



Billanook College

INTRODUCING THE MIDDLE SCHOOL CURRICULUM 2025





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THE YEARS 7, 8 AND 9 CURRICULUM:

This information is for the assistance and guidance of parents and students in Years 7, 8 and 9. We ask families to familiarise themselves with the information contained so they can both appreciate and support College policy in regard to students in these very important Middle Years of their schooling.

The curriculum offered is under a structure that provides a variety of compulsory core mastery studies and a range of electives. The number of electives offered increases as a student moves through year levels and they can really begin to personalise and tailor their learning journey through into the Senior School.

Choice will be increasingly available both within the core domains of study and from a range of elective studies, designed to meet the students' needs based on their interests, needs, experiences, ability and developmental readiness.

One of the aims of this curriculum process is to enable students to become actively involved by taking an increasing interest in and responsibility for their own learning and learning pathways. This process therefore involves the students, parents and teaching staff.

We trust that your child will experience the real joy of learning and growth as a valued individual within the supportive environment of both the College as a whole and particularly of our Middle School.

Yours sincerely,

Matthew Wood

DIRECTOR OF LEARNING

Nick Owen

HEAD OF MIDDLE SCHOOL



INTRODUCING OUR CURRICULUM STRUCTURE FOR YEARS 7, 8 AND 9

The Billanook College Learning Framework sees the emergence of three distinct types of learning experiences for our students. Our Learning Philosophy is reflected in the direction taken by the Victorian Curriculum and Assessment Authority (VCAA) through the Victorian Curriculum F-10.

- The **Mastery** experience involves the in-depth conceptual and skill-based learning that comes from key learning area studies.
- The **Discovery** experience is about empowering students to leverage their innate and natural curiosity to learn both deeply and broadly. This opportunity is provided through activities such as individual and collaborative exploration.
- The **Journey** experience is about authentic learning, community and personal wellbeing, such as social, emotional, spiritual and academic experiences.

These three interwoven purposes will equip our students with capacities to:

- Manage themselves and their relations with others
- Understand the world
- Act effectively in their world

CURRICULUM GOALS

The curriculum structure at Years 7, 8 and 9 will:

- Enable students to study in breadth and to acquire depth of knowledge
- Ensure that individual differences are catered for and valued
- Assist students to experience learning that is authentic and meaningful to them
- Facilitate the transfer of knowledge from one area to a new situation and to see the links between perceived separate areas of knowledge, skills and behaviours
- Provide opportunities for individual learning
- Focus on the awareness and development of the essential key skills as outlined in the Billanook College Skills Matrix, so that each student can enhance their learning



CURRICULUM GUIDELINES

Students will be given the opportunity to experience studies from the following Domains of Learning:

- Discovery
- The Arts (Visual Arts and Performing Arts)
- English
- Health and Human Movement (Sport and Physical Education, Health and Nutrition)
- Languages (German/Indonesian)
- Link (Pastoral studies and student wellbeing)
- Mathematics and Sciences
- Humanities (History, Geography, Economics and Business, Civics and Citizenship)
- Technologies (Food Technology, Digital Technologies and Hard Technologies)

ELECTIVES

A program has been designed for students in Year 7 that allows them to experience all Domains of Learning throughout the year. Students will undertake these studies as a homegroup and will change their course with the new semester in June.

At Years 8 and 9 students will still take the majority of their studies in homegroup situations. However, in some learning domains, students will be asked to select a study from a number on offer.

Whilst every effort is made to meet each student's first requests, it is not always possible to do so, thus students will also be asked to indicate reserve choices. It should also be noted that if a Unit of Study does not attract a sufficient number of students to be viable, that study will not be offered.



COURSES OF STUDY: CONTENT AND GUIDELINES

YEAR 7 CURRICULUM

All students at Year 7 will undertake studies in the three distinct learning types of the Billanook College Learning Framework as well as follow the curriculum guidelines of the Victorian Curriculum F- 10 for the relevant studies, and therefore experience a comprehensive range of all learning domains.

The first year in secondary schooling will enable the students to consolidate basic foundation skills and be encouraged to develop a strong sense of individual identity and in relation to others in a safe, caring and friendly environment where each individual is valued and respected. The students will be taught and cared for by a particular team of teachers most of whom they will see each day.

YEAR 8 CURRICULUM

As students move into Year 8 their focus is building breadth and depth. They will continue to consider increasingly complex ideas. Their interest in learning becomes more dependent on what they see as important or consistent with their personal goals. The Year 8 curriculum will focus on student understanding and the application of knowledge to new and different contexts. Another important goal is for students to undertake learning instead of just completing work.

The breadth of studies through a range of engaging and enriching learning projects will provide opportunities for students to further understand their own learning styles and what works best for them. Most studies are compulsory mastery studies, but there are electives from Visual Arts and Technologies as well as choice of topics within mainstream domains.

YEAR 9 CURRICULUM

Students entering Year 9 are entering a transition stage. This particular year constitutes a bridge to the post-compulsory years and where students begin to focus more clearly on areas of particular interest related both to their future schooling and intended pathways beyond school. At the same time, they are developing their understanding of, and connection to, the community in which they live. They have considerable interest in developing personal and academic skills and behaviours which will enable them to act effectively in their world. At this level there is an increased number of elective opportunities as well as the compulsory mastery subjects on offer.

Welcome to the next stage of your personal growth and learning in the Middle Years of Schooling.



DISCOVERY

The focus of Discovery for Middle School Students is to develop and build on essential skills whilst working within interesting, emergent, interdisciplinary fields. Time is set aside each week for students to emerge themselves in skill-based activities and to work within general themes and topics, following interests and passions.

Discovery is a time where students will be able to:

- Immerse in an integrated learning experience which transcends traditional faculty and curriculum alignment.
- Merge traditional subject areas into interdisciplinary fields with real world relevance
- Develop and pursue an interest or idea under the mentorship of enthusiastic and committed staff
- Experience emergent learning which comes from current events and occurrences

The Billanook College Middle School Skills Based Curriculum is reference to the Australian and Victorian Curriculum 'General Capabilities' Strand. Skills which have been identified as vital for students' ongoing learning, and which will be explicitly focused upon include:

- Collaboration
- Communication
- Creativity
- Critical Thinking
- Organisation
- Digital Capability
- Problem Solving
- Reflection
- Investigation
- Resilience

Staff Mentors will be assigned to groups of students for Discovery time. Mentors will regularly meet with students to monitor their progress, provide guidance, and to encourage them along the way. Other Staff Mentors with subject specific skills and knowledge will be available to students as required depending on the student's needs when working on their Discovery projects.

Discovery time will be carefully planned and managed by the dedicated team of Discovery Mentors in conjunction and partnership with each individual student. Students will shape the experience and the outcome will be reliant on the effort and input of the student.

Showcase opportunities will be available to share and present student work with peers, family and teachers throughout the year.

COURSES OF STUDY





Who can I talk to for advice about particular subjects?

The Learning Area Leaders of each Faculty are a great person to discuss the details of subjects. Their names, contact details and images are available below. You may also email them with any questions at any time.

Learning Area	Learning	Email
English	Maria Boucher	maria.boucher@billanook.vic.edu.au
Mathematics	Kylie Hocking	kylie.hocking@billanook.vic.edu.au
Humanities	Peter Clarkson	peter.clarkson@billanook.vic.edu.au
Science	Todd Briscoe	todd.briscoe@billanook.vic.edu.au
Health and Human Movement	Casey Hawley	casey.hawley@billanook.vic.edu.au
Languages	Fiona Carnell	fiona.carnell@billanook.vic.edu.au
Technology	Jamie Pointon	jamie.pointon@billanook.vic.edu.au
Performing Arts	Paul Cotton	paul.cotton@billanook.vic.edu.au
Visual Arts	Brett Ferry	brett.ferry@billanook.vic.edu.au

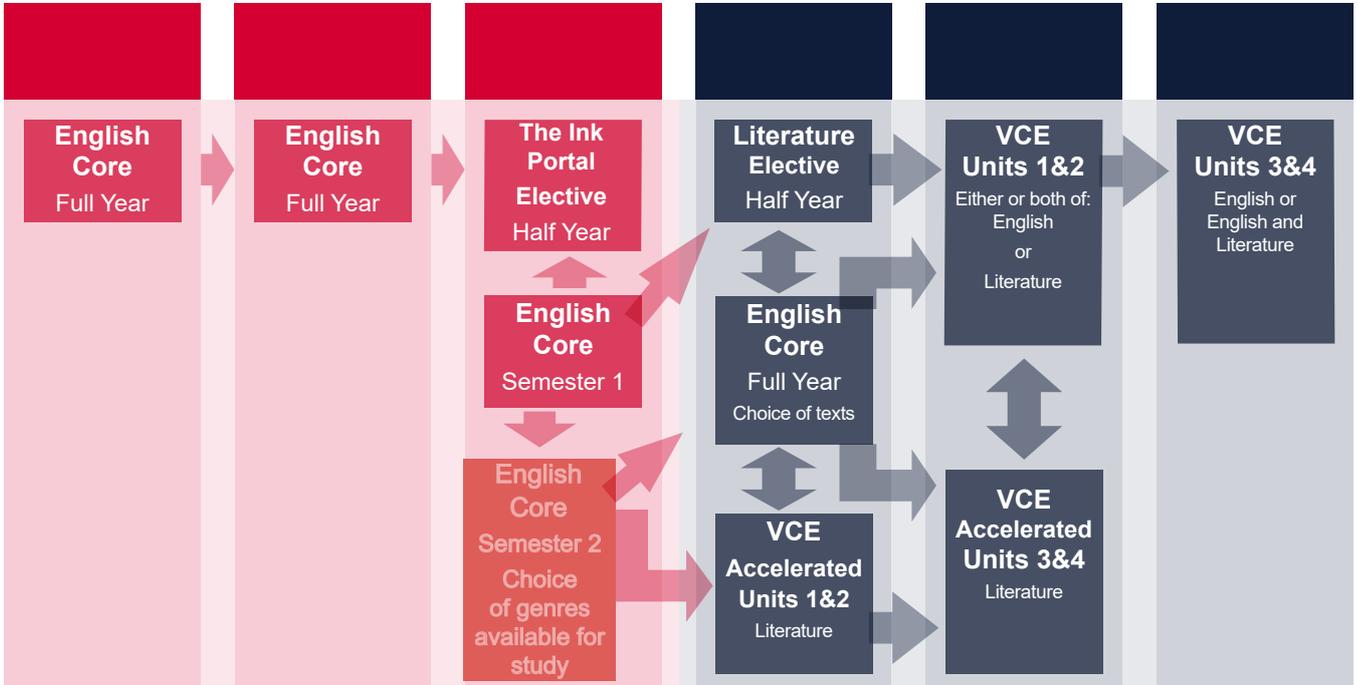


ENGLISH





ENGLISH PATHWAYS



Language is our passport to thinking, communication, and participation in the world. In English classes we seek to challenge, support, extend and expand each student's ability to understand and be understood. To this end the English curriculum focuses on reading, writing, speaking, listening and viewing. We read class texts together, explore the ideas of others, and the ways in which they write. We undertake reading of texts of the student's own choice. As writers, we study the structures of language, so that students may better understand and use it to express ideas. We foster the development of self-reflection and goal setting as part of the experience of both reading and writing. We learn about public speaking by doing presentations, debates, participating in class discussions, and by studying the ways in which talented individuals communicate their ideas. Our aim is to produce confident, competent, coherent communicators who can explore, express and explain their views orally and in writing, as well as learn from the views of others.

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During Year 7 English students will participate in many exciting activities through the study of many different types of texts, including novels, film, poetry, persuasive and non-fiction texts and short stories that appeal to teenagers and explore issues relevant to their lives. As with all areas of study, students will use technology as a tool to assist in understanding and communicating about the activities in which they are involved.

There is a strong focus on learning the different rules, forms and skills that make up both spoken and written language and students will continue to improve their knowledge of the different aspects of the English language throughout the year. To complement each student's consideration of themselves, we reflect upon the world through a study of media and the development of personal and objective opinions. By preparing and conducting formal and informal presentations to the class we help students to develop their skills as effective and engaging communicators.



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Building on students' experiences in Year 7, we devote time in Year 8 to exploring different types of literature. We do this in part through the study of short stories, film, speeches and narrative writing, where our focus is on creative, active and engaging responses to a range of stories and ideas. In Term 2, students are offered the opportunity to choose from a selection of texts available for class study, so that they may engage with texts that interest them and are appropriate to their reading level. The focus on reading widely will also challenge students to make connections between literature and their own lives.

9

Year 9 students develop their ability to express, explore and explain their ideas in formal and casual situations, both in writing, and verbally. In Semester 1, students engage with a range of text types, including a graphic novel and persuasive texts. Throughout the year, the study of novels acts as a vehicle for developing students' understanding of individuals and society, and students are encouraged to reflect on what texts show us about the human experience.

In Semester 2, students are offered a choice of genres available for study, thus facilitating the ability to read and study novels that interest them most. As in Year 7 and 8, students will be provided with the opportunity to explore relevant technology to enhance and provide structure for their oral and written expression. Students have opportunities to write in a creative and personal voice about things that matter to them and that are happening in the world around them. They learn the fundamentals of analysis and argument when responding to texts and to issues. Students are able to pursue their own interests in wide reading and will be encouraged to read a range of texts in order to gain a broad perspective on the world.

YEAR 9 ELECTIVE: THE INK PORTAL

A semester length course is available in Semester 1 or 2.

Passionate writers and students looking for extension in English are invited to enter the Ink Portal. In this Semester based elective unit, students will look at how published authors write poetry, journalism, comedy and short stories. They will examine excellent examples of each form, and develop their own folio of writing, demonstrating mastery of a range of different language features, structures and styles.

Please note, previous results in English and Literacy may be considered before accepting students for this course.

MATHEMATICS



MATHEMATICS



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YEAR 7: MATHEMATICS

This course aims to consolidate and extend the Mathematics that students have developed in primary school. Students are involved in developing and practising the required mathematical skills as well as investigating the Mathematics in the world around them through a variety of hands on activities and problem-solving tasks. They continue to practise their skills of communication through the use of assignment work. Technology is used and encouraged where appropriate. Students complete regular homework tasks to consolidate concepts.

The mathematical content includes:

- Whole number
- Geometry
- Directed Number
- Multiples, Factors, Primes and Divisibility
- Fractions
- Number Patterns and Algebra
- Decimals to Fractions, Decimals and Percentages
- Probability
- Problem Solving

Assessment

A combination of topic tests, cumulative tests, assignments and investigation activities.

8

YEAR 8 MATHEMATICS

This course is designed to consolidate and extend many topics covered in Year 7. It further develops the mathematical knowledge and skills that allow students to deal confidently and competently with everyday life. Students continue to be encouraged to interpret and communicate the Mathematics in the world around them through problem solving tasks and activities. They continue to practise their skills of communication through the use of assignment work. Technology is used where appropriate. Students complete regular homework tasks to consolidate concepts.

The mathematical content includes:

Whole number, ratio, fractions and directed numbers

- Index laws
- Algebra
- Statistics
- Measurement
- Cartesian plane
- Solving Equations
- Problem Solving

Assessment

A combination of topic tests, cumulative tests, assignments and investigation activities.



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YEAR 9: MATHEMATICS

The Mathematics course at Year 9 begins to focus more on preparing students for higher levels of Mathematics. Students develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world. They see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts. Students further develop their skills in interpreting and communicating logical mathematical ideas using assignments and activities.

The mathematical content includes:

- Triangles
- Linear and Simultaneous Equations
- Probability and Statistics
- Linear Relations
- Algebraic technique
- Trigonometry
- Measurement
- Problem Solving

Assessment

A combination of topic tests, cumulative tests, assignments and investigations.

HUMANITIES



HUMANITIES

The Year 7 Humanities course is an integration of four key learning areas; Civics and Citizenship, Economics and Business Geography and History.

7

CIVICS AND CITIZENSHIP

Students complete a unit entitled, 'Why should I do the right thing?' and consider the following questions: Why shouldn't I be selfish? Why should I respect the needs and property of others? Why should we respect other people's differences – religious, cultural, spiritual etc. Why do we have rules and laws in a society? Why should we obey laws? How are laws made and enforced (role of government / police / legal system)?

Students are encouraged to consider how and why people make rules, why we have laws in our society and how these function to promote a cohesive society, order and peace in a multicultural society. Students investigate why and how people participate within communities and cultural and social groups and describe the different cultural, religious and/or social groups to which they and others in the community may belong.

7

ECONOMICS AND BUSINESS

Students complete a short unit on personal finance encouraging students to develop important skills in financial literacy. Students are encouraged to consider the function of money in our society, to describe the interdependence of consumers and producers in the market, describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success (including a research task on successful entrepreneurs throughout history)

This unit sets the foundation for a study and practical experience in Year 8 in entrepreneurship (the NAB \$20 Boss Program)

7

GEOGRAPHY

Students learn key geographical skills, including ways to collect and record relevant geographical data, how to select and represent data and information in different forms, constructing appropriate maps at different scales that conform to cartographic conventions and analysing maps and other geographical data.

There are two units of study in the Year 7 curriculum for Geography:

Water in the World develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water, its scarcity and management are investigated using studies drawn from Australia, in comparison with Asia and North Africa.

Place and Liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place in comparison to another city in the world.

HUMANITIES



7

Key inquiry questions:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

7

HISTORY

Students learn key historical skills, including how to sequence significant events in chronological order, analysing and corroborating sources and asking questions about their accuracy and reliability, analysing the different perspectives of people in the past and explain different historical interpretations and contested debates about the past.

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Europe and Asia.

Key inquiry questions:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

HUMANITIES



Humanities course is an integration of four key learning areas; Economics and Business, Geography and History.

8

ECONOMICS AND BUSINESS

Students complete a set of learning modules as part of the NAB \$20 Boss Program. This sets the foundation and financial literacy for them to complete the practical component of this program as part of their learning in Discovery. This exciting program aims to foster entrepreneurship in young people and enterprising behaviours.

8

GEOGRAPHY

Students learn key geographical skills, including ways to collect and record relevant geographical data, how to select and represent data and information in different forms, constructing appropriate maps at different scales that conform to cartographic conventions and analysing maps and other geographical data.

There are two units of study in the Year 8 curriculum for Geography:

Landforms and landscapes focus on investigating geomorphology through a study of the Coastal environment and the forces that shape it. We also explore the values and meanings placed on this environment, by diverse cultures, hazards associated with landscapes, and management of landscapes.

Changing Nations looks at the urbanisation of humanity and the implications and interconnections between people, places and environments.

Key inquiry questions:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

8

HISTORY

Students learn key historical skills, including how to sequence significant events in chronological order, analysing and corroborating sources and asking questions about their accuracy and reliability, analysing the different perspectives of people in the past and explain different historical interpretations and contested debates about the past.

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilizations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. Students will build their historical knowledge through a study of Medieval Europe and then contrasting it with Medieval Japan, with a particular focus on the similarities and differences these two cultures that evolved due to belief systems, values, trade and exploration. Students also investigate the period of the Renaissance in Italy.

Key inquiry questions:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?



The Year 9 Humanities course is an integration of four key learning areas; Civics and Citizenship, Economics and Business, Geography and History.

9

CIVICS AND CITIZENSHIP

Students will complete a study of the Australian political system which will set the foundation for a project-based unit as part of their learning in Discovery (the Politics Program). Students examine the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed, explain the values and key features of Australia's system of government, analyse how citizens' political choices are shaped, including the influence of the media and discuss challenges to and ways of sustaining a resilient democracy and cohesive society.

9

ECONOMICS AND BUSINESS

Students will complete a project-based study which focuses on *The Foundations of Wealth*. This unit introduces students to the nature of economics and factors that affect financial growth and decline. What is a market place? What is a means of exchange? What is production possibility? What is supply and demand? This unit helps build financial literacy and a foundation for studies in economics and business in Senior School.

9

GEOGRAPHY

Students learn key geographical skills, including ways to collect and record relevant geographical data, how to select and represent data and information in different forms, constructing appropriate maps at different scales that conform to cartographic conventions and analysing maps and other geographical data.

There are two areas of study in the Year 9 curriculum for Geography:

Biomes and Food Security: Every human being needs to eat, but the human population is growing at a tremendous rate and the resources we have to feed them remains the same (the Earth is a finite resource). In this unit students examine the ways in which food production has impacted biomes of the world. This can include overfishing (and the prospect of fishless oceans by 2050), irrigation practices, the use of fertilisers and pesticides, deforestation for animal agriculture, global warming as a result of emissions from animal agriculture and the reduction of biodiversity. Students also consider the ethics of food production and the way in which animals are treated, or mistreated.

Students are then invited to consider possible solutions to these problems and investigate more sustainable and ethical ways to produce food. These include: the use of greenhouses, hydroponic and aquaponics farming, permaculture, urban farming, reducing 'food miles', turning towards a more plantbased diet, free range farming, the use of predator bugs instead of pesticides and the potential of genetically modified foods.

Geographies of Interconnection: Students consider the different ways that people perceive places, the ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places, ways that places and people are interconnected with other places through trade in goods and services and effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places. Students complete a detailed study on tourism and its impact on people and places.



Key inquiry questions:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

9

HISTORY

Students learn key historical skills, including how to sequence significant events in chronological order, analysing and corroborating sources and asking questions about their accuracy and reliability, analysing the different perspectives of people in the past and explain different historical interpretations and contested debates about the past.

In History we explore the Making of the Modern World. We begin by focusing on the Industrial Revolution in Europe which laid the foundations for British expansion and colonisation of Australia. Students learn about Aboriginal life before European arrival, the conflict which arose following the British invasion and the ongoing impacts of this. Students then investigate a range of events that were pivotal in shaping the Australian national identity. Students will build their historical knowledge through a study of World War One, with a particular focus on Australia's involvement as a result of their allegiance with the British Commonwealth.

Key inquiry questions:

- 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 and what was Australia's involvement?

9

ELECTIVE: MONEY AND YOU – INVESTING IN YOUR FINANCIAL FUTURE

A semester length course is available in Semester 1 or 2.

Success in personal financial management is central to the choices open to us in life. Do you work part-time? Is one of your goals in life to maximise the benefits obtainable from the income you earn? What will your financial future be like? How does the stock market work? How can you make credit work for you? What is the importance of Commerce and how can we be savvy, ethical and socially responsible consumers?

In this unit students will be given the opportunity to explore all of these issues and the role of money in their lives now and in the future. Money and You – Investing in Your Future aims to introduce the student to many of the fundamental financial management skills necessary for life now and in the future. The unit provides an excellent balance of the theory and practice of financial management, exposing students to the challenge of research and investigation using a range of Information Technology resources.

SCIENCE





Science empowers students to be questioning, reflective and critical thinkers. It does this by offering specific ways of looking at the world and by emphasising the importance of using evidence when forming conclusions. Science education develops students' confidence to initiate and manage change to meet personal, vocational and societal needs. It assists students to be active citizens by providing the understanding they need to be informed contributors to debates about sensitive moral, ethical and environmental issues. An appreciation of scientific knowledge, processes and values has the potential to help students build a more productive and ecologically sustainable environment.

Students are given the opportunity to:

- develop a love of science that stimulates an inquiring mind and develops cognitive skills.
- foster an awareness of safe practices within a scientific workplace.
- develop knowledge and understanding of scientific concepts, processes and skills.
- apply knowledge and skills in a variety of contexts.
- develop an understanding of the scientific method and how to apply skills to research.
- relate scientific knowledge to real world situations.
- become independent learners and apply learnt skills to research and problem solving.

The courses at Years 7–10 are designed to develop students' understanding of Science and its relationship to them, the wider world and to develop knowledge and skills needed for VCE studies.

The courses include content of a personal, technological, environmental and problem solving nature.

YEAR 7: SCIENCE

In Year 7, students explore an introduction to science, states of matter, separation of mixtures, classification, ecosystems, forces/machines and the Universe, Earth, Moon and Sun.

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Students will:

- learn how to conduct an experiment using the scientific method
- recognise the differences between pure substances and mixtures
- understand the three main states of matter in reference to particle theory
- investigate a range of separation techniques such as filtration, distillation and chromatography
- develop their understanding of the role of classification in ordering and organising information
- use and develop models such as food chains, food webs and the water cycle to represent and
- analyse the flow of energy and matter through ecosystems
- delve into the creation of the universe and the relationship between the Earth, Moon and Sun
- explore common machines encountered in everyday life
- consider the interaction between multiple forces when explaining changes in an object's motion

Throughout the course students will be given the opportunity to develop practical skills and be trained to make accurate measurements. They will be introduced to the different types of variables and how to set up a controlled experiment and write scientific reports.



8

YEAR 8: SCIENCE

In Year 8, students will continue to develop their critical thinking skills in the science field. Students will explore ideas in the areas of Biology, Chemistry, Physics and Earth Science.

Topics investigated will include:

- exploring Cells, the building blocks for all life, using microscopic techniques
- discussion on various body systems, such as cardiovascular, respiratory, digestive and reproductive systems
- the structure of atoms and how atoms can be used to build compounds
- differences between physical and chemical change
- the properties of common rocks and minerals
- look at our use of various resources and explore the concepts of sustainability and renewability
- understand the different forms of energy and that energy can be transformed
- the physics of heat, light and sound

Throughout the course students will be given the opportunity to continue to develop practical skills and making accurate measurements. Their understanding of the different types of variables will be further developed through setting up controlled experiments. There will be an increased emphasis on communicating these results in both written and oral formats.

9

YEAR 9: SCIENCE

The course builds on the skills developed in the students' scientific studies to date, with an increasing requirement on students being responsible for designing, conducting and reporting scientific enquiry.

Students will continue to develop more complex ideas in Biology, Chemistry, Physics and Earth Science and introduce Psychology.

Topics covered include:

- the types of chemical bonds and the structure of the periodic table
- understand the structure of the nervous system and homeostasis
- an introduction to psychology
- introduction to electricity and magnetism, including building a DC motor
- natural disasters and human impact on environments

Throughout the course students will refine their practical skills and data collection. Their understanding of the different types of variables will be assessed through designing experiments.

HEALTH AND HUMAN MOVEMENT



HEALTH AND HUMAN MOVEMENT



The role of Physical Education in the College curriculum is to help students develop the competencies and beliefs necessary for incorporating regular physical activity into their lives. Through involvement in OUR Physical Education program, students can achieve physical benefits but also opportunities for social and emotional growth. A games for understanding approach to Physical Education attempts to enhance students' problem-solving skills and strategic thinking. This results in development of both technical and tactical skill and the ability to apply skills and strategies across a range of games and sports. Regular involvement in sport and movement activities will lead to gains in health-related benefits. Years 7 to 9 are core courses and students will be involved in four periods per fortnight for the entire year.

7

YEAR 7: PHYSICAL EDUCATION

Physical Education in Year 7 follows a thematic approach where students will participate in units of Invasion Games, Net/Wall Games, Striking/Fielding Games and Target Sports. The skills and strategies learnt during these units will be transferable across a range of major games and sports. An emphasis will also be placed on communication skills and problem solving through the use of strategy in game situations. Students will undergo fitness and fundamental movement skill testing twice during the year and will be involved in a number of activities designed to enhance fitness levels and increase the awareness of the components of fitness and the importance of regular physical activity.

Semester 1 Areas of Study:

- Teamwork and Initiative
- Pre-Fitness Testing
- Invasion Games
- Net and Wall Games

Semester 2 Areas of Study:

- Fitness and its Components
- Post-Fitness Testing
- Target Sports
- Striking/Fielding Games

YEAR 8: PHYSICAL EDUCATION

Physical Education in Year 8 builds upon the aims outlined for Year 7 by continuing with a thematic approach to teaching games for understanding. Students will continue to be involved in a range of Invasion Games, Net/Wall Games, Striking/Fielding Games and Target Sports that are of an increased complexity and challenge with a focus on decision making and effective performance of skills within these units. There will be a continued focus on physical activity with students being fitness tested twice and completing a range of activities designed to enhance their fitness and their understanding of how they can enhance their personal fitness. A traditional Indigenous Games Unit is implemented towards the end of Term 2 where students learn and experience a range of suitable and inclusive games, whilst Circus Skills has been included in Term 4 to improve students' manipulative skills as well as balance and co-ordination.

Semester 1 Areas of Study:

- Invasion Games
- Pre-Fitness Testing
- Striking/Fielding Games
- Net/Wall Games
- Yulungu Games

Semester 2 Areas of Study:

- Fitness: Why and How Much?
- Fitness Testing
- Target Sports
- Circus Skills



HEALTH AND HUMAN MOVEMENT

9

YEAR 9: PHYSICAL EDUCATION

In Physical Education students will transfer many of the manipulative and tactical skills developed through the thematic units in Year 7 and 8 and begin to apply them in major game situations. A range of sports will be undertaken that come from each of the four main categories of games covered in the previous years. Decision making and tactical skill will continue to be a focus as students endeavour to become more effective participants in sport. Students will design and lead a fitness training session. They will explore the ways in which they can improve their own personal fitness.

Within each of the major sport units, students will have opportunity to be involved in a SEPEP (sport education based program, whereby they take ownership of the lessons and the teacher becomes a facilitator).

By engaging in official games and adhering to established rule sets, students are provided with a valuable platform to cultivate essential leadership qualities. Through participating in self-governed matches and tournaments, they gain practical experience in various roles such as umpiring, statistics, scoring, coaching, captaining and more. This involvement in physical activity not only provides opportunity to boost their confidence but also foster a life long enjoyment of sports by enhancing their overall capacity in multiple games within a broad sense.

Semester 1 Areas of Study:

- Ultimate Frisbee
- Softball
- Netball/Basketball

Semester 2 Areas of Study:

- Volleyball
- Fitness Training Program
- Soccer

LANGUAGES



LANGUAGES



Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in a globalising world. The inter-dependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual capability is the norm in most parts of the world, especially in Australia's major trading partners - Europe and Asia.

In Year 7, students will be introduced to the language and the role of culture. They will develop skills in communicating about their personal world, in both spoken and written forms. An in-depth research on a cultural product or event is included, to demonstrate intercultural awareness. Students will reflect on language use and language learning and how it is applied to other learning areas.

Foundational grammatical skills are explored in both English and the target language, including for Year 7:

- Parts of speech; nouns, verbs, adjectives, pronouns
- Adverbs and quantifiers • Sentence patterns

Learning languages:

- extends literacy abilities and the capacity to communicate;
- contributes to the strengthening of the community's social, economic and international development capabilities
- develops intercultural capability, including understanding of and respect for diversity and difference
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking

Students will complete one semester each of Indonesian and German. They will then select one of the two languages to study in Year 8 in 2025.

YEAR 7: GERMAN

Semester 1 or 2:

- Journey to Germany
- German Cultural Kaleidoscope
- Family

YEAR 7: INDONESIAN

Semester 1 or 2:

- My World, Our World
- Indonesian Cultural Kaleidoscope
- Family and daily routines.

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7

LANGUAGES



In Year 8, students will extend their learning of language and the role of culture. They will develop skills in communicating about specific topics, in both spoken and written forms. Cultural research on food and the environment is included, to demonstrate intercultural awareness. Students will reflect on language use and language learning and how it is applied to other learning areas.

Grammatical skills from Year 7 are extended to include, in Year 8:

- Question words
- Identifying subject and object
- Word order
- Verbs
- Possessive adjectives and adverbs
- Articles - indefinite and definite

Learning languages:

- extends literacy abilities and the capacity to communicate;
- contributes to the strengthening of the community's social, economic and international development capabilities
- develops intercultural capability, including understanding of and respect for diversity and difference
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

In Year 8, students will also have the opportunity to participate in both internal and external excursions, such as Language Film Festivals, workshops and language exploration at Melbourne Zoo.

YEAR 8: GERMAN

Semester 1:

- Hobbies & School
- Animals

Semester 2:

- Food
- Fashion

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YEAR 8: INDONESIAN

Semester 1:

- Fashion
- Animals

Semester 2:

- Food
- School

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LANGUAGES



Year 9 German and Indonesian is designed for students wishing to enhance their practical application in real life settings and to enable students to further understand the unique culture and lifestyle of the Indonesian and German-speaking people, drawing connections, with our own world. Students will also gain an insight into the benefits of language in the workforce, with members of our community and with travel. Who knows where Languages will take you?.

Complex grammatical skills are introduced in Year 9 and include:

- Simple and complex sentence structure – active and passive sentences
- Verbs - tensing
- Conjunctions and connective phrases
- Adverbs and auxiliary verbs – expressing quality and time
- Affixation rules – nouns and verbs

Learning languages:

- extends literacy abilities and the capacity to communicate;
- contributes to the strengthening of the community's social, economic and international development capabilities
- develops intercultural capability, including understanding of and respect for diversity and difference
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking

Languages is offered as a year-long elective in the Year 9 program to maintain the academic rigor of the program and ensure continuity in learning.

YEAR 9: GERMAN

Semester 1: Living the Language

- Youth in German-speaking countries
- Interests and hobbies
- Friendships
- Culture and entertainment

Semester 2: Enterprise German

- Product development and advertising - create and promote your own business idea
- Part-time jobs, job ads and job interviews
- Shopping

YEAR 9: INDONESIAN

Semester 1: Living the Language

- Personal interview
- Sport/Hobbies
- Celebrations

Semester 2: Enterprise Indonesia

- World of Work
- Money
- Shopping
- Careers, future opportunities

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TECHNOLOGY





TECHNOLOGY

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YEAR 7: DESIGN AND TECHNOLOGY

All students will complete a one semester length course that will combine Design and Technology.

Critical and creative thinking skills are developed through focused practical tasks where students develop introductory knowledge, skills and understanding of the product design and systems engineering processes. Students will develop design and production skills including the application of freehand and CAD (computer aided design) drawing along with safe and effective tool operation to develop designed solutions. They will gain an understanding of product design and systems engineering applications including user centred design and electrical circuitry. Students have access to new and emerging technologies such as 3D Printing, laser cutting, and CNC routing to assist with realising their design ideas. They are given design briefs and are challenged to develop, construct and evaluate solutions through short practical projects.

7

YEAR 7: FOOD STUDIES

All students will complete a one semester length course in Food Studies.

Students are introduced to the domestic kitchen and how to work safely and hygienically using various tools and equipment. In particular, the safe use of knives, ovens and stove-tops. They learn how to interpret recipes and carry out accurate measuring. Students develop an understanding of food preparation and presentation techniques through practical 'hands on' production of food, while learning about their nutritional and health benefits. They are introduced to the design process and will develop their own food product which they will present and evaluate. Students are introduced to the Australian Guide to Healthy Eating as a model which will help them to develop an understanding of sound food selection throughout the lifespan, but particularly throughout the adolescent years.



TECHNOLOGY

8

YEAR 8: TECHNOLOGY: DIGITAL TECHNOLOGIES (ELECTIVE)

A semester length course is available in Semester 1 or 2.

Year 8 Digital Technologies covers a broad range of topics, and sees students introduced to the how, why, what and when? of computer networks, forming a level of understanding about how these work in the world around us. Students begin to consider how data; its collection and use affect us individually and in wider society. Both team and individual work form an important part of the course, as students are introduced to computer architecture – the components that make technology work and explore them in more detail in a hands-on environment. There will be the opportunity to broaden understanding of how to program computers in an easy-to-learn, abstracted fashion that paves the way for more complex projects in Years 9 through to Year 12.

8

YEAR 8: TECHNOLOGY: FOOD STUDIES (ELECTIVE)

A semester length course is available in Semester 1 or 2.

Students are introduced to a greater range of foods and will apply a variety of preparation and cooking skills. Each student will consolidate their skills in working safely and hygienically. They investigate key nutrients analysing their characteristics, sources and their impacts on health with the Australian Guide to Healthy Eating to underpin their overall understanding. Students will investigate macro nutrients and explore impacts of sugar, salt and fat on health.

8

YEAR 8: TECHNOLOGY: PRODUCT DESIGN (ELECTIVE)

A semester length course is available in Semester 1 or 2.

The course offers the opportunity to use of a wide range of tools and materials allowing students to extend and build upon the skills covered in Year 7 in Design and Technology. Students first learn about the safe handling of various tools and safety in the workshop, producing a number of small skills-based ideas as they learn before embarking on a larger scale design and development process in response to a set design brief. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas, designed solutions and processes. Encouraged to incorporate the use of CAD (Computer Aided Design) along with emerging technologies such as 3D printing, laser cutting, and CNC routing in their designs, students are able to develop high quality solutions to design problems.

8

YEAR 8: TECHNOLOGY: SYSTEMS ENGINEERING (ELECTIVE)

A semester length course is available in Semester 1 or 2.

Students are introduced to mechanical and electronic engineering through a series of engineering challenges. They will develop workshop skills in relation to the design and fabrication of various systems projects. They will apply project management skills to research, design and use project plans to manage production processes. They analyse how motion, force and energy are used to manipulate and control systems. Students will consider the use, selection, and interaction of basic electronic components. Depending on the engineering challenges chosen, students will work with a wide variety of materials and fabrication processes that could include robotics, CAD (Computer Aided Design), 3D printing and laser cutting. The course builds a foundation for other technology electives and STEM subjects.



TECHNOLOGY

9

YEAR 9: TECHNOLOGY: DIGITAL TECHNOLOGIES (ELECTIVE)

A semester length course is available in Semester 1 or 2.

A practical, creative course with links to industry practice. Students have an opportunity to engage in real-world problem solving as they decompose problems and develop creative digital solutions using a variety of tools and programming languages. Students will investigate network systems, the hardware, software and management techniques that enable their use and consider how these systems form part of our everyday lives. Students will dive into data, exploring the techniques for acquiring, storing, accessing and presenting information. Privacy and security will be considered here as students work together to create an interactive online solution. Everything old will be new again, as students embrace the retro-vibe while developing their own game using stylistic elements from the '80s and '90s

9

YEAR 9: TECHNOLOGY: FOOD STUDIES (ELECTIVE)

A semester length course is available in Semester 1 or 2.

Students investigate the relationship between food and health, and research prevalent dietary conditions that currently affect the Australian population. This will occur in the form of a design task that asks the students to use the process of investigation, generating of ideas, planning, managing and reflecting to form a meal plan (and create a meal) for a client with specific health related issues. Each student will consolidate their skills in working independently and collaboratively both in the classroom and the kitchen. They develop criteria for success including sustainability considerations and use these to judge the suitability of their ideas, design solutions and processes. They take increasing responsibility to build their skills in practical application. Students will then continue to practice healthy eating this time with a focus on sustainability, seasonal produce and food. They will unpack food safety measures through learning about preservation and work to develop their own (in season) preserve. Ways in which to reduce food waste will be practiced in the Food Studies kitchen. A secondary design task will be conducted on preservation and seasonal produce.

9

YEAR 9: TECHNOLOGY: PRODUCT DESIGN (ELECTIVE)

A semester length course is available in either Semester 1 or Semester 2.

Students further extend their design and production skill set as they embark on a more comprehensive design process during which they will consider factors that impact on design decisions and the technologies used to create designed solutions. They will continue to gain experience in the safe and effective operation of a wider range of tools and machinery. They will develop skills in using CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing) while working with a wide range of materials, design contexts and manufacturing processes including fine metal crafting (jewelry) and lighting. Students will work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to create designed solutions.

9

YEAR 9: TECHNOLOGY: SYSTEMS ENGINEERING (ELECTIVE)

A semester length course is available in either Semester 1 or Semester 2.

Students will build on their mechanical and electrical engineering skills and understanding while developing their critical and creative thinking skills. Students will investigate and make judgements on how the characteristics and properties of materials are combined with electrical and mechanical systems to create engineered solutions. They select and use appropriate technologies to produce quality designed solutions suitable for the intended purpose. They generate and connect design ideas and establish criteria for success, including sustainability considerations, and use these to evaluate designed solutions. Students will further develop design and fabrication skills including, CAD (Computer Aided Design), 3D printing, constructing electronic circuits, coding, robotics and building levers and linkages.

PERFORMING ARTS



PERFORMING ARTS



The Arts play a vital role in the development of the student as a whole person by providing a means for expressing thoughts and feelings, for communicating ideas and making emotional contact with others. Teaching and learning in Performing Arts is a collaborative process which allows each student the opportunity to work towards realising his or her potential in all aspects of self-expression and communication through developing self-confidence, ensemble and co-operation skills, socialisation and identity.

Performing Arts aims for students to:

- develop their intellectual, imaginative and expressive potential
- create, perform or present art works
- develop critical skills and an understanding of aesthetics
- develop an understanding of how the arts evolve within particular social, cultural and historical contexts
- enjoy participating in the process of creating, presenting and responding to the arts; and
- develop the skills to create rather than *re-create*

7

YEAR 7: MUSIC

All students participate in this introductory program. Through a primary focus on Music but with strong connections to Drama, students participate in activities designed to increase their understanding of the role of the Performing Arts as a means of expression. They receive small group tuition on a band instrument, engage in our ensemble music program and explore music-making through a program that focuses on both collaborative and independent opportunities. This puts making music and developing a world view at the heart of our program whilst providing students with the opportunity to create and understand the role of the Performing Arts in their life.

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YEAR 8: PERFORMING ARTS

This is a core full year unit. All students work through Drama and Music units focusing on developing a greater understanding of their world through the Performing Arts. They investigate the creative process, performance skills and the role of the Arts in their life.

9

YEAR 9 DRAMA

A semester length course is available in Semester 1 or 2.

Drama has been used to educate, confront, understand, record and celebrate events for thousands of years. Learning in Drama helps us to engage with our world by allowing us to 'step into someone else's shoes'; creating imaginary worlds and situations where we can behave as if things were different. By investigating and playing someone other than ourselves, we explore ideas and feelings that may be different from our own, experiment with ways of behaving and their consequences, and try new ways of expressing ourselves and sharing ideas. Drama offers opportunities to have our voices heard. Through this subject, students investigate the place of theatre and performance in our lives and build fundamental skills in performance by exploring different theatrical styles. This is a subject in which students entertain and challenge.



PERFORMING ARTS

9

YEAR 9 MUSIC

A semester length course is available in Semester 1 or 2.

This course is all about making music: playing and creating. Music is more than just sound - it tells stories, creates atmosphere and evokes emotion. With an understanding of the vital role music plays in society and its relationship to other art forms, students will investigate unique and exceptional performances, performers and their music and use this as inspiration for their own music making.

Units include:

- Composition and Song writing
- Solo and Group Music Making
- Performance
- Music Language

This is a subject in which students ***make music.***

VISUAL ARTS





VISUAL ARTS



The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The arts challenge and communicate understanding of ourselves and others. Rich in tradition and history Visual Arts plays a major role in the development and understanding of contemporary and global cultures and communities.

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts' knowledge. They learn, with growing sophistication, to express and communicate experiences through and about visual arts.

YEAR 7: VISUAL ARTS

During the semester, students will explore the areas of drawing, painting, ceramics and textiles. Students develop art appreciation by completing a folio of inspiration and research that analyses artists artworks of a particular art periods.

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Through drawing and painting, students examine aspects of artistic and cultural diversity. They learn the skills of colour mixing as well as inspiring and effective techniques with paint. An innovative and imaginative approach is encouraged in their own paintings as students explore particular art movements or themes.

In ceramics, students have the opportunity to be creative with clay. Their imaginative designs will take shape in striking 3 dimensional forms. Students learn hand building, using the wheel and decorating methods and skills.

In textiles, students investigate the evocative concepts in their art process. They design and make a mixed media sculpture using a range of fabric, threads, beads, wire and other materials. Students learn to work in collaborative groups and use their imagination and creativity to solve problems and articulate design ideas.



VISUAL ARTS



In the Year 8 Elective program, four units of Visual Arts are offered as follows:

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YEAR 8: VISUAL ARTS: ANIMATION AND MEDIA (ELECTIVE) A semester length course available in either Semester 1 or Semester 2.

This unit investigates practical and creative animation techniques and processes. It explores both 2-dimensional and 3-dimensional animation techniques and skills. Students explore the possibilities of techniques such as hand drawn, claymation, real object and flash animation methods. Students create and design animated characters and worlds as they draw, design and work co-operatively and independently. Skills of creating, making and presenting underpin this unit. Students use their imagination and creativity to express their own ideas and explore the way animation can make the impossible possible. They learn to draw, design and create their own animated stories, characters and more experimental forms of animation. Through their investigation they also watch and analyse Animated Films as an introduction to film analysis.

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YEAR 8: VISUAL ARTS: PAINTING AND SCULPTURE (ELECTIVE) A semester length course available in either Semester 1 or Semester 2.

This highly practical and exciting unit explores the creative processes associated with 2-dimensional and 3-dimensional Art. Students experience the various disciplines of painting, drawing, digital art-making, photography and sculpture. They may explore a variety of media and materials such as pencil, charcoal, digital collage, photography, acrylic paint, wire and clay. Students observe, study and create 2 and 3-dimensional forms.

The focus will be on creating, making and presenting artworks, which give expression to individual thoughts and feelings. Through their experiences in painting and sculpture, students develop their manipulative skills along with technical knowledge and concepts of spatial relations. The understanding and appreciation of artwork and the development of aesthetics will centre around art movements, painters and sculptors, both past and present.

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YEAR 8: VISUAL ARTS: PRINTMAKING AND TEXTILES (ELECTIVE) A semester length course available in either Semester 1 or Semester 2.

This practical unit integrates the areas of printmaking and textiles, combining both 2-dimensional and 3-dimensional art making processes. Students explore the possibilities of such techniques as monoprints, linocuts, stencilling and other printmaking methods associated with producing multiple images. They draw, design and work co-operatively. Skills of creating, making and presenting underpin this unit.

Students use their imagination and creativity to express their own ideas and feelings and explore the way colour can be applied to textiles by dyeing, painting and printing. They learn to draw, design and create their own clothing and accessories using hand and/or machine techniques. Through their experiences in printmaking and textiles students develop their manipulative skills, along with technical knowledge and concepts of spatial relations.

The understanding and appreciation of art and artists, especially printmakers and textiles from different cultures, both past and present, and the development of aesthetics is an integral part of this course.



VISUAL ARTS



8

YEAR 8: VISUAL ARTS: VISUAL COMMUNICATION DESIGN (ELECTIVE) A semester length course available in either Semester 1 or Semester 2.

This unit focuses on how pieces of graphic design can be created using hand illustration techniques, the use of computer programs to generate digital artworks and/or by utilising a combination of both.

Students will learn how to use the design process to develop creative and innovative solutions to given design problems. They extend their freehand drawing and rendering skills, which in some cases will be developed in computer programs such as Adobe Photoshop and/or Illustrator. Students may design and create; logos, illustrations, business cards, magazine covers, book covers, advertisements and posters. The projects may change over time to allow students to respond to authentic tasks such as competitions, educational issues and/or commercial opportunities that become available at Billanook College and/or from the broader community.

Students will also undertake a theory component where they develop an ability to analyse the formal qualities of various types of design.

YEAR 9: VISUAL ARTS: MEDIA (ELECTIVE) A semester length course available in either Semester 1 or Semester 2.

9

This practical and exciting unit combines the two areas of Digital Photography and Film-making.

Photography

This practical area of study will explore Digital Photographic techniques through a number of skills based photographic portfolio experiences. Students will learn about SLR Cameras, digital photographic processes and applications such as Photoshop. Students will explore a number of photographic genres such as portraiture, landscape photography, and storytelling through imagery. Students are also introduced to the concept of media influence, audience interpretation and the effect on society

Film

Students will also be introduced to the world of creative film-making. Students will work through a number of filmmaking techniques and processes to develop scripting, camera use, editing and storytelling techniques by making a range of short films. Through an exploration of genre and style, students will also watch and analyse Narrative films. This area of study will provide students with an introduction to the core media concepts of narrative storytelling and audience engagement. This area of study will also provide students with practical and aesthetic skills relevant to media production.

YEAR 9: VISUAL ARTS: TEXTILES (ELECTIVE) A semester length course available in either Semester 1 or Semester 2.

9

This unit combines the two areas of creative textile design and construction. Students develop visual awareness, technical knowledge and design skills while working on unique textile works using fabrics, fibres and threads. They will draw, design and make their own fashion accessories using sewing machines, special threads, dyes and fabric paints.

The focus will be on creating and presenting individual, imaginative and well-made 2-dimensional and 3-dimensional forms. The understanding and appreciation of art and artists, especially textile and fashion designers of both past and present are a focus. The development of aesthetics is also an integral part of this course.

SUPPORT EDUCATION FACULTY
LEARNING SKILLS PROGRAM





YEAR 7

Year 7 Learning Skills is a subject offered via invitation through the College's Dame Phyllis Frost Centre. Students with identified additional learning needs participate in timetabled, supported work periods in the DPFC, in lieu of Languages Other Than English (German or Indonesian) in Year 7. These periods will be used to assist students to manage coursework loads and to build specific organisation and learning skills in areas of need. In Year 7, key focus areas of development include, transitioning into the College, recognising abilities and learning challenges, as well as goal setting and key skill development aligning with the Year 7 Curriculum.

Students work in small groups with a Learning Enhancement Teacher and/or Learning Assistant supporting them. This subject is comprised of four periods per fortnight which, according to individual student's learning needs, may contain a combination of curriculum support, specific skill building lessons and/or respite periods as necessary. The relevancy of participation in Learning Skills (and therefore a reduced subject load) will be reviewed regularly as your child progresses through their schooling.

YEAR 8

Year 8 Learning Skills is a subject offered via invitation through the College's Dame Phyllis Frost Centre. Students with identified additional learning needs participate in timetabled, supported work periods in the DPFC, in lieu of Languages Other Than English in Year 8. These periods will be used to assist students to manage coursework loads and to build specific organisation and learning skills in areas of need. In Year 8, key focus areas of development include, increasing a student own understanding of their learning needs, goal setting and tracking to develop identified skills, positive study routines and habits, as well as the development of key skills aligning with the Year 8 Curriculum.

Students work in small groups with a Learning Enhancement Teacher and/or Learning Assistant supporting them. This subject is comprised of four periods per fortnight which, according to the student's learning needs, may contain a combination of curriculum support, specific skill building lessons and/or respite periods as necessary. The relevancy of participation in Learning Skills (and therefore a reduced subject load) will be reviewed regularly as your child progresses through their schooling.

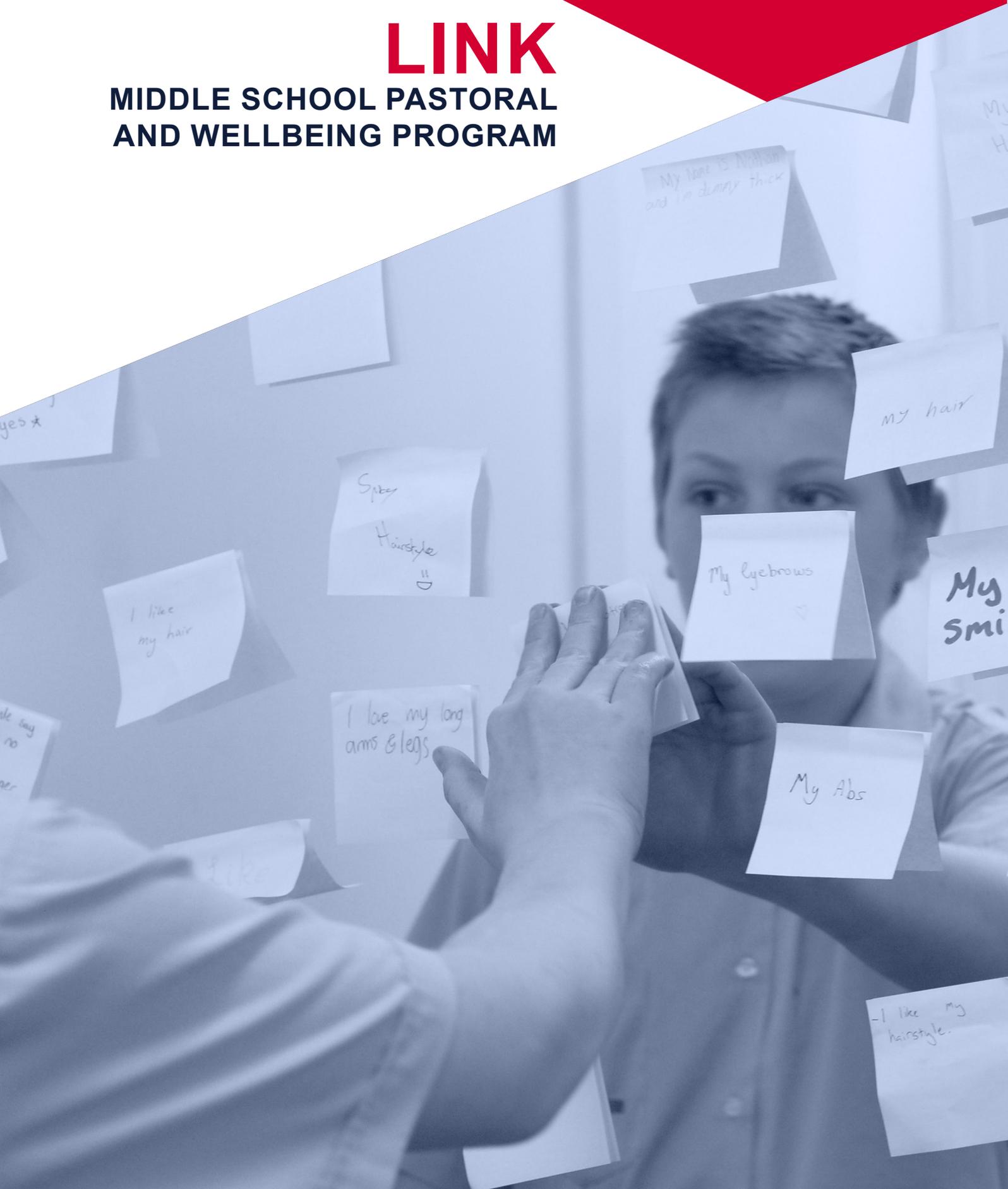
YEAR 9

Year 9 Learning Skills is a subject offered via invitation through Billanook College's Dame Phyllis Frost Centre (DPFC). Students identified with additional learning needs, participate in timetabled classes in the DPFC in lieu of an elective subject. These classes are designed to assist students in the management of their mainstream coursework and to build specific organisational, goal setting and learning skills in identified areas of need. In addition, the Year 9 Learning Skills curriculum has a focus on the support and development of critical Literacy and Mathematical needs based upon the current individual needs of the student.

Students work in small groups with a Learning Enhancement Teacher and/or Learning Assistant to support and guide their learning. This subject is comprised of five to six classes per fortnight and complements their curriculum studies with curriculum support and development classes. The relevancy of participation in Learning Skills (and therefore a reduced subject load) will be reviewed regularly as your child progresses through their schooling.

LINK

MIDDLE SCHOOL PASTORAL AND WELLBEING PROGRAM



'A link is a relationship between two things or situations, especially where one affects the other. It is something that enables communication between people based on a relationship or connection between people, countries or organisations.'

Aim

The aim is to provide the Middle School students with a network that they can access regularly. A space where they feel safe, happy, prepared and supported to tackle challenges and achieve their personal best.

Purpose

We aim to develop happy, confident young people who believe in their self-worth and are able to reach their potential through positive experiences and interactions with others.

We want our students to:

- Feel Empowered - to be themselves, have the tools to deal with challenges
- Be Confident – in themselves and knowing they have 'people'
- Be Encouraged – to take risks and accept challenges
- Reflect – on their choices, and on the world around them
- Be Informed/Prepared – on the changes to their bodies, relationships
- Feel supported – by staff and peers

7

YEAR 7 LINK: AWARENESS: SELF AND OTHERS

Year 7 marks a significant transition and is often a year of change. The Link program aims to help the students understand and manage these changes. Through an interactive program, students gain an understanding of what it means to be part of the Billanook College learning community and consider their own strengths, talents and interests through self-awareness activities.

The program focuses on personal development and subjects include Friendships, Safety and Healthy Choices, Puberty, Emotional Intelligence and Empathy and Inclusivity and Understanding. Students are challenged by discussions and activities to develop positive and responsible attitudes towards themselves and others.

In Year 7, Link is a full year subject with three periods per cycle.

8

YEAR 8 LINK: GLOBAL CITIZENSHIP

Year 8 is a time to broaden horizons and deepen knowledge. In the first semester the students investigate the theme 'Human Rights and Global Citizenship' through a range of discussion-based learning activities and case studies, with the aim of fostering a deeper understanding of what our rights and responsibilities are in our global community. They will also be exploring the topic of Body Image, Spirituality, Health and Wellbeing (alcohol and drug education).

During the second semester, the focus continues to expand on the theme of Relationships, including a focus on the relationship with self and others, the importance of shared values, as well as the impact that relationships have on our wellbeing.

As students begin to consider their transition into Year 9, examining the nature and purpose of Leadership becomes a focal point, as well as the importance of community and respecting diversity.

In Year 8, Link is a full year subject with three periods per cycle.

YEAR 9 LINK: DECISION MAKING

At a time when students have increasing self-awareness, there is the challenge for them to engage with the external world, so that through their tolerance, acceptance and compassion they can help to build a better future. To achieve this in Year 9, students experience a dynamic program that encourages personal reflection and outward vision.

From a starting point of an investigation Indigenous Culture, managing stress, study skills and how personal values influence decision making.

Continuing the exploration of personal identity and beliefs, students investigate what it means to have respect for self and others, and bring this into discussions about relationships, party culture, sexual activity, as well as alcohol and other drugs. They learn how to avoid and manage negative risk taking and how to have confidence as a growing adolescent.

In Year 9, Link is a full year subject with three periods per cycle.