SALISBURY EAST HIGH SCHOOL

MIDDLE SCHOOL SUBJECT HANDBOOK 2025

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Learning Together, Achieving Together

The middle school provides a supportive and inclusive environment that encourages students to become successful learners, confident and creative individuals, and active and informed citizens. Our rich and diverse curriculum allows middle school students to explore a variety of subject options, which enables students to subsequently make informed subject choices in the senior school, that support their future pathways.

At Salisbury East High School, we deliver the Australian Curriculum from years 7 – 10, and the SACE from years 10 – 12. The Australian Curriculum describes to teachers, parents and students what is to be taught and the quality of learning expected of young people as they progress through school.

Middle school students have the opportunity to engage with all eight learning areas of the Australian Curriculum, with increasing opportunities for choice as they move through the year levels.

- Arts
- Design and Technology
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Humanities - Civics and Citizenship, Economics and Business, Geography and History.

Students are encouraged to explore our curriculum options to ensure that their curriculum selections best suit their personal strengths, learning needs and future pathways.

For more information on the Australia Curriculum, please visit the Australian Curriculum website.

http://www.australiancurriculum.edu.au

Should you require further information around subject selection please contact the school.

THE ARTS

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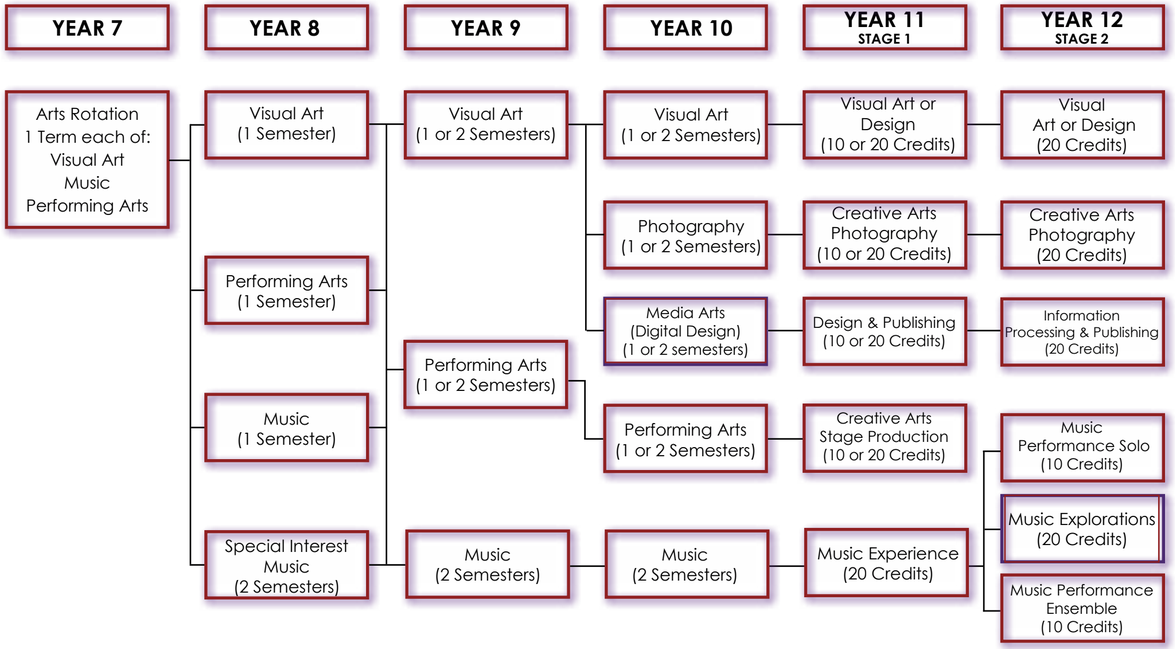

YEAR 7 MUSIC
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 7 Music is designed to provide students with exposure to a broad range of practical and theoretical music concepts. Students develop their understanding of rhythm, pitch, ensemble and collaboration skills through a range of practical exercises on percussion instruments and the ukulele.
Students will explore how musicians use the elements of music to create compositions and performances. They also develop their understanding of a broad range of musical instruments.

Year 7 Music prepares students for entry into the Year 8 Special Interest Music class.

ASSESSMENT

- Instrument skill development: Percussion and ukulele
- Instrument Profile
- Elements of Music Journal

SPECIAL REQUIREMENTS: None

YEAR 8 SPECIAL INTEREST MUSIC
LENGTH: 2 Semesters
CREDITS: Not applicable
RECOMMENDED BACKGROUND: None

Special Interest Music is designed for students with a strong interest in Music, however prior experience in music or an instrument is not required. Students in this program must select music for a full year (two semesters).

Students work in collaboration with their class teacher to select an instrument to specialise in. Students are also provided with a thirty minute Instrumental Music lesson each week with a teacher who specialises in their instrument in addition to their classroom music lessons.

As a part of their classroom music, students contribute to rehearsals as a member of their class ensemble to prepare for performances in the wider SEHS community.
Students will also engage in a range of activities designed to develop their understanding of music theory concepts, compositional techniques and the application of the elements of music in a range of musical styles.

ASSESSMENT

Ensemble assessment through contribution to Arts Showcases

- Music Literacy: Music theory tests
- Music Literacy: Composition tasks
- Music Literacy: Song analysis

SPECIAL REQUIREMENTS: Special Interest Music student numbers are capped at one class (approximately 25 students).
If student interest exceeds class capacity, the Music staff will run a selection process.

All students participating in Year 8 Music must participate in a lesson with an Instrumental Music teacher. These lessons are provided by SEHS and are free of charge.

Instrument hire is available for students participating in Special Interest Music. The annual instrument hire fee in 2025 is $140.

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THE ARTS

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YEAR 8 MUSIC
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 8 Music builds on the skills and knowledge developed in Year 7 Music. It provides an opportunity for students to further explore a range of practical and music literacy concepts, however does not allow students to specialise on an instrument, or engage in instrumental music lessons.
Students will engage in a range of practical activities that develop their knowledge of skills and techniques to play the drum kit and guitar. Students will explore the use of rhythmic notation to communicate the rhythms used in performances and will use Bandlab to compose using this notation. Students will explore how popular music has developed over time and will learn to play songs in this style.

ASSESSMENT
- Instrument skill development: drum kit and ukulele
- Music literacy: Bandlab MIDI composition
- Music literacy: The evolution of popular music

SPECIAL REQUIREMENTS: None

YEAR 9 MUSIC
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

As a part of their classroom music, students contribute to rehearsals as a member of their class ensemble to prepare for performances in the wider SEHS community. Students will also engage in a range of activities designed to develop their understanding of music theory concepts, compositional techniques and the application of the elements of music in a range of musical styles.
Students will apply their knowledge of a range of music theory concepts to work in collaboration with each other to create and notate arrangements for class performances and will reflect on their development of skills and knowledge.

ASSESSMENT

Semester 1
- Ensemble assessment through contribution to Arts Showcases
- Music Literacy: Music theory tests
- Music Literacy: Composition tasks
- Music Literacy: Song analysis

SPECIAL REQUIREMENTS: Students may select Music at Year 9 without prior experience. All students participating in Year 9 Music must participate in a lesson with an Instrumental Music teacher. These lessons are provided by SEHS and are free of charge.
Instrument hire is available for students participating in Special Interest Music. The annual instrument hire fee in 2022 is $140.

YEAR 7 PERFORMING ARTS
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Performing Arts explores elements of the Dance and Drama curriculum. Students will explore how artists use performance as a means to express their responses to global issues and ideas. Throughout their studies in Performing Arts students will:
- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance

ASSESSMENT
- Elements of Performing Arts
- Drama: Mime Performance
- Dance: Performance

SPECIAL REQUIREMENTS: None

YEAR 8 PERFORMING ARTS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

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- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance.

This course provides opportunities for students to specialise in the fields of set production, sound and lighting, and make-up and customery to demonstrate understanding of the work of the Performing Arts Industry.

ASSESSMENT
- Review of a Performance
- Dance: Collaborative Composition
- Drama: Collaborative Composition

SPECIAL REQUIREMENTS: None

YEAR 9 PERFORMING ARTS
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Performing Arts explores elements of the Dance and Drama curriculum. Students will explore how artists use performance as a means to express their responses to global issues and ideas.
Throughout their studies in Performing Arts students will:
- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance.

This course provides opportunities for students to specialise in the fields of set production, sound and lighting, and make-up and customary to demonstrate understanding of the work of the Performing Arts Industry.

ASSESSMENT
- The Importance of Warming Up and Cooling Down
- Elements of Performing Arts
- Review of Performance
- Collaborative Composition of Major Performance Piece (Arts Showcase)
- Reflection of Performance Task

SPECIAL REQUIREMENTS: None

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THE ARTS

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YEAR 7 VISUAL ART
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: none

Students studying Year 7 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design. They will develop painting, drawing and construction skills (sculpture).
They will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered mediums.
Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

ASSESSMENT

- Elements of Visual Art folio
- Artist study
- Major practical

SPECIAL REQUIREMENTS: None

YEAR 8 VISUAL ART
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

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Students will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered mediums.

Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

ASSESSMENT

Students will demonstrate their understanding through the following assessment tasks:

- Folio development
- Artist studies
- Major work/s

SPECIAL REQUIREMENTS: None

YEAR 9 VISUAL ART
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students studying Year 9 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design.
They will develop painting, digital, drawing and construction skills (sculpture). They will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered and digital mediums.
Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

TOPICS

- Pop Art
- Paper Mache
- Media Arts

ASSESSMENT:

Students will demonstrate their understanding through the following assessment tasks:

- Folio development
- Artist studies
- Major work/s

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

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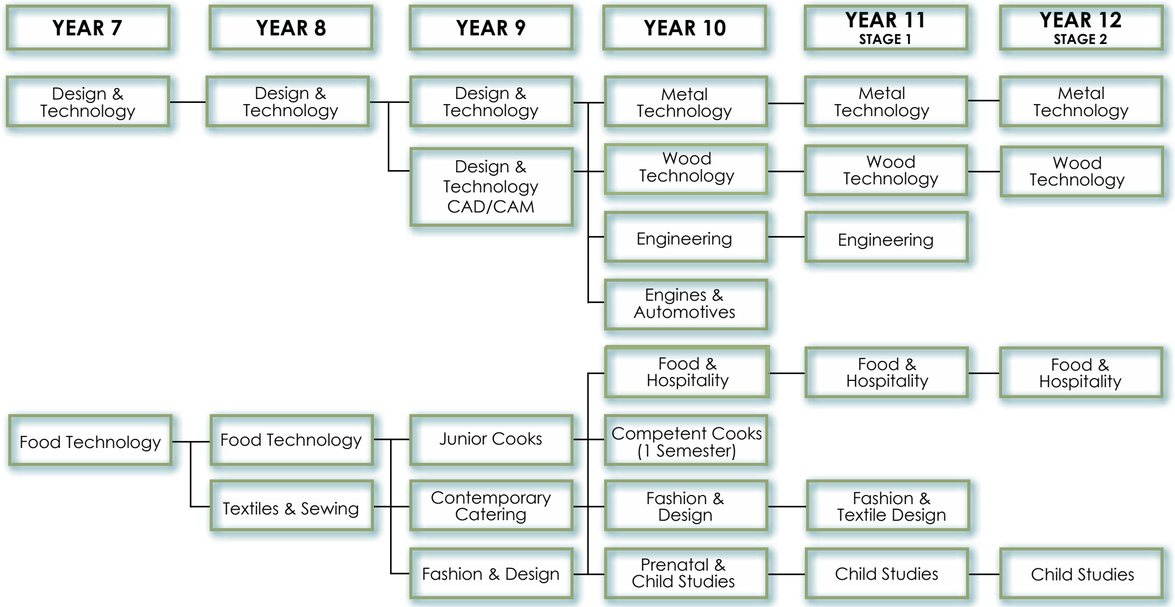

FOOD TECHNOLOGY & TEXTILES OPTIONS
YEAR 7 FOOD TECHNOLOGY
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

This is an introduction for Food Technology. Students will explore the essentials of nutrition, food safety, and culinary skills through hands-on cooking activities. From learning to read recipes to preparing delicious and healthy meals, this course fosters creativity and practical knowledge. By the end of the course, students will have a solid foundation in food preparation and the confidence to cook in teams. Some of the topics covered will include:

- Food safety and Hygiene
- Granola Essential Skills Task
- Healthy Pizza, Muffin Task

ASSESSMENT

- Group practical tasks
- Design briefs
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 8 FOOD TECHNOLOGY
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

This course will build on the cooking skills learned in year 7. Students will have more opportunities to create larger, challenging meals using a range of cooking techniques and technology. Students will need to use design skills and problem solving to create their own meals and recipes in response to challenges and contexts provided. If you love cooking and learning about food and being healthy this is a great course for you. Some of the topics covered will include:

- Sweet & Savory baking
- Healthy Lunchbox
- Eat a rainbow
- Pasta Party

ASSESSMENT

- Group practical tasks
- Skills folio
- Design briefs
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 9 CONTEMPORARY CATERING
LENGTH: 1 or 2 Semesters
CREDITS: Not applicable
RECOMMENDED BACKGROUND: None

This course is ideal for students who are passionate about the food and hospitality industry, particularly those who aspire to participate in catering real events. You will have the opportunity to learn how to prepare a variety of dishes. However, it is essential that you already possess strong cooking skills and feel confident working in a kitchen environment.
Some of the topics you will cover:

- Different catering styles; finger food, canapes and buffet
- Menu and hospitality business design
- Celebration & Party foods
- Catering for dietary needs (allergies, vegan and cultural)
- Event catering (birthday parties,business lunch and meetings)

ASSESSMENT

All Food Technology courses contain theory components
Students will undertake a range of assessment types including:

- Practical group work
- Design briefs
- Evaluation
- Folio with evidence of planning and catering for at least one school event

SPECIAL REQUIREMENTS: None

YEAR 9 JUNIOR COOKS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

This course is great for students who are interested in food and enjoy cooking but know they need to master the basics first. This

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DESIGN AND TECHNOLOGY

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course is ideal for students who want to learn more about cooking for themselves, healthy eating and where food comes from. You will cover a range of topics in Junior Cooks related to all things food, some may include:

- Healthy Fast food
- Farm to Plate (where does food come from?)
- Savory Baking - Pastries, Breads and Doughs
- Weird & wonderful ingredients
- Multicultural foods
- Native ingredients

ASSESSMENT

All Food Technology courses contain theory components
You will undertake a range of assessment types including:

- Analysis of current food issues
- Design briefs
- Evaluation on practical
- Skills folio

SPECIAL REQUIREMENTS: None

YEAR 7 MATERIAL TECHNOLOGY
LENGTH: 1 Semester
Credits: Not Applicable
RECOMMENDED BACKGROUNDS: None

This course introduces students to the exciting world of wood, metal, and plastics through hands-on projects and theoretical learning. Start with comprehensive safety training, ensuring a solid foundation in workshop safety and machine handling. This course emphasizes creativity, practical skills, and a thorough understanding of safety and technology principles. Some of the topics covered will include:
Introduction to Safety in the Workshop

- Tools of the Trade
- Wooden Peg (Woodwork)
- Key Tag (Plastics-CAD)

ASSESSMENT

- Design Folios
- Product design / creation
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 8 MATERIAL TECHNOLOGY
LENGTH: 1 Semester
Credits: Not Applicable
RECOMMENDED BACKGROUNDS: None

This course introduces students to the exciting world of wood, metal, and plastics through hands-on projects and theoretical learning. Start with comprehensive safety training, ensuring a solid foundation in workshop safety and machine handling. This course emphasizes creativity, practical skills, and a thorough understanding of safety and technology principles. Some of the topics covered will include:

- Introduction to Safety in the Workshop
- Tools of the Trade
- Wooden Peg (Woodwork)
- Key Tag (Plastics-CAD)

ASSESSMENT

- Design Folios
- Product design/creation
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 8 TEXTILES AND SEWING
LENGTH: 1 Semester
Credits: Not Applicable
RECOMMENDED BACKGROUNDS: None

This course is great for students who enjoy hands-on learning, designing and making things. Students will be introduced to the basics of using a sewing machine and hand-stitching techniques. Students will learn about different fabrics and fibres and how they are used to create everyday items. Students will have the opportunity to make some of the following items:

- Felt monsters
- Small toys
- Pencil cases
- Phone/earphone pouch
- Scrunchies/accessories
- Heat Bags

ASSESSMENT

- Design briefs
- Skills visual folio (photos and videos of techniques)
- Product evaluation

SPECIAL REQUIREMENTS: None

YEAR 8/9 DESIGN AND TECHNOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students have the opportunity to collaborate in a Year 8/9 classroom setting and build on skills previously developed in Year 7, they will also have opportunity to work independently on designing and producing items which may include small furniture. Students will be exposed to a broader range of machinery and fabrication techniques.

ASSESSMENT

- Product design
- Design folio
- Product Investigation

SPECIAL REQUIREMENTS: None

YEAR 9 FASHION AND DESIGN
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In this course students have the opportunity to design and create items using a range of fabrics by hand and using a sewing machine. Students will learn basic sewing skills and techniques. Some of the projects students may do include:

- Construct a mini pouch with a zip and lining
- Design and construct an apron with applique and a pocket
- Design and create an applique cushion that would be suitable as a prototype for a home decorating store such as H&M
- Make a draw string bag using recycled fabric to be used to hold your sewing requirements in class
- Select and make a personal item such as: boxer shorts, tank top.

ASSESSMENT

- Submitting a design brief folio of evidence of planning and construction processes used to complete the article.
- Writing an evaluation to reflect on the processes used and their outcome.
- Researching Ethical fashion Brands.
- Gaining an awareness of fast fashion and sustainability issues through research tasks

SPECIAL REQUIREMENTS: None

YEAR 9 DESIGN AND TECHNOLOGIES (CAD/CAM)
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students will be exposed to different computer aided design and manufacturing including laser cutting, CNC router and 3D printing. Students will have the opportunity to design solutions and products using CAD/CAM manufacturing techniques.

ASSESSMENT

- Product design
- Product Investigation
- Design folio
- Evaluation

SPECIAL REQUIREMENTS: None

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DIGITAL TECHNOLOGIES

DIGITAL TECHNOLOGIES

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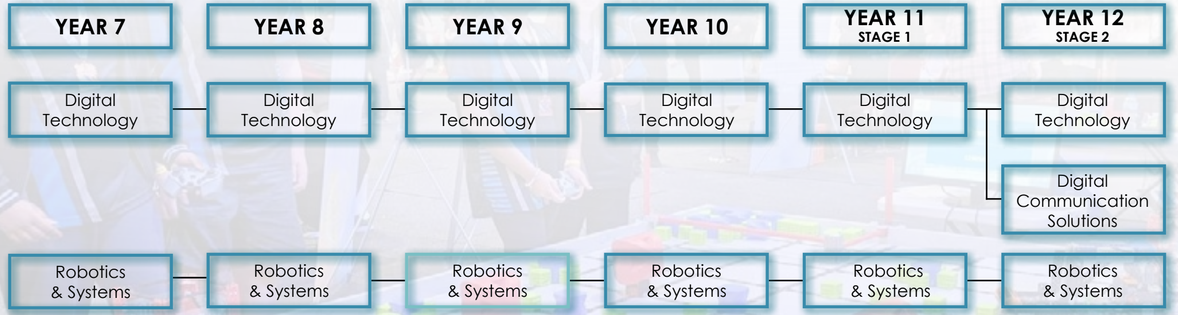

YEAR 7 DIGITAL TECHNOLOGY
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

During their term of Digital Technology in Year 7, students will develop and modify creative digital solutions, decompose real-world problems and evaluate alternative solutions against user stories and design criteria. The main topics covered are:

1. **Data with Micro:bits**
   - Students will use Micro:bits to gather and analyse data, developing their understanding of data collection, interpretation, and application.
2. **Website Design**
   - Through basic HTML and CSS, students will create a small multi-page website, gaining hands-on experience in web development and design principles.
3. **Robotics with VEX Go:**
   - In this module, students will learn to program VEX Go robots to complete a mission to Mars, enhancing their coding skills and understanding of robotics.

Throughout these topics, we emphasise computational thinking, encouraging students to approach problems methodically and creatively. Our program aims to equip students with the digital literacy and problem-solving skills essential for future success.

ASSESSMENT:

- Data Analysis spreadsheet - visualising the data gathered from the Micro:bits.
- Website Folio - Students create a website on a topic of their choice and document their progress.
- Vex's Mission to Mars - Students create a folio of evidence as they complete the programming task, defining, decomposing and solving their problem.

SPECIAL REQUIREMENTS: None

YEAR 8/9 DIGITAL TECHNOLOGY
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

During the semester, learning focuses on further developing understanding and skills learned in previous years. Students will have the opportunity to plan and create a range of digital solutions through the following topics:

1. Website Design - students will evaluate previous websites and make improvements with their new deeper knowledge of HTML, CSS & Design Principles.
2. Python Programming - Students will learn or build upon previous knowledge of Python Programming through a series of mini tasks introducing concepts such as branching, loops and functions. Some students will be introduced to Object Oriented programming.
3. Data Science - Students will use Micro:bits to gather and analyse data, developing their understanding of data collection, interpretation, & application. Students may also be introduced to the topic of "big data" and learn how to analyse large datasets using Python.

Throughout these topics, we emphasise computational thinking, encouraging students to approach problems methodically and creatively. Our program aims to equip students with the digital literacy and problem-solving skills essential for future success.

ASSESSMENT

Students demonstrate evidence of learning through the following assessments:

- Website Development Folio - Students will show their process of modifying their websites and give justification to their decisions.
- Python Folio of learning - Students will complete a series of tasks and evaluations of their skills.
- Data Analysis and visualisation tool - Analysing and visualising the data gathered from the Micro:bits.

SPECIAL REQUIREMENTS: None

YEAR 7 ROBOTICS AND SYSTEMS
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In this subject you will engage in VEX Robotics and other mediums to engineer solutions to identified problems. You will learn a variety of engineering concepts and explore basic building concepts. You will be faced with VEX IQ STEM lab problems and collaboratively create solutions to overcome them. Throughout tasks you will follow the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness.

ASSESSMENT

Students may do some of the following task, some of which will be collaborative:

- Design Folio for VEX challenges
- VEX STEM labs
- Create solutions to identified or research problems

SPECIAL REQUIREMENTS: None

YEAR 8/9 ROBOTICS AND SYSTEMS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In this subject you will engage in VEX Robotics and other mediums to engineer solutions to identified problems. You will learn a variety of engineering concepts and explore mechanical advantages. You will be faced with VEX IQ & VEX EXP STEM lab problems and collaboratively create solutions to overcome them. Throughout tasks you will follow the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness.

ASSESSMENT

Students may do some of the following task, some of which will be collaborative:

- Design Folio for VEX challenges
- VEX STEM labs
- Research and create a 'Rube Goldberg' Machine
- Create solutions to identified or research problems

SPECIAL REQUIREMENTS: None

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ENGLISH

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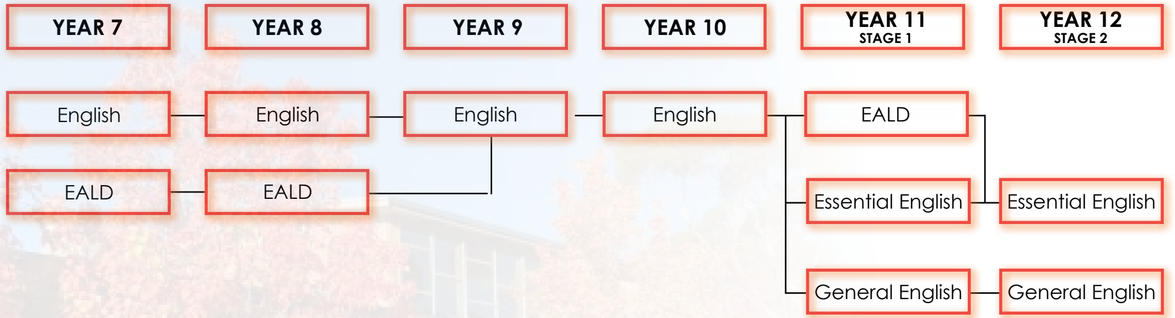

YEAR 7 ENGLISH
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They also demonstrate understanding of how their choice of language features, images and vocabulary affects meaning. Students also explain issues and ideas from a variety of sources, analysing evidence and implied meaning. They select specific details from texts to develop their own responses, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.
When creating texts, students learn how language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences, as well as make presentations and contribute actively to class and group discussions. When creating and editing texts students demonstrate understanding of grammar, use more specialised vocabulary and accurate spelling and punctuation.

TOPICS:
- Description and narrative - culturally diverse tales
- Persuasive communication - issues important to us
- Textual response and analysis
- Comparative text and intertextuality

ASSESSMENT
- Original Narrative
- Writer's statement
- Persuasive text analysis and creation
- Motivational presentation or multimodal text
- Text study - Reflective responses
- Text study - review and essay
- Transformative text

SPECIAL REQUIREMENTS: None

YEAR 8 ENGLISH
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students learn how the selection of text structures is influenced by language modes and how this varies for purpose and audience. Students explain how use of language features, image and vocabulary represent ideas and issues in texts. They also interpret texts, questioning sources of ideas and information, and select textual evidence to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.
Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence audiences. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response.

They make presentations and contribute to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

TOPICS:
- Description and narrative - fantasy and horror
- Persuasive communication - perspective, bias, and representation in media
- Textual response and analysis - coming-of-age texts
- Comparative text and intertextuality - digital texts

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ASSESSMENT

- Short Story
- Writer's Statement
- Persuasive op-ed
- Mini documentary
- Text study booklet - Reflective Writing
- Text study review and/or essay
- Webpage Creation - Media Analysis

SPECIAL REQUIREMENTS: None

YEAR 9 ENGLISH
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.
They listen for ways texts position an audience. Students understand how to use a variety of language features to create different levels of meaning.
They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.
Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

TOPICS:

- Description and narrative - speculative fiction
- Persuasive communication - debating issues of public interest
- Textual response and analysis
- Comparative text and intertexuality - Poetic styles and themes

ASSESSMENT

- Speculative fiction folio responses
- Speculative narrative writing
- Writer's Statement
- Persuasive speech (debating)
- Text Study - Reflective and analytical writing
- Text Study - Analytical essay
- Poetry annotations and reviews
- Writing poetry

SPECIAL REQUIREMENTS: None

YEAR 7and 8 EALD
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

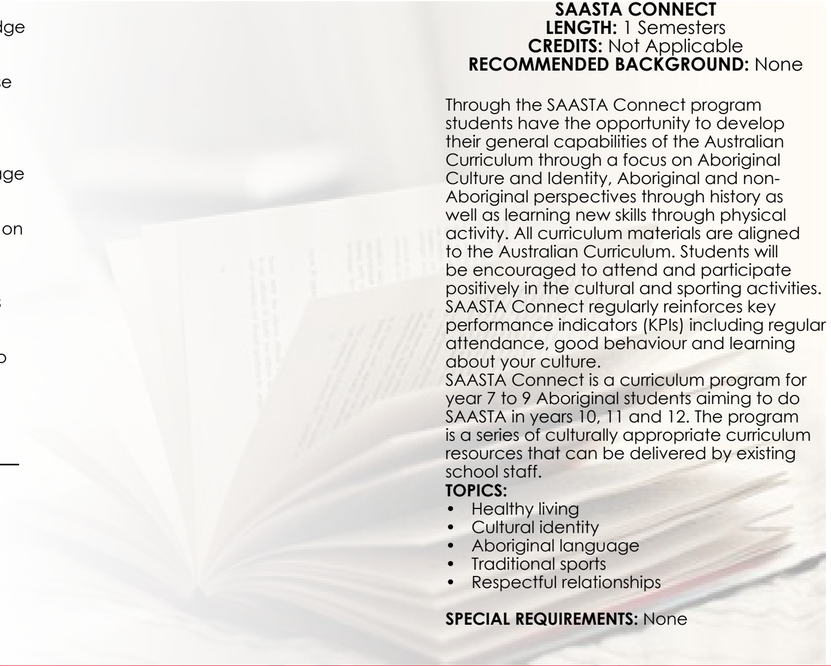
Students are selected for this class based on learning results from their LEAP Levelling in writing, NAPLAN and PAT-R results.
EALD class is intensive English with a focus on increasing EALD students reading, writing and spelling levels to enable them to meet the demands of learning in all learning areas.
The aim of intensive English intervention in the EALD class is to bridge learning gaps in English to enable students to meet the year level of proficiency in Standard Australian English (SAE). Learning in and through an additional language is cognitively demanding.
Learners of EALD often need to mentally translate between their home languages and SAE to make sense of new information.
Communicating in a new language requires a student to risk making errors in front of others. Their knowledge and intellectual development may not be easily expressed through the new language, this class offers a safe and supported environment for students to take low stakes risks in their learning amongst peers who are also learning English as an additional language.
EALD Intervention classes utilise high-impact EALD teaching:

- Recognises and responds to the characteristics of learning an additional language, including increased cognitive load and risk taking
- Builds on students' background knowledge and experiences
- Actively encourages learners of EALD to draw on, make connections with and use their home languages to develop SAE proficiency
- Develops oral language for academic purposes
- Strengthens writing through metalanguage
- Uses multimodal resources, providing students with many opportunities to encounter, engage with and elaborate on new knowledge, language and skills.

Focus for this subject includes:

- Phonics based spelling to build phonological and phonemic awareness
- Reading strategies and comprehension skills
- Writing skills for sentence structure and to build richer use of language features in writing.

SPECIAL REQUIREMENTS: None



SAASTA CONNECT
LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Through the SAASTA Connect program students have the opportunity to develop their general capabilities of the Australian Curriculum through a focus on Aboriginal Culture and Identity, Aboriginal and non-Aboriginal perspectives through history as well as learning new skills through physical activity. All curriculum materials are aligned to the Australian Curriculum. Students will be encouraged to attend and participate positively in the cultural and sporting activities.
SAASTA Connect regularly reinforces key performance indicators (KPIs) including regular attendance, good behaviour and learning about your culture.
SAASTA Connect is a curriculum program for year 7 to 9 Aboriginal students aiming to do SAASTA in years 10, 11 and 12. The program is a series of culturally appropriate curriculum resources that can be delivered by existing school staff.
TOPICS:

- Healthy living
- Cultural identity
- Aboriginal language
- Traditional sports
- Respectful relationships

SPECIAL REQUIREMENTS: None

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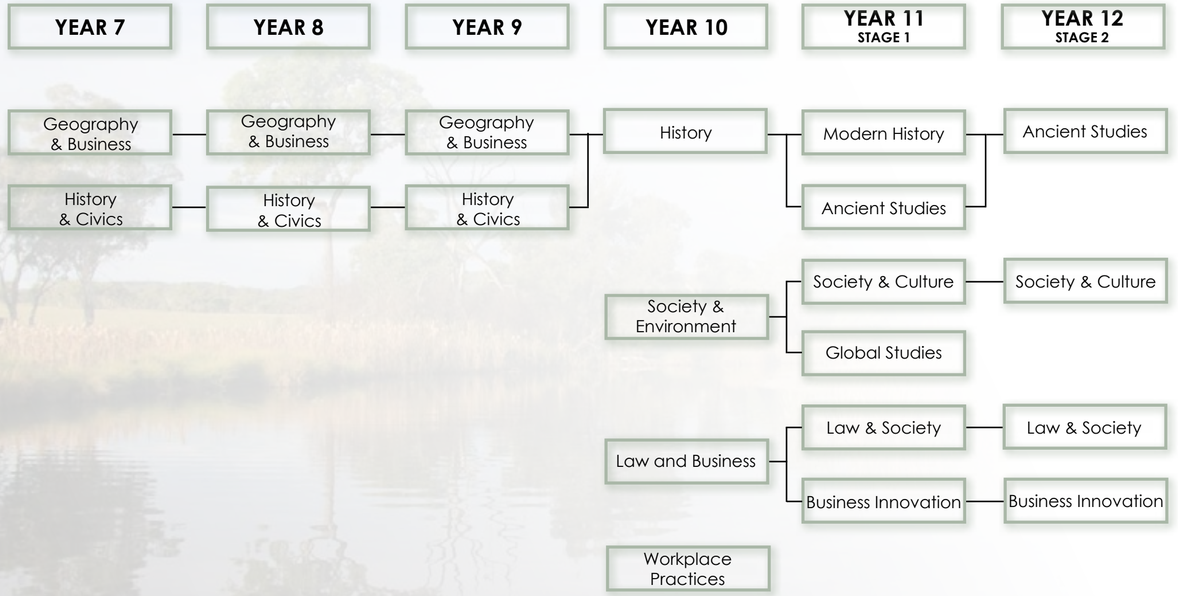
HUMANITIES

Learning Together, Achieving Together



YEAR 7 HISTORY AND CIVICS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In the first semester, students undertake studies into ancient societies, including archaeological discoveries throughout time. They will learn how to evaluate a range of sources and interpret information to explain the role of groups and individuals in society. Students also undertake studies in Civics and Citizenship where they learn about the features of democracy and Australia's federal system of government. Students will develop skills in research and critical thinking.

TOPICS:
- Early First Nations People of Australia
- Australian Civics and Citizenship
- Ancient Egypt, Rome and/or Greece

ASSESSMENT
- Source Analysis
- Empathy/Creative Task
- Research Task

SPECIAL REQUIREMENTS: None

YEAR 7 GEOGRAPHY AND BUSINESS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In semester two, students learn about the importance of water in the world and investigate factors that influence where people choose to live. They learn skills in mapping and how to collect data. Students also undertake studies in Business and Economics where they investigate the nature of work and how consumers and producers interact. Students will develop skills in research, source analysis, critical thinking and geographical data collection.

TOPICS:
- Water in the World
- Business and Economics
- Place and Liveability

ASSESSMENT
- Mapping and Field Study skills
- Report
- Comprehension

SPECIAL REQUIREMENTS: None

YEAR 8 HISTORY AND CIVICS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In the first semester, students investigate aspects of medieval history throughout the period of 650-1750 CE. They will undertake two in-depth studies in which they will develop historical knowledge and understanding of the nature of change in medieval societies. Students will also undertake studies in Civics and Citizenship, where they study the responsibilities and freedoms of Australian Citizens. Students will develop skills in research, critical thinking and source analysis to present historical arguments and explanations.

TOPICS:
- Vikings
- Civics and Citizenship - elections and law making
- Medieval Europe

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HUMANITIES

Learning Together, Achieving Together

ASSESSMENT

- Source Analysis
- Empathy/Creative Task
- Research Task

SPECIAL REQUIREMENTS: None

YEAR 8 GEOGRAPHY AND BUSINESS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In semester two, students learn about the creation and value of landscapes and landforms around the world and how they change as a result of erosion, weathering and natural disasters. They also investigate the nature of migration and why populations move and change. Students also undertake studies in Business and Economics, where they investigate consumer rights and business marketing. Students will develop skills in research, critical thinking, mapping and geographical data collection and representation.

TOPICS:

- Landforms and Landscapes
- Business and Economics - Australian Markets
- Changing Nations

ASSESSMENT

- Mapping and Field Study skills
- Report
- Comparison Task

SPECIAL REQUIREMENTS: None

YEAR 9 HISTORY AND CIVICS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In the first semester, students study the making of the modern world from 1750 to 1918, with a focus on Australian history. Students develop historical understanding through key concepts including continuity and change, empathy and cause and effect. They evaluate the reliability and usefulness of primary and secondary sources, as well as investigate the significance of historical people and events from a range of different perspectives. Students will also undertake studies in Civics and Citizenship where they learn about different Australian political parties.

TOPICS:

- Making and Transforming the Australian Nation (1750–1914)
- Civics and Citizenship - Australian Political Parties
- World War I (1914–1918)

ASSESSMENT

- Source Analysis
- Empathy/Creative Task

SPECIAL REQUIREMENTS: None

YEAR 9 GEOGRAPHY AND BUSINESS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In semester two, students study environmental geography by learning about biomes and food security. They will then spend time learning about the geographies of human interconnections with a focus on tourism, trade and technology. Students learn about cause and effect and develop geographical skills through data collection and analysis. They develop mapping and field study skills and learn how to evaluate and represent data in different ways. Students also undertake studies in Business and Economics where they will learn about managing financial risks and rewards

TOPICS:

- Biomes and food security
- Business and Economics - financial risks and rewards
- Geographies of interconnections

ASSESSMENT

- Research Task
- Mapping and Field Study skills
- Comparison Task

SPECIAL REQUIREMENTS: None

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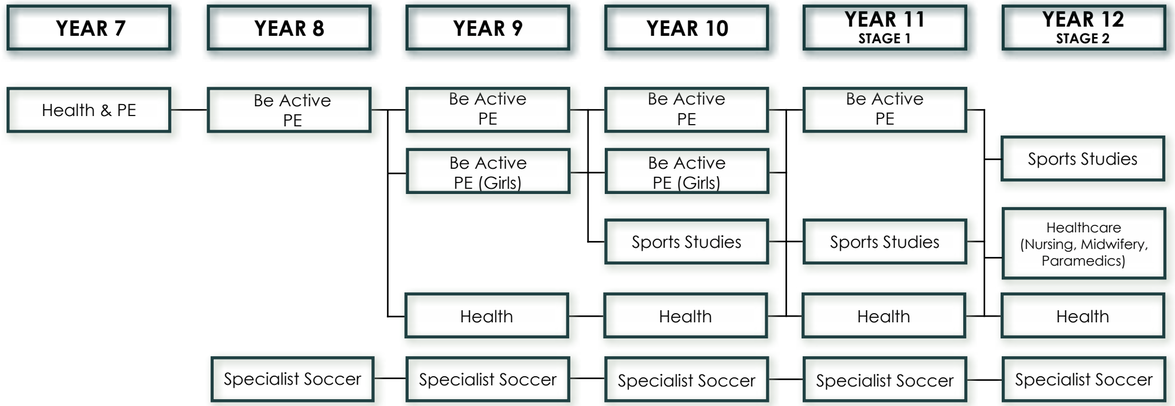
HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together



YEAR 7 HEALTH AND PHYSICAL EDUCATION
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 7 HPE will focus on active participation in a range of sports and games. The subject focusses on the physical and mental benefits of active lifestyles, as well as working through scenarios to help decision making as the students move towards adulthood.
Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing, Rock and Water and positive education are embedded in a highly supportive environment.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 8/9 BE ACTIVE PE and YEAR 8/9 BE ACTIVE GIRLS
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE will focus on active participation and decision making in a range of sports and games. The subject focusses on personal, social, and community health, as-well-as movement and physical activity.

Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 8/9 SPECIALIST SOCCER
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Please See Special Requirements

Aligned with the Australian Curriculum and the Football Federation Australia National Curriculum, our popular Specialist Soccer Program takes a holistic approach to continue developing and assisting students to reach their full potential in a fun, active and highly engaging setting.
This subject focusses on sport-specific theory, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 8 & 9, there is a clear focus on the development of literacy skills; and STEM, including data collection and analysis using innovative ICTs in order to improve the playing ability of the student and others.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: Participants have usually been selected in Year 7 or engaged in the Year 8 program, however, new candidates wishing to apply will require a high-level interest in soccer as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science. Students will need to apply for their position and will be entered at the discretion of the Specialist Soccer teacher.
Students will be given the opportunity to purchase a numbered Nike 159 jersey, however, this is not compulsory.
Students in this program will also have the opportunity to take part in various Sport SA competitions.

YEAR 9 HEALTH (COMPULSORY)
LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students will learn about a variety of health-related topics including: relationships & sexual health, mental health, body image, social media, child protection curriculum, and positive education. Students will be able to apply knowledge and understanding to make informed decisions about personal and community health scenarios.

ASSESSMENT
Assessment will involve theory tasks.

SPECIAL REQUIREMENTS: This subject is compulsory at Year 9 level. Although all topics are considered essential, students may elect to opt-out of certain topics with consent from parents or caregivers for sensitivity purposes.

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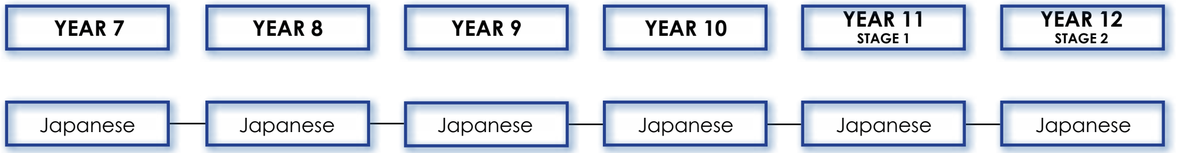
Learning Together, Achieving Together



YEAR 7 JAPANESE
LENGTH: 1 Term
RECOMMENDED BACKGROUND: None

In year 7, Japanese students will develop their intercultural understanding through learning about topics of interest in Japan and comparing them to Australia. Students will learn to express and share information in Japanese about themselves and their personal lives, detailing the things that matter to them. Year 7 Japanese is created with a hands-on approach so that students can be active participants in learning. Such activities include water calligraphy, interactive games, origami folding, and more!

TOPICS:
- Self introductions (name, age, nationality, where you live, family members).
- Japanese and Australian cultural comparison

ASSESSMENT
- Self introduction Folio (Speaking, listening, reading and writing) Vocabulary Quiz
- Cultural research topics Folio

SPECIAL REQUIREMENTS: None

YEAR 8 JAPANESE
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Year 7 Japanese

In year 8 Japanese, students will build upon and further develop their intercultural understanding through studying Japanese food, people and places. The units have a focus on language learning to promote the development of communicative ability in specific situations, such as at a restaurant, in a self-introductory conversation, or when travelling in Japan as a tourist. Students will also begin their journey with Japanese scripts, with the target of memorising the 46 characters in the Hiragana phonetic alphabet.

TOPICS
- Food and Restaurants
- Houses, Family and Friends
- My City

ASSESSMENT
- Restaurant comic strip
- Family and Friends tree
- My City Slideshow
- Reading Comprehensions
- Listening Comprehensions
- Hiragana Belt Levels

SPECIAL REQUIREMENTS: None

YEAR 9 JAPANESE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In Year 9 Japanese, students interact with others to share information, ideas, opinions and experiences. They create a range of texts in Japanese, using a variety of sentence structures and new particles to create more complex sentences, building on their knowledge from years 7 and 8. Students will also read and analyse a range of English and Japanese texts, showing their understanding of relationships between language, culture and identity. Alongside this, students will revise Hiragana alphabet characters from Year 8 before moving on to learn all 46 Katakana alphabet characters. Class activities are a mix of both written work and hands-on experiences such as interactive and online vocabulary games, water calligraphy, origami, cooking and much more.

TOPICS
- Physical Appearance and Descriptions
- Festivals and Famous Events
- Past Events
- Hobbies

SUMMATIVE ASSESSMENT

Semester 1
- RSPCA Animal Adoption Poster
- Festivals and Famous Events Text Analysis
- New Years Comparison and Research Venn Diagram Task

Semester 2
- City Excursion Recount
- Hobbies Oral Presentation

FORMATIVE ASSESSMENT
- Quizzes and tests
- In-class conversations
- Quizlet practice
- KanaPro practice
- Games
-

SPECIAL REQUIREMENTS: None

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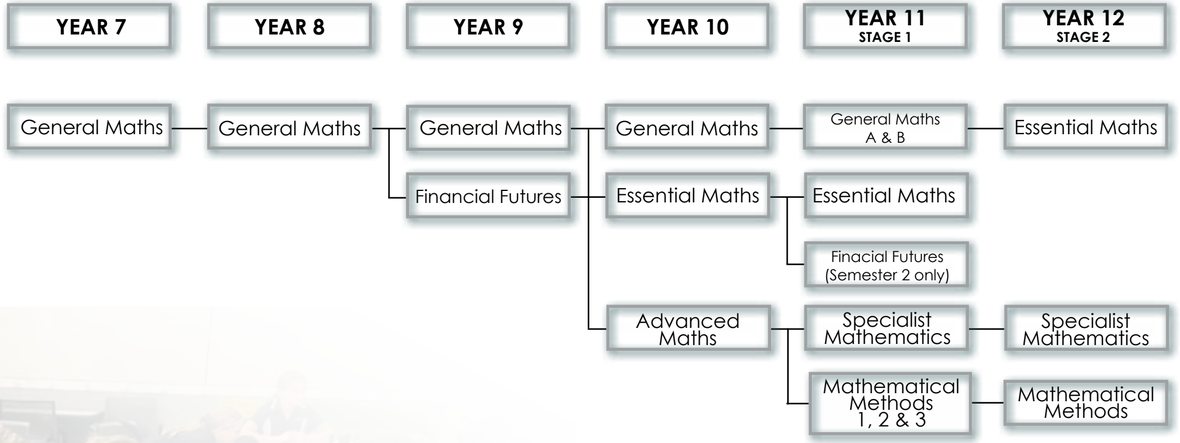
LOTE

MATHEMATICS

MATHEMATICS

Learning Together, Achieving Together



YEAR 7 GENERAL MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

ASSESSMENT

- Tests
- Investigations

SPECIAL REQUIREMENTS: Scientific Calculator Required

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MATHEMATICS

Learning Together, Achieving Together

YEAR 8 GENERAL MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They also deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

ASSESSMENT

- Tests
- Investigations

SPECIAL REQUIREMENTS: Scientific Calculator Required

YEAR 9 GENERAL MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain the similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.
Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.
They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

ASSESSMENT

- Three tests
- One investigation

SPECIAL REQUIREMENTS: Scientific Calculator Required

YEAR 9 FINANCIAL FUTURES
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Discover the world of financial literacy with our engaging Financial Futures course! This program is designed to equip you with essential financial knowledge and skills that will benefit you throughout your life. From understanding the basics of banking and budgeting to exploring careers, property investment, and the share market, you will gain practical insights and hands-on experience.
Through interactive lessons and the innovative Banqer High platform, you will simulate real-life financial decisions and develop a strong foundation in managing money. Learn about the importance of personal risk insurance, how to make informed investment choices, and the strategies to secure your financial future. Whether you are planning to buy your first home, invest in the stock market, or simply want to make smarter financial decisions, this course will prepare you for a financially secure and successful future.

ASSESSMENT

- Online quizzes
- Modeling tasks.

SPECIAL REQUIREMENTS: Scientific Calculator Required

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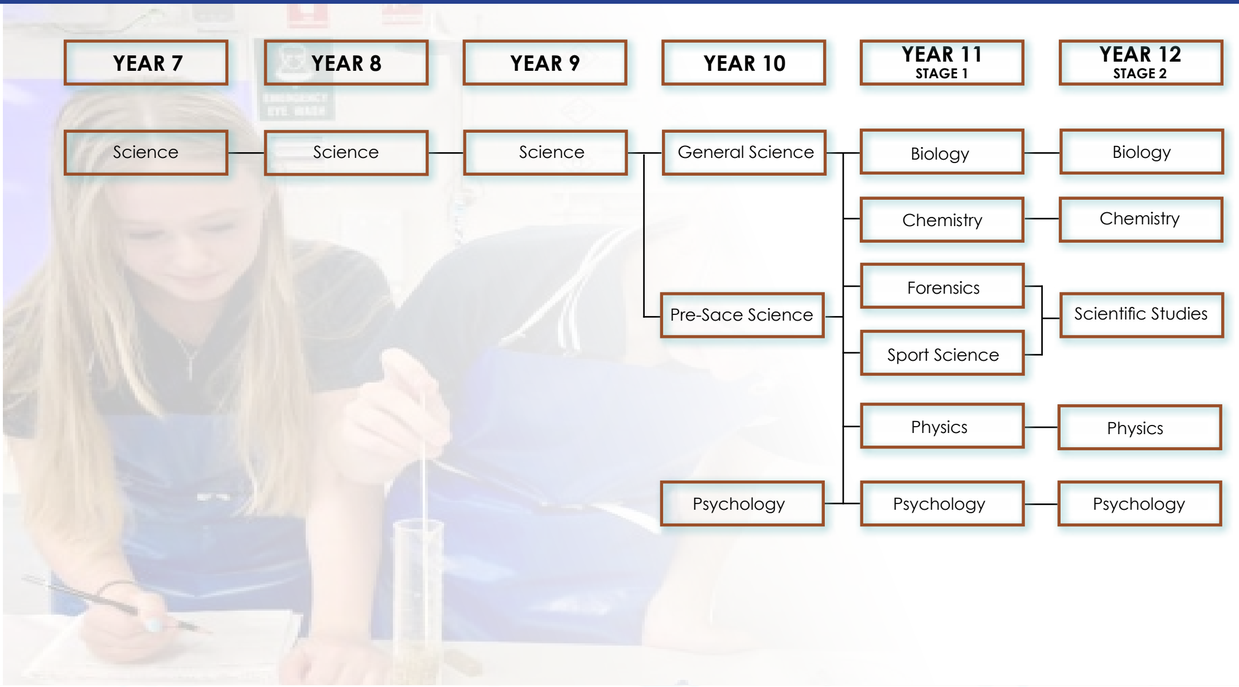
SCIENCE

SCIENCE

Learning Together, Achieving Together



YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
Science	Science	Science	General Science	Biology	Biology
				Chemistry	Chemistry
			Pre-Sace Science	Forensics	Scientific Studies
				Sport Science	
				Physics	Physics
			Psychology	Psychology	Psychology

YEAR 7 SCIENCE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students demonstrate science understanding in the 4 core branches of science by:

- Biology: explaining the order and organisation of biological diversity and representing flows of matter and energy in ecosystems.
- Chemistry: using the particle theory to explain physical properties and developing processes to separate mixtures.
- Earth and Space: modelling cycles in the Earth-sun-moon system and explaining effects on Earth phenomena.
- Physics: explaining effects of forces acting on objects.

Students show understanding between science and society by:

- Identifying factors that can influence development and lead to change in scientific knowledge.
- Explaining how scientific responses are developed and can impact society.
- Explaining the role of science communication in shaping viewpoints, policies and regulations.

Students display science inquiry skills by:

- Planning and conducting safe, reproducible investigations.
- Identifying potential ethical issues and intercultural considerations.
- Selecting and constructing appropriate representations to organise data and information.
- Processing data and information and analysing it to describe patterns, trends and relationships.
- Identifying possible sources of error.
- Identifying evidence to support their conclusions and constructing arguments to support or dispute claims.
- Selecting and using language and text features appropriately.

ASSESSMENT

Assessment for year 7 science can include:

- Practical reports
- Science as a human endeavour (SHE) assignments
- Collaborative work
- Tests

SPECIAL REQUIREMENTS: None

YEAR 8 SCIENCE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students demonstrate science understanding in the 4 core branches of science by:

- Biology: explaining the role of specialised cell structures and analysing the structure and function of body systems.
- Chemistry: classifying and representing different types of matter and distinguishing between physical and chemical change.
- Earth and Space: applying an understanding of the theory of plate tectonics and explaining the properties and formation of rocks.
- Physics: comparing different forms of energy and representing transfer and transformation of energy.

Students show understanding between science and society by:

- Analysing how different factors influence development and lead to changes in scientific knowledge.
- Analysing the key considerations that inform scientific responses and how these impact society.
- Analysing the importance of science communication in shaping viewpoints, policies and regulations.

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SCIENCE

Learning Together, Achieving Together

Students display science inquiry skills by:
- Planning and conducting safe, reproducible investigations.
- Describing potential ethical issues and intercultural considerations.
- Selecting and using equipment to generate and record data with precision.
- Selecting and constructing appropriate representations to organise and process data.
- Analysing data and information to describe patterns, trends, and relationships.
- Identifying assumptions and sources of error.
- Constructing evidence-based arguments to support conclusions and evaluate claims.
- Selecting and using language and text features appropriately.

ASSESSMENT

Assessment for year 8 science can include:
- Practical reports
- Science as a human endeavour (SHE) assignments
- Collaborative work
- Tests

SPECIAL REQUIREMENTS: None

YEAR 9 SCIENCE
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students demonstrate science understanding in the 4 core branches of science by:
- Biology: explaining how body systems provide coordinated response to stimuli and describing the processes of sexual and asexual reproduction.
- Chemistry: explaining observable chemical processes in terms of changes in atomic structure, rearrangement and mass.
- Earth and Space: explaining how interactions within and between Earth's spheres affect the carbon cycle.
- Physics: analysing energy conservation in simple systems and applying wave and particle models to describe energy transfer.

Students show understanding between science and society by:
- Explaining the role of publication and peer review in the development of scientific knowledge.
- Explaining the relationship between science, technologies and engineering.
- Analysing the different ways in which science and society are interconnected.

Students display science inquiry skills by:
- Planning and conducting safe, reproducible investigations.
- Describing how they have addressed any ethical and intercultural considerations.
- Selecting and using equipment to generate and record replicable data with precision.
- Selecting and constructing appropriate representations to organise, process and summarise data and information.
- Analysing and connecting data and information to identify and explain patterns, trends, relationships and anomalies.
- Analysing the impact of assumptions and sources of error.
- Constructing logical arguments based on evidence to support conclusion and evaluate claims.
- Selecting and using content, language and text features effectively.

ASSESSMENT

Assessment for year 9 science can include:
- Practical reports
- Science as a human endeavour (SHE) assignments
- Collaborative work
- Tests

SPECIAL REQUIREMENTS: None

GET IN TOUCH

SENIOR LEADERS

MS KRISTEN MASTERS
Principal

MS SUE SHEPHERD
Deputy Principal

MR PAUL DORIAN
Head of Middle School

MS SHAYNANNE HARRISON
Curriculum & Pedagogy

MS MICHELE MALONAGOS
Timetabler, VET and Pathways

Ms LAUREN CAVANAGH
Senior Inclusive Education Coordinator

MIDDLE SCHOOL COORDINATORS

MS EMMA BAKER
Year 9 Coordinator

MS MADIE CAMERON
Year 8 Coordinator

MS KATE MCKINNA
Year 7 Coordinator

CURRICULUM LEADERS

MS SHARI BRAY
HASS, AIF & EIF

MR JAMIE BROADHURST
Digital Technologies and STEM

MS IRENE TOWSTYI
Design and Technology

MS EMILY FAULKNER
Aboriginal Education & EALD

MR COREY OTTEY
Health and Physical Education

MS TIFFANY PROUSE
The Arts

MR MARIN POLJAK
Englieh/Literacy & LOTE

MR MATT SCHERWITZEL
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Science

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