Glen Eira College

LEARN . GROW . CONNECT

2025 JUNIOR SCHOOL HANDBOOK
YEARS 7-9

Contents

The Glen Eira 5: A College Vision

Our college vision was developed through consultation with parents, students and teachers. The commitments below encompass what our college community strives to achieve.

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. (Starter, Aim, Body, Review and Evaluation)
- be innovative and reflective.
- be enthusiastic.
- be accountable for improving student outcomes.

5 things you will see from our students.

- seize opportunities to learn and participate.
- be enthusiastic and motivated.
- communicate and be respectful.
- work together, acting responsibly and creatively.
- direct their own learning through questioning and exploring.

5 things you will see from our parents and carers.

- be involved and contribute to the broader educational program.
- play an active role in their child's learning.
- support their children in achieving their learning goals.
- promote the school values.
- maintain open lines of communication with the school.

About us

Glen Eira College is a dynamic, co-educational secondary school committed to the values of:

- ***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 College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We recognise the importance of the partnership between our college and parents and carers to support student learning, engagement and wellbeing. Excellent VCE results ensure that our students progress to a range of university courses and pathways.

The College places high but achievable expectations of students in relation to attendance, effort, participation, behaviour and personal appearance.

Please see our website, policies page, to read a range or our policies including: Statement of Values and Philosophy, Bullying Prevention Policy, Student Engagement Guidelines and Uniform Policy: *https://gec.vic.edu.au/about-us/policies/*

Learning at Glen Eira College is characterised by a focus on fostering curiosity, developing critical and creative thinking skills as well as collaborative problem-solving skills. Students are supported to become self-directed learners successfully achieving their personal and educational goals.

A rich and varied educational program, including a wide range of extra-curricular activities, creates a full and rewarding college life for each student and instils a culture in which the pursuit of excellence is expected.

Tours, camps and excursions, musical and theatrical performances, art exhibitions, sports and competitions provide interest and diversity in the school program.

Teachers differentiate the learning to engage all learners. A rigorous and collaborative culture creates a full and rewarding learning experience for each student. We are committed to integrating inclusive practices as part of our Teaching and Learning model.

Students choose from French, Hebrew or Japanese. Literacy and numeracy support is available. For students whose first language is not English, the college provides English as an Additional Language.

We use the Google Suite of educational apps including Google Classroom. We provide a Chromebook program for Years 7 to 9 and a Bring Your Own Notebook program for Years 10 to 12.

Student Success

We offer every opportunity for student success through:

- challenging extra-curricular programs.
- opportunities for personal and leadership development.
- a school wide Careers Pathways Program.
- Homework Help: free, after-school tuition.
- Wellbeing programs.

Student achievements are celebrated at assemblies and Presentation Night.

Student Leadership

Through various leadership opportunities, we seek to develop the skills and disposition needed for young people to create change, both now and in the future.

The role of a student leader is to listen, advocate, act and lead. Our leaders are expected to:

- Share thoughts, ideas, and perspectives in a trusting and respectful environment.
- Make decisions and take responsibility for what needs to be done.
- Create realistic suggestions/opportunities that represent and advocate for all students.

We expect student leaders to be responsible and committed. Leadership positions are available within the performing and visual arts, languages, house activities, student representation, transition, and inclusion as well as our broader leadership roles including Junior School and College Captains.

Student leaders are expected to have an exemplary record regarding behaviour in class (preparedness for lessons, submission of work) and in their demonstration of school values.

Excursions, Incursions, 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 is held at the start of the school year. This 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 Sister School

The college organises tours to New Caledonia, Japan and Florida (USA). Overseas trips enhance our students' grasp of language, science and technology. They have the additional benefit of broadening 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.

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

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

Lessons are provided once per week for 30 minutes. Lesson times are rotated on a weekly basis to avoid disruptions to timetabled classes.

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.

Programs

Select Entry Accelerated Learning (SEAL) 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 must 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 complete Years 7 to 10 curriculum in 3 years.

Our French Immersion Program is an accredited course recognised by the LabelFrancÉducation.

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 and Spanish 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.

Year Level Teams

Transition from primary to secondary school is an important stage of a student's life. 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 their previous 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.

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 / Home study Matrix to help establish a regular habit of study. Students are expected to develop sound home study 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 and 8 students should spend approximately 30-45 minutes daily, maximum five days a week on homework and home study. Year 9 students should spend approximately 45-60 minutes daily, maximum five days a week. When specific tasks are not assigned, students complete home study, 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 tutors to support all students.

e-Learning

Students use a range of ICT hardware 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.

Curriculum

Students are provided with opportunities to develop their skills and the ability to take ownership of 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.

Students are provided with opportunities to develop their skills and the ability to take ownership of 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 Core Subjects (Year-Long Subjects)

English/EAL	**Mathematics**	**Science**
Humanities	**Health and PE**	**Languages**

Years 7-8 Arts and Technologies (Semester-Long Subjects)

Year 7	Year 8
Food Technology	Food Technology
Design and Technology	Music
Digital Technology	Visual Communication Design
Drama	Visual Arts
Visual Arts	

Year 9 Arts and Technologies Electives (Semester-Long Subjects)

2D Art	Make, Bake, Decorate
Visual Design Communication	Digital Technologies
Music	Design and Technology
Theatre Creation	System Technology
Film-Making	

Years 7-9 Languages Programs (Semester-Long Subjects)

French	Japanese	Hebrew
Mainstream	Mainstream	Mainstream
Immersion	Immersion	
First Language (CNED)		

Years 10-12 Curriculum

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).

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.

The Centre for Higher Education (CHES) offer a range of subjects to extend students in first year university subjects, Year 10 Enrichment and a range of subjects including Algorithmics and Extended Investigation. For further information, please visit the CHES website or contact the Senior School Leader.

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.

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.

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 are drawn from and shaped by different historical, social and cultural contexts.

Year 7	Year 8	Year 9
Students develop interpersonal and communication skills through classroom activities. In addition, students participate in the library reading program. Students will engage with literary texts and learn to analyse and respond to texts studied in class. Students will write a variety of text types.	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. In addition, students participate in the library reading program. 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.	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 participate in 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.

Assessment Tasks

- Text Response
- Writing Folio
- Creative Writing
- Oral Presentations
- Language Analysis

English as an Additional Language (EAL)

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.

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.

Year 7	Year 8	Year 9
Students develop interpersonal and communication skills through classroom and virtual interactions. Students 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.	Students develop their ability to formulate and justify written interpretations by creating reading journals. Students 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.	Students continue to develop skills in analysing a range of texts and begin to make comparisons between them. Students refine their ideas and their written expression by drawing on models and by engaging in drafting and editing. Students 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.

Assessment Tasks

- Text Response
- Writing Folio
- Creative Writing
- Oral Presentations
- Language Analysis

Mathematics

The Mathematics curriculum ensures that students develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world.

Students learn to see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts, as well as acquiring specialist knowledge and skills in mathematics that provide for further study in the discipline.

Fundamentally, we would like students to appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Year 7	Year 8	Year 9
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. Students undertake a range of investigations and solve practical problems. Computer software is used in some of these investigations.	Students study measurement, ratios, integers and indices, fractions and decimals, percentages and statistics. Students continue to develop mathematical communication skills. Students 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 apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving small and 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. Students 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.

Assessment Tasks

- End of Unit Tests
- Projects

Science

The Science program supports the implementation of the four scientific understanding strands: Chemical Science, Physical Science, Earth & Space Sciences and Biological Science. Through their studies in science, students learn to use scientific skills and conceptual knowledge to further their understanding of the world around them whilst recognising and understanding the strengths and limitations of science.

Students apply the skills of scientific investigation, reasoning and analysis to ask questions, interpret findings and communicate scientific ideas effectively in an appropriate manner.

Year 7	Year 8	Year 9
Students explore scientific procedures, laboratory safety, and the role of scientists. Students use the particle model to understand matter's structure and properties, classify living organisms with dichotomous keys, and study ecosystems and human impacts. Students investigate the sun, moon, Earth's seasons, eclipses, and resource sustainability. Additionally, students examine forces and motion through everyday machines and tools.	Students examine cell structures, functions, and cooperation. They study organ systems in multicellular organisms and their roles in survival and reproduction. The curriculum also covers properties of states of matter, and differences between elements, compounds, and mixtures. Students explore physical and chemical changes and simple reactions. They learn about sedimentary, igneous, and metamorphic rocks, and their formation processes. Further, students study various forms of energy, including kinetic, heat, light, chemical, and potential, and how devices transform energy.	Students deepen their understanding of the atom and the periodic table's construction and relevance to chemical interactions. Students learn about balanced chemical equations and the reasons behind chemical reactions. They consider the nervous and endocrine systems, their interactions, and the immune system's role in fighting disease. Students study electricity, including voltage, current, and resistance, and explore electromagnetism, focusing on electricity generation and motor operation. Students also examine ecosystem relationships, energy flow, and matter cycling.

Assessment Tasks

- Formal practical report
- Project work
- Topic tests

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 encourages and challenges students to gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

In History, key skills gained include document analysis, the use of historical sources as evidence, chronology, cause and effect, as well as change and continuity. In Geography, students develop skills relating to data collection and analysis, interpretation of maps, graphs and visuals, and the application of geographic concepts.

Year 7	Year 8	Year 9
History: Students develop an understanding of historical skills and concepts. Ancient societies and their connections to Civics and Citizenship are the main topics studied. **Geography:** Students develop their understanding of Geographic skills and concepts. Liveability and water are the two main topics studied. **Economics and Business:** Students are introduced to the concepts of economic choice and financial literacy. Students are also informed of their rights and responsibilities as consumers.	**History:** Students explore the Middle Ages and early exploration with a focus on Medieval Europe, Japan under the Shoguns and Renaissance Italy. Students undertake a Civics and Citizenship unit where they consider the key features of Australia's democracy including how to be active participants. **Geography:** Students investigate Geomorphology through a study of landscapes and landforms. They examine the concept of Changing Nations with a focus on human geography, including shifts in population distribution and the process of urbanisation. **Economics and Business:** Students study the role of enterprising behaviours and capabilities in the work environment.	**History:** Students develop understanding of historical skills and concepts. World War One and its connections to the Industrial Revolution are the main topics studied. Civics and Citizenship and its links to Indigenous Australian History are also explored. **Geography:** Students study Biomes and Food Security. **Economics and Business:** Students explore the key concepts of economics, managing financial risk and the work environment.

Assessment Tasks

- Research Projects
- Work Folios
- Skills and Knowledge Test
- Annotated Visual Displays
- Fieldwork
- Document Analysis

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	Year 8	Year 9
Physical Education: Students engage in a range of individual and team sports including athletics, netball and basketball. They also choreograph a rhythmic movement routine. **Health:** Students learn about how their body works and how it changes throughout puberty. They develop an understanding of what it means to be resilient and respectful, as well as how to manage personal relationships.	**Physical Education:** Students participate in activities such as volleyball, badminton, table tennis, tennis, Indigenous games and AFL. Through the SEPEP model they also learn about teamwork and collective responsibility. **Health:** Students are provided with drugs education as well as First Aid training. They also learn about the importance of goal setting and consider Indigenous health issues.	**Physical Education:** Students undertake fitness testing and analysis. They consider different training plans and play hockey, sofcrosse and gymnastics. **Health:** Students learn about nutrition, safe partying, and consent. They also study mental health in the context of adolescence.

Assessment Tasks

- Practicals
- Folios
- Presentations
- Tests

Languages – French

The course teaches 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.

This stream is open to all students. No prior knowledge of French is required.

Year 7	Year 8	Year 9
Students develop their foundational understanding of French through units of work focused on self-introduction, family and friends, and leisure activities. Students strengthen their cultural awareness of the French-speaking world through the completion of a research project on a chosen Francophone country. Text and film studies are undertaken to promote a greater sense of connection to French cultural phenomena.	Students build on knowledge gained with a key focus on the world around them. They study topics relating to the home, their town/city and fashion. These enable students to participate in discussions that extend beyond the self. Units of work on *Les Misérables* and French film *La Première Étoile* ensures students are exposed to works of significant cultural importance.	Students consolidate their understanding of the French language through the study of cuisine, health and wellbeing, daily life and travel. Students consider the importance of the French Revolution in shaping a modern French nation. Through *La Guerre des Boutons,* they gain insight into the lives of children living in rural France in the early 20th century. Grammatically, students also begin to consider different tenses and broaden their awareness of French word order and sentence structures.

Assessment Tasks

- Oral Presentations and Interviews
- Reading and Listening Comprehension Tests
- Written Tests
- Creative Projects

Languages – French Immersion

The French Immersion stream 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 have the opportunity to study French Language and Humanities. 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. Students also have access to a broader range of texts in French.

This stream is open to all students. No prior knowledge of French is required.

Year 7	Year 8	Year 9
Students develop their foundational understanding of French through units of work focused on self-introduction, family and friends, and leisure activities. They strengthen their cultural awareness of the French-speaking world through the completion of a research project on a chosen Francophone country. In addition to the mainstream program, the language of instruction is generally French. This applies to both French and Humanities classes. For French, students complete an additional unit of work on Francophonie and geography.	Students build on knowledge gained with a key focus on the world around them. They study topics relating to the home, their town/city and fashion. These enable them to participate in discussions that extend beyond the self. Units of work on *Les Misérables* and French film *La Première Étoile* ensures students are exposed to works of significant cultural importance. An additional Immersion unit of work on describing and creating self-portraits is included.	Students consolidate their understanding of the French language through the study of cuisine, health and wellbeing, daily life and travel. Students consider the importance of the French Revolution in shaping a modern French nation. Through *La Guerre des Boutons,* they gain insight into the lives of children living in rural France in the early 20th century. Grammatically, they also begin to consider different tenses and broaden their awareness of French word order and sentence structures. An additional Immersion unit of work on the text *Le racisme raconté à ma fille* is included. This enables students to explore the concept of racism.

Assessment Tasks

- Oral Presentations and Interviews
- Reading and Listening Comprehension Tests
- Written Tests
- Creative Projects

Languages – French First Language (CNED)

Students with francophone background can elect to join our French First Language Program. Content is drawn directly from the Centre National d'Enseignement à Distance. Our bilingual teachers deliver learning entirely in French for Histoire-Géographie and Français. There is the additional option of learning Mathématiques and Espagnole after school.

Students must have fluency in French to join this program.

Year 7	Year 8	Year 9
Français: In their first year of CNED French, students read a wide variety of text types ranging from poetry to theatre and mythology. They consider alternative worlds through imaginative and science-fiction, whilst also gaining a valuable metalinguistic understanding of the French language. **Histoire-Géographie:** In Humanities students are able to consider how the past has—and continues to—influence the future. For Geography in particular, they study Water Scarcity, Climate Change and Food Sources. Whereas in History the focus is on the development of urban societies, monarchy in France, and the concept of Humanism.	**Français:** Students further develop their understanding of French literature with a focus on the 19th and 20th centuries. They study Maupassant, Zola and Hugo. They also consider plays by Marivaux and Corneille, in addition to the role of media in modern society. **Histoire-Géographie:** Students continue to build on their foundational base from Year 7. In Geography they look at urbanisation, globalisation and the exploitation of rivers, seas and oceans. In History, they learn about France's political upheaval throughout the 19th century, in addition to its colonial past. There is also a focus on the Dreyfus affair and *laicité* as a concept.	**Français:** As students progress to their final year of CNED at GEC, the focus shifts towards depth over breadth. Students have the opportunity to consider the impact of texts by Orwell, Uhlman and Anouih. They also learn about what it means to be politically engaged and to demonstrate for a particular cause.

Assessment Tasks

- Oral Presentations and Interviews
- Reading and Listening Comprehension Tests
- Written Tests
- Creative Projects

Languages – Japanese

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.

This stream is open to all students. No prior knowledge of Japanese is required.

Year 7	Year 8	Year 9
Students develop their foundational understanding of the scripts of Japanese, with an emphasis on hiragana and kanji. Units of work include self-introductions, family and friends, and leisure activities. Students learn about Japan and the Japanese-speaking community, as well as communication in the classroom.	Students continue to develop their understanding of the Japanese scripts, with an emphasis on katakana and kanji. Units of work include daily routines, school life and hobbies. Students improve their capacity to read and write script, as well as their ability to interpret spoken information.	Students continue to develop their skills in reading and writing hiragana, katakana and kanji. Units of work include growing up, food and shopping. Students develop their skills in understanding and conveying general ideas and specific detail.

Assessment Tasks

- Oral Presentations and Interviews
- Reading and Listening Comprehension Tests
- Written Tests
- Creative Projects

Languages – Japanese Immersion

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 have the additional benefit of studying Science in Japanese

This stream is open to all students. No prior knowledge of Japanese is required. More advanced students are given the opportunity to complete the Year 7-10 program in 3 years instead of 4.

Year 7

Year 7 level:
Students develop their foundational understanding of the scripts of Japanese, with an emphasis on hiragana and kanji. Units of work include self-introductions, family and friends, and leisure activities.

Year 8 level:
Students develop and fortify their understanding of hiragana, katakana and kanji scripts. Units of work include daily routines, school life and hobbies.

Both levels develop their cultural understanding of Japan and the Japanese-speaking community through assessments such as a cultural research task.

In addition to the program described above, the language of instruction is generally Japanese. This applies to both Japanese and Science classes.

Year 8

Year 8 level:
Students continue to develop their understanding of the Japanese scripts, with an emphasis on katakana and kanji. Units of work include daily routines, school life and hobbies.

Year 9 level:
Students continue to develop their skills in reading and writing hiragana, katakana and kanji. Units of work include growing up, food and shopping.

Both levels develop their cultural understanding of Japan and the Japanese-speaking community.

In addition to the program described above, the language of instruction is generally Japanese. This applies to both Japanese and Science classes.

Year 9

Year 9 level:
Students continue to develop their skills in reading and writing hiragana, katakana and kanji. Units of work include growing up, food and shopping.

Year 10 level:
Students develop their skills in understanding and conveying general ideas and specific detail. Units of work include travel, part-time work and future aspirations.

Both levels develop their cultural understanding of Japan and the Japanese-speaking community.

In addition to the program described above, the language of instruction is generally Japanese. This applies to both Japanese and Science classes.

Assessment Tasks

- Oral Presentations and Interviews
- Reading and Listening Comprehension Tests
- Written Tests
- Creative Projects

Languages – Hebrew

Our Hebrew program offers enriching experiences for students wishing to develop their linguistic and cultural of the language. Classes are mixed ability, with teachers meeting each learner at their point of need.

We are proud to be one of the only government schools in the state able to run a secondary Hebrew program as part of our Languages curriculum.

Years 7-9

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

A broad range of topics are covered including: introductions and conversations, Jerusalem: An Ancient City, The Desert: Who lives in the Negev?, Tel Aviv: A City by the Sea, and Volunteering in the Community.

Assessment Tasks

- Workbook
- Tests
- Projects

The Arts

Across Years 7 and 8, students have the opportunity to discover and develop their artistic capacities through Visual Communication Design, Visual Arts, Music and Drama. Through these disciplines, they learn to consider different techniques and traditions, drawing from these to create their own masterpieces.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across the Arts.

Year 7

Visual Arts

The Visual Arts subject nurtures cultural understanding, imagination and creativity. 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.

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.

Assessment Tasks

- One-Point Perspective Drawing
- Colour Scheme Painting
- Cultural Ceramic Masks

Year 8

Visual Arts

The Year 8 Visual Arts 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 will utilise their visual diaries for sketches and ideas development, drawings, explorations and visual research.

Assessment Tasks

- Margaret Preston inspired Lino Printing
- Howard Arkley Inspired House Painting
- Still Life Drawing from Observation

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.

Assessment Tasks

- Mouse Maze
- Monogram Logo
- Futuristic Apartments

The Performing Arts

At Glen Eira College, we have a clear focus on empowering students to use technologies to create innovative solutions that meet current and future needs. Across Years 7 and 8, students participate in Food Technology, Digital Technology and Design & Technology.

Each of these courses encourage learners to undertake structured planning processes to ensure designed products are created to a high standard. Computational thinking and creative capacities are extensively developed across these subjects.

Year 7

Drama

Through the course students develop confidence in their ability to devise performances and adapt existing scripts. They will learn about drama terminology as they rehearse and act on feedback from peers to refine the presentation.

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. They will be exposed to different types of drama, from Australian Indigenous performances to Ancient Greek Theatre allowing them to develop an appreciation of different social and cultural contexts.

Assessment Tasks

- Mime Scene
- Twisted Fairytale Script and Performance

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.

Assessment Tasks

- Instrument Studies and Performance
- Composition
- Rhythmic Composition and Performance

Technologies

Students are empowered students to use technologies to create innovative solutions that meet current and future needs. Across Years 7 and 8, students participate in Food Technology, Digital Technology and Design & Technology.

Each of these courses encourage learners to undertake structured planning processes to ensure designed products are created to a high standard. Computational thinking and creative capacities are extensively developed across these subjects.

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.

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.

Assessment Tasks

- Health and Safety Poster
- Recipe Modification
- Practical Test

Design and Technology

Students are given an introduction to the uses of different materials 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.

Assessment Tasks

- Safety in the Workshop Test
- Skills Practice
- Product Evaluation

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.

Assessment Tasks

- Digital Networks
- Google Applications
- Problem Solving through Coding

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.

Assessment Tasks

- Eat Well, Live Well
- Healthy Breakfast
- Practical

Year 9 Electives

In Year 9 students explore their passions and develop new interests across Arts and Technologies. They are able to choose a total of four elective subjects, including at least one subject from each of the following three Learning Areas:

- Visual Arts
- Performing Arts
- Technologies

Visual Arts

2D Art

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

- Photorealism Drawing Task
- Mixed Media Expressive Eyes Task
- Illustrative Nursery Rhyme Etching Task

Visual Communication Design

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

- Architectural Studio
- Mobile Cover Decal
- Drink Label

Performing Arts

Music

Ever wanted to play in a band? Perform live 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

- Solo Performance
- Digital Music Dictionary
- Composition

Theatre Creation	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** • Theatre Styles Research Task • Theatre Design Folio • Final Performance Folio
Film-Making	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

Technologies

Make, Bake, Decorate	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** • Design Process - Task 1 • Design Process - Task 2 • Production Task
Design and Technology	Students will use the design process to explore their own creativity and construction skills specific to the material of wood. They will also consider sources of wood and the environmental impact of timber harvesting. **Assessment Tasks** • Sustainable Use of Wood • Woodworking Skills • Designing a Product

Digital Technologies	Digital Technologies aims to develop students' understanding of how computers are designed and operate, how software can be developed using coding languages and how computer applications can be used to visualise and make sense of digital information. **Assessment Tasks** • Computer Components and Assembly • Coding for Application Development • Data Representation
Systems Technology	This subject will introduce students 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. **Assessment Tasks** • Emerging Technologies Overview • Controlling a Robotic System • Using 3D Printing in Robotics

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