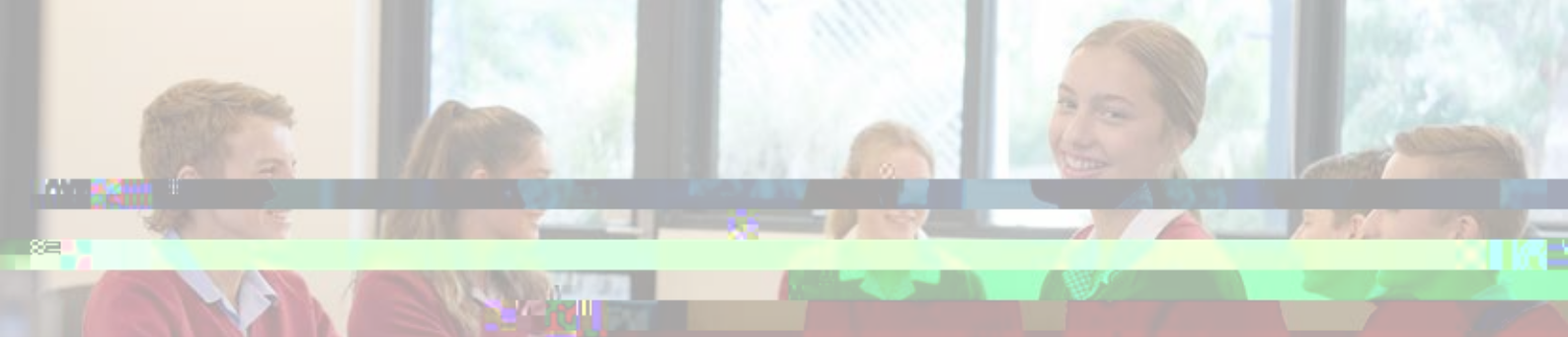




INTRODUCING THE MIDDLE SCHOOL CURRICULUM 2024







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.

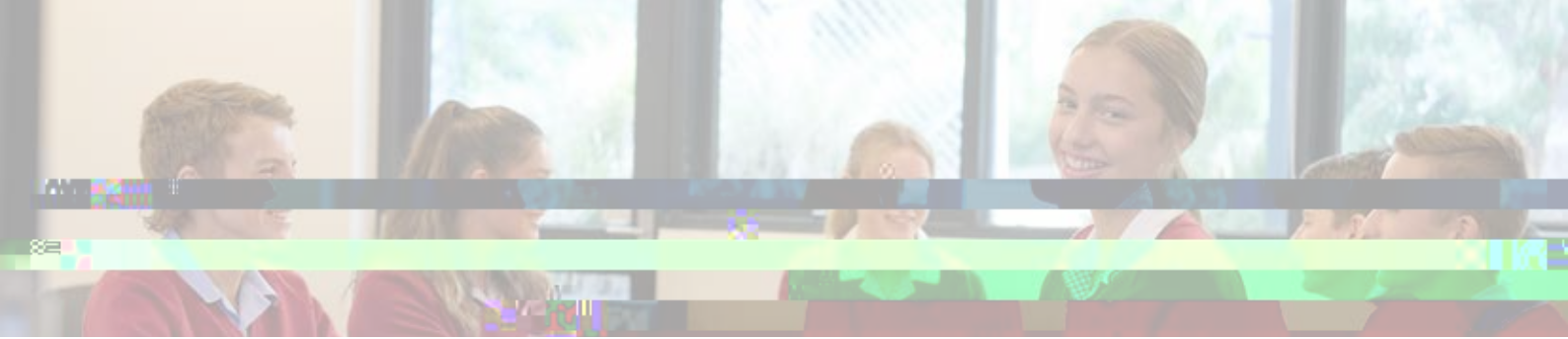
These three interwoven purposes will equip our students with capacities to:

- 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





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.



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

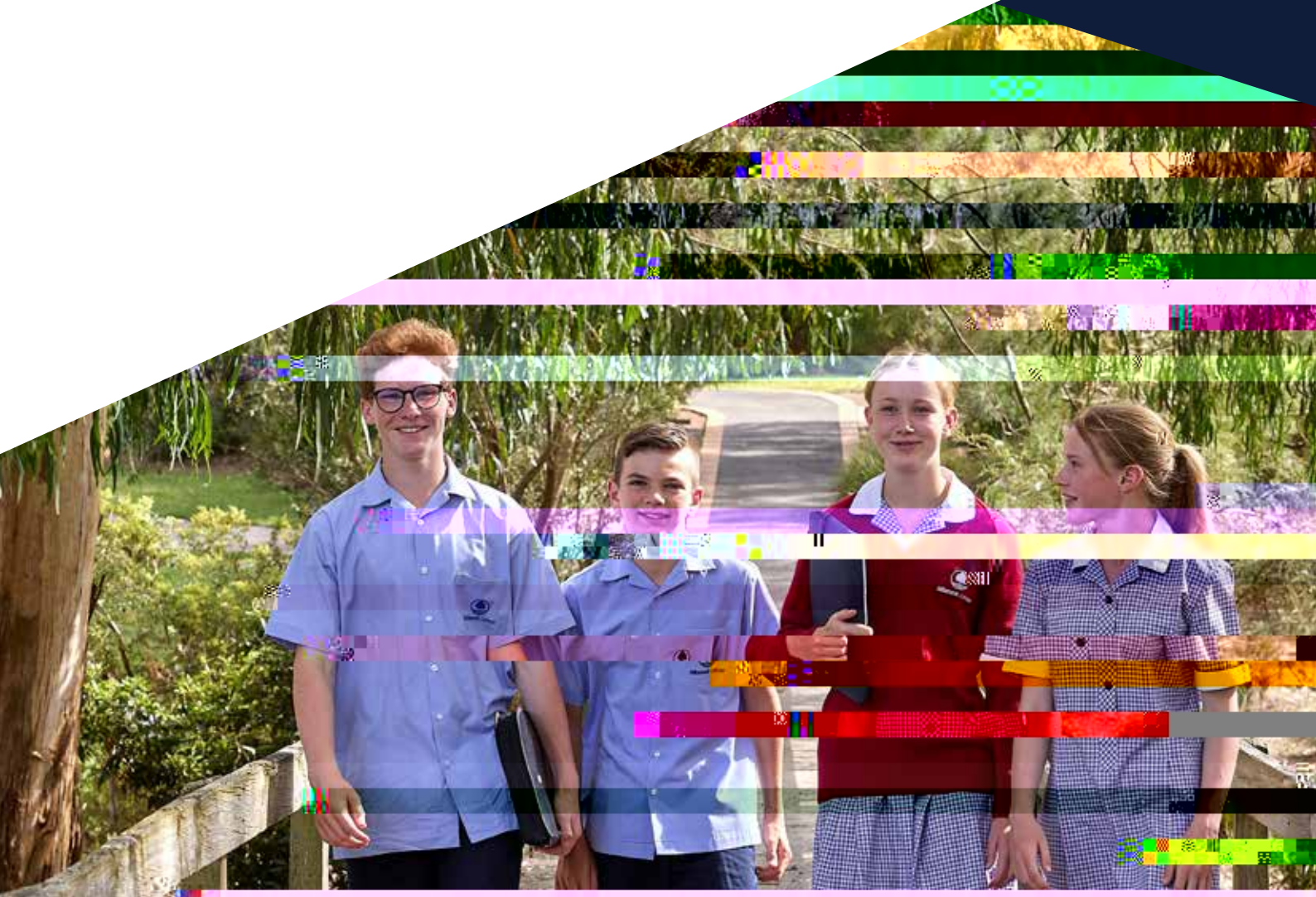
The Billanook College Middle School Skills Based Curriculum is reference to the Australian and Victorian Curriculum 'General Capabilities' Strand. Skills which have been identified as vital for students' ongoing learning, and which will be explicitly focused upon include:

- 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.

COURSES OF STUDY CONTENT AND GUIDELINES





Who can I talk to for advice about a subject or teacher?

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	fona.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





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





HUMANITIES



HUMANITIES



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

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



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



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

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.



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

HUMANITIES



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?

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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.

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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.

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ELECTIVE: COMMERCE/FINANCE MONEY AND YOU & INVESTING IN YOUR 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.

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 524 288.9699 Tm (s
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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.

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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 Areas of Study:

- Hobbies & School
- Animals

Semester 2 Areas of Study:

- Food
- Fashion

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LOBI

YEAR 8: INDONESIAN

Semester 1 Areas of Study:

- Fashion
- Animals

Semester 2 Areas of Study:

- Food
- School

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

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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.

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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.



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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 residents i3sldi.()10 (9)20 (LINK)-12 (:)20ig sion Indig0wo3nEol

MATHEMATICS



MATHEMATICS



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MSAM

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.

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MSBM

YEAR 8 MATHEMATICS

This course is designed to consolidate and extend many topics covered in Year 7. It further

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MATHEMATICS



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YEAR 9: MATHEMATICS, MACM₁

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.

PHYSICAL EDUCATION



PHYSICAL EDUCATION



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.

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HMAC

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 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
- Fitness Testing
- Target Sports
- Striking/Fielding Games

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HMBC

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. Circus Skills has been included in Term



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

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PERFORMING ARTS



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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*.

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.

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YEAR 7: SCIENCE

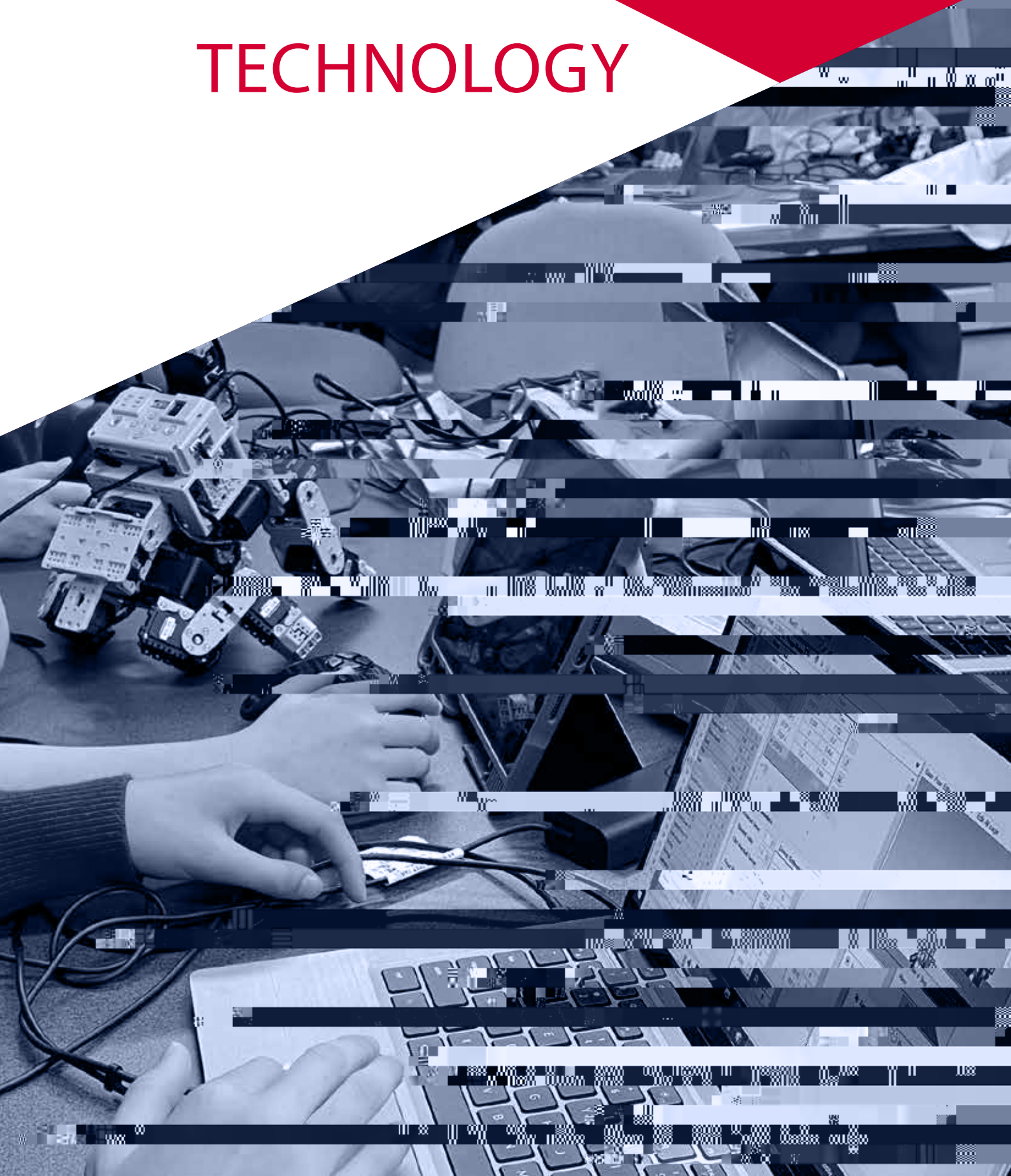
In Year 7, students explore states of matter, separation of mixtures, classification, ecosystems, forces and the Universe, Earth, Moon and Sun.

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.

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.

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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: PRODUCT DESIGN, ELECTIVE_A 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 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.

8 YEAR 8: TECHNOLOGY: DIGITAL TECHNOLOGIES, ELECTIVE_A 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 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.



TECHNOLOGY

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.

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.

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

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

VISUAL ARTS







VISUAL ARTS

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

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.

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.

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



VISUAL ARTS

YEAR 8: VISUAL ARTS: ANIMATION AND MEDIA, ELECTIVE_A

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.

YEAR 9: VISUAL ARTS: TEXTILES, ELECTIVE_A

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

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.

YEAR 9: VISUAL ARTS: MEDIA, ELECTIVE_A

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

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

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's 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.