



GLEN EIRA
VALUING SUCCESS

YEAR 7-9
COURSE HANDBOOK

The Glen Eira 5

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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SECTION 1: GENERAL INFORMATION

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
- 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.

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. 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	Cello
Clarinet	Saxophone	Piano	Voice	Viola	Percussion Instruments

Lessons are provided on a weekly rotating basis. There are a range of bands and ensembles as well as a singing group.

SEAL Program (Select Entry Accelerated Learning Program)

This program aims 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 including Year 11 subjects.

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.

All students are allocated a house. 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.

Students have the opportunity to be involved in interschool sports offered at Glen Eira College. These sports include basketball, soccer, netball, volleyball, badminton, tennis, cricket, football, table tennis, softball, baseball, handball and diving. Each term there are different sports.

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 Victorian 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. 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 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

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.

SECTION 2: THE CURRICULUM

Specific curriculum areas cover the Domains of the Victorian Curriculum. These include:

- Mathematics
- English
- The Arts
- Languages
- Health and Physical Education
- Science
- The Humanities
- Technology.

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

Years 7 - 9 students at Glen Eira College study a common curriculum that reflects the Victorian Curriculum. Each day has six 48 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
- The Real World
- City Experience

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.

eLearning

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 Years 9 and 10 (in 2017 it will extend to Year 11), 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 eLearning Squad allows 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.

In Years 7, 8 and 9 students develop their knowledge of the English language and how it works. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation. Alongside learning the conventions, patterns and generalisations that relate to spelling by learning new words, students improve their English usage through grammar exercises and a range of writing activities.

In each semester, students examine a literary text in detail. Texts are selected for their artistic and cultural value with a focus on Asian and Australian literature. In their extended study of a text, students learn how ideas and perspectives in texts are drawn from and shaped by different historical, social and cultural contexts. By learning to appreciate literary texts and by creating their own literary texts, students enrich their understanding of human experiences and the capacity for language to deepen those experiences.

Students develop their ability to:

- analyse literary texts with relevant and appropriate metalanguage
- justify a point of view with textual evidence
- refine their interpretations through class discussions
- experiment with text structures and language features to create imaginative responses to texts
- construct an extended analytical response, using structural devices, for example, introductory and concluding paragraphs and topic sentences.

Throughout Years 7, 8 and 9 students engage with and respond to contemporary issues raised in the Australian media. They practice strategies to improve their literal and inferential comprehension skills. Students create a range of spoken, written and multimodal texts that entertain, inform and persuade audiences for their Writing Folio. They consolidate and improve on a handwriting style that is legible, fluent and automatic, and that supports sustained writing through free writing exercises.

Students develop their ability to:

- interpret, analyse, evaluate and critique ideas, information and issues from a variety of sources
- present a point of view by planning, rehearsing and delivering oral and written presentations
- edit their own and other students' work to enhance meaning and improve clarity through writing conferences
- assess their own and other students' work
- use a range of software programs to create, edit and publish written and multimodal texts.

Year 7 ENGLISH

Students develop interpersonal and communication skills through classroom and virtual interactions. They are encouraged to engage with literary texts through a wide reading program.

Assessment tasks will be based on students' ability to meet outcomes, which are based on reading and viewing; writing; speaking and listening skills.

Assessment Tasks include:

- Text response
- Writing Folio
- Oral Presentation
- Language Analysis

Year 8 ENGLISH

Students develop their ability to formulate and justify written interpretations by creating reading journals. They interpret and evaluate texts through close analysis and guided annotations. They consolidate their understanding of context and its impact on literature through research, visual analysis and empathy writing. They develop their knowledge of the writing process through co-creating texts, editing and peer evaluation.

Assessment tasks will be based on students' ability to meet outcomes, which are based on reading and viewing; writing; speaking and listening skills.

Assessment Tasks include:

- Text response
- Writing Folio
- Oral Presentation
- Language Analysis

Year 9 ENGLISH

Students study an anthology of poetry selected from a broad range of historical and cultural contexts to develop their understanding of figurative language. They explore how ideas and perspectives that are expressed by authors connect to their own lives, the world around them and other literary texts. They study a Shakespearian play through performative activities to develop an appreciation of dramatic techniques.

Assessment tasks will be based on students' ability to meet outcomes, which are based on reading and viewing; writing; speaking and listening skills.

Assessment Tasks include:

- Text response
- Writing Folio
- Oral Presentation
- Language Analysis

ENGLISH AS AN ADDITIONAL LANGUAGE

In Years 7, 8 and 9 students develop their knowledge of the English language and how it works. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation. Alongside learning the conventions, patterns and generalisations that relate to spelling by learning new words, students improve their English usage through grammar exercises and a range of writing activities.

Students develop strategies to communicate in social interactions and learn English in the school context, to ensure their progress in all learning areas. They develop their ability to contribute to class discussions. In each semester, students examine a literary text in detail. They develop active reading strategies to improve literal and inferential comprehension. They discover the structures and features of spoken and written English. They explore the cultural conventions of language and identify how different contexts affect the way English is used and interpreted.

Students develop their ability to:

- analyse literary texts with relevant and appropriate metalanguage
- justify a point of view with textual evidence
- experiment with text structures and language features to create imaginative responses to texts
- construct an extended analytical response, using structural devices, for example, introductory and concluding paragraphs and topic sentences.
- interpret, analyse, evaluate and critique ideas, information and issues from a variety of sources
- present a point of view by planning, rehearsing and delivering oral and written presentations
- edit their own and other students' work to enhance meaning and improve clarity through writing conferences
- assess their own and other students' work
- use a range of software programs to create, edit and publish written and multimodal texts.

Year 7 EAL

Assessment tasks will be based on students' ability to meet outcomes, which are based on reading and viewing; writing; speaking and listening skills.

Assessment tasks include:

- Text response
- Writing Folio
- Oral Presentation
- Language Analysis

Year 8 EAL

Assessment tasks will be based on students' ability to meet outcomes, which are based on reading and viewing; writing; speaking and listening skills.

Assessment tasks include:

- Text response
- Writing Folio
- Oral Presentation
- Language Analysis

Year 9 EAL

Assessment tasks will be based on students' ability to meet outcomes, which are based on reading and viewing; writing; speaking and listening skills.

Assessment tasks include:

- Text response
- Writing Folio
- Oral Presentation
- Language Analysis

MATHEMATICS

The aims of the mathematics program 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

- Statistics and Probability
- Algebra
- Linear Equations
- Geometry

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
- Fractions, 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

SCIENCE

The Science Domain incorporates three strands:

- Science Understanding, focusing on the three major branches of Biological, Chemical, Earth, Space and Physical Sciences
- 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 Victorian Curriculum 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 machines, 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.

Assessment Tasks for Years 7-9

- Formal practical report
- Project work
- Topic tests

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.

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

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

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

HEALTH

Health Education is an important part of the school experience. In Health students will learn about and explore issues that are critical to their 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

Years 7 & 8 Assessment Tasks

- Class Folio
- Research Tasks

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

Year 9 Assessment Tasks

- Health Work Folio
- Research Tasks

LANGUAGES

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

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

Three streams of French learning are offered: French Language (LOTE), French Immersion and CNED (accredited program following the French curriculum).

French Immersion/French LOTE

The French Immersion 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.

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
- Directions
- School
- Shopping

Background studies cover: French in our neighbouring Pacific islands, French as a Romance language, French food and cooking, the working week, transport in France, the Euro zone, French explorers in the Antarctic/ Pacific, sport and leisure.

Year 9 FRENCH

Students further develop skills in understanding, speaking, reading and writing French, increase cultural awareness by studying how people live in various French-speaking countries, and gain a deeper understanding of English sentence structure through comparisons with French.

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

Years 7-9 Assessment Tasks

Assessment consists of vocabulary exercises, speaking and listening comprehension, grammar and language awareness, completion of class exercises workbook / tests, reading comprehension and intercultural projects.

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

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 9 Topics

Food

- Food around the world
- Do shopping and cooking in Hebrew
- Order lunch in Hebrew at a restaurant

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 Ecosystem

Shapes, Colours & Symbols

- Literal meaning
- Feelings
- Around the world
- Perception

Years 7-9 Assessment Tasks

Assessment consists of vocabulary exercises, speaking and listening comprehension, grammar and language awareness, completion of class exercises workbook / tests, reading comprehension and intercultural projects.

JAPANESE

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

Year 7 Topics

Self-introductions

- Daily greetings
- Introducing oneself
- Classroom instructions

Counting

- Count to 100
- Numbers in real life

Nationality

- Countries and nationalities
- Cities

Family

- Family members

Animals

- Describe animals / pets
- Where they live and what they eat

Food

- Food, drinks, meals
- Likes and dislikes
- Popular food in Japan

Year 8 Topics

Time

- Telling the time
- Days of the week
- Dates, months
- Festivals and celebrations in Japan

Hobbies

- Hobbies and interests

Travel

- Places and activities
- Means of transport

Club Activities

- Daily activities
- School clubs in Japan

Free Time

- Ask about free time and respond

Talking about the Past

- Describing your weekend / holiday

Year 9 Topics

Invitations

- Invite someone to do something and respond

Homes

- Describe your home
- Japanese homes

School

- The school year
- Subjects
- Japanese school

Seasons

- Months, seasons
- Seasonal events

Shopping

- Money
- Shopping in Japan

People

- Physical description
- Personalities

Years 7-9 Assessment Tasks

- Role play
- Tests
- Character recognition and writing
- Cultural activities / research projects

Year 7 GEOGRAPHY

Students develop the Geographical Skills and key Inquiry Concepts to enable an effective investigation into the world around them. They 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. Students 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

- Data Analysis
- Research Project

Year 8 GEOGRAPHY

Students consolidate the Geographical Skills and key Inquiry Concepts to enable an effective application of ideas to the world around them. They examine the processes that shape individual landforms, the value and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Students 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

- Data Analysis
- Research Project

Year 9 GEOGRAPHY

Students apply Geographical Skills and key Inquiry Concepts to investigate issues in the world around them. They 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. Students 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

- Data Analysis
- Research Project

Year 7 HISTORY

Students develop the Historical Inquiry Concepts and the Historical Skills to enable an effective investigation into the past. They study history from the time of the earliest human communities to the end of the ancient period (60 000 BCE – 650 CE). Students analyse historical evidence, weigh its significance and contestability, and engage in historical debates about ancient discoveries and mysteries.

Key Areas of Study

- Aboriginal and Torres Strait Islander Peoples and cultures
- Ancient Rome
- Ancient China

Assessment tasks

- Document Analysis
- Research Project

Year 8 HISTORY

Students consolidate the Historical Inquiry Concepts and Historical Skills to enable an effective application of ideas into the past. They 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
- Japan under the Shoguns
- Renaissance Italy

Assessment tasks

- Document Analysis
- Research Project

Year 9 HISTORY

Students apply Historical Inquiry Concepts and Historical Skills to enable an effective investigation into modern history. They study the making of the modern world from 1750 to 1918. It was an era of nationalism, when Australia was colonised and European expansion culminated in 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

- Industrial Revolution
- World War I

Assessment tasks

- Document Analysis
- Research Project

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 of assistance with this.
- have students become aware of the range of influences on personal and family food selection.

Assessment Tasks

- Health and Safety Poster
- Investigation of a fruit or vegetable
- Practical test

Work Requirements

- Production work
- Completion of class exercises / assignment
- Health and Safety Practices
- Oven Licence

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 Eating pyramid.
- Become aware how packaging, advertising and marketing influence the foods we select.

Assessment tasks

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

Work Requirements

- Production work
- Completion of class exercises / assignment
- 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
- Special Diets Assignment
- Food and Culture Investigation and Production

Work Requirements

- Production Work
- Completion of class exercises / assignment
- Health and Safety Practices

Year 7 MATERIALS TECHNOLOGY (Plastics)

Students are given an introduction to the uses of plastics as a material with basic measuring, cutting and shaping techniques. Skills are developed through using a range of hand and power tools to produce three-dimensional pieces of work. Emphasis is placed on safety in a workshop.

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 use of metal as a material with basic measuring, cutting and shaping techniques. Skills are developed through using a range of hand and power tools to produce three-dimensional pieces of work. Emphasis is placed on safety in a workshop.

Assessment tasks

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

Year 9 MATERIALS TECHNOLOGY (Wood)

Students use wood as a material to design and create a range of personal or household items with basic measuring cutting, shaping and applying protective coatings. Students further develop skills using a range of hand and power tools to produce three-dimensional pieces of work. This course has large emphasis placed on safety in a workshop.

Assessment Tasks

- Safety within a workshop environment
- Safe use of wood working machines
- Completion of 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.

Assessment Tasks

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

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 diverse range 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. Students study the roots of contemporary music practice from African music through to Blues. Students compose collectively and individually using traditional instruments and technologies. Students learn the basics of score writing in both traditional and contemporary practices. Aural skills are an essential part of the music program with students learning how to listen deeply and analytically. Students learn the basics of transcribing music and cultivate the ability to respond to music using appropriate musical terminology. The formal and non-formal teaching practices embedded in this program prepares the students for the music industry as they progress through their secondary schooling.

Year 9 MUSIC

Year 9 Music involves students 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 experience music drawing on music from a range of cultures, times and locations. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.

Students complete work selecting four areas of interest from the following:

- Performance Skill development
- History of Rock
- Theory and Aural Skills

Assessment Tasks

- Practical project
- Research project
- Ensemble participation – students will be able to participate at the level of their ability
- Aural test

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 Tasks

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.