- Develop their self-esteem, confidence and independence.

**The Curriculum at Years 7 - 9**

Year 7 and 8 students at Glen Eira College study a common curriculum that reflects the National Curriculum. Each day has six 50 minute lessons.

- ICT, explicit teaching of thinking skills, communication skills and the use of technology in design and creativity have been integrated into the subjects taught.
- Development of personal and interpersonal skills occurs both in class and through a range of leadership programs.
- Students have a choice between three languages; Japanese, French and Hebrew.
- English as an Additional Language (EAL) is offered
- Rich and varied extra and co-curricular activities are organised throughout the year.
- Regular excursions are used to reinforce classroom learning.

The curriculum is relevant, interesting and provides the support that allows students to develop as independent learners.
Year 9 Making Connections
The program aims to enlarge students’ perception of their world and of themselves and the possibilities and resources available to them. It supplements classroom learning by allowing students to engage in interesting, authentic and inspirational learning both inside and outside the school environment. The program has a different focus and different curriculum goals each term and the term’s activities are linked to, and are supported by relevant subject areas.

Making Connections is a program that connects students through four themes. The four themes, one per term are:
• Exploring St Kilda
• Healthy Body, Healthy Mind
• City and Course Counselling
• The Real World

The changes acknowledge the following principles:
• That students learn best when they are involved in and accept responsibility for their own learning
• That students learn best when they are engaged in authentic, rich tasks
• That students need to learn not just content and skills but also how to learn – how to become better learners.

e-Learning
Glen Eira College has a comprehensive eLearning policy focused around the use of ICT as a tool for learning rather than a discrete subject. Thus, ICT is integrated into every subject in Years 7 – 9 and becomes both a key learning area and a tool for learning in all areas in years 10-12.

Teachers work with internal coaches and eLearning buddies to ensure their skills are current. In years 7-9 classes, students use a range of ICT equipment and software to:
• improve their visual thinking skills
• record and analyse data
• research and assess information
• collaborate and engage
• test their knowledge and progress
• create and publish their work
• communicate with the learning community

Classes are regularly timetabled in the computer rooms and teachers and students have access to laptops when required. Students can access the internet to conduct research and to engage in interactive activities from any location in the school.

A Chromebook program operates at Year 9, providing opportunities for students to learn collaboratively online through the use of a range of elearning platforms including the Google Education Suite. Participation in the e-squad give students with an interest in ICT to take on a leadership role mentoring and coaching students and staff alike.

The Curriculum at Years 10 - 12
The curriculum is extended to ensure that provision is made for the developing maturity of individuals. Curriculum offerings continue to build core skills in literacy and numeracy while increasing recognition is made of particular academic and vocational interests. Students are provided with opportunities to exercise leadership and responsible decision making in situations that build self esteem and confidence.

Course Counselling
During the Year 9 Program: Making Connections, students are provided with course counselling for selecting Year 10 and VCE subjects.
**Year 10**
A unit based program exists at Year 10, providing students an opportunity to select a program that best suits their ability and pathways

- The Year 10 course of study consists of semester length units that run for 5 periods per week.
- One unit of English and Mathematics is compulsory each semester.
- Students select a further 8 units (4 per semester) from the remaining 6 Domain Areas.

Work experience at Year 10 provides an introduction to career choices with support and counselling being available to all students. Students are advised to begin looking for work experience placements at the end of Year 9.

**Completing VCE units in Year 10**
Year 10 units are blocked against VCE units, resulting in a greater opportunity to offer VCE subjects to capable Year 10 students (subject to timetable clashes and available spaces in classes). Students interested in studying other VCE units should complete an expression of interest at the time of making their Year 10 choices.

The more able students should consider beginning a VCE or VET program in Year 10 by enrolling in two units (one subject) at Year 11 level.

A VET program allows students to complete accredited TAFE Studies (modules) whilst studying VCE. It enables students to complete a nationally recognised vocational qualification and the VCE at the same time.

Glen Eira College offers Certificate II in Building and Construction - Carpentry on site.
**Year 7 ENGLISH**

Considerable emphasis is placed on fundamental English language skills including grammar, punctuation, spelling, word study and comprehension exercises.

Wide reading is encouraged and gives students an opportunity to read, listen to, and examine critically novels, plays, short stories, newspapers, magazines, films and poetry. The study of various themes provides a valuable means of extending a student's imagination increasing their awareness of the world about them and coming to know themselves better within that world.

**Year 8 ENGLISH**

Students expand their language skills and enrich their comprehension and appreciation of literature. The course is made up of a number of core units which cover all of the areas of language study including grammar, expression (written and oral), drama, poetry and the study of literature and film.

Specifically students develop:

- Writing skills: sentence formation, punctuation paragraphing, creative writing and spelling. A range of writing styles is taught, each having a unique purpose and intended audience.
- Oral skills: discussion, debating, short talks, and storytelling.
- Reading skills: comprehension, wider reading and learning to read different text types such as films.
- Research and library skills.
- Dramatic skills and an appreciation of the dramatic arts.
- Further understanding of the structure of the language through study of basic grammar.
- Appreciation of poetry and novels.

**Assessment Tasks**

Assessment will be based upon the student's ability to meet the English standards which are based on reading, writing and listening and speaking activities.

Activities include:

- Text response essays
- Spelling and grammar activities
- Research assignments
- Character role plays
- Literature analysis
- Writing folio

**Year 9 ENGLISH**

Students refine and extend their ability to consolidate their skills and knowledge. A wide range of teaching and learning strategies to develop a student's reading, writing, speaking and listening skills are used.

Activities such as Text Study, Exploration of Issues, Writing for Purpose and Audience, Public Speaking and Drama/Role Play, form an integrated course which develops a student's ability to use language as an integral part of his or her personal development.

**Assessment Tasks**

Assessment will be based upon the student's ability to meet the English standards which are based on reading, writing and listening and speaking activities.

Activities include:

- Text response essays
- Research assignments
- Media Analysis
- Literature analysis
- Writing folio
- Oral presentation
- Diary blogging
The English as an Additional Language (EAL) program aims to develop students’ competence and confidence in using English and enable them to continue their conceptual development while building English language skills.

This will occur through a range of activities which balance the needs of listening and speaking, reading and writing in both social and school-based situations.

**Year 7 EAL**
The focus of the Year 7 EAL program is to develop students’ language skills so they can use them in other subject areas.

**Year 8 EAL**
The focus of the Year 8 EAL program is to assist students to consolidate their language skills. They will explore poetry, a variety of writing styles, and use appropriate oral presentation techniques.

**Work Requirements for Years 7 and 8**
- Writing Folio: A range of writing tasks written for different purposes and audiences, including two finished pieces with evidence of drafting
- Oral Presentation: Impromptu and prepared speech, and role play following research
- Response to Text: Read and study one print text and one non-print text and prepare responses
- Issues in the Media: Maintain media scrapbook

**Assessment Tasks for Years 7 and 8**
- Text response essay
- Oral presentation
- Creative writing folio
- Film review
- Response to an issue
- Character mindmap

**Year 9 EAL**
Students will focus on further developing their written and oral language skills. They will work on improving their comprehension skills and apply these to their work.

**Work Requirements**
- Writing Folio: A range of writing tasks written for different purposes and audiences, including two finished pieces with evidence of drafting
- Oral Presentation: A formal speech to the class for a stated purpose and debate
- Response to Text: Read and study one print text and one non-print text and complete a guided analytical essay. Study character development, identify and discuss themes and issues
- Issues in the Media: Analysis of types of articles and persuasive techniques and develop responses and present responses to events in the media.

**Assessment Tasks**
- A piece of writing
- Oral presentation
- Response to a selected text
- Response to a selected issue in the media
The aims of the mathematics program at this level are to develop:
• A deep understanding of the major areas of Mathematics
• Ability to use numeracy skills for successful functioning in society
• Skills in solving practical problems
• Ability to see mathematical connections
• Confidence to use and apply mathematical knowledge
• Team work and to have fun.

The dimensions of Mathematics studied in years 7 to 9 are:
• Number and Algebra
• Measurements and Geometry
• Statistics and Probability.

Work Requirements
Students are required to keep an up to date workbook which records their class activities, to complete a number of problem solving activities that demonstrate a development in the range of problem solving strategies that they can use and a report of an investigation. They are expected to take part in class discussion and to begin to keep a record of their reflection on their progress.

Assessment Tasks
Formal assessment will be through tests, class presentations, group problem solving activities, homework and reports of investigations.

Year 7 MATHEMATICS
Students consolidate their numeracy skills, extend their ability to present and interpret statistics, study shapes and angles and are introduced to algebra through practical activities set in everyday contexts wherever possible. They undertake a range of investigations and solve practical problems. Computer software is used in some of these investigations.

Students study the following topics;
• Whole numbers
• Integers
• Measurement
• Fractions
• Decimals, percentages and ratios

Year 8 MATHEMATICS
Students extend their knowledge of the three dimensions. They make greater use of computer software to learn more about graphs and to assist with calculations and data presentation in their investigations of real situations. Students tackle more abstract problems and consciously build the range and sophistication of their problem solving strategies.

Students study the following topics;
• Integers and Indices
• Statistics
• Measurement
• Fraction, decimals and percentages
• Rates and Ratio
• Algebra
• Linear Graphs and Equations
• Geometry
• Probability

Year 9 MATHEMATICS
Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations.

Students study the following topics;
• Measurement
• Pythagoras Theorem
• Trigonometry
• Algebra
• Linear relationships
• Financial Maths
• Geometric Reasoning
• Statistics and Probability
The Science Domain incorporates three strands:

- **Science Understanding**, focusing on building a deep understanding of the broad conceptual ideas of science
- **Science as a Human Endeavour**, in which students consider changes in scientific understanding over time and the social, cultural and ethical implications of scientific developments.
- **Science Inquiry Skills**, where students tap into their curiosity to find answers to questions using the scientific process.

Consistent with the Australian Victorian Essential Learning Standards (AusVELS) our science courses have been developed in order to promote understanding of basic scientific concepts and principles, to develop research skills and to use the processes of scientific inquiry to examine problems of a scientific nature.

**Year 7 SCIENCE**

**Being a Scientist**
Students are introduced to scientific procedure and the safe way to conduct experiments in a laboratory. Students investigate “What is a scientist?”

**Mixtures**
Using the particle model, students explain the structure and properties of matter and how they are used in everyday life.

**Classification & Ecosystems**
Students learn to construct and use dichotomous keys in classifying living organisms. They investigate how interactions between organisms can be described in terms of food chains and food webs and how human activity can affect these interactions.

**Earth and Space**
Students investigate scientific ideas about the sun and the moon and their impact on Earth’s seasons, eclipses and other predictable phenomena. They will also look at some of Earth’s renewable and non-renewable resources, sustainable practices and the importance of water in the environment.

**Forces**
Students use everyday examples of machine, tools and appliances to describe forces and motion.

**Year 8 SCIENCE**

**Science skills**
Students extend the laboratory skills taught in Year 7 including further developing their scientific writing skills.

**Cells**
Students examine and explain the structure and function of cells and how different cells work together.

**Solids, Liquid and Gases**
Students study the properties of the different states of matter in terms of the motion and arrangement of particles. They explore the differences between elements, compounds and mixtures.

**Chemical Change**
Students investigate physical and chemical change.

**Earth Science**
Students study rocks and minerals that are formed by processes that occur within Earth over a variety of timescales.

**Energy**
Students study different forms of energy including movement (kinetic energy), heat and potential energy and how it causes change within systems.
**Year 9 SCIENCE**

*Ecosystems*
Students examine the relationship between living and non-living components in an environment and the energy flow through these systems. They also study how matter is cycled around an ecosystem.

*Response and Control*
Students investigate how biological processes affect their bodies. They look at stimuli, nervous system and hormones.

*Periodic Table*
This unit extends the students’ knowledge of the atom. It demonstrates how and why the periodic table was constructed the way it is and its relevance in chemical interactions.

*Chemical Change*
Students are introduced to the concepts of balanced chemical equations and why chemical reactions occur. They look at the conservation of matter and energy transfer.

*Plate Tectonics.*
This unit examines the theory of plate tectonics and its relevance to geological activity and continental movement.

*Energy Transfer*
Students investigate the transfer of energy throughout systems and different mediums.

*Light*
Students extend their knowledge about the transference of energy in using light. They investigate mirrors, lenses and fibre optics.

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**Year 7 PHYSICAL EDUCATION**

**Assessment Tasks**
- Practical participation (must participate in 90% of practical classes)
- Fitness Assessment: Testing and Analysis
- Skills Development (Games Performance Assessment Instrument and Checklists)
- Choreography: Dance routine

**Activities include:**
- Fitness Testing
- Minor Games
- Invasion Games: netball, basketball, soccer
- Football Codes
- Introduction to Dance

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**Year 8 PHYSICAL EDUCATION**

**Assessment Tasks**
- Practical participation (must participate in 90% of practical classes)
- Fitness Assessment: Analysis
- Skills Development (Games Performance Assessment Instrument and Checklists)
- S.E.P.E.P Program
- Design an inclusive game

**Activities include:**
- Fitness Testing
- Net wall sports: badminton, table tennis, volleyball
- Indoor Hockey / Field Hockey
- S.E.P.E.P - futsal and handball
- Ultimate Frisbee

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**Year 9 PHYSICAL EDUCATION**

**Assessment Tasks**
- Practical participation (must participate in 90% of practical classes)
- Fitness Assessment: Analysis
- Skill development
- Designing an inclusive game
- Gymnastics Routine

**Activities include:**
- Sofcrosse
- Fitness Training
- American Football
- Gymnastics
- Modified Games

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**PHYSICAL EDUCATION**

The courses at Years 7 – 9 provide an opportunity for every student to experience achievement through a range of physical activities. Students proficiently perform complex and manipulative skills and also measure their own physical fitness and physical activity levels. They identify factors that influence their own motivation to be physically active and maintain regular participation in moderate to vigorous physical activity. They combine motor skills, strategic thinking and tactical knowledge to improve their individual and team performance.
Health Education is an important part of your school experience. In Health you will learn about and explore issues that are critical to your own health and wellbeing.

Health examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students will examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products.

**Year 7 HEALTH**
- Introduction to Health Education
- How My Body Works
- Changing and growing
- Bullying
- Body image and self esteem
- Being Sunsmart
- Relating skills
- Student Choice topics

**Year 8 HEALTH**
- Personal Identity
- Drug Education
- Sexual health
- Resilience
- Loss and Grief
- First Aid
- Student Choice Topics

**Year 9 HEALTH**
- Mental Health
- Issues in Society
- Relationships, risks and sexual behaviours
- Risk-taking
- Party safe
- Advanced cyber sense
- Drug Education
- Student Choice Topics

French, Japanese, Chinese and Hebrew courses provide a communicative approach enabling students to successfully develop their understanding of languages with enjoyment.

Assessment in French, Japanese, Chinese and Hebrew consists of listening comprehension, speaking, reading comprehension and written work. Cultural understanding is also assessed.

Three streams of French learning are offered: French Language (LOTE), French Immersion and CNED (French Government’s accredited Distance Education Program).

**French Immersion/French LOTE**
French Immersion is a middle path between the rigour of the CNED and the more mainstream option of French LOTE. This program recognises current research and best practice teaching in Language acquisition,) that immersion is not only the most effective method of language learning but provides significant cognitive benefits also. Students study French Language and Humanities in French. They may also study units of Science in French. Please refer to the Languages department for further information.

The French LOTE course stresses use of the spoken language as it is important to develop oral fluency in a foreign language as early as possible. Written accuracy is also important.

A wide variety of materials and French extension and enhancement programs are used, including songs, poems and assignments to cater for the wide range of abilities and interests of students.

**Aims**
- to introduce students to a wide scope of experience in the French language and culture
- to give students practice in four linguistic skills: listening, speaking, reading and writing.

**Year 7 Topics**
- Greetings, self introduction.
- Nationalities,
- Birthdays
- Numbers, days, dates
- Time
- Describing people
- Family
- Physical appearance and clothing
Background studies cover: France and French speaking countries, the French school system, word borrowings in French and English, celebrations and festivals, famous French people, the importance of France in the European Union, and time zones around the world.

**Year 8 Topics**
- Food
- Leisure activities
- Seasons and weather
- Weekend activities

**Year 8 CHINESE**
The college endorses the importance of Asian languages being taught in Australian schools. The course is divided into speaking / listening, and reading / writing components.

**Assessment Tasks**
- Role play
- Tests
- Character recognition and writing
- Cultural activities / research project

**Activities**
- Competitions
- Games
- Design and creation projects
- Cultural activities

**Year 9 CHINESE**
Students continue to build on the knowledge and skills acquired in year 7 and 8, with a scope to extend and explore to further their language skills. There is provision for further intense training in mastering the language.

**Assessment tasks**
- Role play
- Tests
- Character recognition and writing
- Cultural activities / research project

**Activities**
In Year 9, students have the opportunity to experience a range of cultural activities, such as,
- Chinese chess
- Ma Jiang competition
- Food creation
- Calligraphy
- Seal making

**Year 9 Topics**
- Holidays
- Train travel and times
- French houses
- Science and Technology
- Rural life
- Shopping
- Clothes and fashion
- Buying food and planning meals
- Careers and employment

**CNED**
CNED is the French Government’s accredited Distance Education program. Since 2007, our students have been able to choose to study French according to this highly rigorous program. In addition to providing 300 minutes of French language instruction per week, these students can study Histoire and Geographie according to the CNED during school time. Mathematiques is available as an after-school option also. Two classes of CNED Mathematics operate twice weekly.
HEBREW

Hebrew at Glen Eira College is offered for years 7, 8 and 9 with the view to prepare our students for VCE Hebrew, should they choose to undertake the subject in years 11 and 12. Some students are offered further extension depending on their abilities. We teach the comprehensive NETA Hebrew language program which has been received well by our students.

NETA offers a rich collection of primary source materials, adapted texts, language exercises, songs, conversations, art, and movies that speak to teenagers. Grammar and linguistics are integrated with content, and topics come alive as students actively read, write, hear and speak Hebrew. NETA meets students where they are and helps them progress systematically, all the while exploring Jewish and Israeli culture of diverse historical periods, genres, and media.

Students focus on the areas of speaking, listening, reading and writing skills. They study texts and generate written responses and develop their conversational and listening skills. They also further develop their understanding and appreciation of the culture.

Year 7 Topics
- Numbers & Gematria
- At class / home
- Family
- Birthday

Year 8 Topics
Numbers
- Numbers in real life
- Communication
- Emails
- Phone conversations
- SMS
The Environment and Us
- Time
- Daily routine

Year 7 JAPANESE

Japanese is a new subject to be introduced in 2016. The college endorses the importance of Asian languages being taught in Australian schools. The course is divided into speaking / listening, and reading / writing components.

Assessment Tasks
- Role play
- Tests
- Character recognition and writing
- Cultural activities / research project

Activities
- Competitions
- Games
- Design and creation projects
- Cultural activities

Year 9 Topics
Numbers
- Numbers in real life
Daily Routine
- Yours
- Work it out from a survey
Animals
- What they can and can’t do
- People and the Eco System
Shapes, Colours & Symbols
- Literal meaning
- Feelings
- Around the world
- Perception

Assessment Tasks
Assessment consists of vocabulary exercises, speaking and listening comprehension, grammar and language awareness, completion of class exercises workbook / tests and reading comprehension.
**Year 7 GEOGRAPHY**
Students examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the way it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. They also study factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

**Key Areas of Study**
- Water in the World
- Place and Liveability

**Assessment tasks**
- Workbook
- Research project
- Unit tests

**Year 8 GEOGRAPHY**
Students examine 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. They also study the spatial distribution of population as an indicator of economic and social change, and its environmental, economic and social effects, both negative and positive.

**Key Areas of Study**
- Landforms and landscapes
- Changing Nations

**Assessment tasks**
- Workbook
- Research project
- Unit tests

**Year 9 GEOGRAPHY**
Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. They also examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

**Key Areas of Study**
- Biomes and food security
- Geographies of interconnection

**Assessment tasks**
- Workbook
- Research project
- Unit tests

**Year 7 HISTORY**
Students study history from the time of the earliest human communities to the end of the ancient period (60 000 BCE - 650 CE). They begin to analyse historical evidence, weigh its significance and contestability, and engage in historical debates about ancient discoveries and mysteries.

**Key Areas of Study**
- Prehistory (pre-farming/post-farming)
- Ancient Rome
- Ancient China

**Year 8 HISTORY**
Students study history from the end of the ancient period to the beginning of the modern period (650 CE - 1750 CE). This was when major civilisations around the world came into contact with each other. The historical skills in analysing evidence and looking at different perspectives is reinforced and developed further.

**Key Areas of Study**
- Vikings
- Medieval Japan
- The Black Death

**Year 9 HISTORY**
Students study the making of the modern world from 1750 to 1918. It was an era of nationalism and imperialism, when Australia was colonised and European expansion culminated into the outbreak of a world war. Students continue to engage with the evidence, question the official history and learn to empathise with people living during these turbulent times.

**Key Areas of Study**
- Progressive ideas and movements
- Making a Nation
- World War I
Year 7 FOOD TECHNOLOGY
This is a practical and theoretical unit of study that introduces students to the role food has in our lives, and the influence on food choice and the relationship between diet and health. Students will explore dietary models and how these can be used to assess their diet. Students will develop basic practical cooking skills and time management techniques which are important for safe and hygienic food preparation.

The aims of the unit are to:
- introduce students to the kitchen and basic food technology skills.
- evaluate behaviour that affects personal safety in the kitchen.
- develop the students’ ability to read and follow a recipe, utilise equipment and follow safety principles.
- increase student awareness of time management skills.
- investigate the major nutritional needs for growth and activity and how the dietary models can be an assistance with this.
- have students become aware of the range of influences on personal and family food selection.

Assessment Tasks
- Health or Safety Poster
- Oven Licence
- Dietary Model Activity
- Investigation of a fruit or vegetable
- Practical test

Work Requirements
- Production work
- Completion of class exercises / workbook
- Health and Safety Practices

Year 8 FOOD TECHNOLOGY
This is a theoretical and practical unit of study that focuses on the technology process using food as a material. Students will familiarise themselves with design briefs, investigations, recipes and design options so that they continue to learn about food and its relevance in today’s society. In particular students will have the opportunity to investigate current breakfast patterns, the use of high fibre food and calcium rich foods and how these have changed due to time and culture.

The aims of the unit are to:
- introduce students to working in the kitchen.
- continue to develop food preparation skills.
- continue to develop cooperative learning in a safe environment.
- increase the student’s awareness of time management principles.
- develop an understanding of the relationship between food intake and health.
- advance students knowledge about the various food groups in the Healthy Diet pyramid.
- become aware how packaging, advertising and marketing influence the foods we select.
- extend students’ ability to design basic foods for the above 3 topics and then produce that food

Assessment tasks
- Practical Test
- Eat Well/Live Well booklet
- Dental Health Investigation

Work Requirements
- Production work
- Completion of class exercises / workbooks
- Health and Safety Practices

Year 9 FOOD TECHNOLOGY
This is a practical and theoretical unit of study that investigates the cultural factors that influence food choices. Students explore the importance of meal planning and they will learn specific preparation and presentation skills. They will examine factors that need to be considered when preparing food for various groups and social occasions including any dietary disorders.
The aims of the unit are to:
• Increase the awareness and knowledge of cuisine from various cultures and their influence on the Australian diet.
• Allow students to identify and evaluate the many factors that have influenced Australian cuisine.
• Have students become aware of the importance of meal planning.
• Develop the knowledge of being able to cater for special occasions.
• Increase student awareness of management principles i.e. time management, self evaluation, group work, health and safety issues.

Assessment Tasks
• Practical Test
• Dietary Disorders Research
• Food and Culture Investigation and Production

Work Requirements
• Production Work
• Completion of class exercises / workbook
• Health and Safety Practices

Year 7 MATERIALS TECHNOLOGY (Plastics)
Students are given an introduction to the uses of a variety of materials and to basic measuring, cutting and shaping techniques. Skills are developed through using a range of hand tools to produce three-dimensional pieces of work. Emphasis is placed on safety in the work area.

Assessment tasks
Students are assessed on the completion of several work pieces and written reports.

Year 8 MATERIALS TECHNOLOGY (Metal)
Students are given an introduction to the uses of a variety of materials, including wood, metals and plastic and to basic measuring, cutting and shaping techniques. Skills are developed through using a range of hand tools to produce three-dimensional pieces of work. Emphasis is placed on safety in the work area.

Assessment tasks
Students are assessed on workshop safety, the completion of several work pieces and written reports.

Year 9 MATERIALS TECHNOLOGY (Wood)
Students use a variety of materials and are introduced to basic measuring, cutting and shaping techniques to design and create a range of personal or household items. Skills are developed through using a range of hand tools to produce three-dimensional pieces of work. This course has large emphasis placed on safety in the work area.

Assessment Tasks
• Safety within a workshop environment
• Safe use of wood working machines
• Completion of several work pieces
• Classroom assignments – wood, hand tools, electric tools
**Year 9 ART**
Students have the opportunity to experience a wide range of art media such as drawing, painting, ceramics, printmaking, photography and computer generated imagery. Students learn to utilise these media as an avenue of self expression to investigate a variety of themes such as: the urban or natural environment, portraiture, contemporary events and issues, popular culture etc.

Students will be assessed on their completed art works and design products, their visual diary containing research development and the completion of written class assignments.

**Year 7 & 8 VISUAL COMMUNICATION DESIGN AND ART**
Students work with a range of media gaining an understanding of the methods and processes required in different art and design fields. Students also develop an appreciation of art and design in other cultures in an historical context.

Students apply their developing understanding of the art and design elements and principles to a wide range of art and design processes. They learn basic skills using drawing conventions and experiment with media and information communication technologies. They will have the opportunity to creatively experiment with a diversity of media and materials.

**Assessment Tasks**
- Development and completion of art and design works.
- Visual diary containing research tasks, analysis of artworks, design ideas, class notes, media trials and evaluations.
- Written assignments: comparing and contrasting artworks.

**Year 9 VISUAL COMMUNICATION DESIGN AND ART**
Students will gain an appreciation of how design elements and principles are used to enhance the effectiveness of visual communications. They will explore a range of design media and develop their drawing and design skills for specific projects. For example: logos, posters, packaging, architecture, etc. Students will learn the appropriate use of several drawing systems including Perspective, Isometric and Orthogonal drawing.

**Assessment Tasks**
Students will be assessed on their completed design products, their folio containing research development and the completion of written class assignments.
- Folio
- Research design project
- Final Presentations
Year 7 and 8 MUSIC
All students study music at Years 7 and 8. During this time, students learn basic skills on instruments offered through the classroom program including keyboard, drums, guitar and bass guitar. All students are encouraged to sing during lessons. The classroom music program at Glen Eira College incorporates the UK founded program Musical Futures, an informal music curriculum with more formal teaching in a practical music program. This fusion of formal and non-formal teaching prepares students for the music industry as well as further study of music as they progress through their secondary schooling.

Year 9 MUSIC
Year 9 Music involves students in making and responding to music independently and in ensembles. They explore music as an art form through listening, composing and performing. Students continue to develop their aural and theory skills building on their understanding and use of the elements of music.

Students will experience music drawing on music from a range of cultures, times and locations. Students will reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.

Students will complete work selecting four areas of interest from the following:
• Performance Skill development
• The Great Composers
• History of Rock
• Website Review
• Theory and Aural Skills
• Blues Project (composition)

Assessment Tasks
• Practical Project – students will have the choice of a performance or composition project
• Research project
• Ensemble participation – students will be able to participate at the level of their ability

Year 7 and 8 DRAMA
The course is designed to enable students to:
• develop scenes and plays from observation, research and personal experience
• use appropriate drama terminology to discuss and evaluate their own work and that of theatre practitioners.
• identify ways in which drama can inform, entertain and challenge an audience or simply provide an escape into imaginary worlds.
• recognise different social and cultural contexts, including Australian contexts, and identify distinguishing features.
• identify styles and conventions of drama and theatre from the past.
• develop and identify differences in content and presentation.
• use drama and theatre to challenge, reinforce and construct personal and social values and attitudes.
• develop practical and analytical responses.

Assessment
Students will be expected to keep an up to date journal recording, analysing, interpreting and expressing opinions about their drama work. Students will create short performances for assessment.