THE

HAMILTON

AND ALEXANDRA COLLEGE

CONFIDENT FUTURES

Explore

Welcome

Nelson Mandela wrote in his book Long Walk to Freedom: After climbing a great hill, one only finds that there are many more hills to climb. In Year 7, our students focus on the transition from primary to secondary school but new rites of passage arise for Years 8 and 9. Our new 'Explore' programme encourages Years 8 and 9 to choose subjects that excite, intrigue and/or interest them. Each child selects twelve elective subjects over the course of four semesters. 'Explore' provides an opportunity for personalised learning and their first exposure to how academic accomplishment is matched with connectedness to life. Creating 'confident futures' demands a deeper understanding of our children. We welcome your review and the opportunity to discover what is possible for your child.

Dr Andrew Hirst
Principal

Our Focus

To seek the best for and from every student.

Our Values

Respect, gratitude, compassion, resilience & optimism.

Our Commitment

To improve outcomes for all students - in their levels of achievement and wellbeing.

Our vision is to prepare our students to be active, confident young men and women ready to take on the future. Our curriculum is designed to give students the opportunity for high academic achievement whilst remaining connected to the community and all of life. Our excellent staff, resources and facilities support teaching and learning that both consolidates and extends student learning.

The Hamilton and Alexandra College prepares our young people to be the best that they can be. Our curriculum is designed to ensure that each student has strong foundations in English, Mathematics and Science, whilst extending their skills in the Humanities, the Arts, Technology, LOTE, Health and PE.

We believe that young people need to be excellent communicators. They need to be able to interact and collaborate in a range of settings and have the critical and creative skills required to problem solve in an ever-changing digital world.

At college we celebrate and support the development of students who have excellent character, skills and are connected to the local and global community.

Our curriculum offers students access to a broad range of subjects and the option to both consolidate and extend learning. It is important that students have strong foundations in literacy, numeracy, and digital skills, as well as choice and agency in their learning program.

MIDDLE YEARS

The Year 8 & 9 Explore Program is designed to cater for the changing developmental needs of middle adolescence while preparing them for the challenges of lifelong learning. The Explore program provides the opportunity to experience a wide range of subjects over two years to expand each student's horizon and provide a unique learning experience of challenge choice and balance. Our teaching practices enable students to develop an understanding of their passions and capabilities, while developing their skills and persistence.

Explore & Wellbeing for Teenagers

At The Hamilton and Alexandra College we apply a Positive Education approach to help students improve and develop their wellbeing. Our goal is for students to have the knowledge, skills and understanding of how to improve and develop their own wellbeing. We believe in teaching the skills of wellbeing and teaching students how to enhance their resilience, giving them the tool kit so they can flourish during adolescence and in their adult lives. Wellbeing is feeling good and functioning effectively. Feeling good revolves around the balance of positive emotions vs. negative emotions being tipped in the positive emotions favour. It is not about the absence of negative emotions, rather the balance between positive and negative emotional states and being able to deal with the inevitable negative emotions when they arrive. Functioning effectively is about how individuals can deal with and respond to the ups and downs of everyday life and being able to identify and productively respond to painful, unpleasant, and unwanted situations. Wellbeing is not the absence of negative or painful experiences, but the way we are able to deal with them. Wellbeing is not something that happens to our students, it is something we actively encourage them to work on each and every day. We want students to be their best and do their best to help develop a strong sense of wellbeing which contributes to good mental health. These ideas underpin the teaching and learning of the Explore Program.

Ben Hawthorne
Head of Middle Years

Wellbeing

At The Hamilton and Alexandra College we view wellbeing as being made up of six main factors that all contribute to human flourishing. We aim to maximise each element to achieve greater wellbeing, and in turn flourish. These six main factors that contribute to our wellbeing are:

PERMA-H

Positive emotion
Feelings of pleasure, happiness, satisfaction, comfort. We can take responsibility for our feelings, cultivating happiness and gratitude.

Engagement
Living an engaged life, being absorbed, and connected to activities to the point where we lose track of time and effort (flow).

Relationships
Connections to other people and relationships give us support, meaning and purpose in life.

Meaning & Accomplishment
Pursuing success, achievement, and mastery of things for their own sake can build self-esteem, self-efficacy (useful in tough times) and a sense of accomplishment.

Health
Exercise, nutrition, sleep and hygiene are all important for our physical health. We cannot experience high levels of well-being if we don't have a healthy body. Establishing habits that increase physical and psychological health allows us to function well each and everyday. Health can be supercharged if you include some of the other PERMA dimensions such as Relationships, Engagement or even Accomplishment

“The fundamental goal of positive education is to promote flourishing or positive mental health within the school community”.

(Norrish et al., 2013)

Explo

Year 8

ore & 9

EXPLORE is an exciting Middle Years Program that allows our year 8 and 9 students to consolidate their learning whilst having more choice and freedom to investigate a range of learning areas that build skills and knowledge.

The Explore program aims to offer breadth, ignite passion, and develop skills as students explore new subjects. Students study a core curriculum and in addition choose semester length elective pathway units. At year 8 students can choose four elective pathway units and in year 9 students choose six of these units.

In the Middle Years students are encouraged to develop a growth mindset, to be curious and committed to becoming independent learners through the application and mastery of new skills and experiences. We want our students to be confident, collaborative, and considerate young people, who are aware of their responsibility to both local and global issues.

Explore offers a blend of practical, vocation orientated pathway subjects, as well as the opportunity to explore the Visual and Performing Arts, Technology, Sport & Outdoor Education, Agriculture, Equine, Literature and Business Management. Students have an opportunity to select subjects that challenge and extend their skills and capabilities.

Susan Bradbeer

Deputy Principal Teaching and Learning

Learning Structure

The College curriculum marks a significant change in our approach to teaching and learning. Learning should be transformational; it should be continuous and develop the whole person. Each student's learning program is unique, and it is designed to give them agency and the opportunity to direct their own learning pathway. As a student moves through the school, the College curriculum is designed to enable each student to engage in foundational literacies, explore a broad range of subject interests and emerge from the VCE with the skills, knowledge and character that will equip them for the future.

Learning Ecosystem: Three Entry Points
Our connected community at The Hamilton and Alexandra College ensures students are empowered to achieve their best. Students have three entry points for learning program:

- **Engage Program (Transition) Year 7**
- **Explore Program (Breadth) Year 8-9**
- **Emerge Program (Depth) Year 10-12**

Emerge

Year 10-12

The Middle Years program (7-9) is underpinned by our school commitment to positive education and the importance of character development and wellbeing. Year 7 students are supported as they transition to the College and engage in a program that lays the foundation of lifelong learning. Students are offered guidance as they engage in a curriculum that gives them choice and balance of a range of innovative subjects. In years 8 and 9, students start to explore a breadth of curriculum offerings. The Deputy Principal Teaching and Learning, Head of Middle Years, and the mentor team all work to assist students in selecting a broad course that will enable them to identify their strengths and areas of interest.

The Senior Years (10-12) offers students access to an academic curriculum program that allows depth and rigour in all areas of chosen study. Students emerge with strong foundations and a clear learning pathway. We seek the best for and from every student, and our Emerge program celebrates this. From years 10-12, students are on a VCE pathway and create a program that allows them to achieve real depth in their learning. Students begin to specialise at year 10, whilst exploring some options for their final two years of school. Prerequisite subjects prepare students for a diverse future of further study, work, and travel. Our students are guided by mentors, careers counsellors and our curriculum experts to make informed choices about the best learning program at college.

An important part of Emerge is the allocation of flexible learning time in a year 10 student's program to allow them freedom to access learning support, individual study, coaching and Master Classes. Students are also offered individual career counselling; they participate in the Morrisby Testing and a work experience program. Our students emerge as mindful, and creative young men and women who have been enabled to work independently towards a confident future.

From year 10, students have options to complement their school based academic program with VETDDS programs in Applied Language, Hospitality, Equine, Health and Agriculture. Furthermore, an extensive co-curricular program allows students to experience the best of our local context, whilst making connections with learning opportunities at a state, national and global level.

Explore

Program (Breadth) Year 8 & 9

Students in years 8 and 9 study a core program of 45 periods per cycle.

English (10), Maths (10), Science (8), History (5), Geography (5), PE (4), Health & Wellbeing (3)

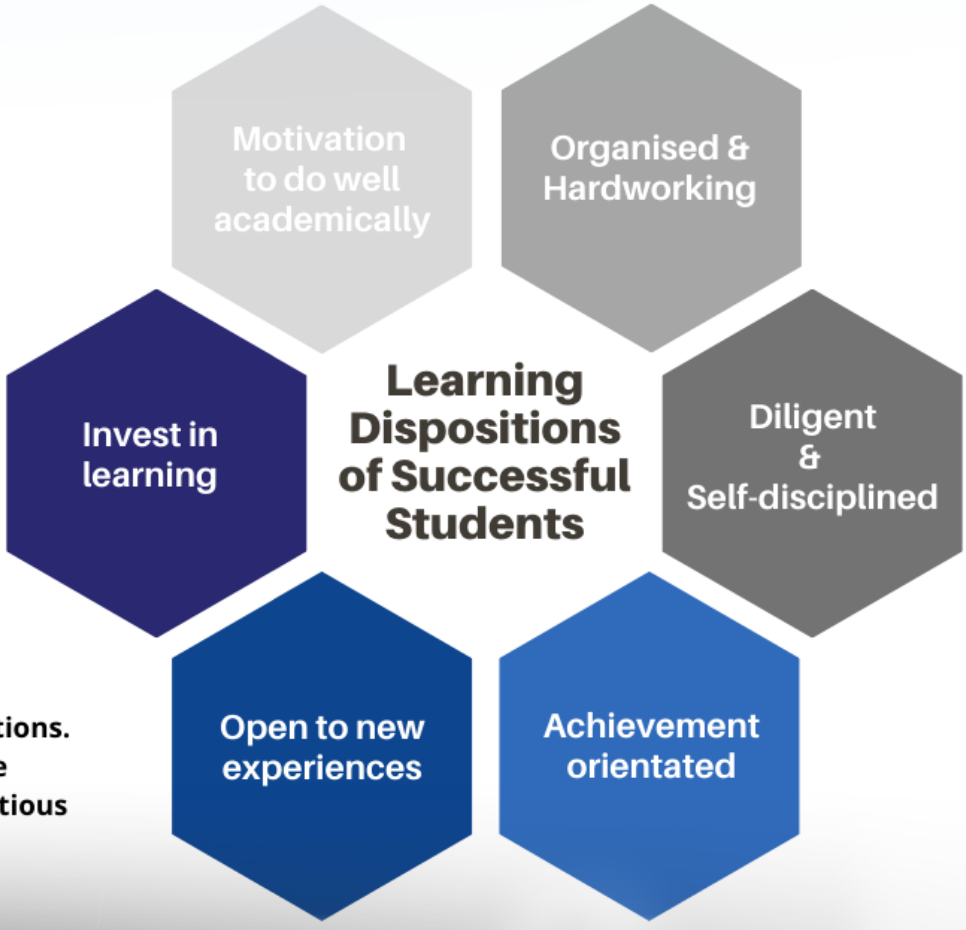
*In year 8, all students continue their compulsory study of a Language other than English (LOTE), French or Chinese, whilst some students complete the Language Skills Program that they commenced in year 7.

The following sample student learning program in Explore demonstrates the breadth and range of learning available to each child at The Hamilton and Alexandra College.

Explore Program

Year 8 EXPLORE											
	Semester 1	English	Maths	Science	History	Geography	PE	HWB	LOTE: Chinese OR French	Art 2D	Food Tech
	Periods per cycle	10	10	8	5	5	4	3	5	5	5
	Semester 2	English	Maths	Science	History	Geography	PE	HWB	LOTE: Chinese OR French	Steam	Wood
	Periods per cycle	10	10	8	5	5	4	3	5	5	5

Year 9 EXPLORE											
	Semester 1	English	Maths	Science	History	Geography	PE	HWB	Art 3D	Literature	IT GAMING
	Periods per cycle	10	10	8	5	5	4	3	5	5	5
	Semester 2	English	Maths	Science	History	Geography	PE	HWB	Photography	Ag Science	Music
	Periods per cycle	10	10	8	5	5	4	3	5	5	5



We encourage all students to develop their learning dispositions. John Hattie in his book "Visible Learning" (2009) said conscientious students displayed these characteristics:

Course
Description & Assessment

Assessment and Reporting

At the Senior Campus, we operate our reporting system through the online platform, SIMON.

Such an approach provides parents with online feedback regarding their child's learning progress in a timely and relevant manner. Using PAM (Parent Access Module) within SIMON, parents are able to access their child' assessment schedule, grades and comments as the learning unfolds. By doing this, we are inviting parents to actively track and monitor their child's learning progress. This, along with Parent/Teacher/Student interviews throughout the year offers transparency and opportunities for frequent teacher feedback. Parents are encouraged to regularly log-on to PAM to view their child's academic progress.

Reporting at the College also focuses on the learning behaviours and dispositions that have a profound influence on student learning. Each term, teachers provide parents with an indication of their child's work ethic, attitude toward learning and organisational skills. Furthermore, a wellbeing comment is provided by the Mentor at the end of Semester One and the Head of House at the end of Semester Two. At the end of Term Three, teachers also provide written advice regarding specific learning strategies and revision techniques for each student in preparation for the end-of-year examinations.

In practical terms, it means that academic reports are no longer written as summative accounts at the end of each semester. Instead, teachers are continually tracking and updating each student's learning profile and parents can access this information online from PAM at any stage throughout the academic year. At the end of Semester One and Two, full pdf summaries (including comments) for all subjects are generated.

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Core Curricul
Descriptions

English

SEMESTER 1

During Semester One students participate in a range of reading, writing, creating, speaking, and listening activities. They work individually and in small groups to study several texts with a focus on comprehension and reflective skills. Students present their ideas through a variety of writing styles including creative, descriptive, and analytical writing: they are also introduced to the skills associated with writing comparatively when studying two selected texts. They develop their understanding of how texts, including media texts, are influenced by context, purpose, and audience. Students continue to practise the application of correct grammatical use in both written and verbal English.

Assessment and Reporting

- Oral Presentation
- Text Analysis Response
- Creative Writing
- Comparative Writing Task
- Language Conventions Exercises
- Semester One Examination

SEMESTER 2

The Year 8 English course continues to focus on developing students' skills, knowledge and understanding in the three strands of Speaking and Listening, Reading, and Writing. Students have one wider reading lesson per cycle where they are encouraged to read for enjoyment and to broaden their experience of literature. Writing is a central component of the course and students will write for a variety of purposes and audiences. Students spend time analysing a variety of text types, including film, and continue to practise writing for different purposes and audiences. The focus is on effective communication and continued development of writing skills, including accurate spelling, punctuation and grammar and continuing mastery of the conventions of language.

Assessment and Reporting

- Oral Presentation
- Reflective Writing Task
- Film Analysis Response
- Conventions of Language Exercises
- Semester Two Examination

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Geography

Year 8

Core Curriculum

SEMESTER 1

Landforms and landscapes

This course involves students in geographical inquiry through class work, practical activities, research, and fieldwork. They use the geographic concepts framework of 'space, place, interconnection, change, environment, sustainability and scale'. Students are introduced to a range of Australian and global landscape types, concentrating rainforest and mountain landscapes (including local volcanoes). They investigate the natural processes that shape and form the landforms within them. They also consider the way human activities impact upon landscapes and the strategies that have been used to try to protect them. Finally, students investigate 'landscape hazards' including the causes, behaviour, impacts and attempts to manage hazards

Assessment and Reporting

- Landscape Test
- Mountain or Rainforest Assessment
- Volcanic Landforms Fieldwork Report
- Semester One Examination

SEMESTER 2

Changing nations

This course involves students in geographical inquiry through class work, practical activities, research, and fieldwork. Students will investigate the phenomenon of urbanisation, the reasons for it and the effect it has on people and the environment.
Urbanisation involves the movement of people from rural to urban environments and it is a global phenomenon. Students will compare examples of rural-urban migration in Australia and China. They will examine the characteristics of urban centres including the development of mega-cities. Finally, the course looks at the planning that needs to take place to ensure urban environments are liveable and sustainable

Assessment and Reporting

- Classwork Exercises
- Urban Problems & Solutions Project
- Semester Two Examination

Year 8

Health and Wellbeing

Core Curriculum

SEMESTER 1

The Year 8 Wellbeing curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social and online situations. Students learn how to take positive action to enhance their own and others' health, safety, and wellbeing. Students are introduced to a range of help-seeking strategies that support them to access health information and services. Throughout this semester students' complete units based on Personal Identity, Sexual Health, Safety Online and Positive Education. They develop self-awareness through identifying personal emotions and values. They examine the nature of their relationships and the factors that influence, beliefs, attitudes, opportunities, decisions, behaviours, and actions. The subject uses a Positive Education framework for the explicit teaching of skills and practices that lead to, and enhance, wellbeing.

Assessment and Reporting

- Personal Identity Unit
- Positive Education Exercises – not a graded assessment
- Relationship and Sexual Health (RSE) Unit
- Cyber Safety Unit

SEMESTER 2

Throughout Semester two the Year 8 Wellbeing curriculum continues to expand students' knowledge, understanding and skills to help them achieve successful outcomes in the classroom, leisure, social and online situations. Students complete units based on Drug Education, Safety Online and Positive Education. They build on prior Year 7 knowledge as they study Drug Education, using the *Get Ready* program which focuses on legal and illegal drugs. In acknowledging themselves to be digital citizens from the beginning of their use of technology, students learn to recognise the importance of protecting their private information online, the value of taking responsibility for themselves and their actions, and the necessity of treating others with an appropriate standard of behaviour online. Students continue to develop their wellbeing habits through the ongoing application of Positive Education exercises and skills.

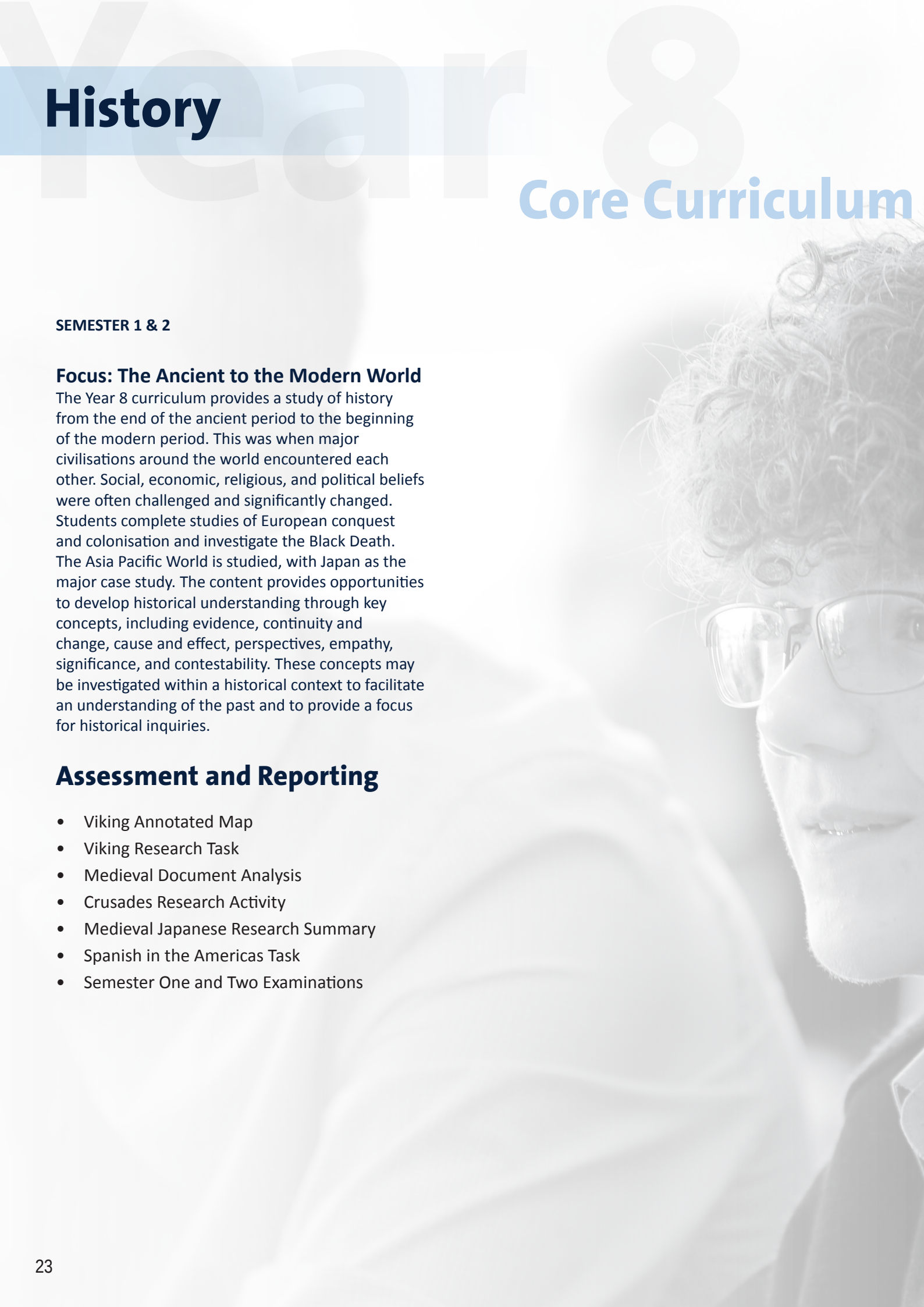
Assessment and Reporting

- Get Ready Drug Education Assignment
- Positive Education Exercises – not a graded assessment
- 'How fit am I' Assignment

History

Year 8

Core Curriculum



SEMESTER 1 & 2

Focus: The Ancient to the Modern World

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period. This was when major civilisations around the world encountered each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. Students complete studies of European conquest and colonisation and investigate the Black Death. The Asia Pacific World is studied, with Japan as the major case study. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts may be investigated within a historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

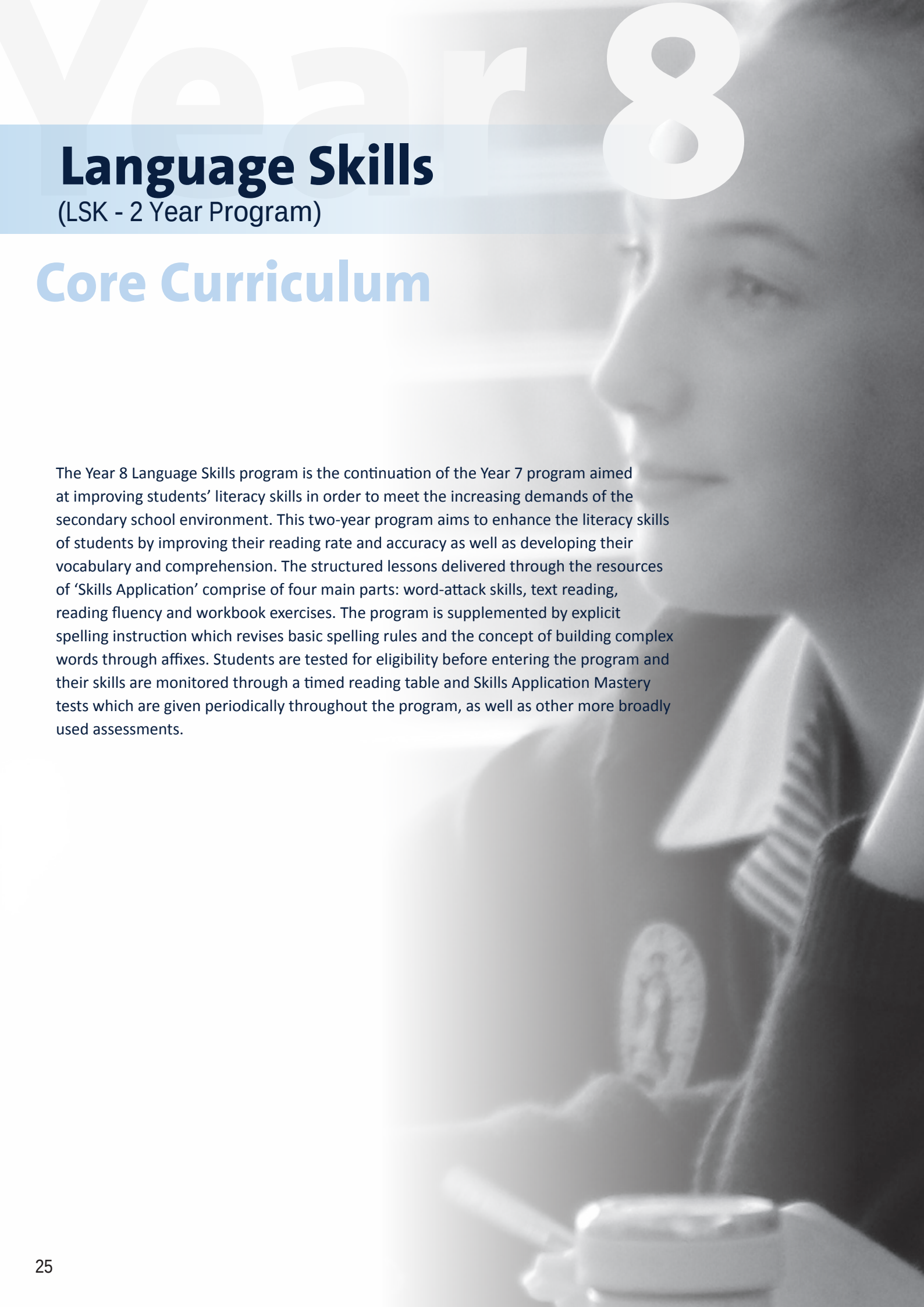
Assessment and Reporting

- Viking Annotated Map
- Viking Research Task
- Medieval Document Analysis
- Crusades Research Activity
- Medieval Japanese Research Summary
- Spanish in the Americas Task
- Semester One and Two Examinations

Language Skills

(LSK - 2 Year Program)

Core Curriculum

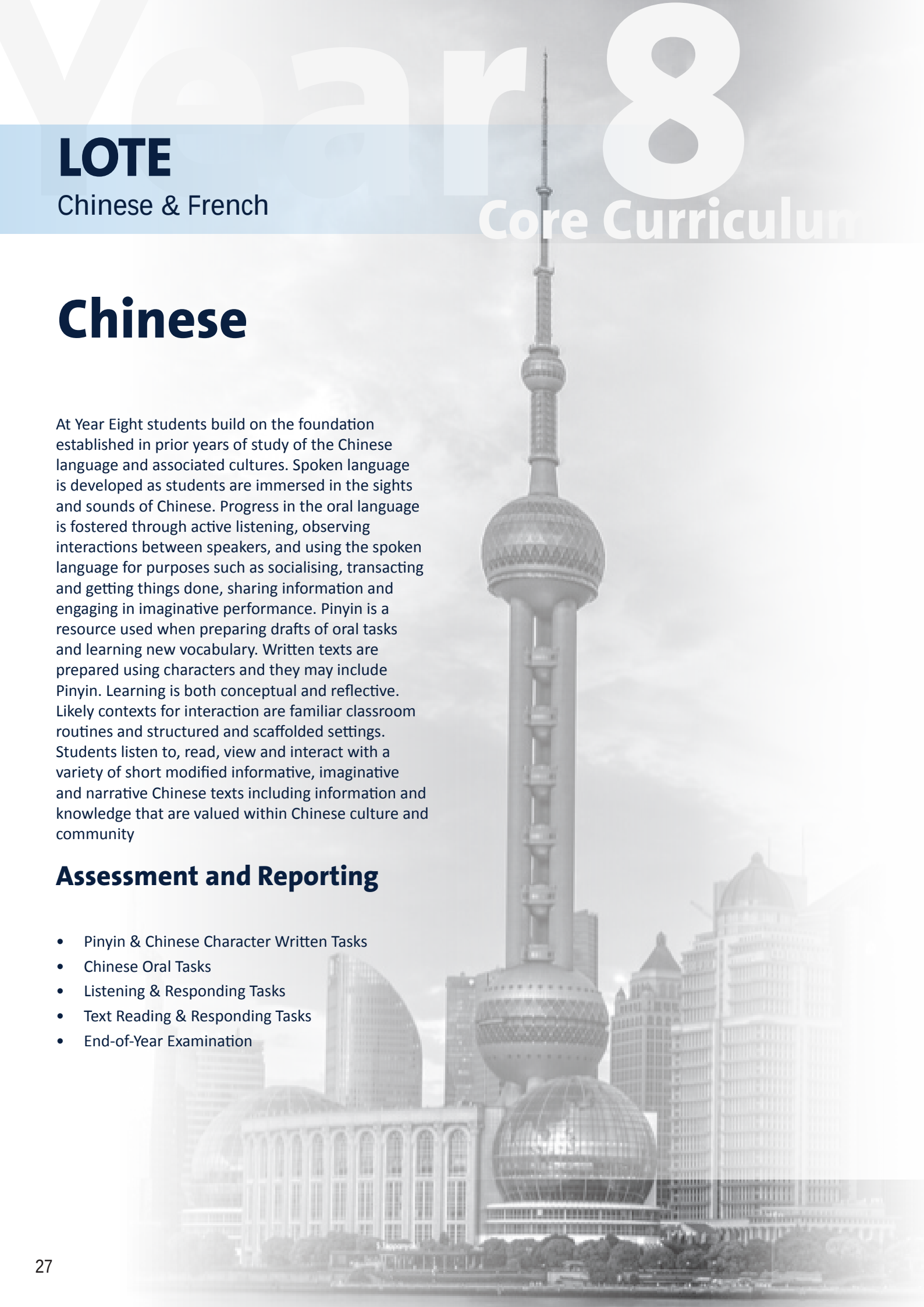


The Year 8 Language Skills program is the continuation of the Year 7 program aimed at improving students' literacy skills in order to meet the increasing demands of the secondary school environment. This two-year program aims to enhance the literacy skills of students by improving their reading rate and accuracy as well as developing their vocabulary and comprehension. The structured lessons delivered through the resources of 'Skills Application' comprise of four main parts: word-attack skills, text reading, reading fluency and workbook exercises. The program is supplemented by explicit spelling instruction which revises basic spelling rules and the concept of building complex words through affixes. Students are tested for eligibility before entering the program and their skills are monitored through a timed reading table and Skills Application Mastery tests which are given periodically throughout the program, as well as other more broadly used assessments.

LOTE

Chinese & French

Chinese



At Year Eight students build on the foundation established in prior years of study of the Chinese language and associated cultures. Spoken language is developed as students are immersed in the sights and sounds of Chinese. Progress in the oral language is fostered through active listening, observing interactions between speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information and engaging in imaginative performance. Pinyin is a resource used when preparing drafts of oral tasks and learning new vocabulary. Written texts are prepared using characters and they may include Pinyin. Learning is both conceptual and reflective. Likely contexts for interaction are familiar classroom routines and structured and scaffolded settings. Students listen to, read, view and interact with a variety of short modified informative, imaginative and narrative Chinese texts including information and knowledge that are valued within Chinese culture and community

Assessment and Reporting

- Pinyin & Chinese Character Written Tasks
- Chinese Oral Tasks
- Listening & Responding Tasks
- Text Reading & Responding Tasks
- End-of-Year Examination

French

Students are continuing to build on their study of French and typically have had little prior exposure to the language and associated cultures. With teacher support, students are encouraged to develop listening, speaking, reading, viewing, and writing skills in French in a range of basic interactions with the teacher and each other. They use the language for interactions pertaining to everyday life and develop cultural knowledge. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts on topics such as Personal Introductions, Greetings, Family, Pets, School and Food.

Assessment and Reporting

- Oral Tasks
- Listening and Responding Tasks
- Text Reading and Responding Tasks
- Semester Examinations

Mathematics

Core Curriculum

SEMESTER 1

Throughout the semester students study operations with positive and negative numbers, followed by basic number skills with fractions and decimals. Percentage calculations are applied to real life scenarios such as banking and shopping.
During the unit on Algebra, students are asked to simplify, multiply and divide algebraic terms and apply these operations including the expansion of brackets and factorisation. The Measurement unit includes perimeter, area and volume and investigating the beauty of Pi, its application to circumference and area of circles.

Assessment and Reporting

- Integers Test
- Percentages in the Real-World Assignment
- Fractions, Decimals & Percentages Test
- Algebra Test
- Measurement Application Task Measurement Test
- Semester One Examination

SEMESTER 2

During Semester two students study the topics of Equations, Linear Graphs, Transformations, Probability and Statistics and Ratio and Rates. Students investigate ways to solve everyday problems involving rates, ratios, and percentages. They model authentic situations with two-way tables and Venn diagrams, and they choose appropriate language to describe events and experiments. Students determine complementary events and calculate the sum of probabilities. They learn how to explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students solve linear equations and graph linear relationships on the Cartesian plane. Throughout Year 8, students become more familiar with the language of mathematics and develop their capability to work mathematically.

Assessment and Reporting

- Equations Test
- Equations Analysis Task
- Probability Test
- Probability Application Task
- Ratio & Rates Test
- Semester Two Examination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Physical Education

Core Curriculum

SEMESTER 1

Throughout Semester One all students participate in a wide range of physical activities including swimming, athletics, netball, soft Crosse, football, and a fitness assessment. They develop more complex skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of movement contexts. Students explore the important role that games and sports play in shaping cultures and identities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Assessment and Reporting

Term 1

- Practical Swimming Assessment
- Practical Athletics Assessment

Term 2

- Practical Rotation: Netball, Soft Crosse, and Football

SEMESTER 2

In Semester 2 students are involved in learning the following units of work – Soccer, Fitness, Dance, Aquatics, Volleyball and Softball. They develop more complex skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of movement contexts. Students explore the important role that games and sports play in shaping cultures and identities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities

Assessment and Reporting

Term 3

- Practical Rotation: Soccer, Fitness and Dance

Term 4

- Practical Rotation: Aquatics, Volleyball and Softball


THE HAMILTON

Science

Core Curriculum

SEMESTER 1

Throughout Term One students develop their knowledge and skills in experimental report writing. States of Matter are explored, with the properties of each state discussed in relation to the particle model. In Term Two, the structure of plant and animal cells are compared, and their differences and similarities noted through microscope observations. A variety of energy forms are investigated, and the theory of energy transformation is applied to a range of materials. Students use appropriate language and representations to communicate science ideas, methods, and findings in a range of assessment tasks.

Assessment and Reporting

- Science Inquiry Test
- Practical Report: Pendulum Investigation
- States of Matter Test
- Science Talent Search Practical Report
- Transferring & Transforming Energy Test
- Cells Test
- Semester One Examination

SEMESTER 2

Throughout Term Three students explore changes in matter at a particle level and distinguish between chemical and physical change. During the Geology Unit students study the different types of rocks and the rock cycle. In Term Four, students link form and function of multicellular organisms and explore the organisation of body systems. Students complete a comprehensive Mice Investigation Project which involves caring for and observing a breeding pair of mice and their offspring. In each area of study, students make predictions and propose explanations, drawing on evidence to support their views.

Assessment and Reporting

- Element Mobile
- Elements, Compounds & Mixtures Test
- Dinosaur Investigation Assignment
- Geology Test
- Chemical Changes Test
- Body Systems Test
- Mice Investigation Booklet
  Semester Two Examination


From
Explore
Year 9

Core Curricul
Descriptions Yea

English

SEMESTER 1

During Semester one the focus is on developing students' knowledge, understanding and skills in the key strands of listening, reading, viewing, speaking, writing, and creating. Students study a wide range of texts with a focus on thematic studies, comprehension, and analytical skills. They explore themes of human experience, cultural significance, and interpersonal relationships. Students practise the recognition and application of persuasive techniques in both written and oral contexts. Written responses are created in a range of styles of writing, to include persuasive, narrative, and imaginative writing, each with different purposes and for different audiences.

Assessment

- Oral Presentation
- Reading and Responding to Film as Text
- Using Language to Persuade – Analytical Response
- Semester One Examination

SEMESTER 2

During Semester two the focus is on developing students' skills, knowledge and understanding in the three strands of speaking and listening, reading, and writing. The texts studied in are dealt with in a contextual manner. Students continue to have one wider reading lesson per cycle where they are encouraged to read for enjoyment and to broaden their experience of literature. Writing remains a principal component of the course and students will write for a variety of purposes and audiences. The focus is on effective communication and continued development of their writing skills, including accurate spelling, punctuation, and grammar.

Assessment

- Oral Presentation
- Reading and responding to Text
- Extended Writing Task
- Semester Two Examination

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Geography

Core Curriculum

SEMESTER 1

Geographies of Interconnection

This unit's focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy, and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Assessment and Reporting

- The Characteristics of Tourism
- ResearchTask
- Tourism Test
- Trade and Commodities Presentation

SEMESTER 2

Biomes and Food Security

This unit's focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Assessment and Reporting

- Food Security Research Task
- Land Degradation Presentation
- Semester Two Examination

Health and Wellbeing

Core Curriculum

SEMESTER 1

Students complete units on Positive Education, Relationships, Body Image and Resilience. Students complete Positive Education Interventions specifically designed for the year level. The Relationships Unit explores emotional and social intelligence, developing friendship skills, group dynamics and a range of skills that can assist students in everyday life. During the Resiliency Unit, students develop an understanding of what makes people resilient and participate in activities to develop their understanding of resilience from a values-based perspective. Body Image is an important issue for teenagers, and students learn about positive body image and the strategies to develop positive body image. Students explore this topic by watching the movie 'Embrace'. Each unit utilises theory, practical activities, and case studies to assist students in expanding their Health and Wellbeing knowledge, skills and understanding.

Assessment and Reporting

- Journaling Task
- Body Image Assignment
- Resiliency Unit (not a graded assessment)

SEMESTER 2

Students complete units on Relationships and Sexual Health (RSE), Drugs and Alcohol Education and Positive Education. Students are required to complete Positive Education interventions specifically focussing on mindfulness as class activities. Students complete the Get Ready Drugs and Alcohol Program which encourages students to make safer choices and teaches students that substance use is generally not approved of by their peer group. The RSE unit focuses on the concept of safer sex from social, emotional, and physical perspectives.
The lessons taught in the RSE unit are based on the following programmes; Practical Guide to Love, Sex and Relationships (La Trobe University) Growing and Developing Healthy Relationships Program (WA), Family Planning Victoria Program and is informed by The La Trobe University National Survey of Australian Secondary Students and Sexual Health. Each unit utilises theory, practical activities, and case studies to assist students in expanding their Health and Well-being knowledge, skills and understanding.

Assessment and Reporting

- Sexual Health class worksheets, quizzes, and participation in class activities
- Get Ready Drug Education

History

Core Curriculum

The Making of the Modern World

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the way people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars.'

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance, and long-term impact of imperialism in this period?
- What was the significance of World War I?

Assessment and Reporting

- British imperialism Research Task
- First contact: Black War Source Analysis
- Federation Essay
- WWI Propaganda Source Analysis
- Semester One and Two Examination

Mathematics

Core Curriculum

SEMESTER 1

Throughout the semester students make connections between whole numbers index notation and develop the relationship between perfect squares and square roots. They solve problems by applying their number skills to financial mathematics. Fluency in Algebra is continually encouraged using a range of strategies to solve equations. Pythagoras' Theorem is investigated, and students use the theorem to enhance their problem-solving skills. Students interpret ratio and scale factors in similar figures and they learn how to explain similarity of triangles. Tablet PCs are incorporated in the mathematics classroom to enhance learning.

Assessment and Reporting

- Indices & Surds Test
- Linear Equations Skills Test
- Algebra & Equations Test
- Pythagoras' Theorem Test
- Congruence & Similar Test
- Semester One Examination

SEMESTER 2

During Semester Two, students continue their work on trigonometry and further develop their algebraic capabilities. They solve problems graphically and algebraically and they model everyday problems involving both linear and quadratic functions. Fluency in number and algebra are continually encouraged through classroom routines. The use of probability and statistics in the real world is investigated and students learn how to collect, display, and interpret data. Tablet PCs are incorporated in the Mathematics classroom to differentiate learning and enhance understanding.

Assessment and Reporting

- Trigonometry Test
- Linear Relations Test
- Quadratic Algebra Test
- Quadratic Graphs Test
- Statistics Assignment
- Semester Two Examination

Physical Education
Core Curriculum

SEMESTER 1

Throughout Semester One students will participate in a wide range of physical activities including swimming, athletics, hockey, world football, basketball, rockclimbing, cricket, tennis, and a fitness assessment. Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures

Assessment and Reporting

- Practical Swimming Assessment
- Practical Athletics Assessment

SEMESTER 2

Students are involved in practical units, including basketball, hockey, cricket, and tennis. They also undertake the Australian Fitness Education Award. Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures.

Assessment and Reporting

- Practical Unit Term 3
- Practical Unit Term 4

“Our world class sporting facilities ensure our students are provided with both the opportunity and resources to achieve their very best.”

Science

Core Curriculum

SEMESTER 1

Throughout the semester, students develop their knowledge and skills of experimental design and practical report writing. Students discover the flow of energy and matter within ecosystems. Links are made between Photosynthesis and Cellular Respiration as a means of cycling energy. Students investigate the internal structure of the atom and the applications of radioactivity. Over the course of the semester students complete theoretical and practical activities whilst utilising technology to enhance their understanding.

Assessment and Reporting

- Science Inquiry Test
- Slime Mould Investigation
- Ecosystems Test
- Nuclear Radiation Investigation
- Inside the Atom Test
- Semester One Examination

SEMESTER 2

Throughout the semester, students are introduced to concepts in Biology, Chemistry and Physics. The semester commences with a study of heat transfer and electrical circuits. Waves, sound, and light are investigated using practical activities and related to our senses of hearing and sight. Chemical reactions are conducted to explore basic chemistry principles and the development of experimental skills. Knowledge of many of our body systems are revisited and extended throughout the unit on Control and Coordination. The nervous and endocrine systems provide a focus on how our bodies respond to the environment. The final unit involves the study of disease and the immune system, concluding with researching and acting out a scene involving an infectious disease.

Assessment and Reporting

- Heat and Electricity Test
- Chemical Reactions Test
- Practical Report: Antacid Investigation
- Energy Transmission Test
- Control, Coordination and Your Brain Test
- The Body at War Test
- Disease Presentation
- Semester Two Examination

Elective Path

Course Descriptions

Yea

Agricultural Science

SEMESTER 1 & 2

Each semester will cover different content to allow this subject to be taken as a full year subject if desired.
Throughout this course, students focus on the science that serves as a foundation to the changing scene of agriculture in our region. Investigations of the following industries and applications are selected upon each semester: fertilizer applications, reproductive technologies in animals, selective breeding practices in plants and animals, biotechnology within cropping and horticulture, soil quality assessment and improvement, pasture development and maintenance, cow and sheep dairy production, bee-keeping and honey production, alpaca farming, machinery development and global positioning technologies. Field excursions, guest speakers and hands-on activities are imperative to the delivery of this course.

SEMESTER 1 SUBJECTS
Agricultural Science: Think big

SEMESTER 2 SUBJECTS
Agricultural Science: Ground zero

Assessment and Reporting

- Field Excursion Reports
- Research Investigations
- Multimedia Tasks

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Learning Pathways

- VCE Biology
- VCE Chemistry
- VCE Business Management
- VCE Geography
- VCE VET Certificate II and III in Ag

Career Pathways

- Farm Management
- Agricultural Scientist
- Food Scientist
- Horticulturalist
- Veterinary Science
- Environmental Management
- Conservation
- Forest Ranger
- Agronomist
- Soil Engineer
- Water Management
- Agricultural Mechanic
- Agribusiness Management

Business Management

ME & MY MONEY

This unit will focus on developing an understanding of the importance of managing and controlling personal finances. The unit will involve concepts like budgeting, home/car loan application, mobile phone plan comparisons, credit card interest rates, and same-day lending companies. This unit is aimed to be relevant to modern-day financial needs. Companies and their social and ethical responsibilities. The aim of this unit is to understand the corporate & social responsibilities of a business. This could be through the study of case studies such as Nike or other global brands using sweatshops, or other initiatives where profit is favoured over ethics. This will also involve Investigating private, public, and voluntary companies and their aims & strategies.

MARKETING AND ADVERTISING

The aim of this unit is to understand the importance of marketing & advertising. This will involve advertising a product of their own through digital marketing and other marketing strategies. This will also involve the concept of misadvertising and the legal ramifications of incorrectly advertising a product.

RUNNING A BUSINESS

The aim of this unit is to allow students the opportunity to plan, pitch and then run a business. In addition to this they will have to advertise their business, conduct market research, and record the profit and loss of their business through basic bookkeeping skills

*Content within each unit will vary to include the requirements of the Victorian Curriculum.

*Units will be updated to reflect the current needs and interests of the students on an ongoing basis.

Assessment and Reporting

- Marketing Mix project
- Financial assessment test
- Business SHARK TANK PITCH
- Job application and interview
- Australian Economy case study

Learning Pathways

- Year 10 Commerce
- Unit 1 & 2 Business Management
- Unit 3 & 4 Business Management

Career Pathways

- Finance Manager
- Business Administration
- Agriculture
- International Business
- Property & Real Estate
- Management
- Banking
- Agribusiness
- Business/Information Tech
- Taxation Agent
- Business
- Marketing
- Public Health
- HR
- Importer & Exporter

Equine Foundation Studies

This course prepares students for the VCE VET Certificate II in Equine Studies. It aims to broaden the student's knowledge of equine management and increase the skill level of the student as a horse person. Many facets of equine management will be covered within this subject, in a predominately theory-based curriculum. Introductory investigations into topics such as the history and origins of the horse, horse husbandry, daily care of horses, as well as equine accident and emergency issues will be covered. Students will explore career options within the equine industry, as well as study typical Olympic disciplines; Dressage, Showjumping and Horse Trials.

Students will explore the cultural diversity associated with horse and human relationships, both historically and within contemporary settings.

**This course might incur additional costs*

Assessment and Reporting

- Assessment and Reporting Evolution of the Horse Portfolio.
  Daily Care of Horses Practical Work Performance.
  Applications at the Equestrian Centre.
- Structures of the Horse Model Assessment.
- Equine Health Activity and Work Project.
- Careers in the Equine Industry Brochure Project.
- Olympic Equine Disciplines Portfolio Investigation Report.
- Equine Event Management Project

Career Pathways

- Agriculture
- Veterinary Technology
- Journalism
- Veterinary Biosciences
- Agriculture
- Veterinary Technology
- Equine
- Zoology
- Physiotherapy
- Business
- Equine
- Zoology
- Veterinary Science
- Jockey
- Wildlife Conservation
- Marine Biology
- Veterinary Science
- Jockey

Learning Pathways

- Certificate III in Equine Studies – a two-year VET in schools course

Career Pathways

- Equine Careers
- Animal Studies
- Equine Coaching
- Veterinary Science Studies
- Event management
- Horse Husbandry

Food Technology

Australia & Asia Pacific
Europe and the Americas

FOOD FOR LIFE

In this unit students investigate how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating. They will look at investigating how a recipe can be modified to enhance nutrient benefits and justify decisions made. Activities involve the application of specific practical skills in a defined context. The recipes produced in practical classes reflect current multicultural, busy lifestyles, while promoting that food should be easy to prepare, fresh and nutritionally appropriate. Students explore the production, development, and presentation of food. This unit provides students with the necessary information to make decisions about their own healthy lifestyle choices.

Assessment and Reporting

- Research and design
- Practical Work

**This course might incur additional costs*

FLAVOUR 101

Throughout this unit students develop a love and appreciation of food. This includes the flavour and sensory properties of key ingredients and the importance of food styling and presentation. Students will prepare and present foods using a range of techniques to ensure optimum nutrient content, flavour, texture, and visual appeal. During each practical session students will prepare a dish, style and photograph it and then complete a written review of the dish. Each student will keep a digital record of the preparation and presentation of food.

Assessment and Reporting

- Digital Presentation and Review of Food
- Practical work

Career Pathways

- Environmental Food Officer
- Nutritional Therapist
- Food Policy Therapist
- Food Technologist
- Personal Service Worker
- Chef
- Food Producer
- Food sustainability
- Agriculture
- Caterer
- Nutritionist
- Dietitian
- Winemaker
- Health Officer
- Hotel Management

Literature

SEMESTER 1 & 2

In this elective the students will have the opportunity to engage with language, ideas, and texts in new and interesting ways. They will be introduced to a range of text types, such as plays and films both classic and contemporary, and consider the structure, contexts, and purpose of texts.
This is an engaging unit, designed to develop students' skills in thinking, writing, and responding. A focus on how and why texts and language change over time, and how societies and individuals communicate ideas and concerns, is at the core of the course. Students will become increasingly aware of the power of language and literature to reflect human experience and endeavour – an important skill in a rapidly changing world.

Assessment and Reporting

- Film Study
- Adaptations Analysis

Learning Pathways

- Literature
- English
- History
- Public Speaking
- Drama

Career Pathways

- Arts & Humanities
- Media & Communications
- Journalism
- Law and Legal Studies
- Nursing
- Allied Health
- Teaching
- Business
- Commerce
- Computing
- Information Technology
- Science
- Medicine
- Aviation
- Psychology
- Global Studies
- International relations
- Politics
- Urban Planning
- Performing Arts
- Engineering

LOTE

French

Chinese Second Language

CHINESE

At Year Nine students bring prior knowledge of Chinese language and culture, and a range of language learning strategies to their learning. In the classroom, Chinese is the language of instruction and interaction. Students use Chinese for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use and manipulating language for different purposes and audiences. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters.

The likely contexts for interaction are extended to encompass the exchange of information and opinions on topics that will assist students to develop a deeper appreciation of cultural practices and traditions in diverse Chinese-speaking communities. Such topics include personal introductions, travel, shopping online, the house and the town you live in and the weather. Text types include short informative texts from various websites, opinion pieces from personal blogs, and online chat forums conducted in Chinese with users in diverse locations.

Assessment and Reporting

- Pinyin & Chinese Character Written Tasks
- Chinese Oral Tasks
- Listening & Responding Tasks
- Text Reading & Responding Tasks
- End-of-Year Examination

FRENCH

In Year Nine, students studying French are encouraged to continue to practise listening, speaking, reading, viewing, and writing skills in French in a range of interactions with the teacher and their peers. Students build on topical vocabulary and grammatical content learnt previously; adding new linguistic features to express themselves using the present, the past and the future tense. Students learn to communicate on topics such as Home Life, Daily routine, Work and Leisure activities, comparing life in France and Australia. Oral communication is emphasised in the classroom with culturally relevant activities proposed to the students to gain a greater insight in French society and the francophone community today.

Assessment and Reporting

- Oral Tasks
- Listening & Responding Task
- Text Reading & Responding Tasks
- Semester Examinations

Career Pathways

- Arts & Humanities
- Global Studies
- Department of Defence
- Event Management
- Hotel Management
- Tourism
- International Relations
- Airline services
- Dept Foreign Affairs
- Education
- Journalism
- Anthropologist
- International Studies
- Banking
- Department of Trade
- Federal Police
- Law
- Importing/Exporting

Performing Arts - Drama

Drama Performance

DRAMA PERFORMANCE

SEMESTER 1

Students work through a series of units focusing on exploration and imagination while exploring meaning and interpretation of the stimulus, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama and developing their ability to communicate through effective use of language and movement. They also learn to develop interesting characters, examining status relationships and role-play and experience tension in drama by participating in devised work. Students draw on drama from a range of cultures, times and locations and learn that over time there has been further development of different traditional and contemporary styles of drama. At the same time, students learn valuable lessons in self-confidence, communication and teamwork. They develop the ability to move creatively between the concrete and the abstract and start to understand and apply the elements of drama in their devising

Assessment and Reporting

- Unit 1 Coursework: Exploration and Imagination
- Unit 2 Coursework: Research and Development
- Monologue Performance

SEMESTER 2

Students participate in a series of lessons that introduce them to eclectic theatre as well as the major themes and ideas of major playwrights and practitioners of eclectic theatre. Students learn the dramatic elements and conventions of these theatre styles and practically implement them into devised performances. Students will build on their understanding of role, character, and relationships, use voice and movement to sustain character and situations and use focus, tension, space, and time to enhance drama. Students will plan, structure, and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect. Students also reflect on their work in written tasks and learn to incorporate dramatic terminology into written analysis..

Assessment and Reporting

- Unit 1 Coursework: Eclectic ensemble
- performance
- Unit 2 Coursework: Practitioner research
- End of Year Examination

Learning Pathways

- VCE Drama
- Develop leadership
- Public Speaking
- Musicals and Plays
- Develop problem solving skills
- Building confidence
- Develop an appreciation for Arts
- Work as a member of a team
- Allowing you to be yourself

Career Pathways

- Acting & Directing
- Management and Leadership
- Set Design & Costume Design
- Teaching

Performing Arts - Drama

Theatre Production

THEATRE PRODUCTION

This course is a hands-on learning experience in theatre production. Students will gain practical skills and essential knowledge from a conceptual standpoint in scenery, lighting, costume, props, sound, and public relations/management. Students will develop an understanding of these roles through hands-on experience, workplace visits, investigating professional examples and practices and this knowledge will be confirmed through class tasks and assessments. While this course is a design and technology based course, there will be some requirements that require stage presence.

Assessment and Reporting

- Set design and creation
- Lighting and sound design
- Costume investigation
- Public Relation role analysis
- Major Design Task

Learning Pathways

- VCE Drama
- Develop leadership
- Public Speaking
- Musicals and Plays
- Develop problem solving skills
- Building confidence
- Develop an appreciation for Arts
- Work as a member of a team
- Allowing you to be yourself

Career Pathways

- Acting & Directing
- Management and Leadership
- Set Design & Costume Design
- Teaching

Performing Arts - Music

Music Sound House

Music Performance

MUSIC SOUND HOUSE

Throughout this course, students develop a theoretical and practical understanding of the features of music technology and how they can be used to enhance and broaden musical understanding and appreciation. Through interacting with music technology hardware and software, they create, perform, and record an original piece of music with lyrics. Students study current and historical influences and trends in music and use technology to explore composition. They consider social, cultural, and historical contexts, along with the roles of artists and audiences. They build aural musicianship and theoretical knowledge whilst developing the ability to hear, perform and notate rhythmic patterns and melodic phrases of increasing complexity. Through the manipulation of musical patterns and an understanding of musical form, students further develop their awareness of compositional techniques and applications.

Assessment and Reporting

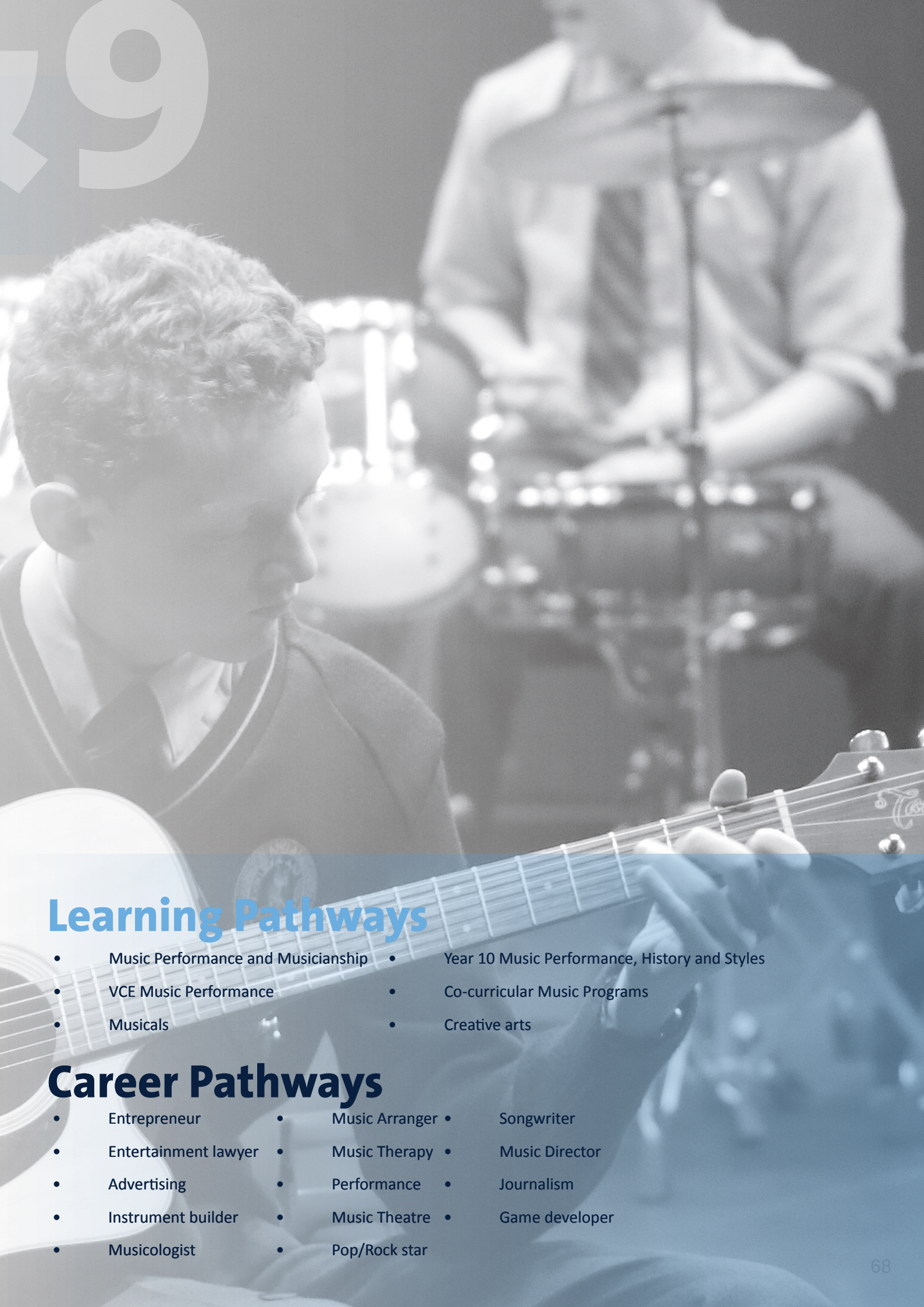
- Music Technology Notation
- Creative Composition Song Writing
- Contemporary Music Styles Assignment
- Musicianship Skills Progress Tests

MUSIC PERFORMANCE

Throughout this course, students focus on extending their musicianship and instrumental performance skills, in solo and group contexts, through the development of stylistic understanding and performance conventions. They consolidate aural musicianship and theoretical knowledge whilst developing the ability to hear, perform and notate rhythmic patterns and melodic phrases of increasing complexity. Key centres, scale forms, chords and interval types are explored for theoretical understanding. Ongoing aural comprehension exercises foster musicianship skills. Students explore and implement the process involved in composing, preparing for a performance, and performing.

Assessment and Reporting

- Performance Practice
- Musicianship Tests
- Solo and Group Performance
- Semester Two Examination



Learning Pathways

- Music Performance and Musicianship
- VCE Music Performance
- Musicals
- Year 10 Music Performance, History and Styles
- Co-curricular Music Programs
- Creative arts

Career Pathways

- Entrepreneur
- Entertainment lawyer
- Advertising
- Instrument builder
- Musicologist
- Music Arranger
- Music Therapy
- Performance
- Music Theatre
- Pop/Rock star
- Songwriter
- Music Director
- Journalism
- Game developer

Performing Arts - Music

Music Production

MUSIC PRODUCTION

This course aims to develop a theoretical and practical understanding of the features of music technology and how they can be used to develop, enhance and broaden musical understanding and appreciation. Students spend a large portion of their class time interacting with music technology hardware and software. Students create, perform and record an original piece of music with lyrics. Students develop an understanding of the technical aspects of sound production, including the use of microphones and the manipulation of digital audio. Students investigate the use of production technologies in applications ranging from such diverse areas as live music sound reinforcement and recording to gaming and media scoring.

Assessment and Reporting

- Digital Audio Workstation (DAW) Skills
- Digital Audio Manipulation
- Major Composition Task
- Live sound reinforcement
- Live and Studio Recording

Learning Pathways

- Music Performance and Musicianship
- VCE Music Performance
- Musicals
- Year 10 Music Performance, History and Styles
- Co-curricular Music Programs
- Creative arts

Career Pathways

- Entrepreneur
- Entertainment lawyer
- Advertising
- Instrument builder
- Musicologist
- Music Arranger
- Music Therapy
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- Music Theatre
- Pop/Rock star
- Songwriter
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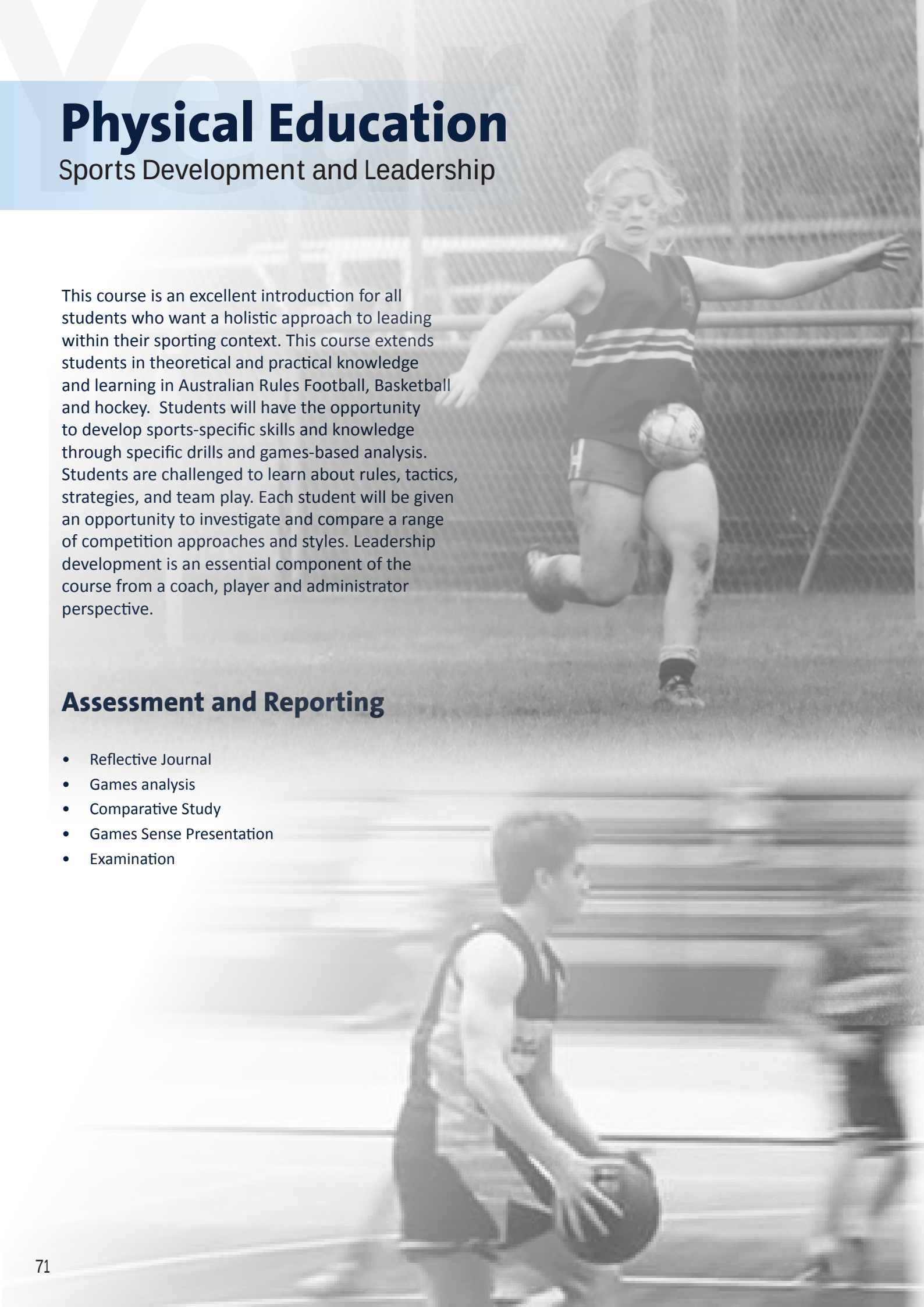
Physical Education

Sports Development and Leadership



This course is an excellent introduction for all students who want a holistic approach to leading within their sporting context. This course extends students in theoretical and practical knowledge and learning in Australian Rules Football, Basketball and hockey. Students will have the opportunity to develop sports-specific skills and knowledge through specific drills and games-based analysis. Students are challenged to learn about rules, tactics, strategies, and team play. Each student will be given an opportunity to investigate and compare a range of competition approaches and styles. Leadership development is an essential component of the course from a coach, player and administrator perspective.

Assessment and Reporting

- Reflective Journal
- Games analysis
- Comparative Study
- Games Sense Presentation
- Examination

Learning Pathways

- Phys. Ed
- Biology
- VET Sport and Rec

Career Pathways

- Sports Coaching
- AFL Player
- Occupational Therapy
- Sports Science
- Teaching
- Sports Science
- Health Science
- Medical Practitioner
- Nutrition
- Personal Training
- Coaching
- Sports Trainer
- Physiotherapy

Physical Education

Outdoor Education - Land

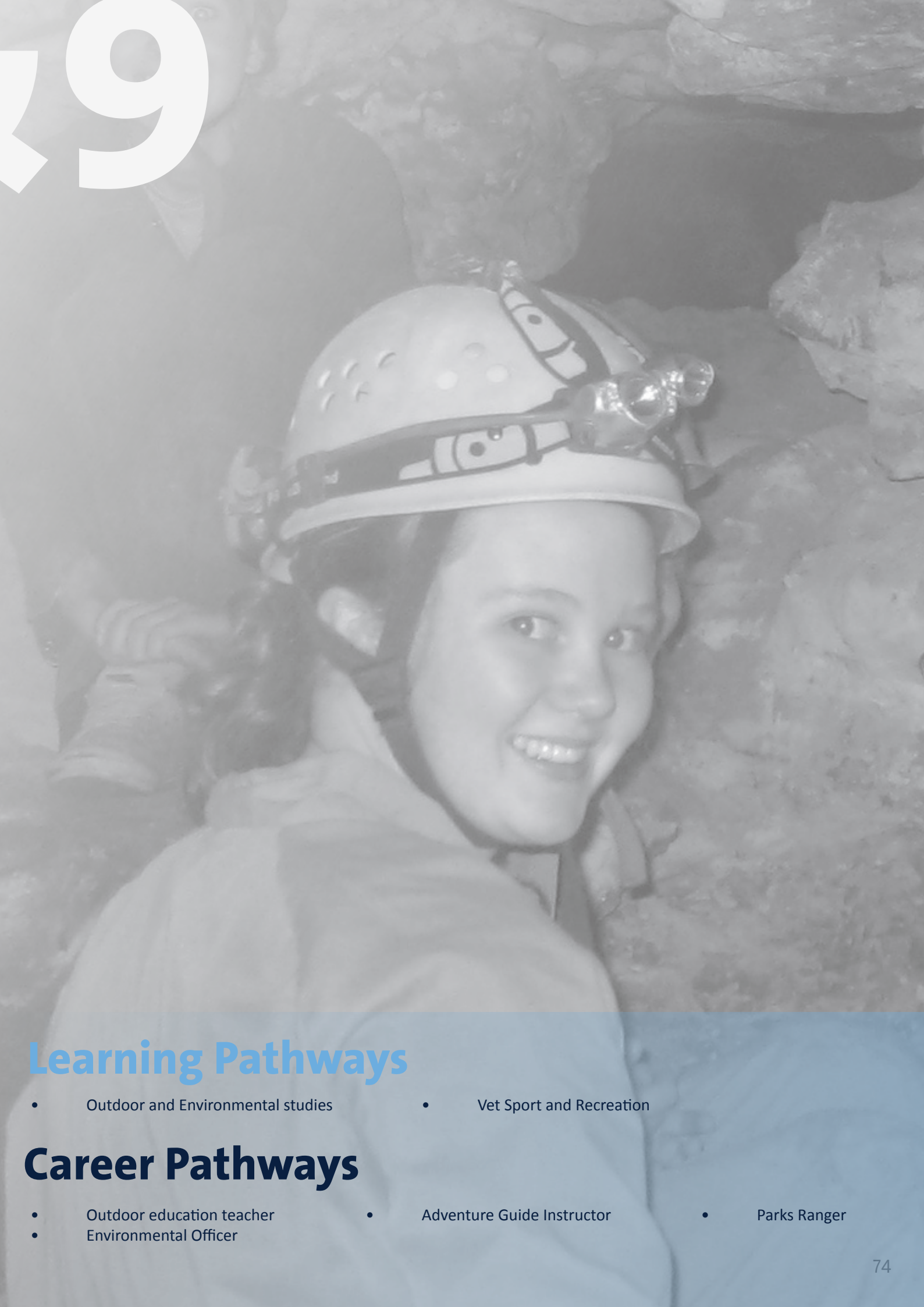
Students begin their journey in Outdoor Education in "**land**" based practical activities such as Bushwalking, Adventure Caving, Rock Climbing and Mountain Biking. During theory lessons they will learn about topics such as, "Planning and preparing for outdoor expeditions", "Safe participation in the outdoors", "Minimal Impact travel and living" and knowledge learnt will be linked into their practical fieldwork and assessment.

Assessment and Reporting

- Practical Grade
- Human Impacts Task
- Codes of Conduct Task
- Camp Preparation Group Task
- Classwork
- P.A.K.S Journal

Important notes:

- All practical activities are compulsory to gain the required knowledge to complete the theoretical assessment tasks.
- There will be additional costs associated with this unit. Costs will be kept to a minimum and charged to school accounts.
- Practical trips will be conducted in local environments in Western Victoria and will include one overnight camp for two days as well as other half or full day activities. Class time missed because of these trips will be minimised by using the timetable double period of Outdoor Education.
- The subject will need to be capped at 23 students maximum for staff/student ratios, risk management and bus transport on practical activities.



Learning Pathways

- Outdoor and Environmental studies
- Vet Sport and Recreation

Career Pathways

- Outdoor education teacher
- Environmental Officer
- Adventure Guide Instructor
- Parks Ranger

Physical Education

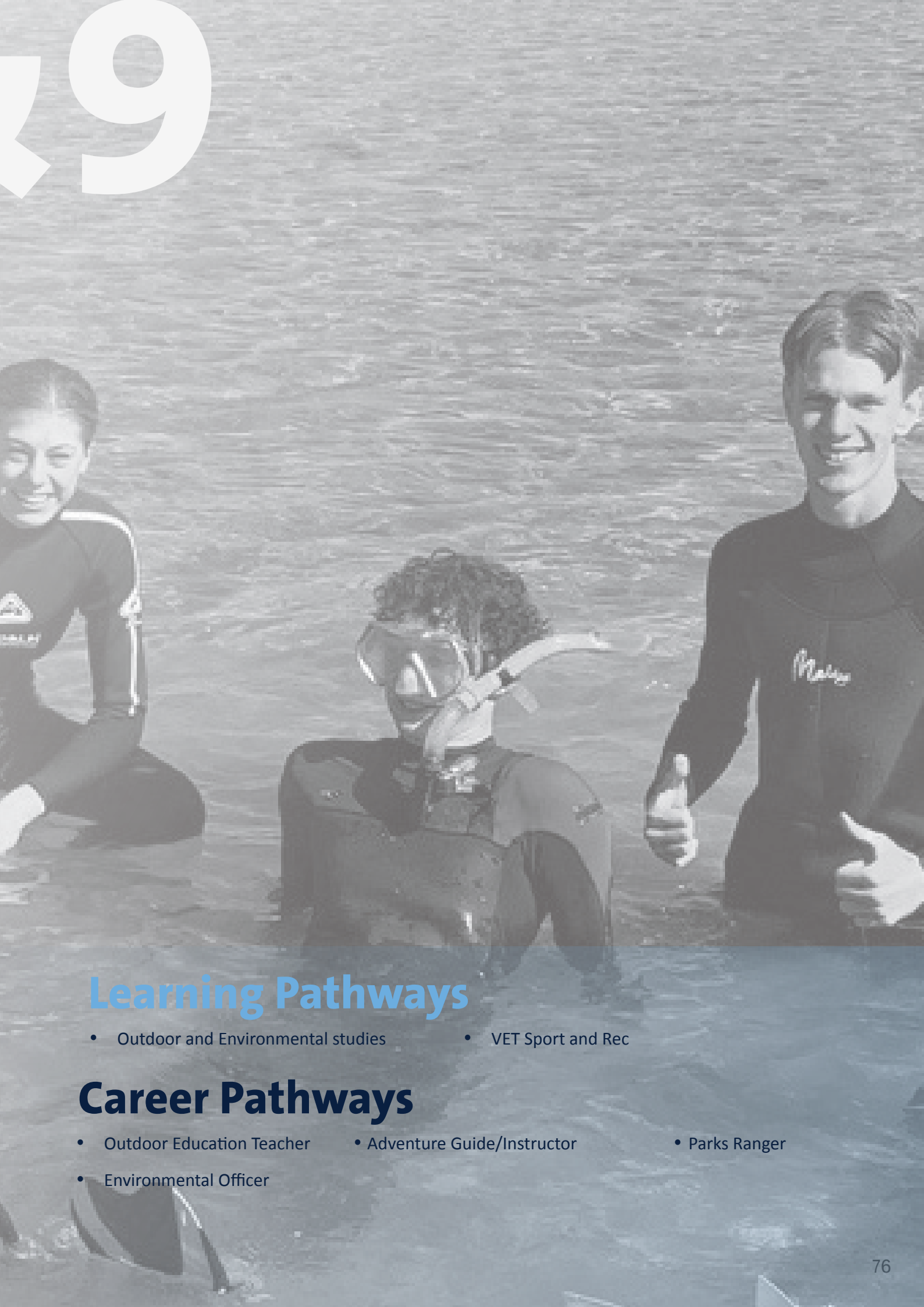
Outdoor Education - Water

Students can continue their journey in Outdoor Education in this subject, which focuses on students planning and organizing practical trips within "**water"** based natural environments. This may include stand up paddle boarding, surfing, canoeing, scuba diving, and snorkelling. Theory topics will include, 'Motivations for outdoor experiences', 'Access to outdoor experiences' and 'Technology and the individual's outdoor experience' and knowledge learnt will be linked into their practical fieldwork and assessment.

Assessment and Reporting

- Practical Grade
- Motivations Written Report
- Technology Design Task
- Camp Preparation Group Task
- Classwork
- P.A.K.S. Journal

- All Practical trips are compulsory to gain the required knowledge to complete these theoretical assessment tasks and vice versa. There will be associated costs of approx $300 per semester, involved which will be kept to a minimum and charged to school accounts.
- Practical trips will be conducted in local environments in Western Victoria and will include one overnight camp for two days as well as other half or full day activities. Class time missed because of these trips will be minimised by using the timetable double period of Outdoor Education.
- The subject will need to be capped at 23 students maximum for staff/student ratios, risk management and bus transport on practical activities.



Learning Pathways

- Outdoor and Environmental studies
- VET Sport and Rec

Career Pathways

- Outdoor Education Teacher
- Adventure Guide/Instructor
- Parks Ranger
- Environmental Officer

Physical Education

Sports Coaching

The Sports Coaching elective presents an opportunity for students to explore a sport of their choice in depth. Students will build upon and apply their skills of communication, collaboration, critical thinking, and creativity within a practical environment. Differing sporting environments, sports injury and prevention, historical perspectives, contemporary issues, media, and administration of sport are all studied over the course. Students learn to understand their coaching style, critically analyse and improve this, and then apply their coaching method in practical lessons. In the second half of the elective students take a historical perspective of sport, the role of technology and media, discuss contemporary issues, and create a coaching website aimed at coaching the fundamentals of their sport.

Units studied over two terms: Topic 1: Sporting environments and creating a safe sporting environment (injury prevention, assessment, and management). Topic 2: Coaching styles and meeting participant needs (guest speaker). Topic 3: Applying your coaching style and improving your skills and knowledge. Topic 4: Historical perspective and contemporary issue in a sport. Topic 5: Application and analysis of technology, and purpose of media. Topic 6: Officiating and understanding the rules of the sport. Creation of a website to promote and administer a season.

Assessment and Reporting

- Group presentation and coaching of a session in class
- Presentation of coaching styles and approaches in a sport of your choice
- Practical assessment and fieldwork of coaching a sport of your choice in the Junior or Middle School
- Classwork
- Website creation and administration of a season of sport.

Learning Pathways

- Phys. Ed
- Biology
- VET Sport and Rec

Career Pathways

- Sports Coaching
- AFL Player
- Occupational Therapy
- Sports Science
- Teaching
- Sports Science
- Health Science
- Medical Practitioner
- Nutrition
- Personal Training
- Coaching
- Sports Trainer
- Physiotherapy

Year 8&

RESEARCH PROJECT

RESEARCH PROJECT

The research project enables students to develop, refine and extend knowledge and skills in independent research. The unit aims to engage highly motivated independent learners to develop a research question in an area of interest and to undertake the relevant research, gather data and present a final project. Students will be assigned a teacher to mentor them in their chosen area of research. This is an exciting elective pathway subject that encourages design thinking skills and problem-solving. Through this study, students develop their capacity to explore, justify and develop their research findings in both oral and written forms.

Examples of Research Projects:

- Environmental Science
- Art and Design
- Music and Performance
- Creative Writing Project
- Technology

Year 8

Technology

STEM ± Internet of Things (IoT) and Sustainability

STEM

TThis course is designed to introduce students to the concept of project-based learning encompassing the STEAM (Science, Technology, Engineering, Art, and Mathematics) disciplines using a practical approach. Students will develop dexterity and coordination through learning experiential activities. The use of Design and Technologies aims to motivate and engage students in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work. Each year projects alternate between IoT Sustainability Projects or Constructing a 3D LED Light Cube. IoT refers to network enabled electronic devices that use embedded systems, such as processors, sensors and communication hardware to collect, send and act on data. Devices used may include Raspberry Pi Pico, Arduino, BBC Micro:bit and Circuit Playground. Students will work on a range of projects to develop their skills and overcome sustainability challenges we face today.

Assessment and Reporting

- IoT Skill-Building Projects
- IoT for Sustainability Project
- Project Management Skills
- Design and Construction Skills

Learning Pathways

- Year 10 – Applied Computing
- VCE – Software Development
- VETIS - CISCO CCNA

Career Pathways

- Computer Science
- Digital Electronics
- Programming
- Systems Engineering
- Process Control
- Robotics
- Business Analysis and Project Management

Technology

Video Making and Web Design for Entrepreneurs

VIDEO MAKING AND WEB DESIGN FOR ENTREPRENEURS

Students study various forms of multimedia and web technologies and use both software programs and peripheral devices to capture data and produce designs to market ideas or products. They will develop skills in analysis, design, development, and evaluation of photo and movie making techniques. Students will create a website and produce short films and evaluate their effectiveness in marketing. Students will use 3D model and visual effect (VFX) tools to enhance the impact on the audience.

Assessment and Reporting

- Research Project on Influential Videos
- Website for Kickstarters project
- Green Screening Movie Project
- Film editing and VFX showcase

Learning Pathways

- Applied Computing
- Software Development
- VETIS - CISCO CCNA

Career Pathways

- Computer Science
- Digital Electronics
- Programming
- Process Control
- Robotics
- Business Analysis & Pro-ject Management
- Systems Engineering

Technology

Robots in Virtual and Real Worlds

ROBOTICS IN VIRTUAL AND REAL WORLDS

This course is a hands-on course designed to introduce students to the concept of problem-solving via the use of robotics, virtual worlds and digital control systems. Students are required to complete several extended design challenges, working both individually and in teams. Materials used may include, Lego EV3 Robotics, Spark Fun Digital Electronics, Raspberry Pi Computers, Hummingbird Robots, 3D Printers, Robot Simulators in addition to block-based or text-based programming languages.

Assessment and Reporting

- Lego Robotics Projects
- Raspberry Pi Robotics Projects
- Robot Simulation Project
- Pi War or Lego War

Learning Pathways

- Applied Computing
- Software Development
- VETIS - CISCO CCNA

Career Pathways

- Digital Technologies
- Systems Engineering
- Computer Science
- Programming

Technology

Game Design and ESports

GAME DESIGN AND ESPORTS

This course is designed to introduce students to the concept of problem-based learning, creativity development and project management via the use of computer-based games. This course is designed to introduce students to key aspects of game create process, programming and hosting an event. Topics covered may include Blender or Unreal Engine, Scratch, Minecraft Education Edition, Visual Novel Engine along with various other game development tools.

Assessment and Reporting

- Developing and marketing a minimal viable paper game
- Showcase of an artistic creation (game character or environment)
- Text game projects and folios
- Video game projects and folios
- Hosting an Esports event

Learning Pathways

- Year 10 – Applied Computing
- VCE – Software Development
- VETIS - CISCO CCNA

Career Pathways

- Digital Technologies
- Computer Science
- Programming
- Systems Engineering

Technology

Systems Engineering and Materials

This is a hands-on unit which aims to introduce students to the world of Systems Engineering using Materials Technologies. Students will undertake a series of tasks that will require them to analyse a problem or opportunity, design solutions using CAD software, develop and produce prototype models of their various designs. Equipment available for students to use as part of the subject include 3D printers, Laser Cutters, and 3D scanning systems. Materials for students to work with will include, wood, acrylic plastics for the laser cutting and ABS and PLA plastics filament for 3D printing. Students will be required to critically evaluate their designs and prototypes against as set of criteria and determine the success of their own work.

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Assessment and Reporting

- Folio of Production pieces
- Practical Skills

Learning Pathways

- Studio Arts
- Visual Communication Design

Career Pathways

- Photographer
- Camera Operator
- Film & television
- Museum curator
- Teacher
- Web Designer

Technology

Using Drones in Society

This is a STEM subject which aims to integrate the areas of Science, Technology, Engineering and Mathematics via the use of Drone Technologies.

This unit will investigate how Drones can be used in fields such as agriculture, business, industry, the military and research to assist organisations to make informed decisions and carry out routine tasks.

Students will undertake a research project in which they will investigate a current or emerging use of drone technology. They will learn how to operate a drone safely and develop an understanding of the legal and ethical issues when using drones for both personal and commercial uses.

Students will operate drones within a controlled environment and learn how to program drones using the block-based programming language and Python Programming language to achieve set tasks.

Assessment and Reporting

- Flying Missions in a Simulator and an Indoor Environment
- Aerial Videography Folio
- Drone Programming Projects

Learning Pathways

- Applied Computing
- Software Development
- VETIS - CISCO CCNA

Career Pathways

- Computer Science
- Digital Electronics
- Programming
- Process Control
- Robotics
- Business Analysis & Pro-ject Management
- Systems Engineering

Visual Arts

2D Painting & Print Making

2D PAINTING & PRINT MAKING

Throughout this unit students are introduced to a range of painting and printmaking techniques. The emphasis will be on the development of skills and the understanding of aesthetics when applied to a range of different media. Acrylic, watercolour and oil painting will be explored in depth and each aspect will include practical application, demonstrations, experimentation, and presentation. Printmaking will include both relief and intaglio processes and students will explore practical applications of each by experimentation, planning and execution. Relevant artists and artworks will be used to provide ideas and inspiration and students will gain an understanding of different art periods.

Assessment and Reporting

- Sketchbook and documentation 50%
- Practical Tasks 50%

**This course might incur additional costs*

Learning Pathways

- Studio Arts
- Visual Communication Design

Career Pathways

- Artist
- Interior Decorator
- Multimedia Developer
- Teacher
- Art Critic
- Costume designer
- Art Gallery Director
- Interior Architect/Designer
- Visual Merchandising

Visual Arts

3D Drawing & Sculpture

3D DRAWING & SCULPTURE

Throughout this unit students are introduced to a range of drawing and sculptural techniques. The emphasis will be on the development of skills and the understanding of aesthetics when applied to a range of different media. Tonal drawing and drawing from observation will be the emphasis of the drawing aspect of the course. Ceramics, wire, resin and found object sculpture will be explored in depth and each aspect will include practical application, demonstrations, experimentation, and presentation. Students will explore practical applications of each by experimentation, planning and execution. Relevant artists and artworks will be used to provide ideas and inspiration and students will gain an understanding of different art periods.

Assessment and Reporting

- Sketchbook and documentation 50%
- Practical Tasks 50%

**This course might incur additional costs*

Learning Pathways

- Studio Arts
- Visual Communication Design

Career Pathways

- illustrator
- Art Teacher
- Sculptor
- Interior Decorator
- Occupational Therapist
- Arts administrator
- Model Maker
- Makeup Artist

Visual Arts
Photography

PHOTOGRAPHY

Throughout the unit students will explore a range of different genres and ideas behind both traditional and contemporary photography. Learning how to take a photograph both with an SLR Camera and their own digital device will be the starting point for experimentation and developing an understanding of digital images. Files, resolution, and practical aspects of storing and filing images will enable students to fully understand the artistic process. Using a variety of Photo editing programs, primarily Photoshop, will allow students to enhance and manipulate their images. The process and documentation of their ideas and inspiration will be the basis of the assessment.

Assessment and Reporting

- Sketchbook and documentation 50%
- Practical Tasks 50%

**This course might incur additional costs*

Learning Pathways

- Studio Arts
- Visual Communication Design

Career Pathways

- Photographer
- Camera Operator
- Film & television
- Museum curator
- Teacher
- Web Designer

Visual Arts
Fashion Design

FASHION DESIGN

Fashion and Design looks at contemporary clothing and current trends in wearable art and traditional apparel. Students will learn conventional techniques in fashion drawing and illustration along with skills in construction. They will learn to sew, both by hand and with a sewing machine, knit and crochet as well as fabric decoration and embellishment. Sustainability and recycling will be an emphasis and students will be encouraged to explore a range of responses to the issues surrounding the fashion industry. Process, along with ideas and inspiration will be documented in their sketchbook and this will form a basis of their assessment.

Assessment and Reporting

- Sketchbook and documentation 50%
- Practical Tasks 50%

**This course might incur additional costs*

Learning Pathways

- Studio Arts
- Visual Communication Design

Career Pathways

- Fashion Designer
- Fashion Coordinator
- Pattern maker
- Costume Designer
- Dressmaker

Year 8&

Visual Arts

Product Design & Advertising

PRODUCT DESIGN & ADVERTISING

Based on product and industrial design, this unit focuses on the tradition and conventions of drawing for these industries. It teaches students how to draw along with the ability to make aesthetic design decisions. Some computer programs will be utilised to enhance and assist with drawing techniques. Advertising will also be explored in relation to product designs and students will analyse and develop their own advertisements. Documentation of processes and ideas form the basis of a folio of work for assessment.

Assessment and Reporting

- Sketchbook and documentation 50%
- Practical Tasks 50%

**This course might incur additional costs*

Learning Pathways

- Studio Arts
- Visual Communication Design

Career Pathways

- Product Designer
- Advertiser
- Car Designer
- Graphic Designer
- Visual Merchandiser
- Display Artist

Visual Arts

Environmental Design & Advertising

ENVIRONMENTAL DESIGN & ADVERTISING

Based on architectural and environmental design, this unit focuses on the tradition and conventions of drawing for these industries. It teaches students how to draw along with the ability to make aesthetic design decisions. Some computer programs will be utilised to enhance and assist with drawing techniques. Advertising will also be explored in relation to environmental designs and students will analyse and develop their own advertisements. Documentation of processes and ideas form the basis of a folio of work for assessment.

Assessment and Reporting

- Sketchbook and documentation 50%
- Practical Tasks 50%

**This course might incur additional costs*

Learning Pathways

- Studio Arts
- Visual Communication Design

Career Pathways

- Architect
- Advertising Executive
- Landscape Designer
- Interior Designer
- Graphic Designer
- Building and Construction

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150 YEARS

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