



MIDDLE YEARS HANDBOOK

CONTENTS

*Click titles
to navigate*

INTRODUCTION - MIDDLE YEARS PROGRAM	3
PRINCIPAL'S PERSPECTIVE	4
OUR PHILOSOPHY	5
YEAR 7-9 CURRICULUM AT A GLANCE	7
ELECTIVE AND SPORT SELECTION TIMELINE	8
TUTORIAL PROGRAM	10
TECHNOLOGY REQUIREMENTS	11
INSTRUMENTAL MUSIC PROGRAM	12
YEAR 7 COURSE STRUCTURE	13
YEAR 7 SUBJECTS	14
YEAR 7 CORE SUBJECTS	15-21
YEAR 8 COURSE STRUCTURE	22
YEAR 8 SUBJECTS	23
YEAR 8 CORE SUBJECTS	24-30
YEAR 7 & 8 CREATE ELECTIVES	31-45
YEAR 9 COURSE STRUCTURE	46
YEAR 9 SUBJECTS	47
THE DA VINCI PROGRAM	48
YEAR 9 CORE SUBJECTS	52-57
YEAR 9 ELECTIVES - CREATIVE ENDEAVOUR	58-75
SEAL PROGRAM	77
SEAL CORE SUBJECTS	80-91
SPORT PROGRAM	92
YEAR 7, 8 & 9 SPORT ELECTIVES	94-114

INTRODUCTION TO THE MIDDLE YEARS PROGRAM

The Middle Years program at Albert Park College offers a guaranteed, quality online curriculum that is differentiated for each individual student's abilities and interests. The curriculum provides students with a consistent structure to learning based on the core stages of engagement, exploration, explanation elaboration and evaluation. By differentiating process, product and content, students are immersed in deep learning which allows them to access curriculum that is suited to their individual level of knowledge and skill. Extension and enrichment opportunities are provided for students at all stages of learning across all subjects.

The Victorian Curriculum's Creative and Critical Thinking Capability complements the College's values of creativity, high challenge and excellence in learning and teaching. Every subject a student undertakes in the Middle Years explicitly assesses these skills with a strong emphasis on feedback. Students regularly receive timely, specific and constructive feedback in order to show mastery of skill and knowledge in each unit of study.

Group work and the immersive, student-driven nature of our curriculum promotes deep learning. Students are encouraged to look at ideas differently and make connections between ideas; they learn how to develop theories and solutions to complex problems.

The belief that technology, when used purposefully and meaningfully, can transform the learning experience of our students shines through in the nature of task design across the curriculum. Presentation, exhibition and showcase opportunities are provided to students that encourage the use of the iPad to create, communicate and share learning.

Albert Park College promotes reading for pleasure across the curriculum, providing whole-school reading events and activities such as the Lit Fest, teaching literacy skills and nurturing partnerships with our local library services.

Above all, we want our Middle Year students to enter their Senior Years of schooling having immersed themselves in their passions, striven for excellence and risen to every challenge.



PRINCIPAL'S PERSPECTIVE

The Middle Years Handbook is designed to give you an overview of all that we offer from Years 7-9. It offers an overview of our educational philosophy and provides a description of each subject that we offer so that you can work alongside your child in selecting subjects across Years 7-9.

This is an important resource as each year our students get to make genuine choices about the subjects they study.

Your child will be more motivated to learn if they choose studies that they are genuinely interested in and which will lead to their preferred career pathway.

It also enables you to support them better at home if you have a clear sense of what they are studying.

Our middle years curriculum is built on our commitment to extend and challenge your child. We offer a “high demand, high challenge” curriculum in which creativity is highly valued.

This handbook forms part of our commitment to “a partnership of learning”.

A partnership in which parents, teachers and your child work alongside each other in order to get the best possible outcome for your child.

*Steve Cook
Foundation Principal*

OUR PHILOSOPHY

At Albert Park College we value:

A POSITIVE CULTURE

- we are positive and open and encourage a can do attitude
- we celebrate a diverse range of skills and achievements
- we display leadership

COMMUNITY & PARTNERSHIP

- we respect, support and nurture those around us
- we are fair, consistent and clear
- we are actively engaged in a partnership of learning that includes students, teachers, parents and the wider community to maximize the impact of learning

KNOWLEDGE

- we are open to new methods of teaching and learning
- we extend and challenge students to be the best they can at academic, sporting and artistic pursuits/subjects
- we promote a culture of excellence

ENVIRONMENT

- we foster an open, rich, dynamic and creative learning environment that teaches skills for the future
- we care for environmental sustainability

INTERNATIONAL-MINDEDNESS

- we respect nations and cultures different from our own, and value our place in a global context
- we build local, national and international partnerships to support learning



OUR MOTTO

The values of APC can be summarised in three words: lead, create, inspire – our school motto and the values that we operate by.

LEAD

Every staff member, student and parent is asked to take responsibility for lifting the College's academic, cultural, sporting and student wellbeing performance. Experience tells that when school members combine individual initiative with mutual responsibility, success follows.

CREATE

Our College is open to new ideas about what and how we learn. Tradition is obviously important. For instance, our college places strong emphasis on traditional academic disciplines, and we expect self-discipline, respect for teachers, and pride in our uniform. But we should never be slaves to tradition. Tradition should be seen as the foundation to achieve so much more. New technologies, academic subjects and teaching methods are used to make education effective and exciting. We also create in the most obvious sense by ensuring painting, sculpture, music, dance, drama and contemporary art forms a major focus of the school's activities.

INSPIRE

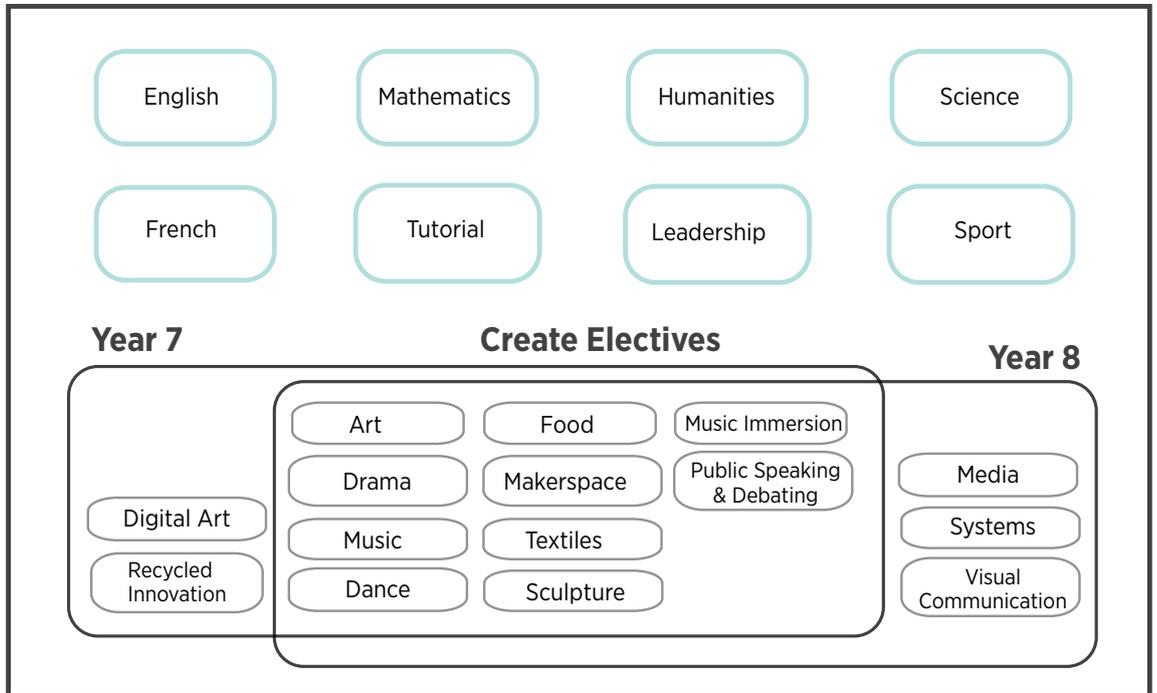
Our students and teachers will take their talents to the utmost limit. APC expects students to combine a love of learning with a passion to succeed, led by inspiring teachers. We aim to discover your child's true interests and help him or her pursue them. Our College aims for high academic results, but for us that's just the start. The true goal of education is the development of the whole person. Our College seeks to inspire qualities in our students that you want to see in your own child: honesty, integrity and moral strength. An ideal way to begin is by getting students to take responsibility for the environment. This will lead to an understanding that they are part of a community, with profound duties to the wider world. Environmental sustainability is a major part of the college's ethos and curriculum.



CURRICULUM AT A GLANCE

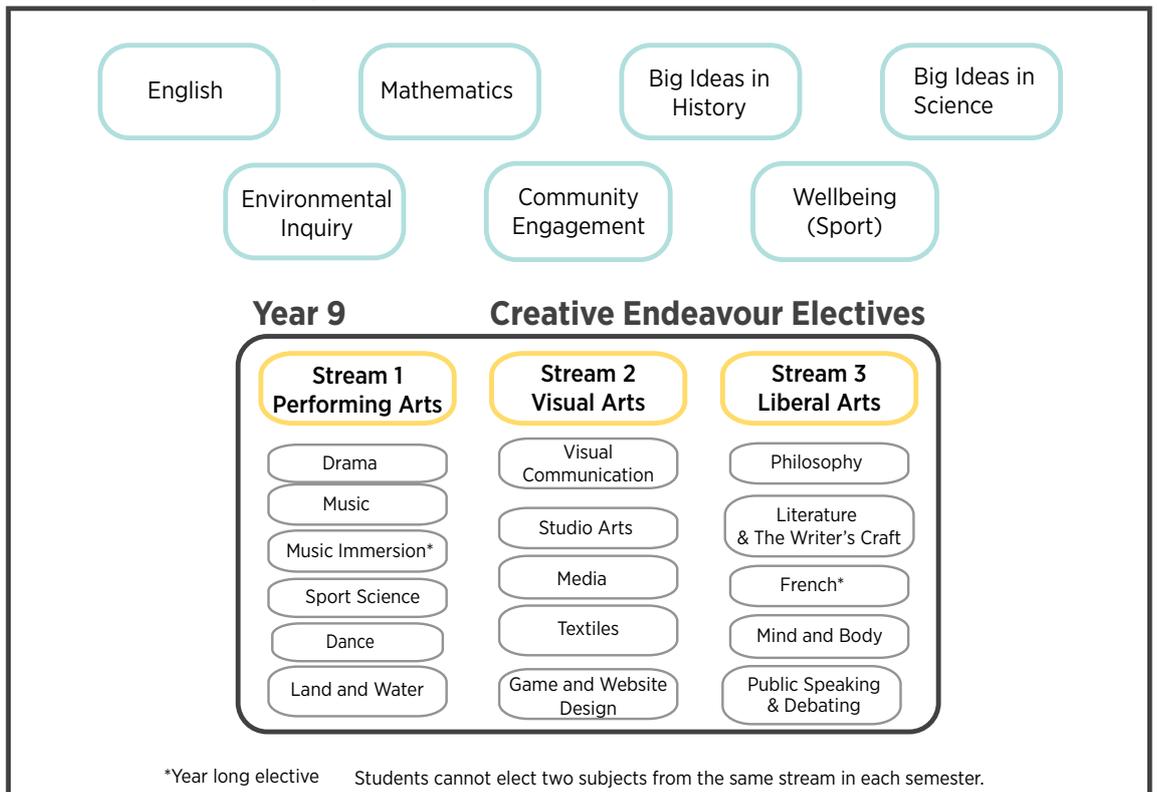
Year 7 and 8

CORE SUBJECTS



Year 9 - Da Vinci Project

CORE SUBJECTS



ELECTIVES SELECTION TIMELINE

GRADE 6 STUDENTS

Mid August 2018

As part of the online enrolment package that is sent out to Grade 6 students, a link to access the Middle Years Subject Handbook is provided, along with the login details for students to access the online 2019 Elective and Sports Selection Form.

Early December 2018

Orientation Day for Grade 6 students. On this day elective and sports selections will be shared with students. Students have one week to make any requests for changes. Students who wish to change electives or sports need to complete the online form provided with elective notifications.

YEAR 7 & 8 STUDENTS

13 August 2018

As part of the Tutorial program students access the online Middle Years Subject Handbook and are provided with the login details via email to access the online 2019 Elective and Sports Selection Form.

24 August 2018

All Elective and Sports Selection Forms due.

End Term 3 2018

Students receive a final email confirming the electives and sports they are enrolled in the following year.

YEAR 9 STUDENTS

End of Term 2

Year 9 students participate in the Senior Insight program, a precursor to the College's course counselling program which takes place in Term 3.

Start of Term 3

Students undertake the study of careers curriculum in their Positive Engagement - Tutorial. Students attend the Senior Years Expo and complete a pathway planning form to document their intended study program for 2019.

Weeks 3-5 Term 3 2018

Course counselling appointments take place. The appointments are an opportunity for students to share and clarify their thinking around their 2019 subject selections. Students access the Senior Years Subject Handbook online and are provided with the login details via email to lodge their 2019 subject preferences.

24th August 2018

Senior Years Subject Selections are due.

End Term 3 2018

Students receive a final email confirming the subjects they are enrolled in the following year.

REQUESTS TO CHANGE ELECTIVES IN 2019

Requests to change Electives in 2019

Electives changes for Year 7, 8 and 9

Students who wish to change electives need to complete the online form provided with elective notifications emails. Students who wish to request a change need to complete this before **Friday 13th December 2018**.

Sports changes

Semester 1: Students who wish to change electives need to complete the online form provided with elective notifications emails before **Friday 13th December 2018**.

Semester 2: Elective and Sports Change Requests Form is emailed to students. Students have until **Friday 20th July 2019** to request a change.

THE TUTORIAL PROGRAM

The Tutorial Teacher (Tutor) is the primary provider of pastoral care to the students in his/her care. The Tutor is the first port of call for both parents and students if personal, academic or family issues arise. It is important that Tutors and their students build positive relationships. Tutorial lessons occur once a week and in this time students follow a Tutorial curriculum focused on the personal, social, ethical and intercultural capabilities of the Victorian curriculum.

Tutors will know students in their group well, be aware of their interests and accomplishments, and support their participation in wider school life. Tutors are responsible for the academic performance of their students and take responsibility for the students in their group in relation to issues such as wearing of correct uniform, arrival and attendance at school, student engagement and behaviour.

Tutors are at all times supported by Year Level Coordinators (YLC). If issues of concern arise, Tutors are encouraged to seek advice or ask their YLC for their involvement. If students raise personal issues that their Tutor is unable to deal with, Tutors will refer the matter to the appropriate YLC. If further guidance is needed, support from the Leading Teacher for Middle or Senior School will be sought. Tutors have duty of care for students and are aware of their requirements to report issues relating to student safety.

Tutors are role models for their student group, support the school's ethos, expectations, policies and procedures. They also involve themselves in the activities and events of their Tutorial group.



TECHNOLOGY REQUIREMENTS

We have a technology rich environment at Albert Park College based on our all-Apple platform. In Years 7 and 8, students are required to purchase an iPad, allowing them to access the interactive online classroom developed by Albert Park College.

Students in Year 9 are able to use a MacBook and/or an iPad at the College. Some students in subjects such as Media, Gaming and Photography find that using a MacBook is a more effective tool as they begin to acquire IT skills that prepare them Senior Years subjects.

In the Senior Years, students are asked to purchase an Apple laptop. This gives students a more powerful device that enables them to deal with the increased workload.

APPS

Students in the Middle Years are required to purchase a number of essential apps and apps that are subject-specific. They are encouraged to set up their own Apple ID and use Apple Gift cards to purchase apps. Alternatively, parents can set up family sharing via iCloud and iTunes.

In preparation for their studies each subsequent year, students should download all essential apps listed in the booklist they receive via the Campion website and will be advised when they need to purchase additional subject-specific apps throughout the year.

CURRENTLY RECOMMENDED DEVICES



Good
iPad 32GB

- A10 Fusion fourth-generation chip.
- Wi-Fi (802.11a/b/g/n/ac).
- 2048-by-1536 resolution at 264 ppi.
- 9.7-inch (diagonal) Retina LED display with Multi-Touch.
- Apple Pencil Compatible
- Weight: 469g



Better
iPad 128GB

- A10 Fusion fourth-generation chip.
- Wi-Fi (802.11a/b/g/n/ac).
- 2048-by-1536 resolution at 264 ppi.
- 9.7-inch (diagonal) Retina LED display with Multi-Touch.
- Apple Pencil Compatible
- Weight: 469g



Best
10.5-inch iPad Pro

- A10X Fusion fourth-generation chip.
- Wi-Fi (802.11a/b/g/n/ac).
- 2224-by-1668 resolution at 264 ppi.
- 10.5-inch (diagonal) Retina LED display with Multi-Touch.
- Apple Pencil Compatible
- Weight: 477g

Year 9 students have the option of an iPad or a MacBook in 2018.



Good
13-inch MacBook Air

- 2.2GHz dual-core Intel Core i7 processor
 - Turbo Boost to 3.2GHz
 - 8GB memory
 - 128GB of SSD Storage
 - Intel HD Graphics 6000
- Entry-level, general purpose laptop. Fine for accessing the internet, email, word processing, audio and video editing.



Better
13-inch MacBook Pro

- 2.5GHz dual-core Intel Core i7 processor
 - Turbo Boost up to 4.0GHz
 - 8GB memory
 - 128GB of SSD Storage
 - Intel Iris Plus Graphics 640
- Best suited for students requiring higher-level image, audio and video editing capabilities.



Best
13-inch MacBook Pro

- 3.3GHz dual-core Intel Core i5 processor
 - Turbo Boost up to 4.0GHz
 - 16GB memory
 - 512GB SSD Storage
 - Intel Iris Plus Graphics 650
 - Touch Bar and Touch ID
- High-performance laptop that meets all requirements. Has extensive capabilities for image, audio and video editing.

All currently shipping iPads available from Apple, with the exception of the iPad mini, meet Albert Park College's requirements for 2019. The minimum iOS requirement for Albert Park College in 2019 is iOS 9.

For MacBook the minimum operating system requirement at Albert Park College in 2019 is OS X Yosemite 10.10.

INSTRUMENTAL MUSIC PROGRAM

Albert Park College has established an extensive and vibrant Instrumental Music Program. The program provides an invaluable co-curricular experience for participating students. In addition to teaching students to play an instrument the APC instrumental music program helps develop self-confidence and responsibility, coordination and dexterity, teamwork skills, commitment, creativity, and problem solving skills.

Instrumental music students attend weekly lessons with qualified, dedicated music staff. Lessons are structured on an individual basis in small groups of two students.

Instruments on offer:

- Flute
- Clarinet
- Alto Saxophone
- Tenor Saxophone
- Baritone Saxophone
- Trumpet
- French Horn
- Trombone
- Euphonium
- Tuba
- Oboe
- Bassoon
- Double Bass
- Percussion
- Violin
- Viola
- Cello
- Composition & Songwriting
- Music Technology
- Electric Bass
- Guitar
- Drum Kit
- Voice
- Piano
- Theory & Musicianship

For more information [click here](#). (You will need an APC account)



YEAR 7 COURSE STRUCTURE

English



4 lessons per week

Mathematics



4 lessons per week

Science



2 lessons per week

Tutorial



1 lesson per week

Humanities



2 lessons per week

Leadership



2 lessons per week

French



2 lessons per week

Create Electives



3x2 lessons per week

Sport Electives



2 lessons per week

 Core subject  Student choice



YEAR 7 SUBJECTS

*Click titles
to navigate*

CORE

TUTORIAL
ENGLISH
MATHEMATICS
SCIENCE
HUMANITIES
FRENCH
LEADERSHIP

CREATE

DIGITAL ART
ART
DRAMA
MUSIC
MUSIC IMMERSION
FOOD
DANCE
PUBLIC SPEAKING AND DEBATING
TEXTILES
MAKERSPACE
SCULPTURE
RECYCLED INNOVATION

SPORT

YOGA AND PILATES
TENNIS
CRICKET
HANDBALL
VOLLEYBALL
BADMINTON
FOOTBALL (AFL)
NETBALL
SOCCER
FIELD HOCKEY AND LACROSSE
BASKETBALL
FUTSAL
SOFTBALL
TOUCH RUGBY AND FIELD GAMES
GROUP FITNESS
LAWN BOWLS



YEAR 7 CORE SUBJECT

TUTORIAL

OVERVIEW

In Semester 1, of Tutorial students are supported to become autonomous learners, with a positive sense of themselves as a learner. Students are provided with the knowledge, skills and behaviours to understand their strengths and potential. They develop goal setting, time and resource management skills. Throughout the semester, students monitor their own learning and set and reflect on their personal learning goals. Students inquire and responded to feedback from both teachers and their peers. Throughout the semester, students also identify ways to be proactive in initiating strategies to prevent and accomplish positive resolutions to conflict.

In Semester 2, students develop skills and knowledge related to 'Personal and Social Learning' and 'Ethics and Intercultural Learning'. Students undertake the unit of work 'Cultural Diversity' that focuses on exploring and understanding different cultures and values. They also complete the unit 'Personal Responsibility and Problem Solving', which asks students to explore and develop strategies in response to challenges. Within the semester students also undertake the 'Respect Ambassador Program'. This program is the result of a partnership between schools, the Victorian Women's Trust and NIRODAH. It provides education and training in safe methods to support a victim in bullying scenarios in order to eliminate the silence associated with bullying and allow students to practice skills of intervening and reporting effectively.



YEAR 7 CORE SUBJECT

ENGLISH

OVERVIEW

In Semester 1, students complete a thematic study of 'Identity and Belonging' in which they learn about how identity and belonging is characterised internally, shaped by the outside world, and the way in which individuals present their own unique identities. Students write a reflective expository piece exploring the themes and present a TED style talk exploring the factors that influence these themes. In the latter half of the semester, students complete a unit of work focusing on the craft of writing. Students undertake a study of Lewis Carroll's 'Alice's Adventures In Wonderland' and draw on the text to create their own fantasy narrative. They develop their reading and writing skills through a focused examination of texts within the fantasy genre.

In Semester 2, students study two key units: a textual study of Morris Gleitzman's 'Then' and a cross-curricular study of advertising that encompasses English and Psychology. The study of the novel 'Then' requires students to present a formal analysis of the text's themes, characters and ideas in the form of a text response essay. In the study of advertising and its effects students learn persuasive devices, the psychological effects of advertising, and then apply this knowledge to create an effective advertisement of their own. Students reflect on this creative process and discuss the implications of using human psychology to shape these advertisements.



YEAR 7 CORE SUBJECT

MATHEMATICS

OVERVIEW

In Semester 1, students develop their understanding of operations with whole numbers, fractions, ratios, index notation, decimal numbers, percentages, lines, angles, shapes, objects and statistics. As part of these units, students work on their ability to reason, research and communicate effectively. During investigations, students explore ideas with the support of concrete materials and digital technologies, working in both individual and group scenarios.

In Semester 2, students study 'algebra and equations', 'integers and the Cartesian plane', 'the properties of 2D and 3D shapes' and 'probability'. Students conduct an investigation into probability in games and submit their research as a digital poster. They apply their understanding to solve new and familiar problems and investigate concepts with and without digital technology, working in both individual and group scenarios.



YEAR 7 CORE SUBJECT

SCIENCE

OVERVIEW

In Semester 1, the curriculum focus is on explaining phenomena involving Science and its applications. Students look at predictable phenomena on Earth, including seasons and eclipses and how they are caused by the relative positions of the Sun, Earth and Moon. The properties of different states of matter are explained in terms of the motion and arrangement of particles. Students explore water as an important resource that cycles through the environment and how some of Earth's resources are renewable, but others are not. Mixtures, including solutions, are also explored including a range of techniques for separation.

In Semester 2, the curriculum focus is on the differences within and between groups of organisms and how classification helps organise this diversity. Interactions between organisms are described in terms of food chains and food webs and how they can be affected by human activity. Finally, students explore change to an object's motion caused by unbalanced forces acting on objects.

Throughout the year students also make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views. As part of human endeavour, students seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence. Science knowledge can be changed as new evidence becomes available.



YEAR 7 CORE SUBJECT

HUMANITIES

OVERVIEW

In Semester 1, students begin the year with 'Civics and Citizenship', investigating the levels of government and the role of local government. Students develop and present their own ideas for improvement in the local area. Students also undertake the study of 'History', focusing on Australia's Indigenous history and a detailed study of Ancient Greece. Students develop an understanding of historical evidence and analyse the reliability of sources for a historical investigation. Students extend their source analysis skills whilst broadening their understanding of key historical concepts through a number of creative and analytical tasks.

In Semester 2, students undertake the studies of 'Business & Economics' and 'Geography'. In 'Economics', students build upon their economic reasoning and interpretation skills by investigating the principles of income, budgets and financial planning. Ultimately, students research and create their own business plan. Through their study of 'Geography', students practise their geospatial and mapping skills, investigating human settlement patterns and the liveability of places in Australia and the Asia region. In addition to this, students undertake the study of water and the role it plays both environmentally and culturally.



YEAR 7 CORE SUBJECT

FRENCH

OVERVIEW

In Semester 1, students develop skills in reading, writing, speaking in and listening to French. Students learn about classroom communication in French. They also learn how to introduce and describe themselves and others, use numbers in context, discuss their musical interests and recite a poem by heart. Students develop fundamental literacy skills by focusing on aspects of language such as conjugating verbs, word gender, placement of adjectives and the formation of questions.

In Semester 2, students enhance their knowledge and appreciation of French-speaking nations and cultures through a focused exploration of cultural origins and the languages spoken in their communities and beyond. They also develop the language to describe families, sport and leisure activities, while building their understanding of French syntax and grammar in context. They build their speaking, listening and presentation skills through regular dialogue-based learning experiences.



YEAR 7 CORE SUBJECT

LEADERSHIP

OVERVIEW

Leadership focuses on students enhancing their own and others' health, safety, wellbeing and physical participation in varied and changing contexts. In Leadership, students will develop and refine a range of movement skills. Each program had a consistent focus on building students' skills in personal responsibility, problem solving, communication, small-group teamwork, and resilience.

The areas of study include Martial Arts, Lifesaving, Sailing, Athletics, Outdoor Team Challenges, Fitness and Health Education.

Sailing is run by experienced instructors at the Royal Melbourne Yacht Squadron. Students will learn about water safety, boat set up & pack up, and basic sailing techniques. Lifesaving is run in conjunction with Port Melbourne Lifesaving Club by accredited trainers, providing students with basic lifesaving techniques and water awareness. In Martial Arts, students work with specialist instructors where they explore resilience, respect and building and managing satisfying relationships. Finally, Health Education focuses on puberty, food and nutrition, and relationships and well-being. Athletics, outdoor team challenges and fitness teach students about learning through movement, training programs and how to effectively collaborate with others.

YEAR 8 COURSE STRUCTURE

English



4 lessons per week

Mathematics



4 lessons per week

Science



2 lessons per week

Tutorial



1 lesson per week

Humanities



2 lessons per week

Leadership



2 lessons per week

French



2 lessons per week

Create Electives



3x2 lessons per week

Sport Electives



2 lessons per week

 Core subject  Student choice



YEAR 8 SUBJECTS

*Click titles
to navigate*

CORE

TUTORIAL
ENGLISH
MATHEMATICS
SCIENCE
HUMANITIES
FRENCH
LEADERSHIP

CREATE

VISUAL COMMUNICATION
ART
DRAMA
MUSIC
MUSIC IMMERSION
FOOD
DANCE
PUBLIC SPEAKING AND
DEBATING
TEXTILES
MAKERSPACE
SYSTEMS
MEDIA
SCULPTURE

SPORT

YOGA AND PILATES
TENNIS
CRICKET
HANDBALL
VOLLEYBALL
BADMINTON
FOOTBALL (AFL)
NETBALL
SOCCER
FIELD HOCKEY AND LACROSSE
BASKETBALL
FUTSAL
SOFTBALL
TOUCH RUGBY AND FIELD GAMES
AQUATIC SPORTS
SAILING
GROUP FITNESS
LAWN BOWLS



YEAR 8 CORE SUBJECT

TUTORIAL

OVERVIEW

In Semester 1, students undertake studies in the area of personal learning. In this study students learn about their learning preferences and how this knowledge can be used to maximise their in class application. They create SMART goals around what they hope to achieve in the year. Students also consolidate the ways they can take personal responsibility for their learning through exploring organisation and study skills.

In Semester 2, students learn about the ethical use of technology, how to maintain positive relationships with peers, how to make healthy life choices, as well as the complexity and diversity of Australia's society. Students create a tech startup social media platform, considering the ethical implications of such a project. They later produce a multimedia presentation on positive relationships focussing on challenging social and academic situations. When considering healthy life choices, students analyse a pressing health issue and present possible solutions to this. Finally, students explore the groups that make up that society and reflect on the values that are important to a democratic and multicultural society. Students also develop the skills required for active and informed citizenship and research these in class and community contexts.



YEAR 8 CORE SUBJECT

ENGLISH

OVERVIEW

In Semester 1, students focus on developing their reading and writing skills through the study of Australian narratives in 'The Art of the Short Story'. Students learn how to interpret ideas and issues, identify and imagine a variety of Australian landscapes and apply the language conventions of short stories. Students create their own Australian short story as their final piece. In the latter part of the semester students study Mark Haddon's 'The Curious Incident of the Dog in the Night-Time', practising their text analysis and speaking skills. Students learn how to interpret the ideas and issues in a text to present an analysis in the form of a text response essay.

In Semester 2, students complete a study of persuasive language and a text study of Jackie French's novel 'A Rose for the Anzac Boys'. The study of the novel requires students to refine their skills in analysis of the text's themes, issues and characters. Students also study various war poems and compare these to the set text. Students engage in expository and analytical writing to showcase their understanding of the text and its historical context. In their study of persuasive language and writing, students practise identifying and producing different persuasive language techniques and explore the conventions of a range of text types. Students also learn the key differences between informative and persuasive writing styles before completing a persuasive piece of their own.



YEAR 8 CORE SUBJECT

MATHEMATICS

OVERVIEW

In Semester 1, students develop their understanding of indices, irrational numbers, decimals, rates, ratios, angles, shapes, objects, and statistics. As part of these units, students work on their ability to reason, research and communicate effectively. During investigations, students explore ideas with the support of concrete materials and digital technologies, working in both individual and group scenarios.

In Semester 2, students study the realm of 'positive and negative numbers', explore algebraic concepts including linear relationships, as well as 'probability' and 'measurement'. They apply their understanding to solve new and familiar problems and investigate concepts with and without digital technology, working in both individual and group scenarios. Students conduct an investigation into probability and the birthday paradox and submit their research as a digital poster.



YEAR 8 CORE SUBJECT

SCIENCE

OVERVIEW

In Semester 1, the curriculum focus is on explaining phenomena involving Science and its applications. Students look at sedimentary, igneous and metamorphic rocks that contain minerals, including how they are formed by processes that occur within Earth over a variety of timescales. They explore cells as the basic units of living things, focusing on the cells' specialised structures and functions. This progresses to investigating multicellular organisms containing systems of organs that carry out specialised functions, enabling them to survive and reproduce.

In Semester 2, the curriculum focus is on how energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy. Students explore how devices can change energy from one form to another. They look at how light can form images using the reflective feature of curved mirrors, the refractive feature of lenses, and how light can disperse to produce a spectrum, part of a larger spectrum of radiation. They also look at the properties of sound and how these can be explained by a wave model. Finally students investigate the differences between elements, compounds and mixtures, how they can be described by using a particle model and how chemical change involves substances reacting to form new substances.

Throughout the semester students will also make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views. As part of human endeavour students seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and Science knowledge can be changed as new evidence becomes available.



YEAR 8 CORE SUBJECT

HUMANITIES

OVERVIEW

In Semester 1, students begin the year studying 'Civics and Citizenship', where they develop their understanding of cultural diversity, government systems and the key principles of democracy. Students then undertake a History unit where they explore and evaluate 'Medieval Europe and Shogun Japan'. In this unit of study, students develop their understanding of the process of effective historical inquiry and begin to appreciate how the past has influenced the world we live in today. Students build on their historical knowledge and develop the necessary skills to recognise and explain patterns of change that influence different societies. Finally, students study 'Spanish Conquest of the Americas' where they develop their ability to analyse and critically reflect upon historical sources.

In Semester 2, students undertake the study of 'Business & Economics' and 'Geography'. In 'Business & Economics', students build on their economic reasoning and interpretation skills by investigating areas such as economic systems, markets and government involvement in the economy. Throughout the study of 'Geography', students refine their geospatial skills, undertaking the study of the formation and significance of landforms and landscapes, as well as investigating the connection of people to different types of settlements, particularly in Australia and Asia.



YEAR 8 CORE SUBJECT

FRENCH

OVERVIEW

In Semester 1, students develop skills in reading, writing, speaking in and listening to French. They describe their own school life in French, and then design their own ideal school, before moving on to explore clothing and fashion. Students improve their pronunciation, memorisation and presentation skills by participating in a poetry competition. Fundamental literacy skills are enhanced by focusing on aspects of language such as conjugating verbs in a range of tenses and exploring rich descriptive language. Students enhance their knowledge and appreciation of French-speaking nations and cultures across the curriculum.

In Semester 2, students learn to discuss food in French, and participate in an excursion to a crêperie where they order in French. They build their ability to use regular and irregular verbs, prepositions of place and partitive articles to enrich their communication in topics including house and home, and travel. Their fundamental literacy is enhanced through a close analysis of how sentences are constructed, and they are encouraged to refine their listening and speaking skills in regular dialogue practice.



YEAR 8 CORE SUBJECT

LEADERSHIP

OVERVIEW

Leadership focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied contexts.

Students develop and refine a range of movement skills and personal understanding by participating in Sailing, Gymnastics, Aquatics and Diving, Martial arts, Fitness, team challenges and Health Education.

Sailing is run by experienced instructors at the Royal Melbourne Yacht Squadron. Students will build upon their understanding from Year 7 Leadership. Aquatics and diving provide students with the opportunity to learn or practise their swimming and the basics of diving. In gymnastics, students will learn how to safely and successfully complete a range of movements with the assistance of specialised coaches, culminating in a performance assessment. Martial arts, team challenges and fitness units teach students about learning through movement, improving fitness, team work and building resilience. In Year 8, Health Education focuses on mental health and wellbeing, alcohol and other drugs, sexuality and sexual health.



YEAR 7 & 8 CREATE ELECTIVES

INTRODUCTION

Create electives at Albert Park College expose students to a rich and diverse education. These electives allow students to choose widely to develop a varied and broad base of skills and experiences. Alternatively they are able to follow a passion and develop an ability or talent through deep immersion and engagement.

In Year 7 & 8 students complete:

3 Create electives per semester
1 Sport elective per term

Each elective description that follows elaborates on specific materials required, and any associated costs, as well as the selection guidelines. Further you will receive links to an online elective and sport selection form.

DUE DATE FOR SELECTION

Forms must be submitted online by Monday 24th August 2018.
An email will be sent to students with a link to the Elective and Sport Selection form.

SELECTION GUIDELINES

Students are encouraged to pursue their interests, abilities and talents. The create electives are developed to challenge and progressively build on the skills of students. They are designed to provide a continuous stream of study while allowing students to access any elective on a semester basis.

GUIDELINE 1

Students can select the same elective each semester if offered.

GUIDELINE 2

Selections need to be made for each term or semester for the entire year.

GUIDELINE 3

Every effort will be made to provide each student with their first or second choice.
Please note that electives will run only if there are sufficient student numbers. While we make every effort to provide students with their first preferences, this cannot be guaranteed.

GUIDELINE 4

Some electives carry a charge for the hire of facilities, specific resourcing or specialised instruction. These costs must be paid in advance to allow these subjects to operate.

DIGITAL ART



OVERVIEW

In Semester 1, students study a range of skill-building activities using their iPads. In this study students explore how to generate creative responses to a number of prompts using various iPad applications. In groups, they create a movie trailer using iMovie and individually, students create digital drawings and designs. Students critique the role of aesthetics in digital artwork and evaluated their own and their peers' final solutions.

In Semester 2, students will explore how to create, import and export digital media into iPad applications, as well as learning how to combine applications to create innovative and unique digital art products. Student will study a range of photographic skills and applications with a focus upon composition and editing techniques using new media. In groups, they work through the design process to create Abstract Animations. Students explore processes of filmmaking and editing and study the Abstraction art movement to assist in the creation of their own aesthetically and conceptually rich animations.



VISUAL COMMUNICATION DESIGN



OVERVIEW

In Semester 1, students combine a range of design principles and elements to complete a series of formative assessment tasks. These tasks improve students' drawing skills and processes in both traditional and computer generated work. Student work is derived from a range of stimuli, including existing design and artist models. Students follow the design process and produce a portfolio of work that explores character design for their major assessment task. Students also start to investigate environmental design.

In Semester 2, students study corporate identity, working from a design brief to create two dimensional graphic work for a designated client. Students learn to produce accurate, scaled plans using the Australian Standards for technical drawing in the development of floor plans, elevations, planometric drawings and model construction for Architectural Design. They also analyse and visualise the design elements and principles relevant to a range of stimuli. Students explore the differences between observational, visualisation and presentation drawings.

ART



OVERVIEW

In Semester 1, students study and experiment with a range of materials through a series of skill building exercises both individually and collaboratively. Students create artworks using a variety of mediums, materials, techniques and processes. These include drawings from observation and lino prints which are structured around the elements and principles of art. Students participate in activities which develop their knowledge of different artists and artistic practices, from a range of historical and cultural contexts.

In Semester 2, students study the Impressionist movement and a range of contemporary 3D artists. Students create artworks using various techniques including collage, painting, drawing and sculpture. Both individually and collaboratively, students' work this In Semester 2, is focused on exploring and experimenting with compositions, media and painting techniques and draws heavily on the elements and principles of art as a basis to this learning and creating. Through a range of activities, students explore their own work and the work of artists from different social, historical and cultural contexts.



ART



OVERVIEW

In Semester 1, students study a range of artistic practices and artists. Their study of different cultural and historical contexts consolidates their prior art knowledge and introduces more complex skills and ideas. Students create artworks based on a variety of starting points, including observation, experience and research. They also experiment with a range of materials, techniques and processes to complete work. The projects include portraits based on the Archibald Prize, and Printmaking based on Reduction printing methods.

In Semester 2, students study a range of artistic practices, and create artworks based on various themes, including printmaking, painting and drawing. Students' work In Semester 2, is focussed on exploring and experimenting with a range of media and techniques. In particular, students work to create unique designs to fit different studio processes, drawing on the elements and principles of art to enhance their work. Through a range of activities, students explore and evaluate their own work and the work of a range of other artists from different social, historical and cultural contexts.

DRAMA



OVERVIEW

In Drama, students study Duologues and the genre of Horror and Suspense. Students explore and practise using stagecraft, improvisation, mime, character and scene creation. In groups and pairs, students construct original scenes and characters, based on presentation of status and implementation of stagecraft. As individuals, they maintained a reflective journal and complete self-evaluations.

In Semester 2, students study Fractured Fairy Tales and a Unit of Adventure. Students explore and practice using stagecraft, improvisation, mime, narration and scene creation through tableaux and disjointed time sequences. In groups, students construct original scenes based on Roald Dahl's Cinderella and the implementation of stagecraft. As individuals, they maintain a reflective journal and complete self-evaluations.



DRAMA



OVERVIEW

In Drama, students study the theatrical era of Melodrama and the dramatic process of script writing. Students demonstrate, through script work and devised performances, the learned skills of theatrical conventions, character creation and mime. In groups, students develop and perform a series of comical short plays that communicate a diversity of stock characters. As individuals, students perform hot seat activities, compile a reflective journal and complete self-evaluations.

In Semester 2, students study the history of Greek Theatre, focussing on the conventions of ritual, mask and chorus. As a whole, the class study the play Antigone, presenting small scenes of the play in groups. Lastly, students devise their own Greek plays, presenting them to a live audience. During the student's' study of Stimulus Material, students research and respond to a range of artwork, poetry and music. Students work in groups to create short non-naturalistic performances and respond to emerging ideas. As individuals, they maintain a reflective journal and complete self-evaluations of their work.

MUSIC



OVERVIEW

In Semester 1, students develop ideas through improvisation, composition and performance, combining and manipulating the elements of music. They use the keyboard to develop their listening, composition, technical and expressive performance skills. Students structure rhythmic and melodic compositions using music notation conventions. They rehearse and perform music and compose using techniques and expression appropriate to style.

In Semester 2, students study the elements of music and performance. They have hands-on experience learning a range of instruments, individually and in groups. Students complete a variety of composition tasks and take part in a number of small and whole class performances. They utilise various music technologies to create their own compositions.



MUSIC



OVERVIEW

In Semester 1, students develop ideas through improvisation, composition and performance, combining and manipulating the elements of music. They use the keyboard to develop their listening, composition, technical and expressive performance skills. Students structure rhythmic and melodic compositions using music notation conventions. They rehearse and perform music and compose using techniques and expression appropriate to style.

In Semester 2, students engage in active music-making in small ensembles as well as independently. Students complete a variety of performance tasks and take part in a number of small and whole class performances. They utilise various music technologies (including GarageBand) to create their own compositions. Students develop a deeper understanding of theoretical concepts through practical application within a small ensemble context.

MUSIC IMMERSION



OVERVIEW

This elective is studied for the duration of a full year.

Music Immersion allows students to integrate Music ensemble performance with classroom music. This is an engaging and exciting project that challenges every student, from beginner to the most advanced musician. Each week, students complete one hour of a performance (as a concert band) and one hour of classroom music. Students must select an instrument from the following:

Trumpet, Trombone, Tuba, Saxophone, Flute, Clarinet, Percussion, Bass Guitar.

Students study the elements of music and a range of musical traditions. They have a hands-on experience learning about traditional notation and begin sight reading, along with developing their keyboard skills. Utilising a range of technologies, students create their own compositions and perform them. As part of performance class, each student receive extensive time on their chosen instrument and perform in an ensemble each week. This develops their aural skills, reading and musicianship.

There is a cost of \$1,418 for year-long solo lessons, plus the cost of instrumental hire for this elective.



MUSIC IMMERSION



OVERVIEW

This elective is studied for the duration of a full year.

Music Immersion allows students to integrate Music ensemble performance with classroom music. This is an engaging and exciting project that challenges every student, from beginner to the most advanced musician. Each week, students complete one hour of a performance (as a concert band) and one hour of classroom music. Students must select an instrument from the following:

Trumpet, Trombone, Tuba, Saxophone, Flute, Clarinet, Percussion, Bass Guitar.

Students study the elements of music, performance and ensemble skills. They have hands-on experience learning a range of instruments, individually and in groups. Students complete a variety of composition tasks and took part in a number of small and whole class performances. They utilise various music technologies to create their own compositions. Students in Music Immersion rehearse weekly as an ensemble and perform a wide array of pieces whilst also extending their aural skills.

There is a cost of \$1,418 for year-long solo lessons, plus the cost of instrumental hire for this elective.

FOOD



OVERVIEW

In Semester 1, students will explore food issues facing consumers, farmers and the future of food. Students will explore and investigate issues such as fair-trade, sustainable fishing, genetically modified food, food miles and animal welfare. Students will participate in a range of practical cooking activities that are designed to build their skills and understanding in a broad range of culinary skills. Over the semester, students will maintain a digital workbook on their iPads and complete a summative assessment task where they focus on the design and exploration of an ethical topic with depth and detail.

In Semester 2, Food students will explore the topic Food in Australia. They will undertake a range of exercises that develop their skills in the kitchen and improve their knowledge of ingredients. Students will analyse and reflect upon their work by evaluating their productions and their performance. Students examine street food in order to design and develop a product in response to a design brief; additionally students will produce a video showcasing their skills and a portfolio to document their work.



FOOD



OVERVIEW

In Semester 1, students study the Lunch Box unit, where they learn how to make healthy recipes that follow the Australian Food guide and are appropriate to consume for lunch. Students follow a design brief, conduct research and make their own Lunch Box recipe that suits either a tradesperson, an office worker or an athlete. In Term Two, these skills and knowledge are then further consolidated in the study of a unit designed around Feeding the Family.

In Semester 2, students study the unit Food for Celebration, where they learn how to make recipes suitable to be shared at a range of celebrations. Students write their own design brief, conduct independent research and make their own dish suitable for their chosen cultural or religious celebration. Additionally students produce a video showcasing their skills and a portfolio to document their work.

DANCE



OVERVIEW

In Semester 1, students develop a range of physical and expressive skills through learning routines in different genres. They learn about the elements of safe dance practice and demonstrate their knowledge through a range of practical and theoretical tasks. Students explore various ways to create a dance, and work in groups to structure and develop original dance works that communicate a story.

In Semester 2, students develop a range of physical and expressive skills through learning routines in different genres. They reflect on and evaluated these skills, and use their reflections to communicate intended aims. Students work collaboratively to manipulate arts elements and conventions to create and present arts works that suit a specific purpose. They demonstrate their knowledge through the production of a “Bollywood film trailer”.



DANCE



OVERVIEW

In Semester 1, students study and respond to dance styles from a range of cultural, historical and social contexts. They refine and extend their movement vocabulary through technique classes in a range of styles. Throughout the semester students increasingly develop their capacity to communicate ideas through the use of specific vocabulary, and experiment with choreographic devices to create original compositions.

In Semester 2, students study “Swan Lake”, examining the various ways in which meaning is communicated through movement, as well as factors shaping production. They continue to refine their movement vocabulary relevant to various dance styles, with an increased focus on technique and performance quality. Throughout the semester students develop their capacity to communicate ideas through contemporary choreography. Students also research and apply suitable production technologies to the creation of a Dance Film.

PUBLIC SPEAKING AND DEBATING



OVERVIEW

In Public Speaking and Debating students study how to research, write and present speeches in a variety of contexts. Students analyse how different audiences impact on the delivery of their speech and their language choices. Students use ethos, logos and pathos to strengthen their persuasive arguments. They examine oral storytelling traditions and present their own stories. Students research and present a persuasive speech on the topic of their choice. Students extend their understanding of public speaking as they engage in class debates. They study the elements of a debating speech, speaker roles and the general rules of debating. Students evaluate their own debates using formal adjudication criteria.

Students create and present numerous speeches throughout the term which will contribute to a dynamic digital portfolio. Students will also have the opportunity to present their work to the larger school community and in external public speaking competitions.



PUBLIC SPEAKING AND DEBATING



OVERVIEW

Students develop their skills in Public Speaking and Debating in the context of Great Debates in History and Society. They learn how to research, write and deliver both persuasive and informative speeches to a specific audience. They also refine key critical and creative thinking skills as they engage with these broader societal concepts. Within their speeches students explore big ideas in society which include modern historical perspectives, human rights, environmental issues and political movements. They develop their analytical and reasoning skills by engaging in class debates, exploring counter-arguments and creating their own debate topics.

Students create and present numerous speeches throughout the term which will contribute to a dynamic digital portfolio. Students will also have the opportunity to present their work to the larger school community and in external public speaking competitions.

TEXTILES



OVERVIEW

In Semester 1, students develop a range of products, whilst learning practical design and sewing techniques. During Term One, students create a Botanical inspired Tote Bag. This task involves using pattern making techniques and dyes to design and make their garment. They evaluate their work by reflecting on their performance and the quality of skills and techniques demonstrated. Students also complete a practical project on Soft Toys. Students developed their creativity by designing a Soft Toy for a younger sibling or family member. They document the production process in a digital portfolio and evaluated the finished product.

In Semester 2, students learn a range of practical skills that included both machine and hand-sewing techniques. Students use a variety of techniques and apply them to both practical projects, including designing a hand embroidered artwork and painted cushion design. Students also complete theory on basic textiles concepts such as safe work practices, materials and fibres. Students evaluate their work by reflecting on their performance and the quality of skills and techniques demonstrated in a production portfolio.



TEXTILES



OVERVIEW

In Semester 1, students experiment with a range of pattern making techniques and materials. The top patterns are translated into fabric and then used in the production of their backpack project. Students use the design process to complete a portfolio of work that illustrates their idea development, designing and sewing/decoration samples. Students reflect on and evaluate their work in a production portfolio. They learn how to work with different materials, along with following pattern and detailed technical instructions.

In Semester 2, students learn how to use Shibori fabric dyeing techniques to create a range of designs. Students learn how embellish their work using Sashiko embroidery. They learn how to follow instructional procedures and correct machine techniques. Students complete a portfolio of work which illustrates their idea development, production techniques and showcases their design and sewing skills. Students also reflect upon and evaluate their work.

MAKERSPACE



OVERVIEW

In Makerspace students will bring art and technology together. Students will be using a range of tools- from 3D printers to game-making apps, laser cutters and simple electronic tools. It is hands on learning with tools and technology. It is a space where you will have the creative time to explore, design and build together. Students will be asked to design and manufacture creative projects, they will explore new technologies often creating new ideas and prototypes. Creativity and risk-taking is encouraged.

In Year 7 students explore how technology can be used creatively to meet the needs of society. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their project ideas. They apply project management skills to plan, document and execute their work. Typical tasks range from; designing and picking in 3D, building a city and lighting it, designing and producing products such as lamp shades and/or jewellery and delving into virtual reality.



MAKERSPACE



OVERVIEW

In Makerspace students will bring art and technology together. Students will be using a range of tools- from 3D printers to game-making apps, laser cutters and simple electronic tools. It is hands on learning with tools and technology. It is a space where you will have the creative time to explore, design and build together. Students will be asked to design and manufacture creative projects, they will explore new technologies often creating new ideas and prototypes. Creativity and risk-taking is encouraged.

In Year 8 students evaluate the features of different technologies and how they can create new opportunities and experiences in society. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their own creative ideas. Independently and collaboratively students use various technologies skilfully and safely to produce quality projects suitable for their intended purpose.

Typical tasks range from; a study of pixel gaming and design, destroying and improving existing objects and creating a product that can be marketed and sold.



RECYCLED INNOVATION



OVERVIEW

In Semester 1, students focus on creating a product using recycled materials which would otherwise go to waste. Students are shown basic construction skills with wood to build their product with a particular focus on safety. Students develop an understanding of the characteristics and properties of hand tools and how to use them to construct their product. Students develop an appreciation of how to take resources in the state they are currently in and reuse them.

In Semester 2, students explore the innovative concept of an Earthship; an architectural style that is completely self-reliant, resilient to weather changes, and constructed predominantly from recycled or reclaimed materials. They construct maquettes of their own off-grid houses inspired by the Earthship concept, and analyse the characteristics of the Earthship under construction in Kinglake, Victoria. Students then explore the concept of 'upcycling', using the design process to produce a working clock made from found items that would have otherwise gone to landfill.

SCULPTURE



OVERVIEW

In Semester 1, students explore working in three dimensions, constructing a range of sculptural works. Starting with a study of 'The Lost Thing' students produce their own lost thing in response to the themes of the text. They investigate the works of Indian sculptor, Ranjani Shettar, collaboratively focussing on the art element of light to construct and install works they plan.

In Semester 2, students apply the design process in the creation of three-dimensional art objects. Students explore a range of skill-building tasks that inform their own design decisions when planning their own sculptures. They first respond to Lewis Carroll's Alice In Wonderland, using ceramic and mixed media to create their own creature that explore this topic. They then explore public sculptures around Melbourne, creating works that use a mixture of materials in response to these ideas.



SCULPTURE



OVERVIEW

In Semester 1, students explore artists who alter 'Everyday Objects' in their artwork to convey intended meaning or messages. Students use this learning in order to develop their own sculptures, based on relevant, contemporary objects and their own cultural context. Students develop their ability to describe their own and others' artworks, including analysing how ideas are expressed to an audience.

In Semester 2, students develop a range of key skills, completing standalone skill-building tasks, as well as applying the design process in response to set themes, prompts and concepts. Students first investigate the works of sculptor Ron Robertson-Swann. They explore the use of abstract and geometric shape in creating form, and learn about Public Artworks and commissions. Students then research the work of Louise Nevelson, producing responses to her work using both collected and constructed objects, in order to convey personal meaning as part of a collaborative artwork.



MEDIA



OVERVIEW

In Media, students study The Hero's Journey narrative structure, visual storytelling and a range of filmmaking and production techniques. Individually and in groups, students create a 3-5 minute short film based on their own heroic archetype. Students also explore and analyse genres of television. They report on the influence that television has had over society and apply production elements to produce a short video segment from a genre of their choice.

In Semester 2, students study advertising and continue to explore visual storytelling, implementing a range of filmmaking and production techniques. They focus on analysing the codes and conventions within media texts. Individually and in groups, students apply the conventions studied and created short genre films and advertisements on several key topics. Students also viewed and evaluated their peers' final productions.

Please note this subject is not offered at Year 7



SYSTEMS



OVERVIEW

In Semester 1, students are introduced to the engineering process. They design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs. Students will work in teams to create a prosthetic limb using 3D manufacturing techniques and simple manual robotic wiring to be sent to those in need and they will also develop their own 3D manufactured dog ball launcher. They will also begin to study basic coding and programming using the Lego Mindstorm robots.

In Semester 2, students build, test, and program an autonomous robot using LEGO® MINDSTORMS technology to solve a set of missions in a Robot Game. Students will have to evaluate and debug their programs. They will work in teams to solve a real world environmental problem, studying the wider application of coding and robotics in society.

Please note this subject is not offered at Year 7

YEAR 9 COURSE STRUCTURE

English



4 lessons per week

Mathematics



4 lessons per week

Wellbeing (Sport)



2 lessons per week

Big Ideas in History



2 lessons per week

Positive Education



1 lesson per week

Big Ideas in Science



2 lessons per week

Environmental Enquiry



4 lessons per week

Creative Endeavour



2x3 lessons per week

 Core subject

 Student choice



YEAR 9 SUBJECTS

*Click titles
to navigate*

CORE

ENGLISH
MATHEMATICS
BIG IDEAS IN SCIENCE
BIG IDEAS IN HISTORY
POSITIVE ENGAGEMENT
- TUTORIAL
ENVIRONMENTAL ENQUIRY

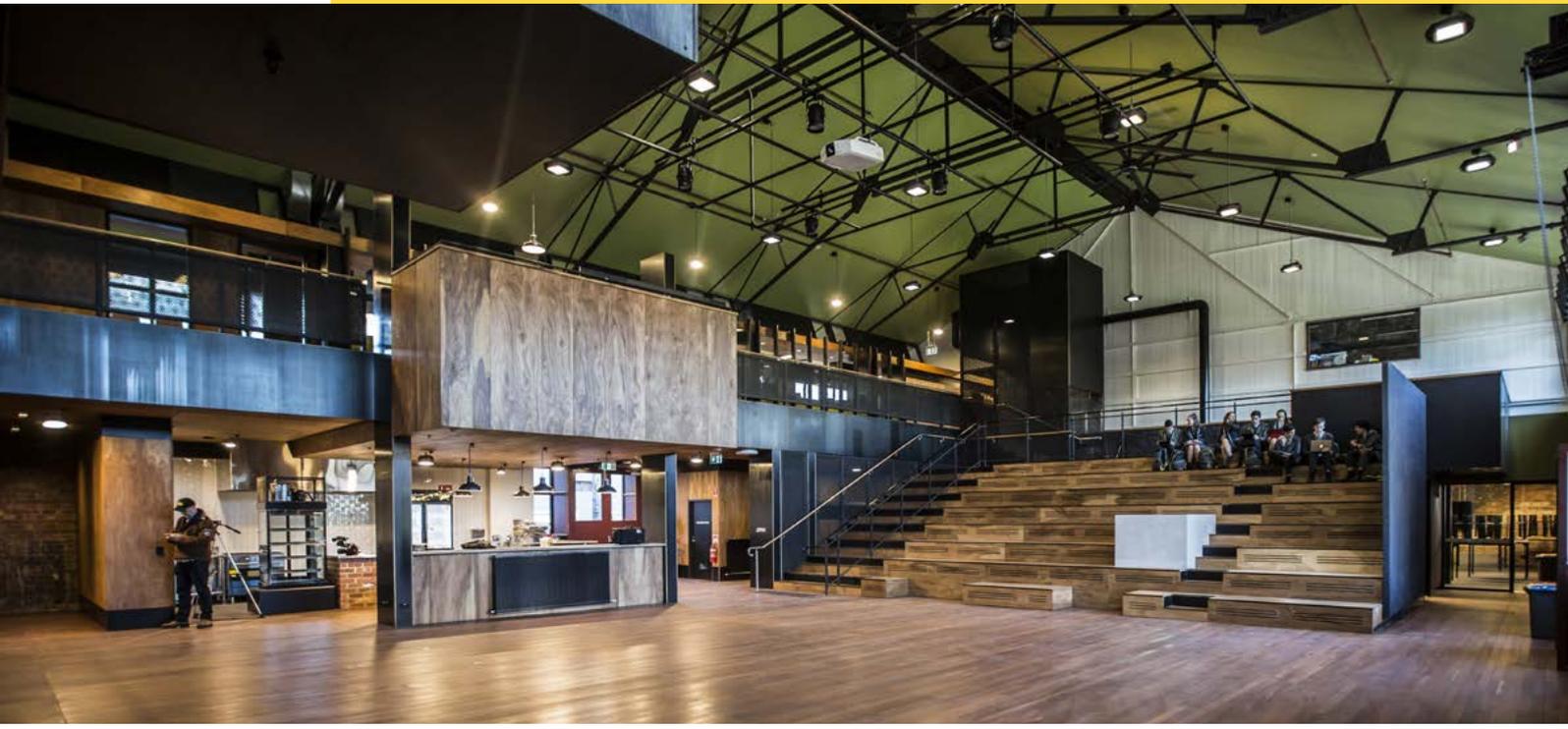
SPORT

YOGA AND PILATES
TENNIS
CRICKET
HANDBALL
VOLLEYBALL
BADMINTON
FOOTBALL (AFL)
NETBALL
SOCCER
FIELD HOCKEY AND LACROSSE
BASKETBALL
FUTSAL
SOFTBALL
AQUATIC SPORTS

CREATIVE ENDEAVOUR

DANCE
LAND AND WATER
DRAMA
MUSIC
MUSIC IMMERSION
FRENCH
LITERATURE & THE WRITER'S CRAFT
PHILOSOPHY
PUBLIC SPEAKING AND DEBATING
MIND AND BODY
VISUAL COMMUNICATION
STUDIO ARTS
TEXTILES
MEDIA
GAME AND WEBSITE DESIGN
SPORTS SCIENCE
THE WHOLE NINE YARDS CAFE

SAILING
GROUP FITNESS
LAWN BOWLS



Learning and Teaching in the Da Vinci Program

In the Middle Years at Albert Park College, we believe that students do not think naturally in terms of discrete subjects but tend to have a more holistic view of the world. Consequently the integrated curriculum of the Da Vinci Program is one that transcends the boundaries imposed by traditional individual subjects. It is 'understanding' driven and involves the integration of content with skills and processes.

The Da Vinci Program consists of two integrated areas of study: Environmental Inquiry (Humanities and Science), Creative Endeavour. These studies are integrated through the various tasks and culminate in the Da Vinci Exhibition.

An integrated approach

- Provides students with a holistic approach to learning that helps them make connections between the varying learning areas.
- Provides students with a comprehensive and meaningful curriculum that develops concepts, processes and skills.
- Gives students a greater sense of purpose in their day to day experiences at school and how it connects to the real world
- Assists students to understand and build on

their experiences in order to make sense of the world.

- Encourages teachers to utilise effective teaching and learning strategies that will enhance student's performance and learning outcomes.
- Allows students to demonstrate skills, abilities and knowledge in varied contexts.

The Da Vinci curriculum:

- Integrates knowledge and skills to engage and interest the learner in what he/she is learning.
- Provides a context for learning
- Integrates knowledge, skills, values and actions toward a common environmental purpose.
- Empowers students to reflect upon how they learn and acknowledge and cater for different learning styles and ways of knowing
- Fosters dynamic and divergent approaches to teaching and encourage students to become independent, resourceful and adaptable learners.
- Caters for a range of different interests, abilities, skills, and motivation through a built partnership between teachers and students



Core aims of the program

The development and delivery of curriculum within the Da Vinci program is inspired and underpinned by three core aims:

AIM 1

TO OVERCOME ANTHROPOCENTRISM

We want our Year 9 students to think critically about the notions:

1. of humans as the central element of the universe.
2. that reality should be interpreted exclusively in terms of human values and experience.

Suppose you are the last person alive after a global catastrophe, and you have the power to destroy all that's left of nature. You realise that no other person would ever be affected by its loss, since there's no one else left. Our clear intuition is that it still would not be right to destroy the natural world. This suggests that natural beings and objects have intrinsic value, regardless of their practical value to humans. We need to respect nature because it is right to do so, not because of some benefit it bestows on us. Students will explore these ideas.

AIM 2

TO EXAMINE OUR PLACE IN NATURE

Many environmentalists have found it necessary to challenge the supremacy assumed by humans over nature, believing that many environmental problems are the result of our disregard for the rights of other living and non-living things. They have sought to promote a more egalitarian or

holistic view of the place of humans in nature, one which sees humans as a part of the natural environment and not above or outside of nature. In short, how should we define our place in nature? This remains a challenge.

AIM 3

TO DEFINE MORAL STATUS

The question of just what moral status animals, biological areas and natural places should have has been the subject of much discussion by environmentalists. We might say that an aesthetic violation would spoil the beauty of nature for others, and thus cause harm. Many of the environmental debates about preserving natural places involve a conflict between those who want to use places for economic ends, and those who want to preserve the aesthetic values of nature. Of course, other considerations enter the debate as well, such as ecological balance, the importance of biological systems, and more. In short, the extent and nature of the moral status of animals and nature is still debated.

Guiding principles of the Da Vinci Program

The development of the Year 9 program at Bay Street is underpinned by several guiding principles:

- A strong focus on the environment, involving the study of environmental philosophy and ethics through an interdisciplinary approach to learning
- A strong focus on the visual, performing and liberal arts and student choice in the study of these streams
- Prioritising student-led community engagement projects that give our students global perspective and challenge them to make a genuine contribution to improving their environment
- Research on deep learning as a basis for curriculum design and delivery, underpinned by creative and meaningful use of technology to transform learning.
- The curriculum and pedagogy complements the design of the Bay St building



Year 9 Wellbeing

The mental and physical health of our Middle Years students is of paramount importance and can have a significant impact on learning. The Year 9 program has been devised with a particular focus on addressing key issues and topics relevant to students at this age and stage of life, to ensure they develop the self-care and resilience required for their Senior Years studies and life beyond.

Over the course of the year students undertake two workshops per term, each focusing on an aspect of individual and collective well-being. The aim is to educate students about the importance of leading a healthy life in all senses of the word. By participating in the workshops students enhance their own and others' health, safety and wellbeing in varied and changing contexts. They develop the knowledge, understanding and skills to strengthen their sense of self, and build, manage and maintain satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. They will develop and use critical inquiry skills to research and analyse various studied topics and understand the influence of various factors on their own and others' health, safety and wellbeing.

Mental health and wellbeing

These workshops aim to address how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The curriculum supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

Sexual health and identity

These workshops aim to address the physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The curriculum supports students to develop knowledge, understanding and skills that will help them to establish and

manage respectful relationships.

It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

Risk taking and making wise choices

These workshops aim to address a range of drugs, including prescription drugs, energy drinks, caffeine, tobacco, alcohol and illegal drugs. The curriculum supports students to explore the impact drugs can have on individuals, families and communities. Students will also explore physical, social and emotional safety issues that they may encounter in their daily lives. They will be supported to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others. In the study of relationships and dating, personal safety and potentially problematic situations students study a variety of contexts, including school, home, parties and online spaces.

Maintaining respectful relationships and building resilience

These workshops aim to address the importance of cultivating respectful and equal relationships, ways to build resilience, and how resilience impacts individuals. Students investigate how empathy and ethical decision-making contribute to respectful relationships, and how gender and the balance of power influences the nature of relationships such as intimate and family relationships. They propose actions that can be taken when a relationship is not respectful, build positive mental health strategies and are provided with practical strategies to build resilience.



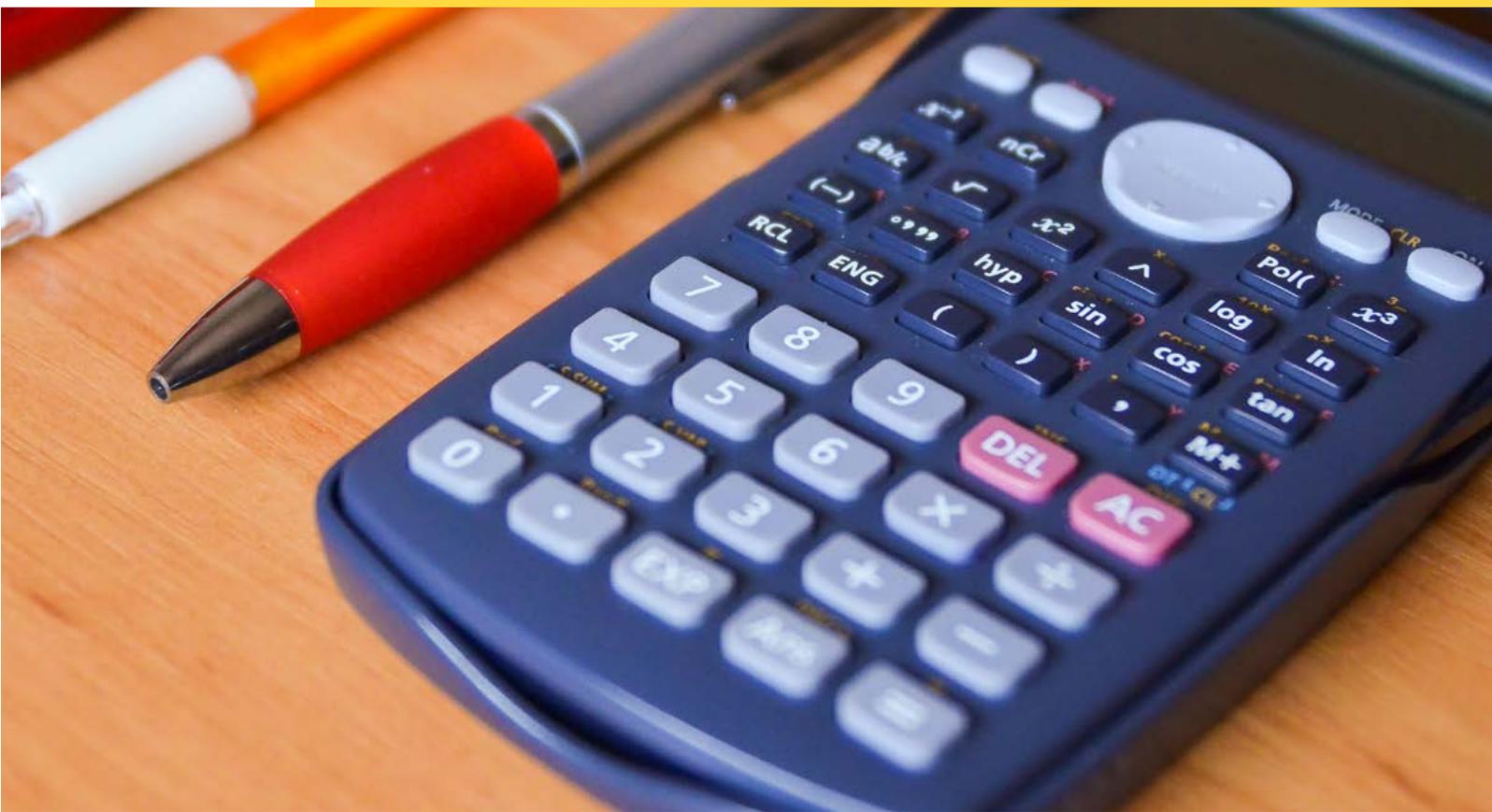
YEAR 9 CORE SUBJECT

ENGLISH

OVERVIEW

In Semester 1 students focus on developing their reading, writing and analytical skills. They study persuasive language; learning how to analyse language and tone and identify main contentions and arguments in a range of articles. Students produce oral presentations and write persuasive essays about contemporary issues. Additionally, students look at Indigenous oral storytelling and create their own Dreamtime narrative, as well as studying George Orwell's 'Animal Farm'. The study of this novel requires students to present an analysis of the text's themes, issues and characters in the form of a text response essay.

In Semester 2, students study William Shakespeare's 'Romeo and Juliet', investigate social justice issues in Australia, and closely analyse Harper Lee's 'To Kill a Mockingbird'. During their study of Romeo and Juliet, students consider ideas such as fate and free will, lust and love, and the nature of love and hate. Students write both critically, analytically and creatively, engaging with textual evidence and an array of literary devices.



YEAR 9 CORE SUBJECT

MATHEMATICS

OVERVIEW

In Semester 1, students develop their understanding of algebraic patterns, probability, Pythagoras Theorem and trigonometry. As part of these units, students work on their ability to reason, research and communicate effectively. Students undertake a unit on assessment strategies and time management as they prepare for senior studies. During investigations, students explore ideas with the support of concrete materials and digital technologies, working in both individual and group scenarios. Students also have an introduction to coding to apply this mathematical knowledge.

In Semester 2, students study 'linear functions', 'financial mathematics', 'statistics', 'measurement' and 'index laws'. In 'financial mathematics' students have an incursion to investigate tax. They also apply their understanding of financial concepts to the real world by researching the loan repayments and interest involved in the purchase of a second hand car. Students apply their understanding of measurement, number and algebra to solve both new and familiar problems. They investigate concepts with and without digital technology, working in both individual and group scenarios.



YEAR 9 CORE SUBJECT

BIG IDEAS IN SCIENCE

OVERVIEW

In Semester 1, the curriculum focus is on explaining phenomena involving science and its applications. Students investigate electric circuits and how they can be designed for diverse purposes using different components. The operation of circuits is also explored and students explain the relationships between voltage, resistance and current. The interaction of magnets is explored and explained using a field model. Magnets are also used to show the generation of electricity and the operation of motors. Students look at the theory of plate tectonics to explain global patterns of geological activity and continental movement. The features of the Universe is explored including galaxies, stars and solar systems and how the Big Bang theory can be used to explain the origin of the Universe.

In Semester 2, students investigate how all matter is made of atoms which are composed of protons, neutrons and electrons, and how natural radioactivity arises from the decay of nuclei in atoms. They explain chemical reactions and how the rearranging of atoms form new substances. They explore the concept that during a chemical reaction mass is not created or destroyed. Students explore an animal's response to a stimulus and discover that it is coordinated by its central nervous system and neurons transmitting electrical impulses. They explore concepts of how multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.

Throughout the semester students will also make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views. As part of human endeavour students seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available.



YEAR 9 CORE SUBJECT

BIG IDEAS IN HISTORY

OVERVIEW

In Semester 1, students investigate the 'Industrial Revolution', where they evaluate different social and economic changes and explore the influence of this historical period on the world today. Throughout the unit, students developed their historical and economic knowledge, including how to analyse sources and develop an understanding of economic changes throughout the period. Students also undertake the study of Australian history, building upon their source analysis and collation techniques to enhance their ability to empathise with perspectives from the past.

In Semester 2, students continue their investigation of 'Australian History'. Throughout the unit, students build on their historical understanding of Australian History, focusing on different perspectives of the time period from the Gold Rush until Australia's involvement in World War I. Students also investigate and analyse key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in local and global context. Finally, students consolidate their historical research skills by developing their own inquiry question into Australia's involvement in World War I and demonstrate their breadth of understanding through an analytical essay.



YEAR 9 CORE SUBJECT

POSITIVE ENGAGEMENT - TUTORIAL

OVERVIEW

Over the course of the year students will develop skills and knowledge related to:-

- Mental health and wellbeing
- Sexual health and identity
- Risk taking and making wise choices
- Maintaining respectful relationships and building resilience.

At the core of this program is supporting our students in their mental and physical health and wellbeing. Students will be introduced and explore strategies for maintaining positive self care, mindfulness, coping with stress and positive psychology.



YEAR 9 CORE SUBJECT

ENVIRONMENTAL ENQUIRY

OVERVIEW

The Environmental Inquiry component of the Da Vinci Project is a collaboration of scientific, geographic and economic principles, focussing on environmental issues and solutions. Students undertake fieldwork in the local community to identify environmental concerns as well as researching global issues. They forge links between concepts such as natural cycles, human influence, climate change and sustainability. In researching and completing a range of scientific experiments, students model agricultural processes as well as global warming. Students collate a range of qualitative and quantitative data from a variety of sources, including their own practical studies, in order to reliably draw conclusions on the consequences of human consumption on the environment.

Students will also take part in a community engagement project. Students work to develop important communication and collaboration skills in addition to reflecting on their experiences as a means for continuing improvement. As a key pillar of their Da Vinci Project, the project must make the important link between their work in core subjects and the wider community. In this study students also begin to identify personal strengths and weaknesses, highlight strategies for improving on both, and relate these characteristics to possible career pathways.

CREATIVE ENDEAVOUR

INTRODUCTION

The emphasis on creativity in the program gives students the opportunity to pursue a wide range of studies offered within three broad arts streams: visual, performing and liberal arts. Their creative endeavours complement and link directly to their study of Environmental Inquiry, an integration that pays homage to Leonardo Da Vinci's work across the Arts and Sciences. Students experiment with innovative possibilities within the parameters of a task, as defined by a design brief. Referring to the design process, students research, investigate and build technical, artistic and academic skills in a range of different areas. Students become discerning and discriminating thinkers as they work towards producing a particular creative response. This response should demonstrate a deep understanding of both our core concepts and the creative discipline in which it was made.

Students will undertake two studies within a curriculum area called Creative Endeavour based on their passions and interests. The College offers a range of creative studies, across the three streams of Visual, Performing and Liberal arts. These studies run for six months with the exception of French and Music Immersion.

This section of the handbook outlines the subject electives, specific materials required, and any associated costs, as well as the selection guidelines.

Please note that electives will run only if there are sufficient student numbers. While we will make every effort to provide students with their first preferences, this cannot be guaranteed.



CREATIVE ENDEAVOUR

STREAM 1: PERFORMING ARTS

- The electives offered within this stream focus on the physical means of communicating sentiment.

Electives on offer:

Dance
Drama
Music
Music Immersion - (year long)
Land and Water
Sport Science

Outcome:

Design and create an individual exhibition or performance piece that forms part of a gallery display.

STREAM 2: LIBERAL ARTS

- The electives offered within this stream focus on the formation of ideas and concepts through language

Electives on offer:

French - (year long)
Philosophy
Literature and the Writer's Craft
Mind and Body

Outcome:

Design and create an individual exhibition or performance piece that forms part of a gallery display.

STREAM 3: VISUAL ARTS

- The electives offered within this stream focus on the visual or technical means of creating meaning.

Electives on offer:

Visual Communication
Studio Arts
Media
Textiles
Game and Website Design

Outcome:

Design and create an individual exhibition or performance piece that forms part of a gallery display.

Guidelines for electives

- Students cannot elect two subjects from the same streams in one semester.
- Students will complete two elective studies each semester.
- Most electives are one semester in length.
- Students may wish to study the same subject for both semesters or elect a different subject in each semester.
- Students will complete their creative response project in their electives.
- Students considering IB in the Senior Years need to continue their study of French in Year 9.
- Students studying French or Music Immersion are not able to change subjects mid year.



CREATIVE ENDEAVOUR - PERFORMING ARTS

DANCE

OVERVIEW

In Semester 1, students build on their awareness of the body and how it is used in particular dance styles. They develop their technical skills and ability to learn choreographed routines. Students extend their understanding and use of choreographic devices to create an original composition. Students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of dance. They evaluate dancers' success in expressing the choreographer's intentions and the use of expressive skills in dances they view and perform.

In Semester 2, students build on their awareness of how the body can be used to communicate dance ideas and how it is used in specific dance styles. They reflect on the development of traditional and contemporary dance styles, and learn about these dance styles through knowledge of historical dance practitioners. They extend their ability to use technical and expressive skills, safely performing within their own body capabilities and working safely in dance spaces and groups. They create and evaluate unique dance performances, identifying and understanding expressive intentions.



CREATIVE ENDEAVOUR - PERFORMING ARTS

LAND AND WATER

OVERVIEW

Land and Water is an experiential subject with a focus on conservation, leadership and teamwork skills.

In Semester 1, students actively explore the marine environments in and around Port Phillip Bay, and focus on the history of Port Phillip Bay, marine national parks and sanctuaries, and safe participation in recreational activities. Students complete practical activities including snorkelling, kayaking, and fishing, and explore rock pools, beaches, rivers and lakes to assess water quality and the impacts of pollution. The marine excursions give students an opportunity to discover new marine environments and develop their leadership and teamwork skills.

In Semester 2, students study 'Urbanisation', 'Risk taking', 'Habitat fragmentation', 'Introduced species' and the effects of these issues on Australian endangered species. Through experiential excursions and classroom activities they develop outdoor skills in rock-climbing, bike riding, orienteering, cooking and first aid. Students develop their understanding and appreciation of Victorian landscapes, flora and fauna and increased skills that enable them to safely experience the outdoors.

An approximate fee of \$390 is required for this elective per semester.



CREATIVE ENDEAVOUR - PERFORMING ARTS

DRAMA

OVERVIEW

In Semester 1, students study Realism and Non-naturalistic Theatre. They explore and apply a range of theatrical conventions to improvised and scripted performance. Students experiment with non-verbal communication and symbolism. In groups, students develop a range of short ensemble performances that communicate a learned knowledge of conventions in the studied theatre styles. Students adopt techniques created by Stanislavski and apply their knowledge to their characters. As individuals, they utilise the skills that they have learnt through their own production of a Da Vinci Creative Response; setting goals and exploring their creativity through performance pieces.

In Semester 2, students partake in The Malthouse Theatre's Suitcase Series, devising their own non-naturalistic ensemble performances from a stimulus developed and provided by the theatre. They plan, workshop, produce and refine their pieces in preparation for the combined schools showing at The Malthouse Theatre, where they will witness other school performances created from the same stimulus. Additionally, students explore the theatrical style of verbatim theatre, producing works derived from true events and scripts using words spoken in real life by other people.



CREATIVE ENDEAVOUR - PERFORMING ARTS

MUSIC

OVERVIEW

In Semester 1, students develop keyboard skills to enhance their music literacy, aural awareness, music theory and sight reading. They improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpreting and developing music ideas. Students create, practise and rehearse music with increasing technical and expressive skill and an awareness of stylistic conventions.

In Semester 2, students explore music performance, composition and theoretical studies. They identify, create and reflect on the elements of music with detail and insight. They broaden their musical knowledge, engage their creativity and harness instrumental performance through in class rehearsals and performance. Students develop a deeper understanding of theoretical concepts through practical application within a small ensemble context.



CREATIVE ENDEAVOUR - PERFORMING ARTS

MUSIC IMMERSION

OVERVIEW

Music Immersion allows students to integrate Music ensemble performance with classroom music. This is an engaging and exciting project that challenges every student, from beginner to the most advanced musician.

Students must select an instrument from the following: *Trumpet, Trombone, Tuba, Saxophone, Flute, Clarinet, Percussion, Bass Guitar*. Each week, students complete one hour of a performance (as a concert band) and one hour of classroom music.

In Semester 1, students broaden their understanding of composition, analysis and performance. Students continue to focus on their chosen instrument and further extend their ensemble performance skills whilst developing their musical literacy. Within their two hour block, students complete accelerated coursework and apply their increased awareness of stylistic intentions to performance.

In Semester 2, students investigate the compositional skill of songwriting as well as video game music. In their ensemble class, students continue to further refine their performance skill and technical mastery within a small ensemble context. Music is arranged and specifically selected for each student to focus on building core musical literacy whilst also applying this directly to their ensemble context.

An approximate fee of \$1420 is required for year-long solo lessons , plus the cost of instrumental hire for this elective.



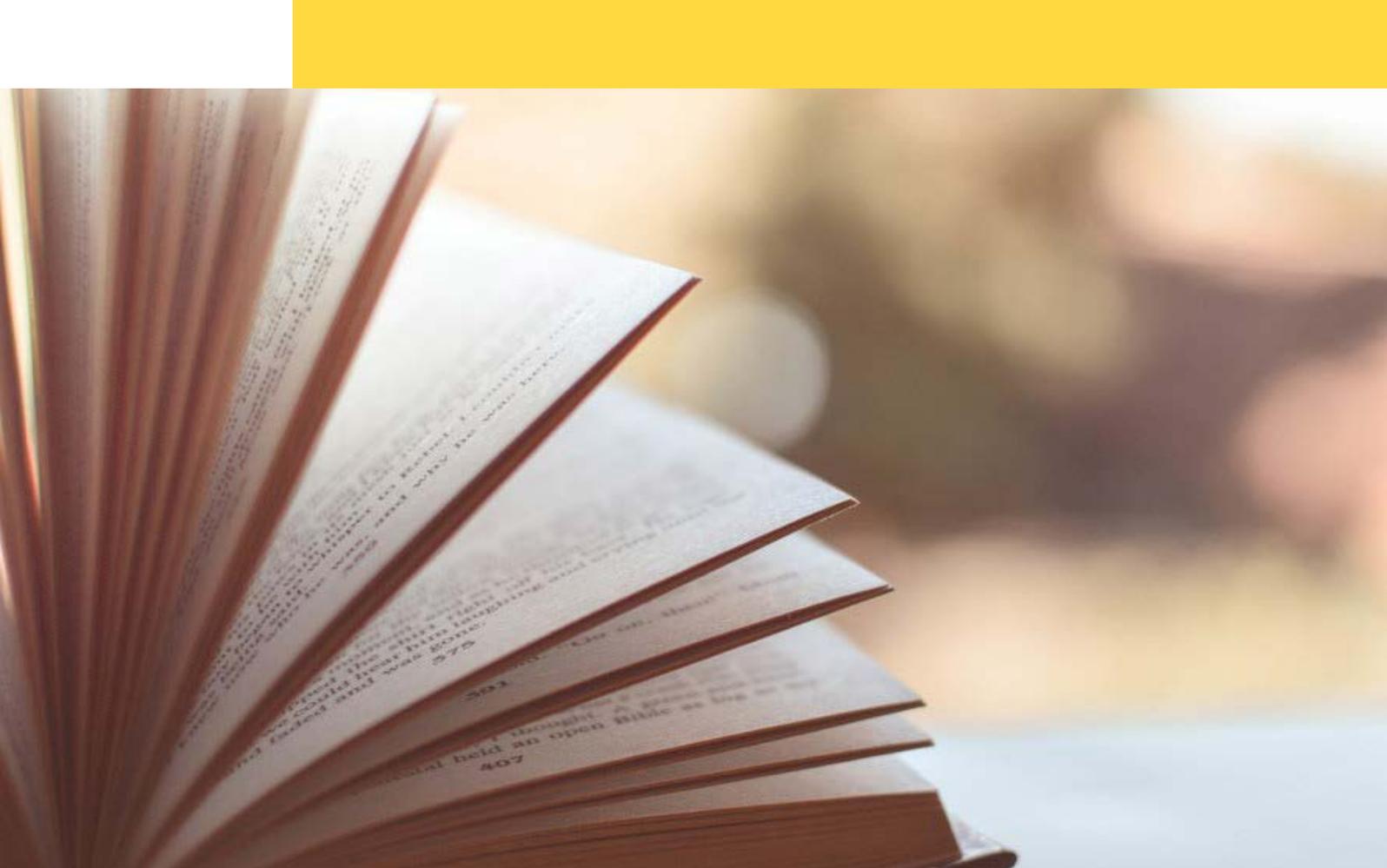
CREATIVE ENDEAVOUR - LIBERAL ARTS

FRENCH

OVERVIEW

In Semester 1, students continue to develop their understanding of the four skills in French: listening, speaking, reading and writing. Through reading, viewing and listening to a range of texts, such as artworks, songs and critiques, students develop comprehension strategies. Students will reflect on the influence of French culture in the world by exploring francophone musical arts. By discussing these topics students learn to use descriptive language, to express personal opinions, and to write evaluative texts.

In Semester 2, students build their independent study skills relevant to language learning. They are encouraged to create original texts to inform and persuade the public. They explore and reflect on aspects of French culture, past and present. Students learn how to share stories about their own lives and how to pitch an invention that could improve their lives. Students develop fundamental literacy skills by focusing on aspects of language such as conjugating verbs in a range of tenses, sequencing and linking ideas, exploring descriptive language and developing an understanding of different text types, including biographies, brochures and historical texts. Students develop an appreciation of cultural diversity through reflecting on their own and French cultures.



CREATIVE ENDEAVOUR - LIBERAL ARTS

LITERATURE AND THE WRITER'S CRAFT

OVERVIEW

In Semester 1, students delve deeply into the dystopic world of Bernard Beckett's *Genesis* and read the classic novel, *Robinson Crusoe* by Daniel Defoe. Students are introduced to a foundation study of Literature, learning about Greek philosophy, text genres, the historical emergence of Literature and the strategies required in analysing a text. Students are challenged to consider the authorial concerns on key philosophical and environmental ideas. These ideas formed a basis for assessments which require students to write essays and close analysis considering the implications of anthropocentrism in the current and future world.

In Semester 2, students study a variety of thought-provoking and challenging texts, with the purpose of achieving a better understanding of how texts speak to us about human nature and society. Students examine the language of texts, with a particular focus on figurative devices, in order to arrive at a deeper appreciation of how an author creates meaning and effect.



CREATIVE ENDEAVOUR - LIBERAL ARTS

PHILOSOPHY

OVERVIEW

In Philosophy students explore key questions and concepts related to happiness and living the 'good life'. They learn how to think deeply and critically about sources of happiness, our connection to nature and the link between doing good and feeling good. There is a particular focus on altruism and acts of kindness as a path to happiness. Throughout this unit students participate in debates, analysis and reviewing of opinions and the developing of their own questions for research. Students consider a number of theories and texts to develop an appreciation of their own path to happiness.



CREATIVE ENDEAVOUR - LIBERAL ARTS

PUBLIC SPEAKING AND DEBATING

OVERVIEW

Students will extend their skills in Public Speaking and Debating through the lens of legal and political contexts. They will analyse how great speeches and debates have advanced the rights of individuals within society and led to political change throughout the world. Students will have an opportunity to research specific case studies which match their personal interests. They will analyse and evaluate how the clash of ideas and philosophies shape domestic and international policy. At the conclusion of this subject, students will have a strong understanding of factors which influence social justice, human rights and global conflict.

Students create and present numerous speeches throughout the term which will contribute to a dynamic digital portfolio. Students will also have the opportunity to present their work to the larger school community and in external public speaking competitions.



CREATIVE ENDEAVOUR - LIBERAL ARTS

MIND AND BODY

OVERVIEW

In Semester 1, students investigate the relationship between the body and the mind and how they work cohesively to define an individual's overall health. Students explore this through a variety of Mindfulness experiences, such as Yoga, Tai Chi, Meditation and self-reflection. Students then develop their understanding learn how the role of psychology and the use of the mind can impact physical performance across a variety of sporting examples, such as Boxing, Haka, Rugby, Lawn Bowls, Basketball, Volleyball, Netball, Ice Skating, Soccer and Golf.

In Semester 2, students participate in a variety of workshops and excursions that deepens their understanding of positive psychology and mindfulness practices that can help build students strengths, strategies and tools to enable better health and wellbeing. Students participate in diverse activities to learn how to better care for themselves and others, to live more conscious mindful lives. Finally, students have an opportunity to apply the practices and techniques they have learnt, into their daily routines, such as a fitness program and a nutritional plan is developed to improve both the students' mental health and physical health.

Students will participate in mindful activities such as yoga, compassion and happiness projects, taichi, meditation and animal therapy. Additionally, students will be involved in fitness activities such as boxing, basketball lawn bowls, ice skating, soccer, golf, cup stacking and bubble soccer.

An approximate fee of \$100 is required for this elective per semester.



CREATIVE ENDEAVOUR - VISUAL ARTS

VISUAL COMMUNICATION DESIGN

OVERVIEW

In Semester 1, students study the field of Typography design and conduct research into a range of historical design movements. This informs their own practice as designers to produce a typography design of their own in response to a design brief. During Term 2 students undertake their DaVinci project to produce an artwork using a range of media and materials in response to an environmental issue.

In Semester 2, students study the field of Industrial and Environmental design. They learn to follow the design process, utilise the elements and principles of design and develop their illustration skills through the designing of a product in response to a design brief. In Term 4 students undertake their second DaVinci project, again producing an artwork that utilizes a range of different media and materials in response to an environmental issue.



CREATIVE ENDEAVOUR - VISUAL ARTS

STUDIO ART

OVERVIEW

In Semester 1, students complete a range of tasks to develop their knowledge and skills in art making and art analysis. During Term 1 students conduct a range of research tasks before creating a sculpture using found and recycled objects. In Term 2 Students undertake their DaVinci project to produce an artwork using a range of media and materials in response to an environmental issue.

In Semester 2, students spend Term 3 designing and creating artworks using a variety of mediums, materials, techniques and processes. They explore the history of the Kulin Nation and learn about traditional and contemporary Indigenous art and artists. In their study of Aboriginal Art, students create an artwork influenced by their own personal history, culture and identity. In Term 4 students undertake their second DaVinci project, again producing an artwork that utilizes a range of different media and materials in response to an environmental issue.



CREATIVE ENDEAVOUR - VISUAL ARTS

TEXTILES

OVERVIEW

In Semester 1, students study pattern-making and garment constructions and used these skills to design and create an ethically dyed aprons. Students learn how to draft patterns and use a sewing machine proficiently to produce a quality garment. Students also learnt about fabrics and fibres and document all design process in their digital folio and evaluate their final product. Students learn time management skills during production through several short practical tasks. They establish detailed criteria for success, including sustainability considerations, and used these to evaluate their ideas and designed solutions and processes.

In Semester 2, students study fashion illustration and design. Students develop a variety of illustration and mixed media skills, which enable them to graphically represent fashion in an illustrative format. The skills that students learn throughout this semester can be transferred across a broad spectrum of Visual Communication and Studio Art mediums. Students produce a production portfolio and document each stage of the design process.



CREATIVE ENDEAVOUR - VISUAL ARTS

MEDIA

OVERVIEW

In Semester 1, students study a range of photographic practices and techniques, as part of the 'Photo5 competition' unit of work. Students create work in response to a range of 'briefs' and evaluate their progress throughout the unit at an increasingly complex level. Applying the skills and knowledge learnt in the first unit, students choose to produce either a music video, aimed at developing their eye for cinematography and visual storytelling, or a creative response to their Da Vinci 'Big Question'.

In Semester 2, students explore the codes and conventions of genre films. Throughout the semester, students develop a range of filmmaking skills, drawing on production elements such as sound, lighting, editing and camera as well as storytelling techniques. Students demonstrate these skills by completing a series of production tasks. With the option of drawing on either their Da Vinci studies or a genre as concept stimulus, the major project for the semester allows students to develop and create a media production in a medium of their choosing.



CREATIVE ENDEAVOUR - VISUAL ARTS

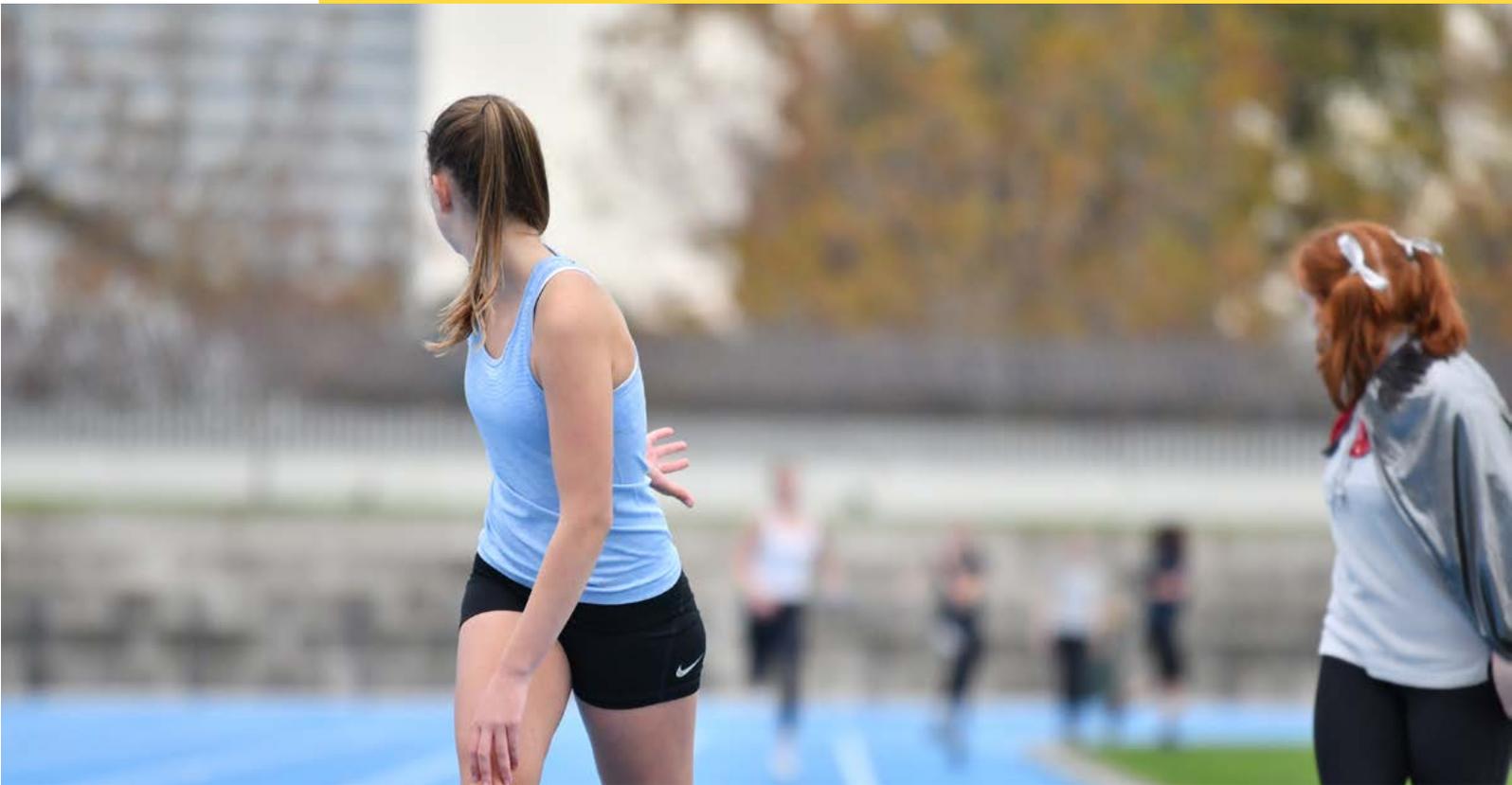
GAME AND WEBSITE DESIGN

OVERVIEW

In Semester 1, students learn to code by studying and creating video games. Computer programming is an important 21st century skill and students revelle in the opportunity to develop these capabilities in the context of contemporary video game culture. Throughout the semester students explore the fundamental principles of game design, game theory and game mechanics, culminating in the production of their own 'game review'. Students learn to code using applications such as the iPad-based Hopscotch program and other Mac-based applications such as Scratch and Unity. For their major Game Design project (with the added option of drawing on their Da Vinci studies as concept stimulus) students choose one of these programs to design, code and create their own computer game.

In Semester 2, students complete a study of app design theory and analysis. Students also develop a set of criteria to assess the elements of effective app design. These skills are used to create their own pitch for an app of their design. Students also construct their own apps via the Swift platform. For their final term projects (including Da Vinci projects), students have the opportunity to create video games using either the Unity or Unreal 4 game engines. Students also design and develop an iOS application using the Swift coding platform.

It is recommended that students have their own Macbooks for this course.



CREATIVE ENDEAVOUR - PERFORMING ARTS

SPORT SCIENCE

OVERVIEW

In Semester 1, students actively participate in, and analyse, sports games to improve athletic performance and coaching. They will develop the ability to observe, collect data and analyse sporting performances in order to provide peers and themselves with information and data to assist in sporting improvement.

In Semester 2, students develop their fitness conditioning through the use of training diaries and inquiry-based learning about fitness components. They will participate in a range of activities such as circuit training, spin sessions, boxercise training and body weight activities to develop their endurance, speed, strength and power, and develop the ability to review their training. Students will also explore the impact of nutritional strategies on their training practices.

This elective involves a high level of physical activity and working with various community facilities to:

- Participate in fitness training activities such as cross fit, circuit training and squash, netball, basketball, and swimming.
- Develop capacities in endurance, strength, conditioning, speed and power.
- Observe, collect data, analyse and test sporting performances and fitness capacities.
- Improve performance through the use of sports psychology and digital systems.
- Examine the relationship between sports performance and feedback.
- Exercise programs and nutrition.

An approximate fee of \$100 is required for this elective per semester..



CAFE - THE WHOLE 9 YARDS

OVERVIEW

This is a five day intensive experience where students participate in all roles associated with the day to day operations of the cafe, such as operating a cash register, food preparation, barristering and serving. Students will design menus and recognise the need for sustainability in the food industry. Students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. During this week students prepare all food and drinks for staff and students at the Year 9 campus. This elective is not assessed.

STUDENTS WILL PRODUCE

Students will design a meal based on the principles of sustainability, healthy eating and make-from-scratch.

Please note: Students will take this elective in addition to their two Creative Endeavour studies. Students are required to complete all work missed in other subjects for that week.

THE SEAL PROGRAM

Albert Park College is accredited with The Academy of Accredited SEAL Schools (TAASS), a collective of like-minded schools who strongly value Gifted Education in Victorian Government secondary schools. SEAL Academy schools offer engaging accelerated programs for their groups of gifted students. They meet regularly to share and learn from each others' experiences of their gifted education programs. SEAL Academy schools offer their teaching staff an extensive professional development program in Gifted Education, and, through their networks, are able to source outstanding educators for their programs.

The central aim of the program is to provide educational experiences of an appropriate type and quality for a group of students identified through the selection processes as having exceptional academic and/or intellectual ability and/or potential. The program provides enrichment and extension material involving higher cognitive processes such as generalising, dealing with abstractions and recognising relationships. Students cover traditional subjects in a shorter timeframe (acceleration) but courses are studied in greater depth and complexity. Students can begin to undertake some VCE units at Year 10 level in order to provide them with a sixth and/or seventh subject. Exemplary students may have an opportunity to complete a first year university subject in Year 12.

The SEAL program is also designed to enhance creative and leadership potential in students, enabling them to interact with their intellectual peers, without compromising social relationships and development. It is staffed with specifically selected teachers, chosen for their passion, superior teaching ability and their skill with challenging and engaging gifted students.

Pathways within the program are determined by a student's performance, rather than teacher recommendations and parent/carer/student wishes, as part of the extensive whole-school Course Counselling process. Most students in the SEAL program are expected to pursue a pathway into Year 10 Advanced core subjects but this is dependant on their work ethic, behaviour and/or capability and not necessarily guaranteed as a result.



Process for prospective students entering Year 7

Students whose families wish them to enter the Select Entry Accelerated Learning Program will be required to participate in a selection process. Those students who are accepted into the program will be grouped together in two Tutorial groups when entering Year 7 and will remain with that Tutorial group until the end of Year 9 (provided they continue to meet the academic requirements of the program).

The selection process consists of four parts each year:

1. Completion of the testing program at the start of May. The testing program is skills-based rather than curriculum-based. It is designed to identify student ability rather than acquired knowledge.
2. On completion of the testing program student referral forms are to be completed by the student's Year 6 teacher and parent/carer. These forms are to be submitted to Albert Park College.
3. Students whose teacher and parents/carer referral forms and test results indicate that they have the potential range of skills for the program will be invited, with their parents/carer, for an interview during July.
4. Final decisions will take into account all available information. Parents/carers will be advised of the outcome by the end of August.

The learning profile of students in the SEAL program

- Positive self-image; recognises own strengths and weaknesses; analyses self; usually aware of own impulses.
- Friendliness and ability to mix; relates readily to older children and adults; recognises strengths and weaknesses of others; sensitive to feelings of others.
- A leader; accepts responsibility; adapts readily to new situations; tends to avoid bickering; is sociable but enjoys being alone.
- Good manual dexterity; is well co-ordinated; enjoys athletic activities; active in team games.
- Verbal proficiency, large and unusually advanced vocabulary; facility in reading, breadth of information in advanced areas; does not avoid difficult material.
- Keen powers of observation; sense of the significant; willingness to examine the unusual.
- Power of abstraction, conceptualisation; synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity.
- Interest in cause-effect relations; ability to see relationships; interest in applying concepts.
- Liking for structure and order; likes to organise and bring structure to people, things and situations.
- Retentive memory, learns easily and readily; very alert; gives rapid answers; quick recall of information.
- Questioning attitude; intellectual curiosity; inquisitive mind, intrinsic motivation; venturesome, anxious to do new things.
- Power of critical thinking; scepticism; evaluation testing.
- Creativeness and inventiveness; liking for new ways of doing things; interest in creative brainstorming; produces new ideas; processes and efforts; resourceful.
- Power of concentration; intense attention that excludes all else; long attention span; can resist interruption.
- Persistent; goal directed behaviour; bored with routine tasks.
- Sensitivity, intuitiveness, empathy for others; need for emotional support and a sympathetic attitude.
- High energy, alertness, eagerness; periods of intense voluntary effort; frustration with inactivity and absence of progress.
- Independence in work and study; preference for individualised work; self-reliance; need for freedom of action; willingness to take a risk.

With this learner profile in mind, students in the SEAL program study a curriculum characterised by:

- Dynamic pace: A faster paced curriculum which is non-repetitive
- Deep learning: Opportunities to reach more abstract and in-depth content within a subject area
- Challenge: Curriculum and assessment is rigorous and ambitious in nature

SEAL Intake and Review Process

Each year prospective students in the mainstream program are eligible to apply for entry into the SEAL program the following year, pending space availability due to movement in and out of the program.

Students currently in the SEAL program are periodically reviewed to ensure they are working at the standard expected.

SEAL Students Intake Process

Term 2: Teacher Feedback received

Feedback sought from teachers of gifted and/or talented students in core subjects (English, Maths, Science, Humanities, French) who could meet the SEAL Standard.

The 'SEAL Standard' is defined as accessing curriculum that is one year ahead and demonstrating an ability to conduct deeper, more complex high-order thinking. Not meeting this standard could be the result of any or more of the following issues: work ethic, behaviour, capability.

Term 3: Prospective SEAL students tested and interviewed

Expressions of interest sought from students and their parents/carers regarding entry into the SEAL Program. Students register for EduTest testing regime. Potential candidates interviewed.

Later Term 3, Early 4: Prospective SEAL students selected

Potential new places in the program may be available for the following year depending on class size and outcome on the review process. Pending enrolment, SEAL candidates may access some components of the SEAL curriculum while still in mainstream classes. Parents notified by mail of outcome of application.

SEAL Students Review Process

Term 2: Teacher feedback received

Feedback sought from SEAL Teachers of students at risk of not meeting the SEAL Standard in core subjects (English, Maths, Science, Humanities, French)

The 'SEAL Standard' is defined as accessing curriculum that is one year ahead and demonstrating an ability to conduct deeper, more complex high-order thinking. Not meeting this standard could be the result of any or more of the following issues: work ethic, behaviour, capability.

Term 3: At-risk students flagged on Compass and interviewed

Improvement plans documented for students at risk in two or more subjects. Parents receive letter containing improvement plan and details of concerns about academic progress. Students on improvement plans must demonstrate improvement over an initial six-week period.

Later Term 3, Early Term 4: At Risk students reviewed

Feedback sought from teachers with regard to how well improvement goals have been met. If improvement goals have not been met in the six weeks, meetings are held with parents about the ramifications for Semester 2 reports. Eligibility for the SEAL Program the following year is reviewed. Students have a final four weeks to meet their goals, after which a final outcome decision is made by the Principal Class.



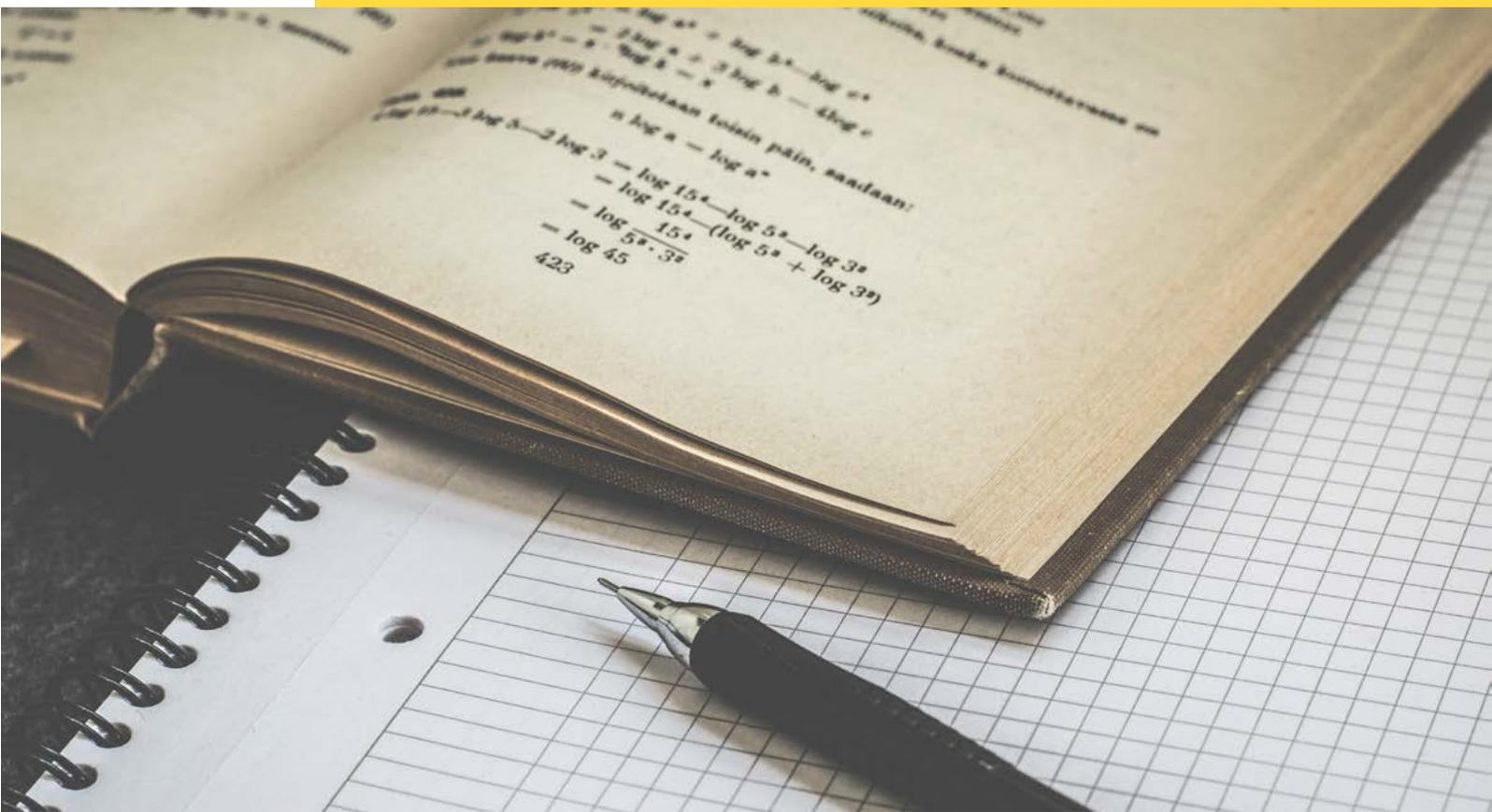
YEAR 7 SEAL CORE SUBJECT

ENGLISH

OVERVIEW

In Semester 1, students study the art of persuasive writing through public speaking. By analysing famous influential speeches students identify the persuasive devices that are employed and their effect on the audience. They then apply this understanding to produce their own speeches on a topic of their choice and attempt to harness their own powers of persuasion in front of their peers. In the latter half of the semester students study Phillip Pullman's novel 'Northern Lights', developing an interpretation of the text that is supported with relevant evidence. The emphasis in English this semester is on textual analysis and the development of reading, writing and discussion skills.

In Semester 2, students study a graphic novel adaptation of William Shakespeare's 'A Midsummer Night's Dream'. Students explore elements of graphic novels and also engage in close textual analysis. They respond to the ideas, characters and themes of the text in an analytical and creative manner. Students also study a unit on 'Fractured Fairytales' where they explore some of the oldest documented stories and their hidden values. This study encourages students to review contemporary values and how these have changed over time.



YEAR 7 SEAL CORE SUBJECT

MATHEMATICS

OVERVIEW

In Semester 1, students develop their understanding of indices, irrational numbers, decimals, rates, ratios, angles, shapes, objects, and statistics. As part of these units, students work on their ability to reason, research and communicate effectively. During investigations, students explore ideas with the support of concrete materials and digital technologies, working in both individual and group scenarios.

In Semester 2, students study 'percentages', 'ratio', 'rates and congruence', 'algebra including linear relationships', 'probability' and 'the properties of 2D and 3D shapes' (length, area and volume). Students apply their understanding to solve new and familiar problems. They investigate concepts with and without digital technology, working in both individual and group scenarios. Students conduct an investigation into probability and the birthday paradox and submit their research as a digital poster.



YEAR 7 SEAL CORE SUBJECT

SCIENCE

OVERVIEW

In Semester 1, the curriculum focus is on explaining phenomena involving science and its applications. Students look at how predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon. They investigate how mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques and how water and some resources can be recycled and are renewable, but others are not. In Chemistry, they look at the properties of the different states of matter and how they can be explained in terms of the motion and arrangement of particles. Students also examine differences between elements, compounds and mixtures which can be described by using a particle model.

In Semester 2, students investigate cells and how they are the basic units of living things and have specialised structures and functions. Multicellular organisms containing systems of organs that carry out specialised functions that enable them to survive and reproduce are then further examined. Students then look at the interactions between organisms, how they can be described in terms of food chains and food webs and can be affected by human activity. Finally students examine changes to an object's motion and how it is caused by unbalanced forces acting on the object.

Throughout the semester students will also make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views. As part of human endeavor students seek to improve their understanding of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available.



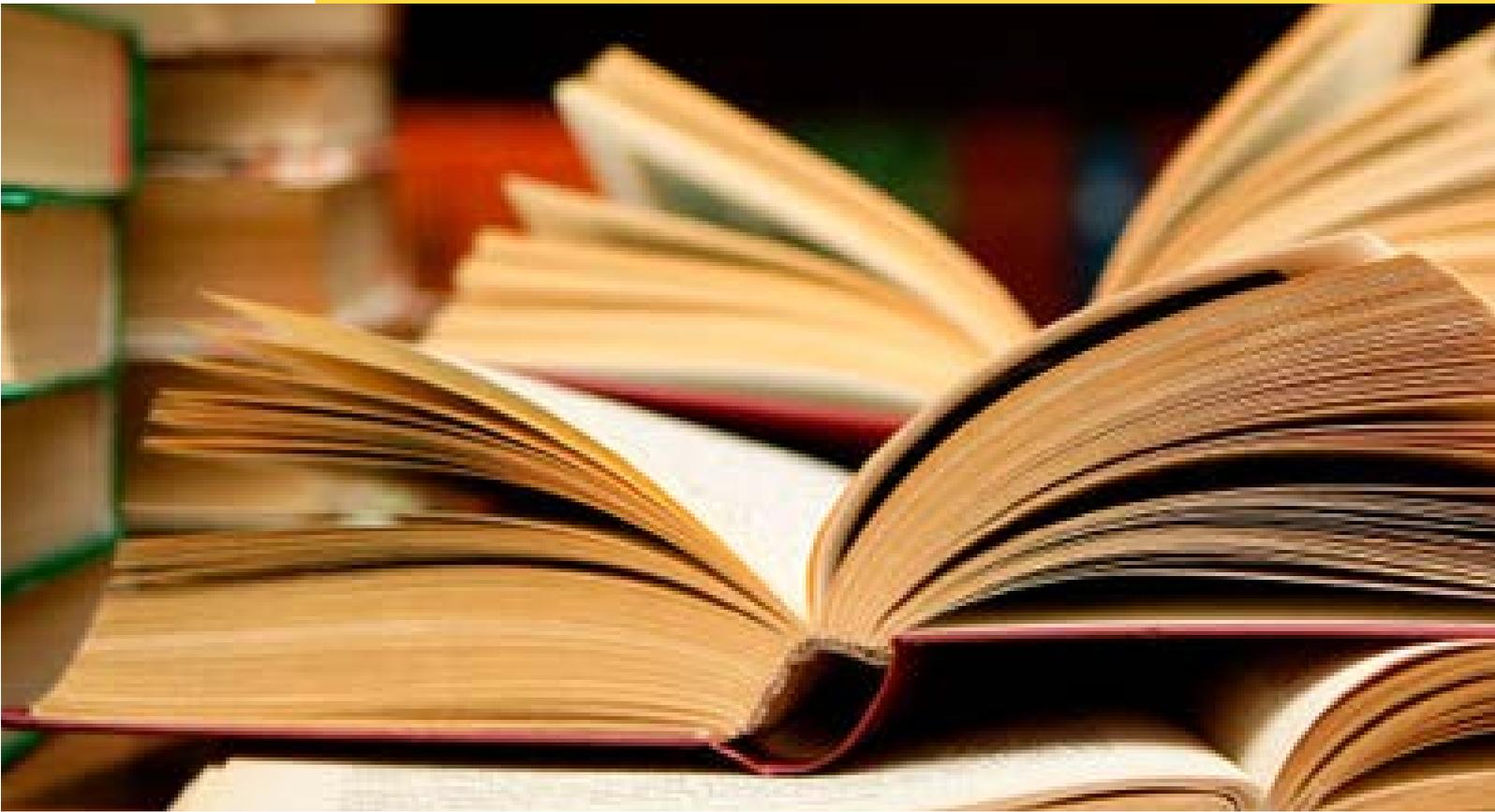
YEAR 7 SEAL CORE SUBJECT

HUMANITIES

OVERVIEW

In Semester 1, students focus on 'Civics and Citizenship', where they study the relationship between Australian citizenship and the concept of rights and freedoms. They explore how laws are made and develop their understanding of different interpretations of Australian identity. Students then move on to study History, where they are introduced to key historical skills through an exploration of 'Ancient Rome' and 'The Renaissance'. In these units, students develop an understanding of the time period and begin to analyse and compare sources to determine their historical value and reliability. Students focus on enhancing their skills as historians through the exploration and analysis of different historical perspectives.

In Semester 2, students undertake the study of 'Business & Economics' and 'Geography'. Within the 'Business & Economics' unit, students examine market systems, focusing on the traits of demand and supply and the impact this places on both consumers and producers. Students apply their knowledge in a simulated economy game and draw links between the key economic principles explored and their own behaviour within the simulated economy. In their study of 'Geography', students develop their geographical inquiry skills through developing and applying key geospatial skills to real world scenarios, as well as a research-based project on the role water plays in the world. Students concentrate on the environmental, cultural and social impacts of water by focusing on case studies in Australia and the Asia region. Students explore the consequences of urban landscapes on the natural environment and the challenges of sustainable development.



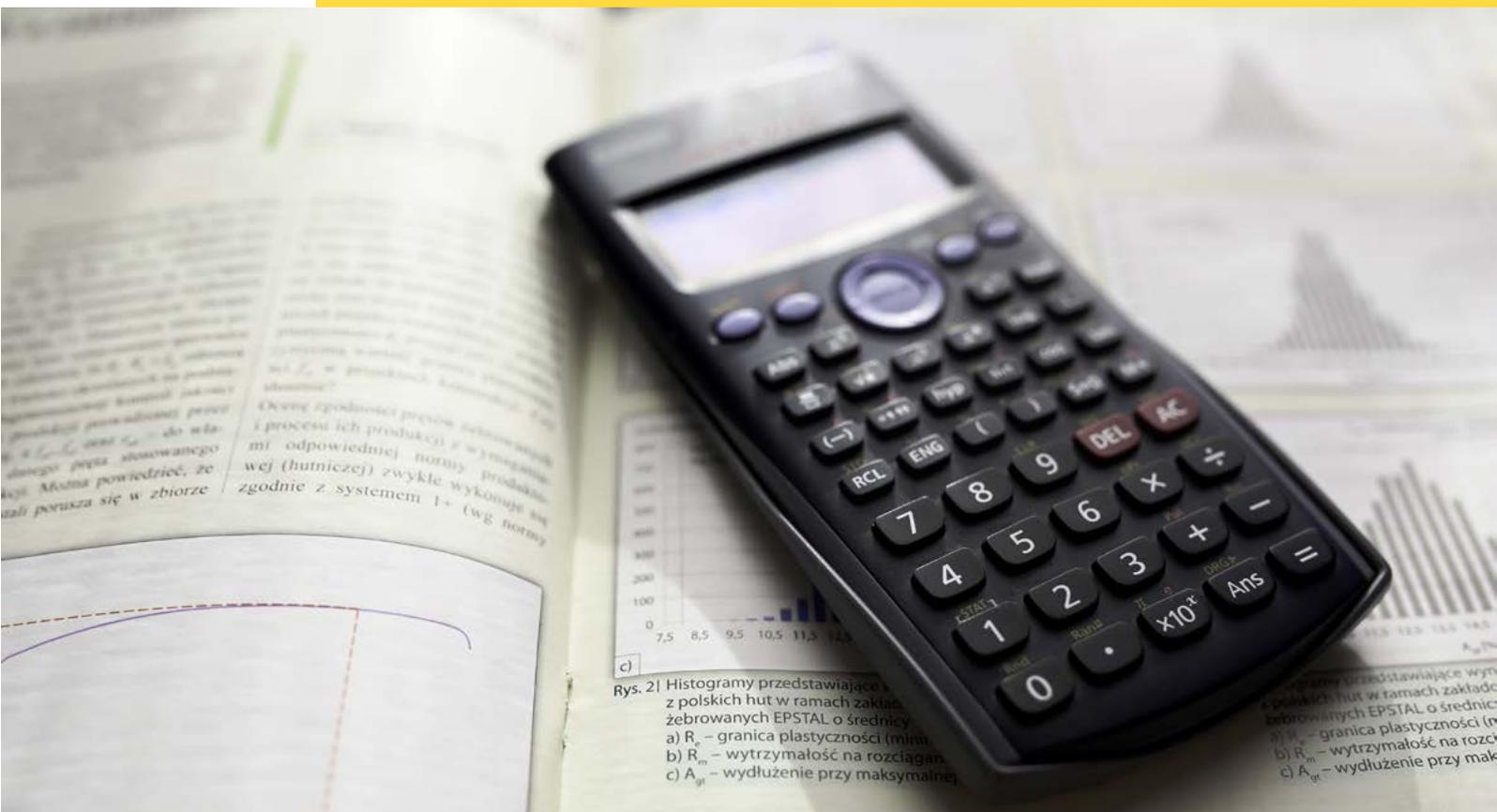
YEAR 8 SEAL CORE SUBJECT

ENGLISH

OVERVIEW

In Semester 1, students focus on developing their reading and writing skills through the study of William Golding's 'Lord of the Flies'. Students learn how to interpret ideas and issues in the text and to present a strong analysis in the form of a text response essay. They also plan and deliver a live and interactive mock trial representing the opinions of particular characters in response to prompts. In the latter part of the semester students study a range of texts as part of a thematic unit around the theme of Love and Loss before creating their own text on the topic. Students develop skills of exposition, reflection, annotation and analysis throughout these studies.

In Semester 2, students engage in a close study of Ambelin Kwaymullina's 'The Interrogation of Ashala Wolf'. Students continue to develop their understanding of how texts are constructed whilst also developing and presenting their own interpretation of the novel's meaning. The study of Bram Stoker's 'Dracula' exposes students to key elements of Gothic literature that they then experiment with in their own creative work. Additionally, students will develop their speaking skills through the study of film, producing a speech in response to the film.



YEAR 8 SEAL CORE SUBJECT

MATHEMATICS

OVERVIEW

In Semester 1, students develop their understanding of algebra, index laws, scientific notation, trigonometry, Pythagoras and statistics. As part of these units, students work on their ability to reason, research and communicate effectively. During investigations, students explore ideas with the support of concrete materials and digital technologies, working in both individual and group scenarios.

In Semester 2, students study statistics, linear algebra, congruence and similarity, financial mathematics, probability and the properties of 3D shapes (volume and surface area). Students apply their understanding to solve both new and familiar problems. They investigate concepts with and without digital technology, working in both individual and group scenarios. Students independently design their own statistical investigation and submit their findings to the AMT Statistics Competition. Students also undertake the ICAS Mathematics Competition to diagnose strengths and weaknesses of core mathematical skills and processes.



YEAR 8 SEAL CORE SUBJECT

SCIENCE

OVERVIEW

In Semester 1, the curriculum focus is on explaining phenomena involving science and its applications. Students explore sedimentary, igneous and metamorphic rocks and how they contain minerals and are formed by processes that occur within Earth over a variety of timescales. They further explore the theory of plate tectonics and global patterns of geological activity and continental movement. Students then investigate the transmission of heritable characteristics from one generation to the next and how this involves DNA and genes. They examine an animal's response to a stimulus and how it is coordinated by its central nervous system (brain and spinal cord) and neurons transmitting electrical impulses.

In Semester 2, students investigate how energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy and how devices can change energy from one form to another. They look at how light can form images using the reflective feature of curved mirrors and the refractive feature of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation. They explore the properties of sound and how it can be explained by a wave model. Students then investigate electric circuits, how they can be designed for diverse purposes and explained by the concepts of voltage and current. Students will look at magnets and the field model as well as how these are used in generating electricity. Finally, in Chemistry students look at chemical change and how substances react to form new substances. They explore the atomic structure, properties of elements and how they are organised in the periodic table. Chemical reactions involving rearranging atoms to form new substances are also explored.



YEAR 8 SEAL CORE SUBJECT

HUMANITIES

OVERVIEW

In Semester 1, students study 'Democracy in the 21st Century'. They explore the role of political parties and representatives in the Australian political system while analysing social factors that influence the development of public policy. In their study of History, students consolidate their skills of historical inquiry through the study of contemporary histories. They critically appraise the significance of technological and societal developments from 1750 until today and explore the impact these events have had on society. Students learn to frame research questions, analyse a range of historical sources and draw their own conclusions in order to interpret the relevance of historical events through their case studies on 'The Industrial Revolution', 'Australian History' and 'World War I'.

In Semester 2, students undertake the study of 'Business & Economics' and 'Geography'. Students investigate the concept of 'Global Consumers' and build upon their economic reasoning and interpretation skills through the study of globalisation, trade and employment. In their study of 'Geography', students refine their geospatial skills, including cartographic and research-based tasks. Students develop their knowledge and understanding of how people and places are connected, as well as the social, environmental and cultural influences on human well-being. These ideas are drawn from case studies concentrating on Australia, Asia and the Americas in particular.



YEAR 9 SEAL CORE SUBJECT

ENGLISH

OVERVIEW

In Semester 1, students focus on developing their analytical skills by learning how to create persuasive text types through the study of 'Issues in the Media'. Students analyse aspects of purpose, language, audience and form and produce an analytical essay in response to a persuasive text. In the latter part of the semester, students study Kate Grenville's 'The Secret River'. Students explore themes of dispossession and possession, cultural frameworks and literary devices before producing a novella in response to these ideas.

In Semester 2, students study units based around the composition of analytical writing through a study of George Orwell's '1984' and William Shakespeare's 'The Tempest'. In their study of 'The Tempest', students adopt a postcolonial perspective to explore Shakespeare's classic text. Students create their own sonnets employing Elizabethan language and iambic pentameter and additionally write analytically exploring themes of betrayal and forgiveness. During their study of '1984', students are immersed in the world of early dystopian fiction. Writing both critically and creatively, students consider the implications of a highly voyeuristic society and the power of language in its ability to manipulate.



YEAR 9 SEAL CORE SUBJECT

MATHEMATICS

OVERVIEW

In Semester 1, students develop their understanding of algebraic manipulation, linear relationships, trigonometry, and statistics. As part of these units, students worked on their ability to reason, research and communicate effectively. Students undertake a unit on assessment strategies and time management as they prepare for senior studies. During investigations, students explore ideas with the support of concrete materials and digital technologies, working in both individual and group scenarios.

In Semester 2, students develop their understanding of non-linear algebra including quadratic functions, financial mathematics, probability and the properties of composite 3D shapes (volume and surface area). Students apply their understanding to solve new and familiar problems and are introduced to the language of mathematical proof. They investigate concepts with and without digital technology, working in both individual and group scenarios. During Term 4, students undertake an individual task to investigate the roles of notable mathematicians throughout history and their contribution to our world.



YEAR 9 SEAL CORE SUBJECT

BIG IDEAS IN SCIENCE

OVERVIEW

In Semester 1, the curriculum focus is on explaining phenomena involving science and its applications. Students explore the motion of objects and the interaction of forces. They investigate how forces can be described and predicted using the laws of physics. Student investigate the theory of plate tectonics and how this can explain global patterns of geological activity and continental movement. Students explore the features of the Universe including galaxies, stars and solar systems and how the Big Bang theory can be used to explain the origin of the Universe.

In Semester 2, students investigate Chemistry and how all matter is made of atoms which are composed of protons, neutrons and electrons and how natural radioactivity arises from the decay of nuclei in atoms. Students then examine the theory of evolution by natural selection and use it to explain the diversity of living things and how it is supported by a range of scientific evidence. Finally students examine how multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.

Throughout the semester students will also make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views. As part of human endeavour students seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available.



YEAR 9 SEAL CORE SUBJECT

BIG IDEAS IN HISTORY

OVERVIEW

In Semester 1, students undertake the study of 'The Interwar Period' and 'World War II'. Throughout their study of History, students focus on developing their historical writing, inquiry and research skills. They critically examine the significance of a number of key events and evaluate Australia's involvement. Students learn to frame research questions, analyse a range of historical sources and draw their own conclusions in order to interpret the relevance of historical events. Students also study the 'American Civil Rights Movements', focussing on historical empathy and developing their ability to form a robust historical argument.

In Semester 2, students undertake an investigation into 'Pop Culture' and 'The Vietnam War.' Throughout these studies, students develop their skills of historical inquiry and research. They critically appraise the significance of a number of key events and research the roles of Australian participants. Students investigate how popular music reflected the changing views and attitudes of post-war Australia. Students also undertake an in-depth study into the impact of the Vietnam War and its significance for Australia. In particular, students investigate the environmental and cultural impacts of war. Throughout this study students consolidate their historical inquiry skills through extended research and case study analysis.



SPORTS PROGRAM

At Albert Park College our aim is to provide an exciting and engaging sport curriculum that helps improve student activity levels.

Albert Park College believes that physical education and sport experienced in a safe and supportive environment is a unique and vital contributor to a pupil's physical development and well-being.

A broad and balanced physical education curriculum based around sport education is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all students.

Through the selection of suitably differentiated and logically developed tasks, it is intended that students, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

The sport education activities offered and the teaching approaches adopted seek to provide students with opportunities to develop their creative and expressive abilities, through improvisation and problem solving.

Albert Park College provides an elective based sports curriculum. Students submit an elective selection form and are then allocated a sport for that term. Elective Selection forms will be processed and every effort will be made to provide each student with their first or second choice. All electives are available for both boys and girls.

HOUSE SYSTEM

- **TIM FLANNERY HOUSE**

Value and Lead / Green

Scientist, environmentalist and explorer, Tim is one of the world's recognised leaders in the most important issue our children will have to deal with during their lives – climate change.

- **TIM WINTON HOUSE**

Create / Blue

One of Australia's greatest writers, Tim's novels and public advocacy touch on the themes of marine conservation and the world of adolescents. There is no better fit for a school like ours that is built by the sea and which recognises literature as a crucial pursuit.

- **CATHY FREEMAN HOUSE**

Inspire / Silver

As a child Cathy dreamt of Olympic gold, and she achieved it and more. Like all our house names, she is now giving back to the community through her Cathy Freeman Foundation. As a school that believes in taking responsibility for promoting reconciliation, Cathy is a natural choice.



SPORT ELECTIVES

LEARNING OUTCOMES

- Develop health and skill related fitness components
- Enhance coaching and officiating skills
- Teamwork, confidence and tactical awareness
- Increase fine motor skills
- Perform specialised movement skills
- Undersand fair play, safety and inclusive participation

Students choose a different sport for each Term (1 - 4)

Through Years 7, 8 and 9, students are offered a diverse range of sports in which to participate. The sports on offer allow students to choose widely to create a varied and broad base of skills and experiences. Students at Albert Park College participate in four sports of their choice over the year, as outlined below, complemented by a holistic focus on health and wellbeing.

This section outlines the sport electives, specific materials required, and any associated costs. Please note that each sport will run only if there is sufficient student interest. While we will make every effort to provide students with their top preferences, this cannot be guaranteed.

The costs associated with most sport electives are included in the 'Essential Education' fee, payable by all students. However, on a few occasions an extra fee will be requested for certain higher cost electives. This fee is to be paid prior to commencing the subject. Students travelling by public transport to venues will be required to provide their own myki card and will also be required to wear full school uniform.

	Term 1	Term 2	Term 3	Term 4
Year 7	Volleyball Tennis Handball Cricket Lawn Bowls	Badminton AFL Netball Soccer Yoga and Pilates* Group Fitness*	Basketball Futsal Hockey and Lacrosse Netball Group Fitness* Yoga and Pilates*	Volleyball Tennis Touch Rugby Softball Lawn Bowls
Year 8	Volleyball Tennis Handball Cricket Aquatics* Lawn Bowls	Badminton AFL Netball Soccer Yoga and Pilates* Group Fitness*	Basketball Futsal Hockey and Lacrosse Netball Group Fitness* Yoga and Pilates*	Volleyball Tennis Touch Rugby Softball Lawn Bowls Sailing*
Year 9	Volleyball Tennis Handball Cricket Lawn Bowls Lifesaving*	Badminton AFL Netball Soccer Yoga and Pilates* Group Fitness*	Basketball Futsal Hockey and Lacrosse Netball Group Fitness* Yoga and Pilates*	Volleyball Tennis Touch Rugby Softball Lawn Bowls Sailing*

* An extra fee is required for this elective.

MORNING SPORT LESSONS

Students are required to be at the venue, ready to start at 9am. Students will then return to APC by walking or travelling by tram under staff supervision. The sport teacher will give detailed information of travel and venue arrangements to individual classes.

AFTERNOON SPORTS LESSONS

Students will depart from school and travel to sports venues during lunchtime. The sport teacher will provide detailed information to students within their first lesson. Students will be dismissed from the venue at 3pm.

MELBOURNE WEATHER

During hot sunny weather students are required to wear an APC sun hat or plain sports cap. This is compulsory to wear in the summer term (Terms 1 and 4). They must also apply sunscreen.

All students must be prepared with water bottles to rehydrate regularly during sport lessons.

Students will participate in sport, in all weathers. They must be prepared with a rain jacket and umbrella if required to walk to a facility. It is advisable to wear an undershirt or thermal in cold weather.

SPORTING FACILITIES

List of the sports facilities used (but not limited to):

- MSAC
- Albert Park Lake
- Albert Park Hockey & Tennis Club
- St Vincent's Tennis Courts
- Port Melbourne Tennis Courts
- South Melbourne Beach
- JL Murphy Reserve
- Lagoon Reserve
- Albert Park Indoor Centre

All sports venues used are within a 3km radius of the College and are therefore a local excursion. All can be reached with a 25 min walk or by tram. Students are required to have a myki for tram travel.

COLLEGE UNIFORM AND SPORTS UNIFORM

A full sport uniform is a mandatory requirement of APC Sports. Students must change back into full College Uniform at the end of their sport lesson regardless of where the lesson takes place.





TERMS 2 AND 3

YOGA AND PILATES



OVERVIEW

Yoga and Pilates classes will have you burning calories and improving coordination, flexibility and strength while also having a whole lot of fun working out or relaxing.

Pilates classes can include warm-ups, strength moves, peak performance moves, abdominal conditioning, cool-downs and stretches. It can be set to music with a choreography that is current and updated regularly to keep your workouts inspired and invigorated.

Yoga includes breath control, simple meditation, and the adoption of specific bodily postures and is widely practised for health and relaxation.

These sessions will take place at APC and external fitness centres. Students will walk to and from the venue or use the school sports hall.

An approximate fee of \$45 is required for this elective for each term.



TERMS 1 AND 4

TENNIS



OVERVIEW

Tennis is a social game for singles or doubles that requires hand-eye coordination and speed. Tennis is available as an inter-school sport representative team and students will be selected on skill and sporting behaviour. Tennis will be played at the Albert Park Lawn Tennis Club, Albert Park Hockey/Tennis Centre or Port Melbourne Tennis Club. Students will not require their own equipment, although they are permitted to bring their own gear. It is compulsory for students to wear Dunlop volleys or a clay appropriate shoe. Students will walk or take public transport to and from the Tennis venues located within Albert Park and Port Melbourne.



TERM 1

CRICKET



OVERVIEW

Cricket is a summer sport requiring concentration, batting, bowling and fielding skills. Cricket is available as an inter-school sport representative team; students will be selected on skill and sporting behaviour. Cricket will be played outdoors and a sports uniform appropriate for the weather is required. Students will walk to and from the Lagoon Reserve, the Albert Park Lake precinct or JL Murphy reserve.



TERM 1

HANDBALL



OVERVIEW

Handball is a fun and exciting team game, a 7-side team sport played indoors on a basketball sized court. The game combines hand eye-coordination with speed and power, which results in a fast paced and high scoring game. Handball is available as an inter-school representative team, students will be selected on skill and sporting behaviour.



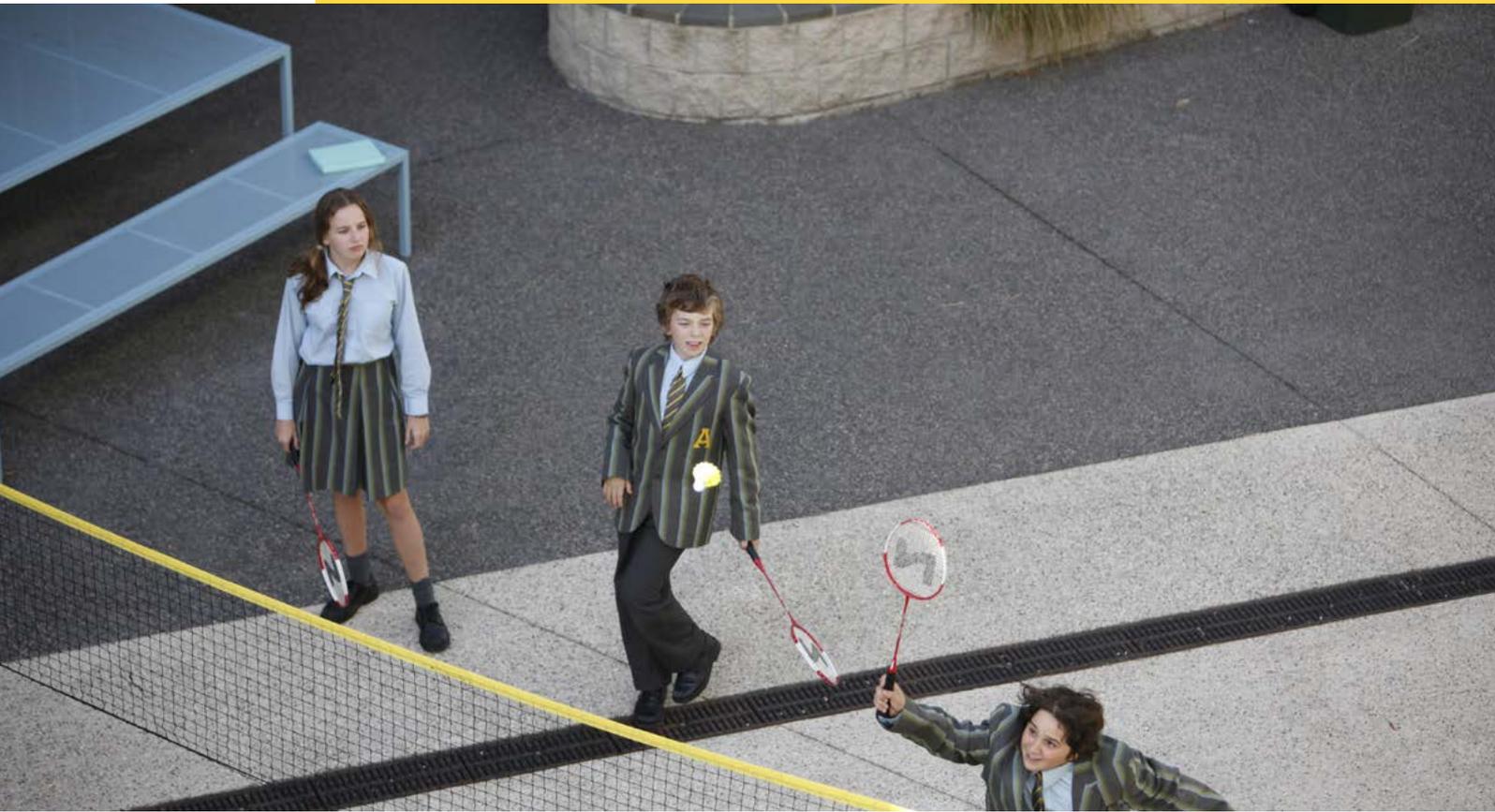
TERM 1 AND 4

VOLLEYBALL



OVERVIEW

This subject combines both Volleyball and Beach Volleyball to teach students ball hitting and safe diving techniques. Volleyball is available as an inter-school sport representative team (separately for boys and girls), which are both selected on skill and sporting behaviour. Volleyball will be played both indoors and outdoors and a sports uniform appropriate for the weather is required. Students will walk to and from MSAC, Albert Park Beach or use the school gymnasium.



TERM 2

BADMINTON



OVERVIEW

Badminton is a racquet sport which uses racquets to hit a shuttle cock across a net. It requires a variety of racket skills without the wrist and forearm strength of tennis. Badminton is available as an inter-school sport representative team and students will be selected on skill and sporting behaviour. Badminton will be played indoors at the school gymnasium or MSAC.



TERM 2

FOOTBALL (AFL)



OVERVIEW

Australian Rules Football combines hand and foot skills with a variety of fitness requirements in a contact sport. Football is available as an inter-school sport representative team and students will be selected on skill and sporting behaviour. Students require a mouth guard for his elective. Football will be played outdoors at JL Murphy Reserve or the Albert Park precinct, and a sports uniform appropriate for the weather is required. Students will walk/tram to and from the JL Murphy Reserve or the Albert Park Lake precinct.



TERMS 2 AND 3

NETBALL



OVERVIEW

Netball uses the simple skills of throwing, catching and stationary shooting in a fast and tactical non-contact game. Netball is available as an inter-school sport representative team, and students will be selected on skill and sporting behaviour. Netball will be played indoors and outdoors, and sports uniform appropriate for the weather is required. Students will play on the APC outdoor court or at Albert Park Indoor Sports Centre.



TERM 2

SOCCER



OVERVIEW

Soccer requires great foot skills and fitness. The object of the game is to score by moving the ball into the opposite goal. Soccer is available as an inter-school sport representative team, students will be selected on skill and sporting behaviour. Soccer will be played outdoors and a sports uniform appropriate for the weather is required. Students will walk to and from the Lagoon Reserve or walk and take the tram to the Albert Park Lake precinct.



TERM 3

FIELD HOCKEY AND LACROSSE



OVERVIEW

Hockey and Lacrosse will be combined into the one unit in term three, with the first five weeks concentrated on Field Hockey and the second on Lacrosse. Field hockey is played with a stick that has a rounded tip, or head, which players use to hit the ball down field. The ball can only touch one side of the stick and cannot touch the players' feet. While playing field hockey, players must move quickly and efficiently in order to score goals. Lacrosse requires similar skills and fitness to soccer, but includes stick dexterity. Hockey is available as an interschool sport representative option; students will be selected on skill and sporting behaviour. Both will be played at the Albert Park Hockey Centre. Students will walk and take the tram to the venue. Sports uniform, appropriate clothing and a mouth guard is required for this elective.



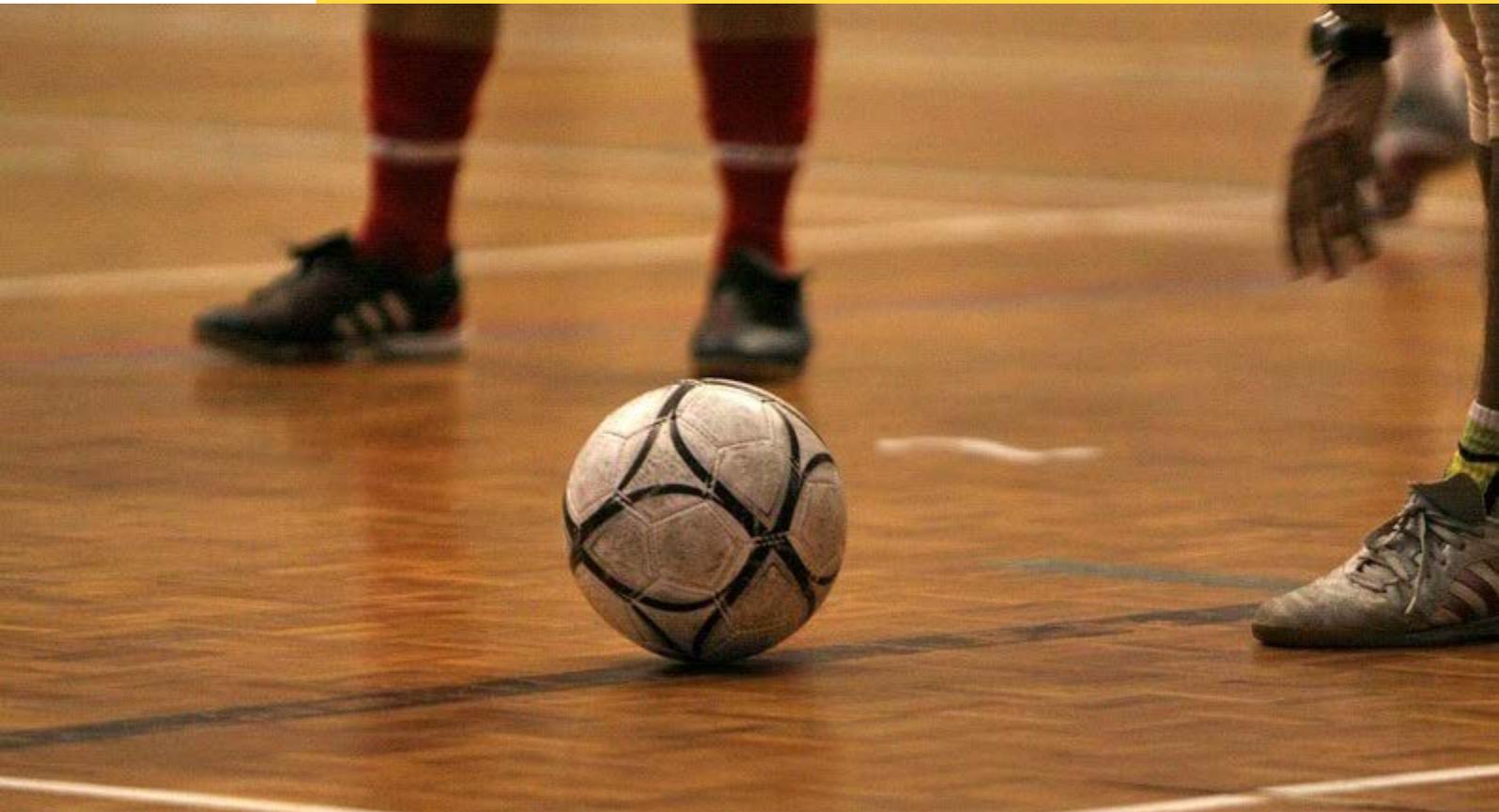
TERM 3

BASKETBALL



OVERVIEW

This is Basketball for 'beginners'. If students already participate in the school Basketball Academy they are encouraged to select a different sport. This elective will focus on the fundamentals of Basketball; it is an offensive-defensive game high in teamwork, ball handling and tactics. Basketball is available as an inter-school sport representative team, students will be selected on skill and sporting behaviour. Students will not require their own equipment. Basketball will be played outdoors at the school courts, inside the school gymnasium or at MSAC.



TERM 3

FUTSAL



OVERVIEW

Futsal is a fast-paced soccer game played indoors. Futsal is available as an inter-school sport representative team and students will be selected on skill and sporting behaviour. Students will not require their own equipment, although they are permitted to bring their own shin pads and futsal trainers. Futsal will be played indoors at the Albert Park Indoor Sports Centre or at an alternative venue.



TERM 2 AND 3

GROUP FITNESS



OVERVIEW

This elective provides a fast-paced alternative to competitive sports. Students will explore a range of group fitness classes and find one that inspires them to achieve their health and fitness goals. They will complete classes ranging from high intensity to gentle reconditioning and everything in between. Students will visit local gyms as well as participate in sessions at APC.

An approximate fee of \$60 is required for this elective per term.



TERM 1 AND 4

LAWN BOWLS



OVERVIEW

Lawn bowls will be offered in Terms 1 and 4 in association with Albert Park Lawn Bowls Club. It is a precision sport where the aim of the game is for players to roll their bowl from a mat to the target ('the jack'), closer than their opponent is able to do. It is played on a large, rectangular, precisely levelled and manicured grass or synthetic surface known as a bowling green. Bowls are weighted (biased), so they do not roll in a straight line but in a curve. This makes the skill of bowling more challenging, as it relies on bowlers judging the distance, weight and aim (or line). Throughout the sessions there will be expert coaches on hand to help develop students their technique. Lawn bowls is offered as an inter-school sport in Term 1. Students will travel to Albert Park Lawn Bowls Club for this elective.



TERM 4

SOFTBALL



OVERVIEW

Softball is a base-running sport requiring skills in striking, throwing and catching. Softball will be played outdoors and sports uniform appropriate for the weather is required. Students will walk or take public transport to and from Lagoon Reserve and Albert Park. Softball is available as an interschool sport. A Representative team and students will be selected on skill and sporting behaviour.



TERM 4

TOUCH RUGBY AND FIELD GAMES



OVERVIEW

Field Games develop tactical and strategic game thinking through a variety of competitive indoor and outdoor sports. Students will play Touch Rugby at the Albert Park Lake precinct or Lagoon Reserve. The non-contact sport of Touch Rugby is available as an inter-school sport representative team, and students will be selected on skill and sporting behaviour. Students will walk or take public transport to and from the Lagoon Reserve and the Albert Park Lake precinct.



TERM 1

SURF LIFESAVING



OVERVIEW

Every Australian can help to save a life. Lifesaving skills give you the power to take action to change a moment or even a life. Surf lifesaving will cover a range of skills that enable you to undertake safe water based practices that provide support to others in a variety of water environments. This sport activity operates from Port Melbourne Lifesaving club and is delivered by real surf lifesavers.

An approximate fee of \$75 is required for this elective.



TERM 1

AQUATIC SPORTS



OVERVIEW

This elective makes the most of the summer term and has the students getting out of the school and into the water. This elective is based at MSAC where students participate in swimming and if available diving. Following this the students have the opportunity to continue their development as junior lifesavers by participating in a lifesaving activities at Port Melbourne Life Saving Club.

Students will require their own bathers, goggles & towel. Students will walk and use public transport to Melbourne Sports and Aquatics Centre (MSAC).

An approximate fee of \$100 is required for this elective.



TERM 4

SAILING



OVERVIEW

Albert Park College will continue their partnership with Royal Melbourne Yacht Squadron by offering a Sailing elective, that will further develop the students' skills learnt in Year 7. Training sessions will be run on the safe waters within St. Kilda Harbour. It will be lead by Yachting Australia accredited instructors with on-water supervision and coaching delivered from powered safety craft. Training will cover topics such as: safety, weather, capsize recovery, tacking, gybing, sail trim, towing, etc. Students will require appropriate sailing clothes and a rash-vest or wetsuit.

Morning classes will meet the sailing instructors at the venue and will then travel back to school at the end of their session. Afternoon classes will travel to RMYS in their lunch hour and at the conclusion of their lesson will be dismissed from the venue.

An approximate fee of \$350 is required for this elective.

Lead Create Inspire