



Glen Eira College

LEARN . GROW . CONNECT

Junior School

Years 7-9

HANDBOOK

2024

A guide for students and parents

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SECTION ONE: GENERAL INFORMATION

GLEN EIRA COLLEGE - VISION, VALUES AND MISSION

Vision

Our students are empowered with a desire to learn and grow as individuals, and to become connected local and global community members who respect the rights of all – **Learn, Grow, Connect**

Mission Statement

Our community believes passionately in state education and education as a human right. Our objectives in achieving our vision are;

- providing a challenging academic curriculum
- learning and connections beyond the classroom
- celebrating our learning endeavours
- teaching and encouraging critical and reflective thinking
- encouraging independent and creative thinking
- fostering a sense of belonging
- developing diverse and positive relationships
- promoting a sustainable future
- developing agile, self-confident and resilient learners

Our Values

Growth and striving – we grow and aspire to learn by innovating and collaborating together

Equity and integrity – we all have access to a broad range of opportunities that are inclusive of our diverse community.

Care and respect – we care for each other, we act respectfully and support each other in doing our best.

Glen Eira is a student centred school. Our focus is on:

- Student learning
- Effective teaching
- Creating a safe and orderly school environment free from discrimination.

Glen Eira College:

- Promotes academic rigour and a clear sense of social responsibility so that students 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 to Vocational Education and Training Programs and University Enhancement Programs

Effective Learning

Effective learning is based on students understanding how they learn. At GEC, students learn through a range of academic, physical and social experiences. Teachers differentiate classroom activities and assessment to cater for a range of learning styles and approaches. We have a culture of high challenge where all learners are encouraged to achieve their best. Our teachers use high impact teaching strategies in order to improve the learning of each child.

EXCURSIONS/INCURSIONS AND CAMPS

Excursions/IncurSIONS are an integral part of our program. These are educationally based and socially beneficial. Camps play an important role in building cohesiveness, fostering friendship and strengthening the relationships between teachers and students. They provide students opportunities to develop independence and leadership skills. Year 7 Camp, held early in Term 1, helps facilitate a smooth transition from primary school to secondary school.

Students in Year 8 and 9 have the opportunity to participate in camps appropriate to their age and interests during the year.

INTERNATIONAL TRAVEL AND OUR SISTER SCHOOL

The college organises tours to New Caledonia and Japan. Overseas trips enhance our students' grasp of language and broaden our students' cultural understanding. These trips are open to all GEC students.

Our sister school is Dumbéa Sur Mer in New Caledonia. Students have the opportunity to develop a pen pal relationship with students to develop their French. There are also other sharing activities available such as cultural visits and exchanges. We maintain this relationship through school trips and class correspondence.

We also have a biannual Science and Culture trip to Japan. Other opportunities include the STEM trip to the United States which includes going to NASA.

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.

PERFORMING ARTS

This includes:

- Drama and music classes
- An annual production, with students participating in all areas of presentation, including scripting, acting, lighting and set design
- Individual and small group Instrumental music program
- Instruments available to hire

Students have access to instrumental music tuition in the following:

Bass guitar	Drums	Keyboard	Trombone	Viola
Cello	Flute	Piano	Trumpet	Voice
Clarinet	Guitar	Saxophone	Violin	

Lessons are provided once per week for 30 minutes rotating through the day to minimise disruptions to timetabled classes. There are a range of bands and ensembles. These include:

- Junior Band for wind, brass and percussion
- Percussion Ensemble
- Singing Ensembles
- String Ensemble
- Guitar Ensemble
- Rock Band

Enrolment in the instrumental music program can develop further towards participation in music subjects at the VCE level.

SEAL PROGRAM (SELECT ENTRY ACCELERATED LEARNING PROGRAM)

Our SEAL Program offers gifted and high-ability students, who are motivated and academically advanced, the opportunity to be involved in a program that accelerates their learning whilst enhancing their intellectual potential and development.

This program aims to provide:

- A faster paced curriculum with less repetition and time to explore issues and concepts in more depth
- Opportunities to work with more abstract and complex issues and texts
- Opportunities to work independently and cooperatively with other students of similar interests and abilities
- Greater opportunities to explore the student's interests

Students accepted into this program are accelerated in English, Mathematics, Humanities and Science.

Students will then have the opportunity to access a broad curriculum at Year 10 including extension and Year 11 subjects.

Students in Years 10, 11 and 12 can complete additional VCE subjects or VCE Extension or Enhancement Studies, in their final years of schooling. This not only enhances the potential to achieve a greater Australian Tertiary Admission Rank (ATAR), but also improves the transition to University studies. To ensure that senior students can cope with the demands of the VCE, the college conducts counselling sessions on course selection.

FRENCH AND JAPANESE IMMERSION PROGRAMS

The French and Japanese Immersion programs are based on the Content and Language Integrated Learning (CLIL) approach. With this approach students, learn a non-language subject in a different language. Being immersed in the language is the most effective way to learn a language because students have to use the language immediately in real-life situations.

In the French immersion program, students learn Humanities and Drama in French while students enrolled in the Japanese program learn Science in Japanese. Although students learn in a different language, they learn the same content as students in a mainstream class. With this approach, the content and the language are taught in an explicit and integrated way and teachers use specific strategies to engage students and help them acquire language as well as subject specific skills and knowledge.

Both the French and the Japanese immersion programs are open to everyone. A high standard of English is of great benefit but motivation and preparedness for a challenge are the most important prerequisites. Due to a variety of levels of Japanese skills of students enrolled in the immersion program, more advanced students follow an accelerated curriculum and usually completes Years 7 to 10 curriculum in 3 years.

FRENCH FIRST LANGUAGE PROGRAM (CNED)

The French First Language Program is offered for students who completed their primary schooling in French and speak French fluently. The college has obtained accreditation with the CNED (Centre National d'Education à Distance) to deliver its curriculum. Students follow the French curriculum in French and History-Geography and have the option to study Mathematics after school. Classes are delivered exclusively in French using the learning resources provided by the CNED and students engaged in collaborative tasks and class discussions.

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 and are encouraged to participate in the whole school Athletics, Swimming and Cross Country carnivals. Participation in these carnivals can lead to selection for Divisional, Regional and State-wide competitions.

Students have the opportunity to be involved in interschool sports teams. These sports include:

- Term 1: Cricket, Baseball (boys), Softball (girls), Tennis, Volleyball, Lawn Bowls
- Term 2: Netball, Football, Badminton, Soccer, Handball
- Term 3: Basketball, Table Tennis, Hockey, Futsal.

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. Students can be confident that their teachers know them well and are there to help with any problems. 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 a maximum of 25 students in each class.

REPORTING STUDENT PROGRESS

Extensive outcomes-based assessments of students are linked to the Victorian Curriculum. This includes subject-based and capability based learning skills. Students are involved in the assessment process through peer and self-assessment. Written reports are issued in June and December and Progress Reports on a 6-weekly basis to ensure:

- Students are meeting their teachers' expectations.
- There is timely feedback
- Students do not fall behind in their studies
- There is appropriate support for students when needed
- The provision of current student information for the year level coordinators.

Descriptors of student progress are provided via XUNO in the following areas:

- | | |
|---------------------------|-----------------------|
| • Quality of Work | • Classroom Behaviour |
| • Effort | • Learning Progress |
| • Classroom Participation | • Attendance |

INTERVIEWS WITH PARENTS AND TEACHERS

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 or through XUNO.

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. Students are expected to develop sound homestudy patterns in their Junior School years to ensure successful use of time in Year 10 and VCE.

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 a minimum of one hour each night. When specific tasks are not assigned, students complete homestudy, it is expected that students will use this time on extra study, revision, wider reading or the organisation of notes and folders.

Glen Eira College offers Homework Help every Tuesday and Wednesday afternoon in the Library with volunteer tutor's to support all students.

STUDENT LEADERSHIP

SRC (All year levels)

The role of a Student Representative Council member is to give a voice to all students through weekly meetings, student surveys and the organisation of student-run school events.

As a Student Representative Council member, you are expected to:

- Model exemplary presentation, language and behaviour to other students
- Be a good role model who is willing to actively participate in all major school events.
- Provide student leadership in all school activities.
- Encourage other students to participate in all school activities.
- Display exemplary ethics and values at all times.
- Work with the Student Voice Coordinator at weekly meetings.
- Advocate for the student body.

Junior School Captain (Year 9)

The role of Junior School Captain is to be student representatives of the college. You must be a proud Glen Eira College community member, have not been suspended in the past 12 months, have an exemplary academic record, have positive relationships with peers, be organised, be involved with extra-curricular activities and have a minimum of 95% attendance.

As a Junior School Captain, you are expected:

- Participate in school tour groups with Principal
- Run Junior School Assemblies
- Meet and greet new students to the college

- Help in the running of college events, i.e. sports days, Year 7 events
- Attend SRC meetings and help prepare reports for School Council
- Write newsletter articles Collaborate with the senior school captains.
- Participate and speak on Open Night
- Attend Year 7 information evening and other events
- Be involved in school initiatives e.g. Movember, Relay for Life, Science Week, Health and PE Week etc.

Transition Leaders (Year 7)

The role of transition leader is to assist the transition process into GEC at all year levels. As a transition leader, you are expected to:

- Uphold an excellent academic record.
- Complete work missed in class due to leadership commitments.
- Work towards creating a welcoming, supportive and safe environment for new students to the college.
- Think creatively and create new resources.
- Demonstrate the college's values.
- Attend fortnightly meetings.
- Conduct information sessions with primary schools

Library Captain (All year levels)

The role of the Library Captain is to help manage the Library Monitors and Book Club groups and assist in running Library events, especially during Book Week. This leader will promote the library within the school, take feedback from students on how to improve the library resources, aid in keeping the library a safe, clean space and suggest ideas for library events, displays and programs. As a Library Captain, you are expected to:

- Be a leader who shows initiative.
- Be an effective ambassador for the library.
- Attend meetings with the library staff once a term.
- Be approachable to other students.
- Model exemplary presentation, language and behaviour to other students
- Communicate to library staff any matters that relate to student behaviour, safety and issues in the library.

Inclusion Leaders (All year levels)

The role of the Inclusion Leader is to support all students to promote equality, celebrate diversity, liaise with community groups and attend our Building our Community and Identity meetings. This role will particularly celebrate Australia's indigenous culture by demonstrating the highest levels of respect and inclusion for students of all ages. Students will collaborate with other student leadership groups to organise celebration days. As an Inclusion Leader, you are expected to:

- Assist on our Languages Open Day.
- Plan and coordinate cultural celebrations.
- Plan and coordinate NAIDOC Week celebrations.
- Assist at the Languages assembly.
- Plan and coordinate Harmony Celebrations (cultural diversity week)
- Assist the Wellbeing team to plan and coordinate Wellbeing Week.

Visual Arts Captain (One Junior, One Senior)

The role of the Visual Arts Captains is to be actively involved in all aspects of visual art throughout the college. This role will also liaise with other leadership groups to coordinate cultural activities in relation to the visual arts and with the college's leadership team to promote activities through Year Level Assemblies. As a Visual Arts Captain, you are expected to:

- Demonstrate your commitment through participation in co-curricular activities.
- Be actively involved in the Visual Arts areas of the school.
- Actively encourage other students' efforts in the visual arts.
- Assist in the planning of the Annual Visual Arts/Technology Exhibition.
- Organise and coordinate Art Club each fortnight.

Performing Arts Captain (One Junior, One Senior)

The role of the Performing Arts Captains is to be actively involved in all aspects of the Performing Arts throughout the college. This role will also liaise with other leadership groups to coordinate cultural activities in relation to the Performing Arts and with the college's leadership team to promote activities through Year Level Assemblies. As a Performing Arts Captain, you are expected to:

- Demonstrate your commitment through participation in co-curricular activities.
- Be an active member in planning and running extra-curricular activities.
- Actively encourage other students' efforts in the performing arts.
- Attend and support Instrumental Performance evenings
- Support the annual school musical
- Learn how to use various technical aspects of the PAC and support staff and visitors in their use as required

Peer Support Leader (Year 10)

The role of Peer Support leader is a pivotal role in supporting our Year 7 students in their transition to the college. This role will model behaviour and expectations through actions and student-designed activities. Peer support leaders will be expected to attend Team with their allotted Year 7 class each week. Peer Support Leaders will help lead two team meetings per week - Wellbeing Wednesday and Fun Fridays and speak at Year Level Assembly. You will also encourage peer support to help with student connectedness (clubs/activities). As a Peer Support Leader, you are expected to:

- Demonstrate your commitment through participation in co-curricular activities.
- Model exemplary presentation, language and behaviour to other students
- Develop skills to assist younger students within our college
- Reflect on the leadership position as a role model
- Work effectively with other leaders in a team
- Develop your leadership abilities and experience
- Contribute towards creating a positive experience for our year 7 students

Languages Captain (Two Junior, Two Senior)

The role of the Languages Captain is to be actively involved in all aspects of language and cultural learning throughout the college. This role will also liaise with other leadership groups to coordinate cultural activities and with the college's leadership team to promote activities through Year Level Assemblies. As a Languages Captain, you are expected to:

- Demonstrate your commitment through participation in co-curricular activities.
- Be actively involved in the learning of languages at school.
- Actively encourage other students' efforts in learning of languages
- Support Francophonie week and cultural week
- Speak at Whole School Assembly and Year Level Assemblies
- Promote participation in languages competition

House Captains (including Junior House Captains)

House Captains create a team atmosphere and assist on carnival days, encourage student participation in house activities and create house resources. They coordinate students in the lead up to key events such as House Athletics, Swimming and Cross-country, and leading their respective houses in these events. All House Captains must be approachable and reliable and demonstrate enthusiasm for their House, thereby encouraging students to get involved in a range of school activities. There will be house captains at each year level. House Captains are expected to:

- Model exemplary presentation, language and behaviour to other students
- be a good role model who is willing to actively participate in all major school sporting events i.e., Swimming Carnival, Cross Country, Athletics Carnival
- Provide student leadership in all school sporting activities.
- Encourage other students to participate in all school sporting activities.
- Display exemplary sportsmanship qualities at all times.
- Foster team spirit through the preparation of chants, costumes, banners, posters etc.
- Liaise with teachers in your sports house during preparations for carnivals.
- Assist with setting up and cleaning up of carnivals.

SECTION TWO: THE CURRICULUM

Learning Areas in the Victorian Curriculum are:

- | | | |
|---------------|---------------------------------|------------------|
| • Mathematics | • Languages | • Science |
| • English | • Health and Physical Education | • The Humanities |
| • The Arts | | • Technologies |

Students are provided with opportunities to develop their skills and the ability to take ownership for their learning. The teaching and learning practices used provide each student with a range of learning experiences which will:

- Assist them to reflect on their learning to improve in future
- Assist them to know what learning is expected and what success looks like
- Develop thinking skills and metacognitive capabilities
- Promote academic excellence
- Develop their self-esteem, confidence and independence

YEARS 7 – 9 CURRICULUM

Years 7 – 9 students study a common curriculum that reflects the Victorian Curriculum. The curriculum is relevant, interesting and provides the support that allows students to develop as independent learners. Each day has five 60 minute periods. This program includes:

- ICT, explicit teaching of thinking skills, communication skills and the use of technology.
- Development of personal and interpersonal.
- Having a choice between three languages; French, Japanese and Hebrew.
- Offering English as an Additional Language (EAL).
- Rich and varied extra and co-curricular activities excursions and incursions.

Year 7 Year long subjects	Year 8 Year long subjects	Year 9 Year long subjects
English/EAL Maths Science Humanities Health & Physical Education	English/EAL Maths Science Humanities Health & Physical Education	English/EAL Maths Science Humanities Health & Physical Education
Digital Technologies Music Languages: <ul style="list-style-type: none"> • French • French Immersion • CNED (French 1st Language) • Hebrew • Japanese • Japanese Immersion 	Languages: <ul style="list-style-type: none"> • French • French Immersion • CNED (French 1st Language) • Hebrew • Japanese • Japanese Immersion 	Languages: <ul style="list-style-type: none"> • French • French Immersion • CNED (French 1st Language) • Hebrew • Japanese • Japanese Immersion
Semester Units Design and Technology Digital Technology Drama Food Technology Visual Arts	Semester Units Food Technology Music Visual Arts Visual Communication Design	Semester Electives - Students choose four subjects, including at least one subject from each of the 3 areas. Visual Arts – 2D Art, 3D Art (Ceramics), Visual Communication Design Performing Arts - Music, Film-making, Theatre Creation Technology - Design & Technology, Food Studies, Digital Technologies

eLEARNING

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 exchange.
- Test their knowledge and progress.
- Create and publish their work.
- Communicate with the learning community.

A Chromebook program operates at Years 7 – 9, providing opportunities for students to learn online with a range of eLearning platforms including the Google Education Suite.

YEARS 10 - 12

Year 9 students are provided with course counselling for selecting Year 10 and VCE subjects during term 3.

A unit-based program exists at Year 10, providing students with an opportunity to select a program that best suits their ability and pathways. The Year 10 course of study comprises semester length units that run for 5 periods a week. One unit of English and Mathematics is compulsory each semester. Students select a further 6 units (3 per semester) from the remaining 6 Learning Areas.

Work experience at Year 10 introduces 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 a VCE unit should complete an expression of interest at the time of making their Year 10 choices. A maximum of one unit is allowable. 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 (Vocational Education Training) 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. VET subjects offered include Acting, Allied Health Assistance, Applied Fashion Design & Technology, Automotive, Building and Construction – Carpentry, Community Services, Electrotechnology, Engineering, Events, Hair Salon Assistant, Hospitality, Information Technology, Make-up, Music Industry, Screen and Media, Sport & Recreation and many others.

University Enhancement is offered in a range of subjects including Accounting, Biology, Literature, Mathematics, Philosophy, Physics, History and French. Students will access units through the Centre for Higher Education Studies.

VCE Vocational Major

The VCE Vocational Major sits within the VCE. It takes an ‘Applied Learning approach’. It is a two year program over Year 11 and 12 and will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.

SECTION 3: DESCRIPTIONS

ENGLISH

Students develop their knowledge of the English language and how it works. They discover 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 such as 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 practise 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. 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
- Use a range of software programs to create, edit and publish written and multimodal texts.

Learning tasks for Years 7 – 9 are designed to support students' development in the following modes, as outlined in the Victorian Curriculum: Reading and Viewing; Writing; Speaking and Listening.

Assessment Tasks:

- Text response
- Writing folio
- Oral presentation
- Language analysis

Year 7 ENGLISH

Students develop interpersonal and communication skills through classroom activities. They will engage with literary texts through a wide reading program and analysing and responding to a class text. Students will write a variety of text types.

Year 8 ENGLISH

Students develop their ability to formulate and justify written interpretations by creating a range of texts. 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.

Year 9 ENGLISH

Students continue to develop skills in analysing a range of texts, including a Shakespeare play, and begin to make comparisons between them. In addition, students are part of the library reading program. Students create texts in an increasing range of genres. They refine their ideas and their written expression by drawing on models and by engaging in drafting and editing. They continue to develop their speaking and listening skills by regularly engaging in discussion and by creating presentations.

ENGLISH AS AN ADDITIONAL LANGUAGE

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 with textual evidence
- Experiment with text structures and language features to create imaginative responses to texts
- Construct an extended analytical response, using devices such as 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
- Use a range of software programs to create, edit and publish written and multimodal texts

Year 7 ENGLISH AS AN ADDITIONAL LANGUAGE

Students develop interpersonal and communication skills through classroom and virtual interactions. They are encouraged to engage with literary texts through a wide reading program. Students develop their ability to understand and use English by focusing on vocabulary development and grammar.

Year 8 ENGLISH AS AN ADDITIONAL LANGUAGE

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. Students continue to develop their ability to understand and use English by focusing on vocabulary development and grammar.

Year 9 ENGLISH AS AN ADDITIONAL LANGUAGE

Students continue to develop skills in analysing a range of texts and begin to make comparisons between them. They refine their ideas and their written expression by drawing on models and by engaging in drafting and editing. They continue to develop their speaking and listening skills by regularly engaging in discussion and by creating presentations. Students continue to develop their ability to understand and use English by focusing on vocabulary development and grammar.

Learning tasks in Years 7 – 9 are designed to support students' development in the following modes, as outlined in the Victorian Curriculum: reading and viewing; writing; speaking and listening.

Assessment Tasks:

- 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 Years 7 – 9 dimensions of mathematic studied are:

- Number and Algebra
- Measurements and Geometry
- Statistics and Probability

Students are required to keep an up to date workbook which records their class activities, 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

- Class presentations
- Problem solving activities
- Homework
- 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

- Index and Surds
- Geometric reasoning
- Statistics and probability
- Quadratics

SCIENCE

The Science Curriculum incorporates, consistent with the Victorian Curriculum:

- 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

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.

Assessment Tasks for Years 7 – 9

- Formal practical report
- Project work
- Topic tests

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 there 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 & 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.

Year 8 MATHEMATICS

Students extend their knowledge of the three dimensional shapes. 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 ratios
- 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 extend their knowledge by solving linear and quadratic equations, sketching graphs. 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. Students also apply the skills of measurement and geometry in relation to three-dimensional objects to two-dimensional representations.

Students study the following topics:

- Measurement
- Pythagoras’ Theorem
- Trigonometry
- Algebra
- Linear relationships
- Financial maths

Forces

Students use every day templates 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, Structures and Specialisations

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

Living Systems, Growth and Reproduction

Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

Elements, Compounds and Mixtures

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 and investigate simple reactions.

Rock types and Rock cycle

Students study Sedimentary, igneous and metamorphic rocks contain minerals and 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, light chemical and potential energy; devices can change energy from one form to another.

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 the nervous and the endocrine systems and how they interact. They study the immune system and how it fights disease.

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.

Electrical energy and Electromagnetism

Students study electricity and its uses in society. They learn key concepts of voltage, current and resistance. They examine magnets and how they are used in the generation of electricity and the operation of a motor.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology inform what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Year 7 PHYSICAL EDUCATION

Assessment Tasks

- Practical participation (must participate in 90% of practical classes)
- Fitness Assessment: Testing and Analysis
- Skills Development (Checklists)
- Capabilities Assessment Task
- Rhythmic and Expressive Movement

Activities include:

- Minor Games focusing on fundamental motor skills
- Athletics - track and field
- Invasion Games: Netball and Basketball,
- Striking and Fielding
- Choreography of a rhythmic movement routine

Year 8 PHYSICAL EDUCATION

Assessment Tasks

- Practical participation (must participate in 90% of practical classes)
- Tennis skills development
- SEPEP Program
- ICT Task

Activities include:

- Net/Wall sports: Badminton, Table Tennis, Volleyball, Tennis
- Indoor Hockey / Field hockey
- SEPEP – Futsal and Handball
- Ultimate Frisbee
- Indigenous Sports

Year 9 PHYSICAL EDUCATION

Assessment Tasks

- Practical participation (must participate in 90% of practical classes)
- Analysis of fitness testing
- Designing an inclusive/modified game
- Gymnastics routine

Activities include:

- Fitness training and analysis
- Tactical unit
- Gymnastics
- Modified games/Inclusive games
- Cricket

Year 7 HEALTH

Topics include:

- Introduction to Health Education
- How my body works
- Changing and growing
- Body image and self esteem
- Being sun smart
- Relating skills
- Resilience, Rights and Respectful Relationships
- Consent
- Student Choice topics

Year 8 HEALTH

Topics include:

- Personal identity
- Drug education
- Sexual health
- Resilience, Rights and Respectful Relationships
- Consent
- Loss and grief
- First aid
- Student Choice topics

Assessment Tasks for Year 7 and 8

- Class folio
- Research tasks

Year 9 HEALTH

Topics Include:

- Mental health
- Issues in society
- Resilience, Rights and Respectful Relationships
- Consent
- Risk-taking
- Party safe
- Advanced cyber sense
- Drug education
- Student Choice topics

Year 9 Assessment Tasks

- Health work folio
- Research Tasks
- Drug education presentation

LANGUAGES

Students choose French, Japanese or Hebrew learning to communicate effectively in a variety of contexts. In class, students are encouraged to communicate in the language studied while also making connections with their own language(s). Students learn language systems (grammar, vocabulary, and pronunciation and text types) in order to complete a specific task. They create a variety of texts including letters, blogs, poems, videos, and they participate in role-plays, debates, interviews, conversations, and games.

Students explore intercultural perspectives and learn about the different communities speaking the language they study. They explore the literature, cinema, history and social organisation of other cultures. They consider other worldviews and are encouraged to make connections with and reflect on their own.

French / French Immersion

The course aims to teach students to communicate in French and is based on the teaching of the four skills of reading, listening, speaking and writing. Students also develop intercultural understanding by exploring the diversity of the French speaking world. In each year level, students study one cross curricular unit based on the CLIL (Content and Language Integrated Learning) approach. Students also discover French literature and read a simplified book in French.

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 also provides significant cognitive benefits also. Students study French Language, Humanities and Drama. In

French immersion, student learning is accelerated and extended, the grammar content learnt is more complex and allows them to be more independent French speakers. They also have more opportunities to engage in extracurricular activities.

Year 7 topics include:

- Greeting and, self-introduction
- Music
- CLIL unit: La francophonie (geography, civics and citizenship)
- Movie study: A cat in Paris
- Reading program: The three musketeers (based on the novel by Alexandre Dumas)
- Sport

Year 8 topics include:

- School life and school systems
- Fashion
- House
- CLIL unit: self portrait (art)
- Reading program: Les Misérables based on the novel by Victor Hugo
- Holidays

Year 9 topics include:

- Food
- French poetry
- Exploring towns
- CLIL unit: The French Revolution
- Reading program: La guerre des boutons (based on the novel by Louis Pergaud)
- Reading program immersion: Le malade imaginaire based on the play by

Assessment Tasks for Years 7 - 9

- Workbook
- Tests

French First Language CNED

Our French First Language program is delivered in partnership with the CNED, the French Government's accredited Distance Education centre. Students study French and History, Geography and Civic Education during school hours. Mathematics and Spanish are available as an after-school option.

Year 7 (5ème) topics in French include:

- Poetry
- *Les Fourberies de Scapin*, Molière
- *Vipère au poing*, Hervé Bazin
- Tales and *La Petite Sirène*, Hans Christian Andersen
- The hero in medieval literature

- Science fiction
- *La Quête d'Éwilan*, Pierre Bottero
- Travel literature

Year 7 (5ème) topics in History and Geography include:

- Medieval Europe
- Islam in the Middle Age
- Renaissance and Humanism
- Demographic growth in the world
- Inequality
- Global change

Year 8 (4ème) topics in French include:

- *Le Jeu de l'amour et du hasard*, Marivaux
- 19th century French poetry
- *Au bonheur des dames*, Emile Zola
- *Le Horla*, Maupassant
- Paris in the 19th century literature
- Press and media
- *Claude Gueux*, Victor Hugo

Year 8 (5ème) topics in History and Geography include:

- Trade and slavery in the 18th century
- Enlightenment in Europe
- French Revolution
- Third Republic in France
- Urbanisation
- Globalisation
- Migrations

Year 9 (3ème) topics in French include:

- Romanticism
- *L'Ami retrouvé*, Fred Uhlman
- La littérature engagée
- *Animal Farm*, George Orwell
- *Antigone*, Jean Anouilh
- 20th century French poetry

Year 9 (3ème) topics in History and Geography include:

- WWI and WWII
- The world since 1945
- 4th and 5th Republics
- France and European Union
- Democratie and citizenship

Assessment Tasks

- Workbook
- Text Study
- Research Projects

JAPANESE/JAPANESE IMMERSION

The College recognises the strong relationship between Australia and Japan and endorses the importance of Asian languages being taught in Australian schools. The course emphasises the importance of oral communication as students develop the skills to read and write the many scripts in the Japanese language.

The Japanese 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 also provides significant cognitive benefits also. Students study science in Japanese and in the Japanese language class, more advanced students complete Years 7 to 10 curriculum in 3 years.

Year 7 topics include:

- Greetings and self-introduction
- My friends
- My family
- My town
- My week
- Food
- My town
- Japanese scripts: Hiragana and Kanji

Year 8 topics include:

- Time and Daily Routines
- School Life
- Dates
- Hobbies
- Describing physical appearance
- Celebrations
- Japanese scripts: Hiragana, Katakana and Kanji

Year 9 topics

- Personal milestones
- Languages learned in Japan
- Healthy Food
- Shopping and customer service
- Leisure Activities
- City and Country Life
- Japanese scripts: Hiragana, Katakana and Kanji

Assessment Tasks for Years 7 - 9

- Workbook
- Tests
- Projects

HEBREW

The teaching of Hebrew at Glen Eira College is supported by UJEB. The curriculum follows the Bishvil

HaiBrit Digital Hebrew language program. The course uses original (poems, folklore stories) as well as modified texts. The program is differentiated to cater for a wide range of Hebrew skills from complete beginners to native speakers. The program recognises the connection between the Jewish community and the Hebrew language, celebrating Jewish culture and main events throughout the year.

Topics for beginner include:

- Simple introductions, conversations.
- Pointing out objects in the class or home environment
- My home, The city, the Kibbutz and the Moshav.
- School now and in the past.
- The desert - the negev, who lives in the desert?
- Jerusalem as an ancient city
- A day and another day - special days, birthdays, and week planning

Topics for advanced students include:

- "Tel Aviv": a city by the sea
- From head to toes, between selfies and portraits.
- Clothing
- Identify past tense suffixes for every verb.
- Volunteering in the community.
- Book "*The last witness*", a book by Ami Gedalia

Assessment Tasks

- Workbook
- Tests
- Projects

HUMANITIES

The Humanities course includes four main areas of study: Civics and Citizenship, Economics and Business, Geography and History in different contexts at each year level. The study of Humanities will encourage and challenge students to gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

Year 7 HUMANITIES

Key Areas of Study

Civics and Citizenship

- Australian Government
- Identity of a Nation

Economics and Business

- Economic Choices
- Financial Literacy

- Rights and Responsibilities of Consumers and Producers

Geography

- Liveability
- Water

History

- Ancient Rome
- Ancient Australia
- Ancient China

Assessment Tasks:

Semester 1

- Personal Timeline
- Research Project
- Work Folio

Semester 2

- Knowledge and Skills Test
- Research Project
- Work Folio

Year 8 HUMANITIES

Key Areas of Study

Civics and Citizenship

- Features of Australia's system of government and legal system including the democratic process.
- Ways students can be active and informed citizens and take action.

Economics and Business

- Characteristics of entrepreneurs and business success.
- Changes to the workplace over time including the impact of technology and the ways in which work contributes to wellbeing
- What it means to be an ethical consumer

Geography

- Landforms and landscapes
- Changing nations including the changing human geography of countries through shifts in population distribution and the process of urbanisation

History

Students consolidate the Historical Inquiry Concepts and the Historical Skills to enable an effective investigation into the past. They study history from the end of the ancient period to the beginning of the modern era (650 CE – 1750 CE).

Topics include:

- The Vikings / Medieval Europe
- Japan under the Shoguns
- Renaissance Italy

Assessment Tasks:

Semester 1:

- Knowledge and skills test
- Research Project
- Work Folio

Semester 2:

- Structured Questions
- Research Project
- Work Folio

Year 9 HUMANITIES

Key Areas of Study

Civics and Citizenship

Students evaluate:

- Features of Australia's political system,
- Influences on people's electoral choices.

Economics and Business

Students describe:

- How resources are allocated and distributed in the Australian economy
- The way economic performance is measured.

Geography

Students examine:

- Biomes of the world, their alteration and significance as a source of food and fibre.
- Environmental challenges and constraints on expanding food production in the future.
- Geographies of interconnection and how we are all connected through places, tourism, trade and global ICT.

History

Students study:

- The Making of the Modern World 1750 – 1918 (Nationalism, Colonisation of Australia, and the outbreak of World War I)
- Industrial Revolution
- Making a Nation
- World War One

Assessment Tasks:

- Fieldwork
- Document Analysis
- Data Analysis
- Research Project
- Knowledge, Skills and Concepts Test

TECHNOLOGY

Year 7 FOOD TECHNOLOGY

This is a practical and theoretical unit of study that introduces students to the kitchen and basic food technology skills with emphasis on hygiene and safety. It shows students the role food has in our lives, and the influence on food choice and the relationship between diet and health. Students explore dietary models and how these can be used to assess their diet. Students' develop the ability to read and follow a recipe and produce their own. Food Technology increases student awareness of time management skills and explores Sustainability and Farming.

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 the Design Process through design briefs, investigations and design options so that they continue to learn about food and its relevance in today's society. Students will become aware of how packaging, advertising and marketing influence the foods we select.

Year 9 MAKE, BAKE and DECORATE - Elective

This unit involves designing and making various baked products such as biscuits, cakes and breads, sweet and savory, to a commercial quality. Students investigate the properties of ingredients, as well as processes that are utilised in these products. The focus is on the design process to investigate, design and produce various food products such as birthday cake, wedding cake, focaccia art and gingerbread house.

Assessment Tasks

Students will be assessed on two tasks done using the design process as well as a production task.

Year 7 PRODUCT DESIGN AND TECHNOLOGY

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. Safety in the workshop is emphasised.

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

Year 9 DESIGN AND TECHNOLOGY - Elective

Students will use the design process to explore their own creativity and construction skills specific to the materials of wood. This unit concentrates on developing design and practical skills in three-dimensional product making using materials.

Assessment Tasks

The students will be assessed on investigation and design development and their final production work.

Year 9 SYSTEMS TECHNOLOGY - Elective

Subject will be introduced to robotics, computer-aided design (CAD), and advanced fabrication technologies like 3D printing. Students will gain practical skills in building and programming robots to interact with their environment using various technologies to detect light, colour, objects, motion, sound and direction, as well as digital display elements.

Students will learn the fundamentals of CAD, enabling them to design and refine three-dimensional models. They will also explore the process of turning digital designs into physical objects using 3D printing. Through hands-on experiences, students will develop a solid foundation in robotics, enhance their problem-solving abilities, and bridge the gap between ideas and real-world creations.

Assessment Tasks

Students will be assessed on the developmental process and the final products of each design task.

Year 7 DIGITAL TECHNOLOGY

Students will be experiencing and gaining skills in file management and sharing in a networked environment. They will learn computer programming, gaining fundamental knowledge in algorithmic thinking. Students will be analysing and evaluating data from a range of sources, using spreadsheet software to model solutions and create information. This will also develop their functional skills in the use of application software.

Year 9 DIGITAL TECHNOLOGIES - Elective

Students will delve into computer design and operation, the creation of software applications and use of applications for the visualisation of information. Students will gain a deep understanding of computer components and their interactions by looking into the inner workings of a computer. They will develop their problem-solving skills by crafting functional applications, using Python as a general-purpose programming language. Additionally, students will explore data analytic techniques through the manipulation and visualisation of data using spreadsheets to create informative and visually appealing representations of digital information.

Assessment Tasks

Students will be assessed on the developmental process and the final products of each design task.

THE ARTS

Year 7 VISUAL ARTS

The Visual Arts subject nurtures cultural understanding, imagination and creativity. This course focuses on the development of a broad range of skills using a variety of materials and techniques in the creation of 2D and 3D artworks. Students develop a folio of artworks based on a range of visual responses inspired by the study of art styles linked to traditional and contemporary art practices. The visual diary complements the practical component of the course as a sequential record of the Art Process. Students will also develop skills in art criticism and analysis through a range of verbal and written responses based on the study of artists and their artworks.

Year 8 VISUAL ARTS

This course is an expressive, creative and communicative form of study that engages students in critical and creative thinking and helps them understand themselves and the world around them. Students continue to increase their developing skills with a range of media, gaining an understanding of the methods and processes required in both 2D and 3D art forms. Students explore a variety of themes to expressively develop and generate their ideas when making and presenting a range of artworks. The Art Process is expanded upon to include analysis of artworks and artists from different times and cultures using visual conventions such as the Elements and Principles of Art. Students will utilise their visual diaries for sketches and ideas development, drawings, explorations and visual research.

Year 9 2D ART - Elective

Students develop a broad range of skills using a variety of materials and techniques including drawing, painting, printmaking and digital media technologies. Students develop a folio of artworks based on a range of visual responses inspired by the study of art styles linked to traditional and contemporary art practices. The visual diary complements the practical component of the course as a sequential record of the art process, including a variety of tasks associated with the research, analysis and discussion of artists and artworks studied.

Assessment Tasks

- Written and developmental folio work
- Final artworks produced in response to each art task.

Year 8 VISUAL COMMUNICATION DESIGN

In Visual Communication Design students investigate the world through the practices of designers who use

innovative ways to communicate ideas and information.

Students work with a range of media gaining an understanding of the methods and processes required in different design fields. Students apply their understanding of design elements and principles to a wide range of design processes. They learn basic skills using drawing conventions and experiment with manual techniques and digital technologies.

Year 9 VISUAL COMMUNICATION DESIGN - Elective

Students explore a range of drawing skills and experiment with design techniques. Tasks are undertaken that are reflective of real-life design problems. Students learn a range of design thinking strategies used by designers. A variety of manual and digital applications will be used within the stages of the design process. Students will explore a range of methods, media and materials and design skills for individual projects. For example: mobile cover design, packaging, architecture, etc.

Assessment Tasks

- Written and developmental work
- Final presentations produced in response to each design task.

Year 9 3D ART CERAMICS - Elective

This course focuses on the development of 3-Dimensional sculptures using ceramics as a medium for self-expression. Students learn to use a variety of hand building techniques to gain an understanding of the processes involved in producing ceramic products e.g. designing, making, drying, firing, and glazing.

Students gain an understanding of the properties of clay, learn where it comes from and its many uses in pottery and sculptures today and in ancient cultures. The visual diary complements the practical component of the course as a sequential record of the art process, including a variety of tasks associated with the research, analysis and discussion of ceramicists and artworks studied.

Assessment Tasks

Students will be assessed on written and developmental folio work as well as final sculptures produced in response to each art task.

Year 8 MUSIC

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 the program prepares the students for the music industry as they progress through their secondary schooling.

Year 9 MUSIC - Elective

Ever wanted to play in a band? Perform live at gigs? Record and produce your songs and film clips? Music is for you! Music is a practical class which involves students forming bands and rehearsing in ensembles for live performance. Students perform covers and original interpretations of songs and supply constructive criticism of their own and their peer's performances.

Assessment Tasks

- Performance and composition/arrangement skills
- Workbook of related written tasks (including self and peer assessment).

Year 7 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 to imaginary worlds. Recognise different social and cultural contexts and identify distinguishing features. Identify styles and conventions of drama and theatre from the past. Develop and identify differences in content and presentation. Develop practical and analytical responses.

Students keep an up to date journal, analysing, interpreting and performing their concepts and ideas into a practical performance and also research other practitioners to enhance their overall understanding.

Year 9 Theatre Creation - Elective

Students learn key skills, across all the key areas of theatrical production, to enable them to plan, rehearse and present engaging theatre. Specifically, they will be introduced to various areas of stagecraft, including direction, acting and design. Students watch and analyse a theatre performance to assist them in

developing their ability to understand aesthetic choices, identify theatrical styles and evaluate intended meaning. They then use this knowledge and these skills to develop, rehearse and perform an ensemble performance.

Assessment Tasks

- Stagecraft Workshops
- Theatre Creation Folio
- Final Performance

Year 9 Film-making - Elective

Students develop and refine media production skills to integrate and shape technical and symbolic elements in images, sounds and text to represent a story and convey meaning through deliberate stylistic choices. They draw from an acquired understanding of editing, special effects, lighting, camera angles and framing, music and sounds developed practically and theoretically through the study of film in order to produce their own short film. Students will work with Adobe Premiere Pro, and will also apply concepts of composition, colour and lighting.

Assessment Tasks

- Written film techniques analysis
- Production planning documents folio
- Finished film production