



# MIDDLE YEARS HANDBOOK

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# Introduction to the Middle Years Program

The Middle Years program at APC 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. Students are given opportunities to present and exhibit work, using the iPad to create, communicate and share learning.

APC 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.

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 APC we value:

A positive culture

- we are positive, open and encourage a 'can do' attitude
- we celebrate a diverse range of skills and achievements
- we encourage our students into higher education and training
- we display leadership.

Community and 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

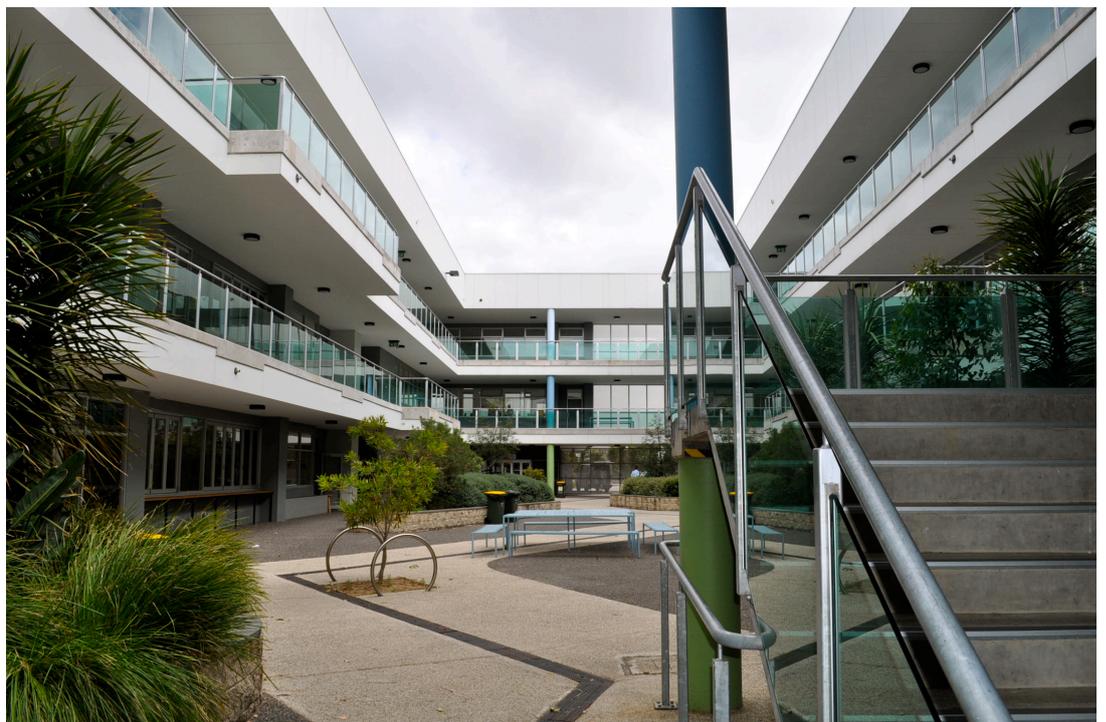
- we are open to new methods of teaching and learning
- we respect knowledge, skills and creativity
- we extend and challenge students to be the best they can at academic, sporting and artistic pursuits and subjects
- we promote a culture of excellence in everything we do.

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 performance, as well as enhancing the wellbeing of all students at the college. Experience tells that when school members combine 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, media, drama and contemporary art forms a major focus of the school's activities.

### Inspire

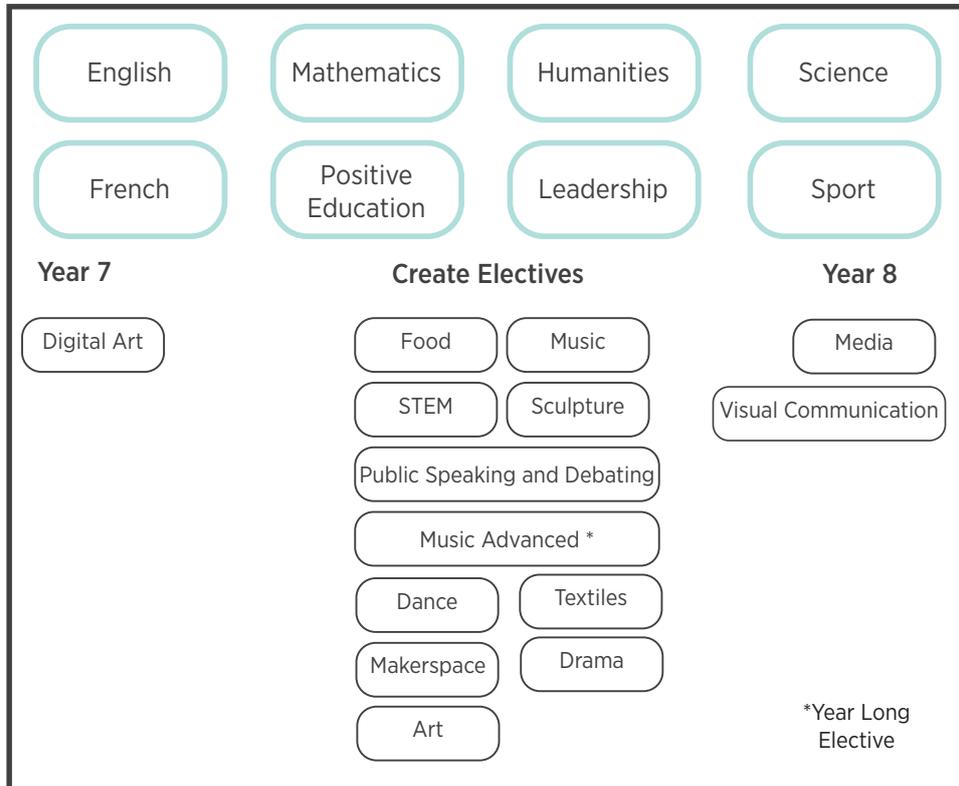
Our students and teachers will take their talents to the utmost limit. APC expects students to combine a love of learning with a passion to succeed, led by inspiring teachers. We aim to discover your child's true interests and help him or her in their pursuit of these interests. Our college aims for 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

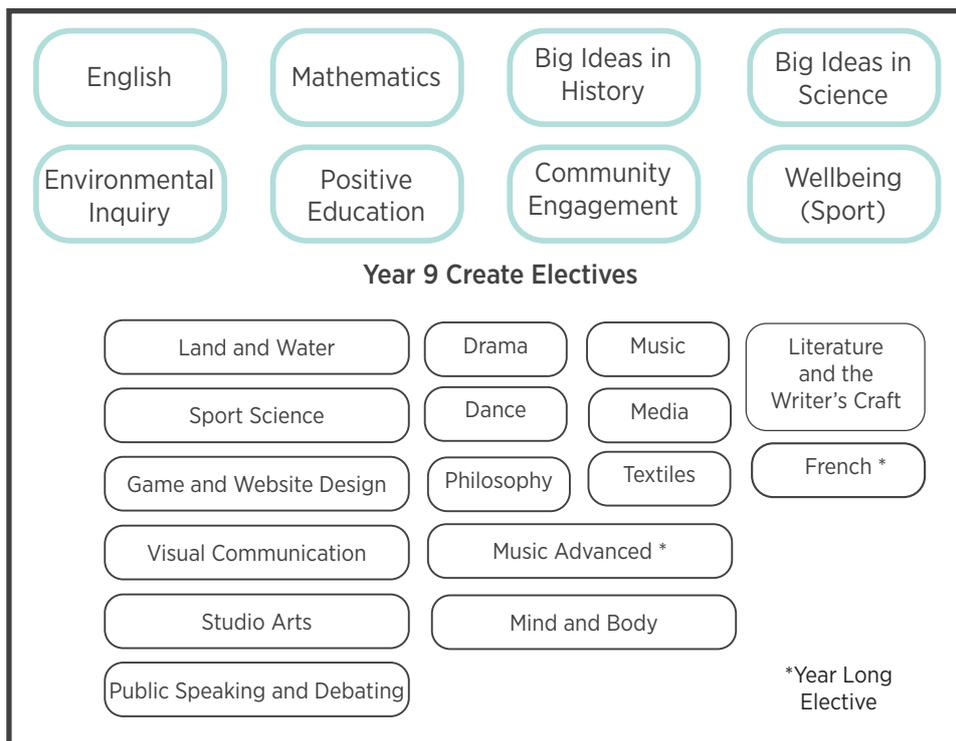
## Year 7 and 8

## Core Subjects



## Year 9 - Da Vinci Project

## Core Subjects



# Elective Selection Timeline

## Grade 6 Students

**End August 2020**

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 2021 Elective and Sports Selection Form.

**Early December 2020**

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 and 8

**22 June 2020**

As part of the Positive Education program students access the online Middle Years Subject Handbook and are provided with the login details via email to access the online 2021 Elective and Sports Selection Form.

**24 July 2020**

All Elective and Sports Selection Forms due.

**Mid Term 4 2020**

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

# Requests to Change Electives in 2021

## 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 11 December 2020.

A reminder that no mid-year Create elective changes will be processed in 2021.

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.

## Sports changes

Semester 1: Students who wish to change electives need to complete the online form provided with elective notifications emails before Friday 11 December 2020.

Semester 2: Students have until Friday 16 July 2021 to request a sport change from the Middle Years Curriculum Leader.



# The Positive Education Program

Positive Education at APC seeks to nurture the whole person and enable all students to flourish. We believe that when an individual is able to uncover and realise the potential of power within themselves, they are able to thrive. The Positive Education Programme is underpinned by Positive Psychology principles, which aim not to treat 'illness', but rather equip people with tools and means to improve wellbeing and performance. Positive Psychology builds on people's strengths and uses these to help move towards a state of flourishing, empowering them to be the best versions of themselves. The Positive Education Programme at APC consists of five "Powers" that each student in every year level will cover throughout the course of the academic year. The programme purports that there are key competencies in all of us that are to be nurtured and developed so that they become powerful tools in one's life.

These competencies fall under the following:

- The Power of Identity
- The Power of Physical Health
- The Power of Connection
- The Power of Mental Health
- The Power of Choices.

Every student at APC is assigned a Positive Education Tutorial group. This Tutorial group is the home base of the student, and provides them with the essential support and guidance necessary to thrive at school. Every Positive Education Tutorial group is led by a Positive Education Mentor, who is the primary provider of pastoral care to the students in his or her care. This Mentor is the first port of call for both parents and students if personal, academic, or family issues arise. Students and their Positive Education Mentors build positive relationships, and Mentors will know the students in their group well, be aware of their interests and accomplishments, and support their participation in wider school life.

Positive Education Mentors are, at all times, supported by Positive Education Leaders, who are charged with the care and support of the whole year level. If students raise personal issues or if incidents arise that their Mentor is unable to manage, Mentors will refer the matter to the appropriate Positive Education Leader. In turn, if a matter requires it, the Leading Teacher of Positive Education may be involved.



# Technology Requirements

We have a technology rich environment at APC based on a streamlined Apple-only infrastructure. In Years 7 and 8, students are required to purchase an iPad and Apple Pencil, allowing them to access the interactive online classroom developed by APC.

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 for 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 and provides them with a greater range of learning tools.

## Apps

Students in the Middle Years are required to purchase a small 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 year, students should download all essential apps listed in the booklist they receive via the Campion website. They will be advised if they need to download additional subject-specific apps throughout the year.



### Good

iPad  
32GB

- 10.2-inch Retina Display
- A10 Fusion chip
- Touch ID
- Up to 128GB of storage
- Support for Apple Pencil 1st Generation\*



### Better

iPad Air  
64GB

- 10.5-inch Retina Display True Tone
- A12 Bionic chip with Neural Engine
- Touch ID
- Up to 256GB of storage
- Support for Apple Pencil 1st Generation\*



### Best

11-Inch iPad  
Pro

- 11-inch Liquid Retina LED display
- A12Z Bionic chip with Neural Engine
- Face ID
- Up to 1TB of storage
- Support for 2nd Generation Apple Pencil\*



\*The Apple Pencil is required for all Year 7 and 8 students in 2021.  
Year 9 students have the option of an iPad or a MacBook.



### Good

MacBook Air  
13.3-inch

- 1.1GHz dual-core Intel Core i3 processor with Turbo Boost up to 3.2GHz
- 256GB storage
- 8GB of memory
- Touch ID

Entry-level, general purpose laptop. Fine for accessing the internet, email, word processing, and basic image, audio and video editing.



### Better

MacBook Air  
13.3-inch

- 1.1GHz quad-core Intel Core i5 processor with Turbo Boost up to 3.5GHz
- 512GB storage
- 8GB of memory
- Touch ID

Mid-range general purpose laptop with greater internal storage. Good for all areas of study.



### Best

MacBook Pro  
13-inch

- 2.4GHz quad-core Intel Core i5 processor with Turbo Boost up to 4.1GHz
- 512GB of SSD Storage
- 16GB of 2133MHz LPDDR3 memory
- Touch ID and Touch Bar

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 2021.  
The minimum iOS requirement for Albert Park College in 2021 is iPad OS.  
For MacBook the minimum operating system requirement at Albert Park College in 2021 is macOS Mojave 10.14.

# Instrumental Music Program

APC 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:

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

For more information  
[click here.](#)



# Language Programs

The foreign language taught at APC is French and this is compulsory for all students in Year 7 and Year 8. As students move to Year 9, French becomes an elective. However, students and parents should note that the study of French from Year 7 to Year 10 is a prerequisite for inclusion in the International Baccalaureate programme in the senior years. The study of a foreign language is required for the IB.

## French bilingual program

Students in the junior years who are native speakers of French or who are effectively bilingual, thanks to schooling or family background, are invited to join our CNED Programme. The Centre National d'Éducation à Distance is the French ministry of Education's distance education provider. Their culturally rich and challenging curriculum aims to meet the needs of students who wish to maintain and develop their French reading, writing, grammar and analytical skills or for those intending to reintegrate with the French education system in the future. The total cost of the program, including written materials and 3 hours of specialist support per week with our native-speaking Assistante is approximately \$1800 per annum. Parents can contact Tasha Brown, Head of Languages, for more information.

Parents should note that, to improve equity, there are new rules from 2021 regarding the year-12 assessment of bilingual students in the VCE. Bilingual students interested in completing the International Baccalaureate Diploma Programme should contact the Head of LOTE, Tasha Brown, to discuss their study options. Students and families should be aware that students who complete their Diploma in three or more languages are eligible for the Bilingual Diploma.

## Victorian School of Languages

While French is the compulsory foreign language taught at APC from year-7, we encourage students to maintain and strengthen all family or community languages. Many additional languages can be studied via the Victorian School of Languages. Some courses are available face-to-face on, say, Saturdays, and parents are responsible for those enrolments. Some courses are available online and our school needs to process those enrolments. The cost is approximately \$200 per year. Students who continue their VSL studies into Year 10 and beyond can include their chosen language study as part of their timetables allotment. Parents should note that, to improve equity, there are new rules from 2021 regarding the year-12 assessment of bilingual students in the VCE. Furthermore, please note that the VSL will not accelerate a student by more than one year level irrespective of bilingualism. Please contact Tasha Brown, Head of Languages, for more information.

# Year 7 Course Structure

## English



4 lessons per week

## Positive Education



1 lesson per week

## French



2 lessons per week

## Mathematics



4 lessons per week

## Humanities



2 lessons per week

## Create Electives



3x2 lessons per week

## Science



2 lessons per week

## Leadership



2 lessons per week

## Sport Electives



2 lessons per week

 Core subject

 Student choice



# Year 7 subjects list

## Core

- Positive Education
- English
- Mathematics
- Science
- Humanities
- French
- Leadership

## Create

- Art
- Dance
- Digital Art
- Drama
- Food
- Makerspace
- Music
- Music Advanced
- Public Speaking and Debating
- Sculpture
- STEM
- Textiles

## Sport

- Badminton
- Basketball
- Cricket
- Field Hockey and lacrosse
- Football (AFL)
- Futsal
- Group fitness
- Handball
- Netball
- Lawn bowls
- Soccer
- Softball
- Tennis
- Touch Rugby and field games
- Volleyball
- Yoga and Pilates



# Year 7 Core Subjects

## English

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 create a 'Yarning Circle' style presentation about their own identity based off their study of *Fog a Dox* written by Bruce Pascoe. In the latter half of the semester, students complete a unit of work focusing on the craft of writing. Students undertook a study of fantasy writing, drawing on a number of literary devices and language conventions to explore characterisation and writing for entertainment, ultimately creating their own fantasy narrative.

In Semester 2, students study three key units: a textual study of Morris Gleitzman's 'Then', a script building unit based around 'The Little Prince' and an advertising unit. 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 unit on 'The Little Prince' students develop an understanding of filmic techniques, what a script is and how to explore wider themes in alternative ways. In the study of advertising and its effects, students learn persuasive devices and then apply this knowledge to create an effective advertisement of their own about the environment. Students also build on their creative writing skills through the development of the Writer's Notebook over the whole academic year.



## Year 7 Core Subjects

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### Mathematics

In Semester 1, students develop their understanding of operations with whole numbers, fractions, ratios, 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, the cartesian plane, properties of 2D and 3D shapes, decimals, percentages 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 Subjects

## Science

In Semester 1, the curriculum focuses on explaining phenomena involving Science and its applications. 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. Finally, students explore change to an object's motion caused by unbalanced forces acting on objects.

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. 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.

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 Subjects

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### Humanities

In Semester 1, students begin the year with a study of 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 a history study, 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 historical sources. 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 and 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 Subjects

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### French

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 Subjects

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### Leadership

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 has 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 for Year 7 and Albert Park Yacht Club for Year 8. Students learn about water safety, boat set up and 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, building and managing satisfying relationships. Finally, Health Education focuses on puberty, food and nutrition, 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

## Positive Education



1 lesson per week

## French



2 lessons per week

## Mathematics



4 lessons per week

## Humanities



2 lessons per week

## Create Electives



3x2 lessons per week

## Science



2 lessons per week

## Leadership



2 lessons per week

## Sport Electives



2 lessons per week

 Core subject

 Student choice



# Year 8 subjects list

## Core

- Positive Education
- English
- Mathematics
- Science
- Humanities
- French
- Leadership

## Create

- Art
- Dance
- Drama
- Food
- Makerspace
- Media
- Music
- Music Advanced
- Public Speaking and Debating
- Sculpture
- STEM
- Textiles
- Visual Communication

## Sport

- Aquatic Sports
- Badminton
- Basketball
- Cricket
- Field Hockey and lacrosse
- Football (AFL)
- Futsal
- Group fitness
- Handball
- Netball
- Lawn bowls
- Soccer
- Softball
- Tennis
- Touch Rugby and field games
- Volleyball
- Yoga and Pilates



## Year 8 Core Subjects

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### English

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 learn the key differences between informative and persuasive writing styles before completing a persuasive piece of their own. Students also build on their creative writing skills through the development of the Writer's Notebook over the whole academic year.



## Year 8 Core Subjects

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### Mathematics

In Semester 1, students develop their understanding of fractions, integers, 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 linear relationships, as well as probability, measurement, percentages, ratios, and rates. 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 Subjects

### Science

In Semester 1, the curriculum focus is on explaining phenomena involving Science and its applications. 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. 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 and the ethics of space mining.

In Semester 2, the curriculum focuses 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 Subjects

### Humanities

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 explore what inclusivity looks like in society and how this impacts everyday life. Students then undertake a History unit where they explore and evaluate Medieval Europe. 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 the 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 Subjects

### French

In Semester 1, students develop skills in reading, writing, speaking and listening to French. They describe their own school life, learning how to communicate time, school subjects and express their likes and dislikes in French. Students then go 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 enrich their communication in topics on the house and home, and travel. They build their ability to use regular and irregular verbs, prepositions of place and partitive articles to describe spaces and where they would like to visit. 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 communicative activities with peers and dialogue practice for assessment.



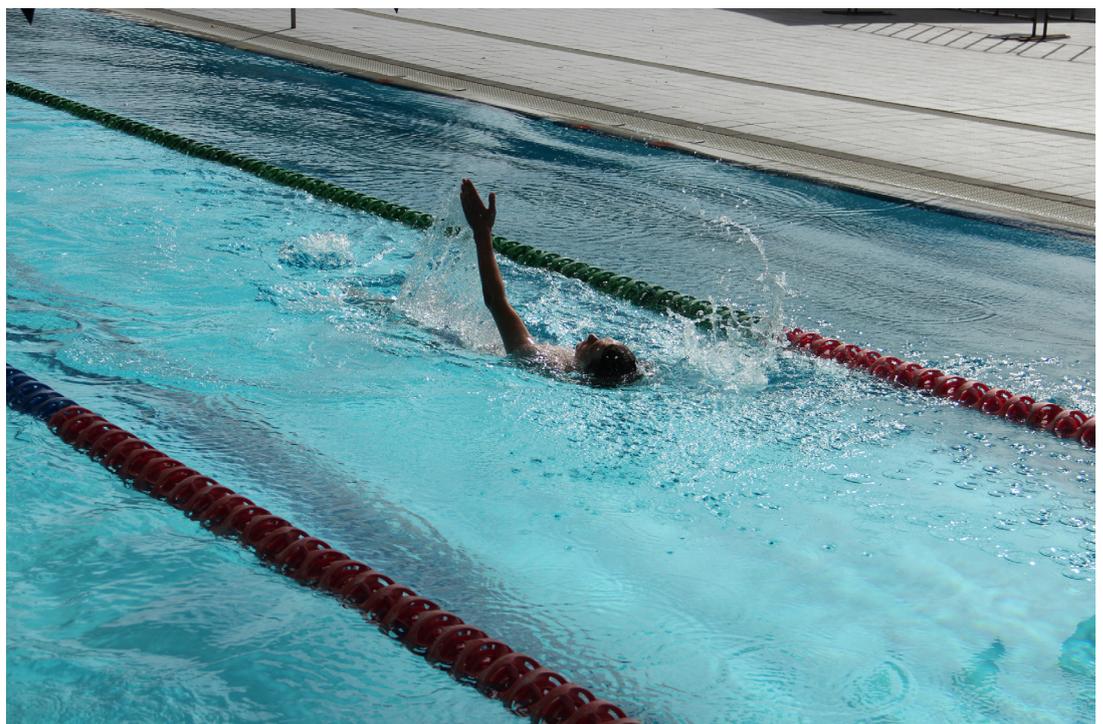
## Year 8 Core Subjects

### Leadership

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 Australian Sailing's training centre 'The Boatshed' on Albert Park Lake. Students will build upon their understanding from the Year 7 sailing program. Aquatics will 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, teamwork and building resilience. In Year 8, Health Education focuses on mental health and wellbeing, alcohol and other drugs, sexuality and sexual health.



# Year 7 and 8 Create Electives

## Introduction

Create electives at APC 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 and 8 students complete three Create electives per semester.

Each elective description that follows elaborates on specific materials required, and any associated costs, as well as the selection guidelines.

## 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.



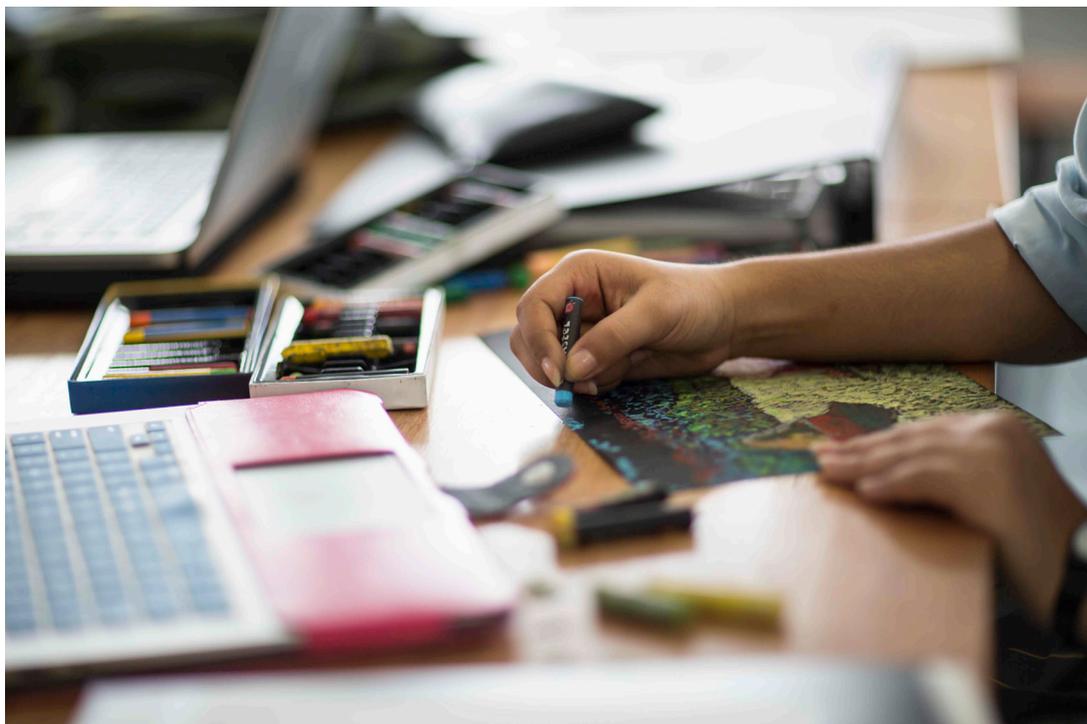
## Year 7 and 8 Create Electives

### Art Year 7



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 a range of printmaking processes 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 painting, drawing and sculpture. Both individually and collaboratively, students' work 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 Year 8

In Semester 1, students study a range of skill-building activities using sketching Apps. Students create digital drawings utilising different brushes and tools in response to the inspiration of professional artists' work. Students explore meaning and style created in their works.

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. Students 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.

# Year 7 and 8 Create Electives

## Dance Year 7



In Semester 1, students develop a range of physical and expressive skills through learning routines in Jazz and Contemporary Dance. They learn about safe dance practice and the body as it relates to Dance, 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 further develop a range of physical and expressive skills through the study of different genres. They reflect on and evaluate these skills, and use their reflections to communicate intended aims. Students work collaboratively to manipulate the elements of dance to communicate emotion and character in group compositions. Students are introduced to the skills required to analyse Dance through Musical Theatre studies. In this unit, students learn to identify, describe and evaluate the physical and production aspects used to communicate meaning in a range of works.



## Dance Year 8

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 movement vocabulary, and experiment with choreographic devices to create original compositions.

In Semester 2, students 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, and begin to reflect on their own movement creation process. Students also research and apply suitable production technologies to the creation of a Dance Film.

## Year 7 and 8 Create Electives

### Digital Art Year 7



In Semester 1, students study a range of skill-building activities using sketching Apps. Students create digital drawings utilising different brushes and tools in response to the inspiration of professional artists' work. Students explore meaning and style created in their works.

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. Students 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.



## Year 7 and 8 Create Electives

### Drama Year 7



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 maintain a reflective journal and complete self-evaluations.

In Semester 2, students study a Fractured Fairy Tales unit and explore the events of the Titanic through Process Drama. 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, students develop their expressive skills through writing and performing monologues, and completing self-evaluation tasks in a journal.



### Drama Year 8

In Semester 1, students study the performance style of melodrama through exploration of traditional storylines and stock characters. Students then challenge the conventions, roles and stereotypes presented through the creation of a skit in response to the prompt 'Hero in Distress'. Later in the term, students then examine the modern day presentation of melodramas through soap operas and identify their defining conventions and purpose in today's society. In groups, students work to devise, film and then analyse their own interpretation of modern day melodrama performance. In Term 2, students watch a filmed performance of the theatrical production of 'Robot Song' by Arena Theatre. The students discuss, challenge and question the key themes and characters presented within the performance and consider how they were positioned to respond to certain ideas. Students then use the play as a stimulus to create their own works with a focus on the actor-audience relationship.

In Semester 2, students study the history of Greek Theatre, focusing on the conventions of ritual, mask and chorus. As a whole, the class studies 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 students' 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.

## Year 7 and 8 Create Electives

### Food Year 7



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 promotional strategy where they focus on the exploration of an ethical topic with depth and detail.

In Semester 2, students will explore Australian food. 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 Year 8

In Semester 1, students study the Lunch Box unit, where they learn how to make healthy recipes that follow the Australian Food Guidelines and are appropriate to consume for lunch. Students follow a design brief, conduct research and modify a recipe that suits the nutritional needs of either a tradesperson, an office worker, elderly, teenager, toddler or an athlete. In Term 2, these skills and knowledge are then further consolidated in the study of a unit designed around Feeding the Family.

In Semester 2, students explore Asian Cuisine expanding their knowledge of ingredients and skills in asian cookery. In the Food for Celebrations unit, students 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 celebration.

## Year 7 and 8 Create Electives

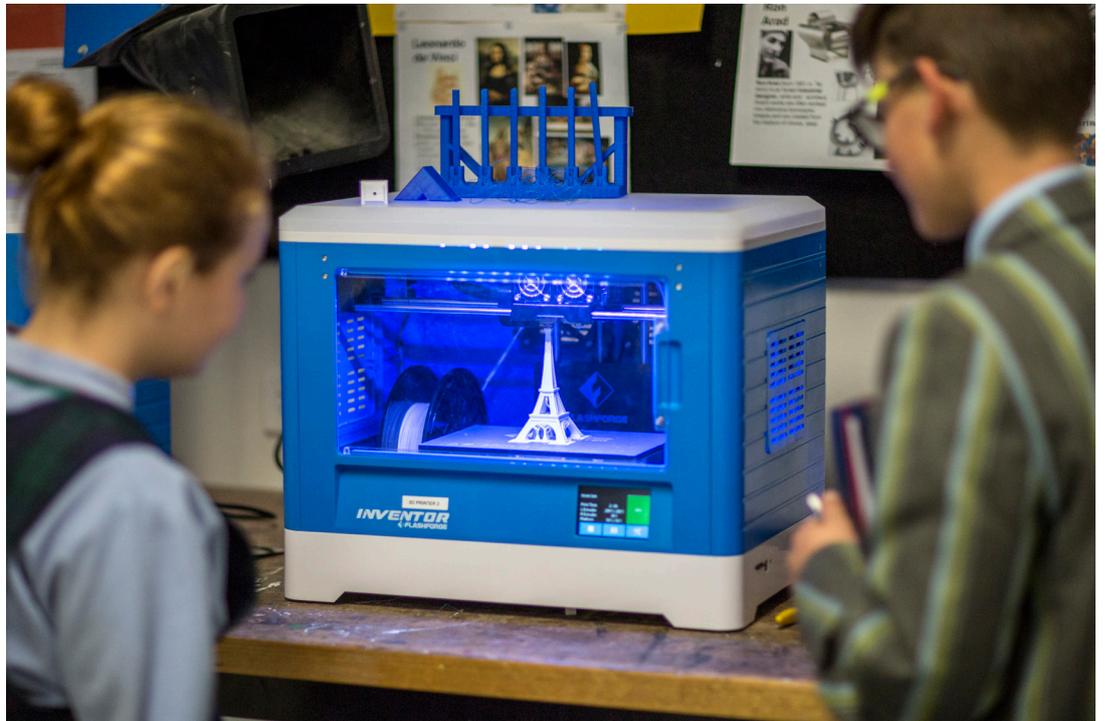
### Makerspace Year 7



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 students 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 making 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 Year 8

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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.

## Year 7 and 8 Create Electives

### Media Year 8



In Semester 1, 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 short film based on their own hero archetype. Students explore the evolution of TV and analyse social networking as a platform for narrative development and other contemporary media forms. They analyse the conventions of TV genres in preparation for pitching their own ideas.

In Semester 2, students study advertising and continue to explore visual storytelling, implementing a range of filmmaking and production techniques. They analyse 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 view and evaluate their peers' final productions.



## Year 7 and 8 Create Electives

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### Music Year 7



In Semester 1, students develop ideas through improvisation, composition and performance, combining and manipulating the elements of music. They use the keyboard and guitar 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, both individually and in groups. Students complete a variety of composition tasks and take part in a number of small and whole class performances. Students also utilise various music technologies to create their own compositions.



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### Music Year 8

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.

## Year 7 and 8 Create Electives

### Music Advanced Year 7



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

Music Advanced 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 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 receives extensive time on their chosen instrument and performs in an ensemble each week. This develops their aural skills, reading and musicianship.

There is a cost of approximately \$1450 for year-long solo lessons, plus the cost of instrumental hire for this elective.



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Students continue their study of 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 Advanced rehearse weekly as an ensemble and perform a wide array of pieces whilst also extending their aural skills.

There is a cost of approximately \$1450 for year-long solo lessons, plus the cost of instrumental hire for this elective.

## Year 7 and 8 Create Electives

### Public Speaking and Debating Year 7



In Public Speaking and Debating, students study how to research, write and present speeches in a variety of contexts. Students analyse how different audiences influence 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 a formal adjudication criteria.



### Public Speaking and Debating Year 8

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. 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.

## Year 7 and 8 Create Electives

### Sculpture Year 7



In Semester 1, students explore working in three dimensions and construct a range of sculptural works. Initially, they investigate the works of Australian illustrator and author, Shaun Tan. They focus on the art element of form to construct unique creatures that visually belong in the world of Utopia, inside the short story of *The Lost Thing*. They follow the Design Process to explore multiple styles of puppets including shadow, articulated and marionette puppets using 2D and 3D sculpting techniques.

In Semester 2, students apply the design process to create a totem sculpture based on Indigenous cultures from Australia and North America. Students add their own personal story to the totem and explore ways to communicate this visually to the viewer. Students also explore 3D modelling using clay by creating a creature inspired by the film *Frankenweenie* (2012).



### Sculpture Year 8

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. Paper sculpting and clay techniques are used to create refined 3D works and develop the student's understanding of the elements and principles of art through a 3D lens.

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 also explore texture in clay by creating several elevated ceramic tiles inspired by plant-based forms. Student's understanding of abstraction is developed this semester.

# Year 7 and 8 Create Electives

## STEM Year 7



In STEM, students are introduced to the Engineering Design Process through different themes. Designing and building is essential to engineering. Engineers follow the steps of the design process to help them create the best possible solutions to solve real-world problems.

In Semester 1, students will learn about simple and compound machines and use this knowledge to work on creating their own Rube Goldberg machine to solve a problem. Students will also learn how to use Computer Aided Design software and manufacturing techniques using 3D printing to design and create a miniature Formula 1 racing car. They will also learn project management skills developing an enterprise around their Formula 1 project. Students will also experience a Driving Learning excursion at the Formula 1 Grand Prix held in Albert Park.

In Semester 2 students will begin to understand how circuits work and use this knowledge to help design and create a solar powered boat. They will also develop their 3D manufacturing skills in the production process of their boat. Students will explore the field of Health Wearable Technology. Using innovative textiles, materials and technologies, students will learn how to design wearable tech products that will improve the lives of people, patients, doctors and other healthcare professionals. Students will design, build and program wearable tech products from the ground up, test them and see how their products perform. Through this process, students will learn the basics of electronics, microcontrollers and computer programming. Students will also learn the engineering, 3D modeling, robotics, and programming skills to bring their vision to reality.



## STEM Year 8

In Semester 1, students will 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. Students will then use coding to create their own simple Tamagotchi style pet. They will also develop their project based learning and critical thinking skills by working in teams to create a computer game that encourages the user to be more active in contributing to environmental problems.

In Semester 2, Students will develop and refine their knowledge of 3D printing where they will first design and print their own Pokemon that has adapted to a future where climate change is a reality. They will then build on these skills by working in teams to design and create prosthetic limbs for humans or animals. Through this process students will learn how to use software to create and design 3D printer files and work as a team to complete larger design projects.

## Year 7 and 8 Create Electives

### Textiles Year 7



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 soft toy practical project. 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 evaluate the finished product.

In Semester 2, students learn a range of practical skills that include 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 Year 8

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 patterns 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 to 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.

## Year 7 and 8 Create Electives

### Visual Communication Design Year 8



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 portfolios of work that explore poster and character design for their major assessment tasks. 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.



# Year 9 Course Structure

## English



4 lessons per week

## Positive Education



1 lesson per week

## Environmental Inquiry



4 lessons per week

## Mathematics



4 lessons per week

## Big Ideas in History



2 lessons per week

## Creative Endeavour



2x3 lessons per week

## Wellbeing (Sport)



2 lessons per week

## Big Ideas in Science



2 lessons per week

 Core subject

 Student choice



# Year 9 Subjects

## Core

- English
- Mathematics
- Big Ideas in Science
- Big Ideas in History
- Positive Education
- Environmental Inquiry

## Create Endeavour

- Dance
- Land and Water
- Drama
- Music
- Music Advanced
- French
- Literature and the writer's craft
- Philosophy
- Public Speaking and Debating
- Mind and Body
- Visual Communications
- Studio Arts
- Textiles
- Media
- Game and website design
- Science
- The Whole Nine Yards
- Cafe

## Sport

- Aquatic Sports
- Badminton
- Basketball
- Cricket
- Field Hockey and lacrosse
- Football (AFL)
- Futsal
- Group fitness
- Handball
- Netball
- Lawn bowls
- Sailing Group
- Soccer
- Softball
- Tennis
- Touch Rugby and field games
- Volleyball
- Yoga and Pilates



# The Da Vinci Programme

In the middle years, students tend to think holistically rather than about discrete subjects. Our Da Vinci Programme gets students thinking across subject boundaries to understand what's going on in the world, especially to our environment. It teaches content but also important practical, artistic and professional skills that will be of value to students' later careers and lives.

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

## Da Vinci – outline

### The Da Vinci Programme:

- Provides students with a holistic approach to learning that builds on their experiences to help them make connections between learning areas and make sense of the world.
- Develops students' concepts, processes and skills and allows them to demonstrate them in practical ways.
- Caters for a range of different interests, abilities, skills, and motivation through a built partnership between teachers and students.
- Has a strong focus on the environment, including the study of environmental philosophy and ethics through an interdisciplinary approach to learning.
- Has a strong focus on the visual, performing and liberal arts.
- Encourages students to conduct original research, gain deep knowledge of subject areas that interest them and become proficient in technology use.
- Includes student-led community engagement projects that give our students global perspective and challenge them to make a genuine contribution to improving their environment.



# The Da Vinci Programme

## Da Vinci – three aims:

### Aim 1: To Overcome Anthropocentrism

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

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

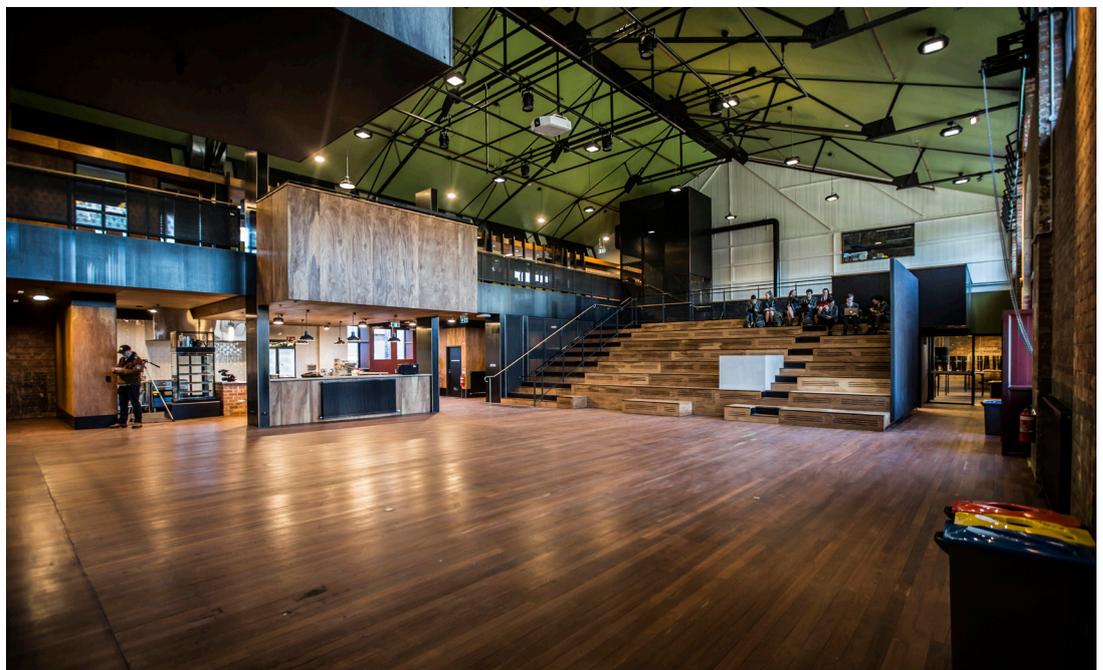
Suppose you are the last person alive after a global catastrophe, and you have the power to destroy all that's left of nature. You realise that no other person would ever be affected by its loss, since there's no one else left. Our clear intuition is that it still would not be right to destroy the natural 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 the 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. 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 to us, and the Year 9 program addresses issues relevant to students at this age, helping them to develop the self-care and resilience they need to succeed in the senior years and 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 strengthened at an individual and community level. The curriculum supports students to develop knowledge and skills to manage their own mental health and wellbeing and to support others.

## **Sexual health and identity**

These workshops 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 helps students develop positive practices in relation to their reproductive and sexual health and the development of their identities. Students will gain an understanding of the factors that influence gender and sexual identities.

## **Risk taking and making wise choices**

These workshops address a range of drugs, including prescription drugs, energy drinks, caffeine, tobacco, alcohol and illegal drugs., and the effects they can have on individuals, families and communities. Students will also explore physical, social and emotional safety issues 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. Students study relationships, dating, personal safety and potentially problematic situations they may encounter as teenagers at school, home, parties and online.

## **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



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.



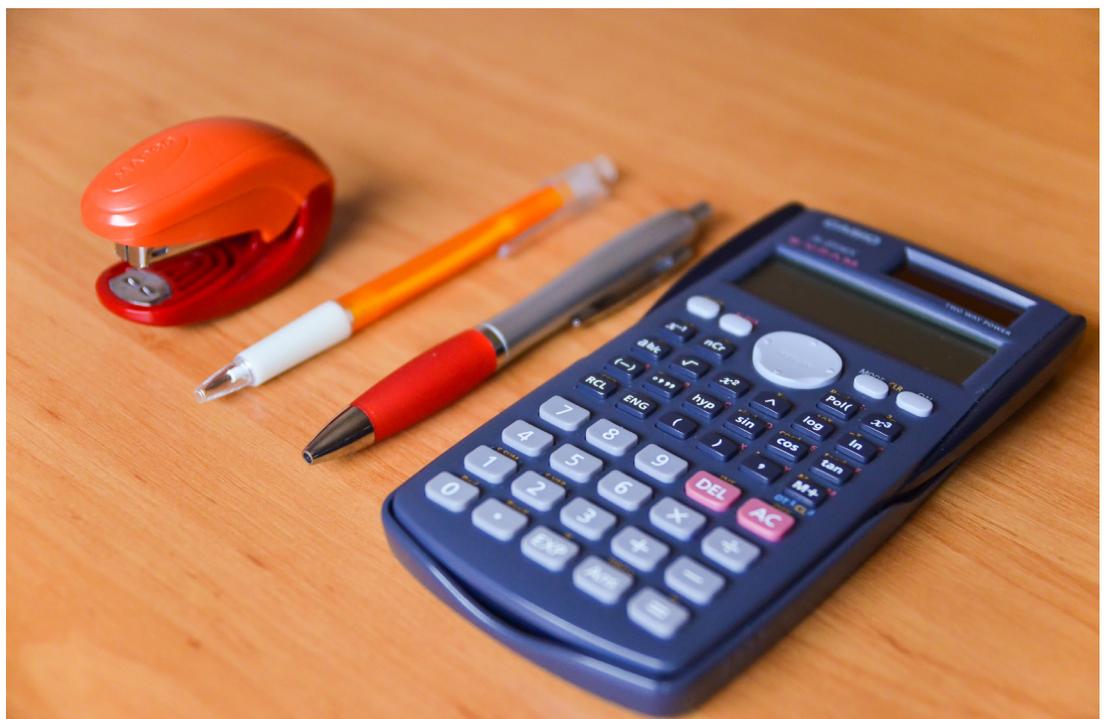
# Year 9 Core Subject

## Mathematics



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 applied algebra, 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



In Semester 1, the curriculum focus is on explaining phenomena involving science and its applications. 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. The features of the Universe are 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 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.

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



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 develop their historical and economic inquiry skills, 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 a local and global context. Finally, students consolidate their historical research skills by developing their own inquiry question on Australia's involvement in World War I and demonstrate their breadth of understanding through an analytical essay.



## Year 9 Core Subject

### Environmental Inquiry



The Environmental Inquiry component of the Da Vinci Project is a collaboration of scientific, geographic and economic principles, focusing 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.



# Year 9 Core Subject

## Creative Endeavour



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.

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

Creative Endeavour is a core subject in addition to the two chosen electives.

*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.*

Guidelines for electives:

- 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 Advanced are not able to change subjects mid year.

### Performing Arts electives

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

The electives on offer are:

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

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

### Liberal Arts electives

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

The electives on offer are:

- French (year long)

- Literature and the Writer's Craft
- Mind and Body
- Philosophy

Note: Eligibility for the International Baccalaureate Diploma Programme (DP) is conditional on students' commitment to language learning. All students wishing to consider the DP as a pathway option in Years 11 and 12 are required to continue with their French studies in Years 9 and 10.

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

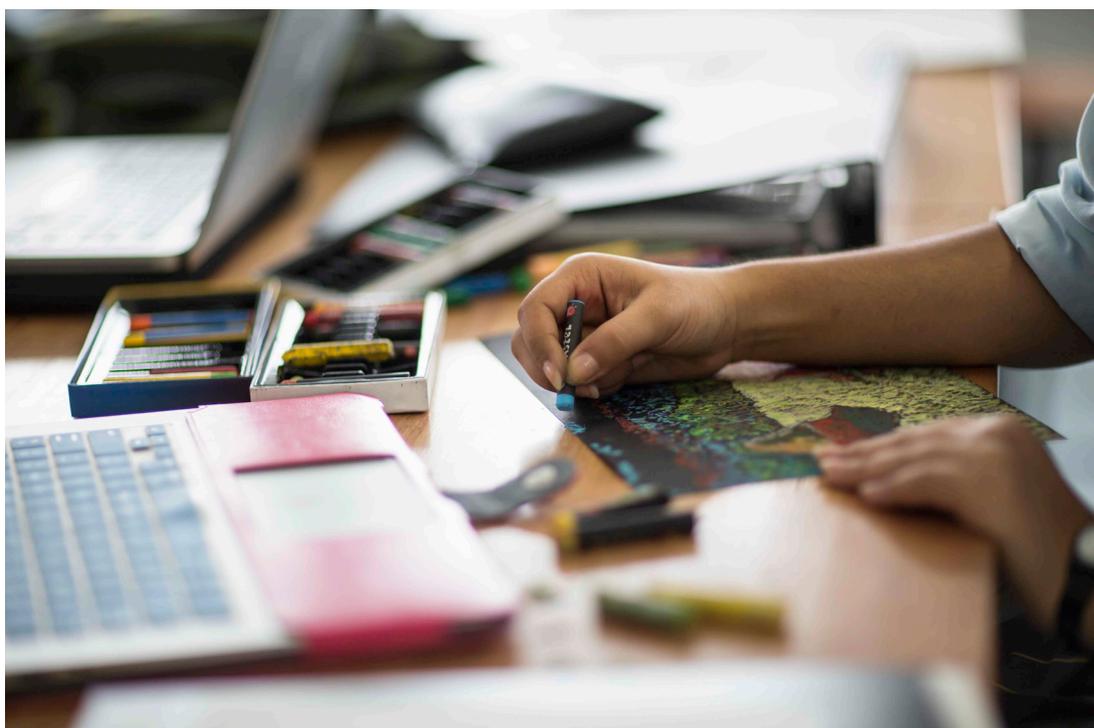
### Visual Arts electives

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

The electives on offer are:

- Game and Website Design
- Media
- Studio Arts
- Textiles
- Visual Communication

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



# Year 9 Creative Endeavour

## Dance



In Semester 1, students build on their awareness of the body and how it is used in particular dance styles, such as Fosse and Contemporary. They develop their technical skills and ability to learn choreographed routines as well as exploring improvisation in response to the environment. 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 viewed and performed.

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.



# Year 9 Creative Endeavour

## Drama



In Semester 1, students study a variety of theatrical performance styles and apply this understanding to group devised work. They explore and apply a range of theatrical conventions to improvised and scripted performance informed by workshops driven by stimulus material and skill development. Students manipulate the elements of drama, narrative and structure to communicate meaning and develop their performance skills by experimenting with verbal and non-verbal expressive styles to communicate dramatic intention.

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, producing works derived from true events and scripts using words spoken in real life by other people.



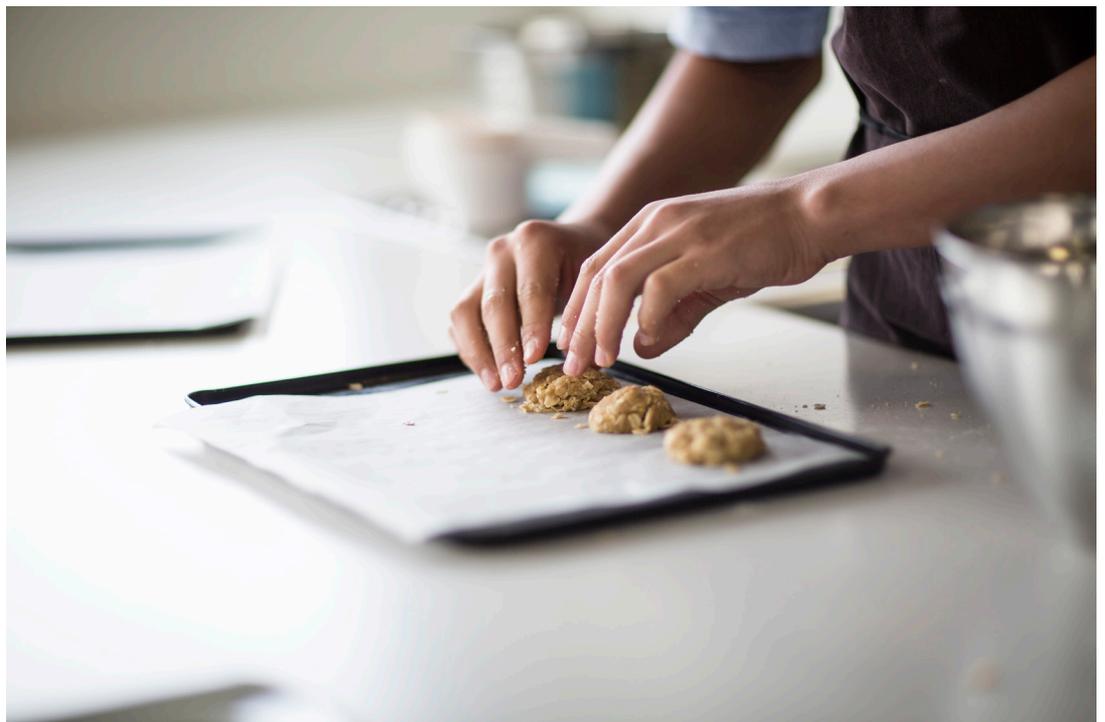
## Year 9 Creative Endeavour

### Cafe — The Whole 9 Yards



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 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.



# Year 9 Creative Endeavour

French



In Semester 1, students develop skills in reading, writing, speaking and listening to French. They describe their own school life, learning how to communicate time, school subjects and express their likes and dislikes in French. Students then go 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 enrich their communication in topics on the house and home, and travel. They build their ability to use regular and irregular verbs, prepositions of place and partitive articles to describe spaces and where they would like to visit. 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 communicative activities with peers and dialogue practice for assessment.



# Year 9 Creative Endeavour

## Game and Website Designs



In Semester 1, students learn to code by studying and creating video games. Computer programming is an important 21st century skill and students revel in the opportunity to develop these capabilities in the context of contemporary video game culture. Throughout the semester, students will explore the fundamental principles of game design, game theory and game mechanics, beginning with the completion of their own game review. Students will learn to code using the application GameMaker and explore other iPad and Mac-based programming platforms. For their major Game Design project students will choose one of these programs to design, code and create their own computer game.

In Semester 2, students explore the functions and features of leading apps, using this as inspiration to create their own original app idea. These ideas will be pitched to the class and then put into Beta Phase through either AppiePie or Swift coding sessions in order to create a working iOS Beta. For the final term, students will analyse video and board games, identifying key gameplay features before creating their own playable video or board game using either Unity, Hopscotch or Scratch.

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



# Year 9 Creative Endeavour

## Land and Water



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 explore bodies of water like 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 \$420 is required for this elective per semester.



## Year 9 Creative Endeavour

### Literature and The Writer's Craft



In Semester 1, students delve deeply into the dystopian 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.



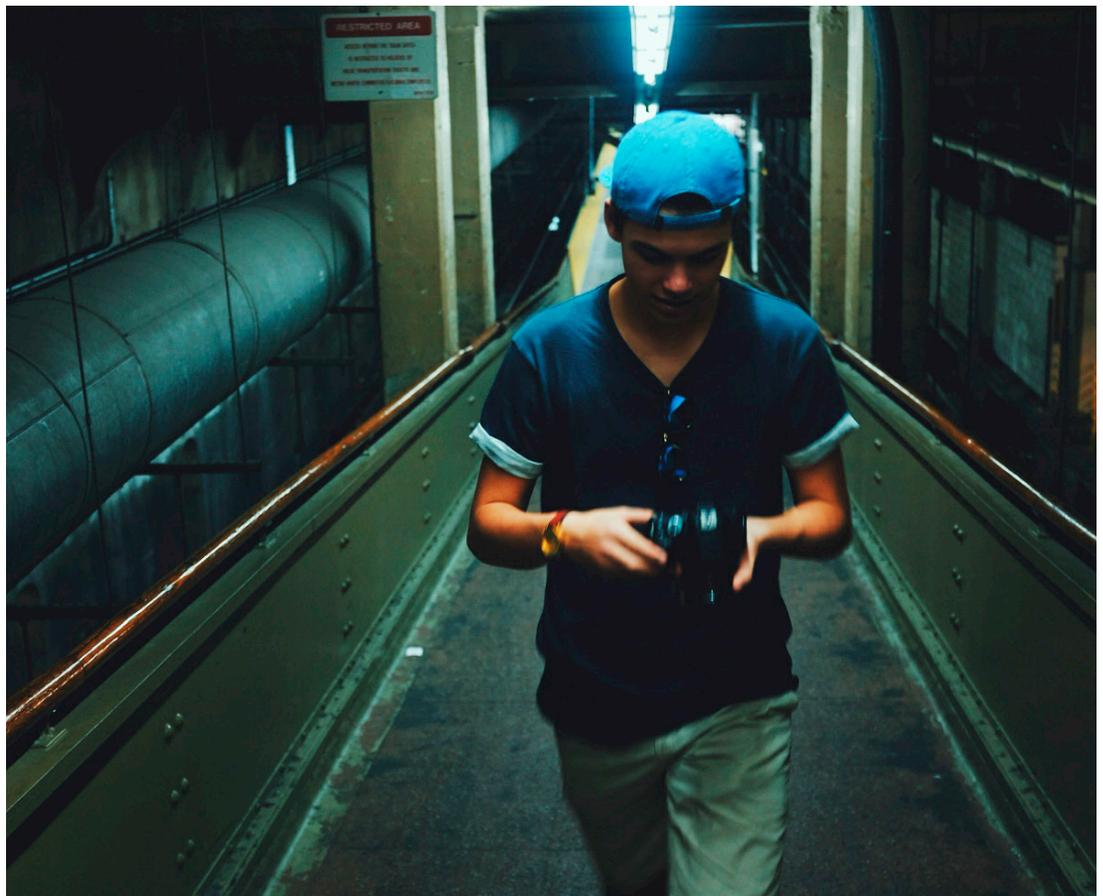
# Year 9 Creative Endeavour

## Media



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.



# Year 9 Creative Endeavour

## Mind and Body



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 and 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.



## Year 9 Creative Endeavour

### Music



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.



# Year 9 Creative Endeavour

## Music Advanced



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



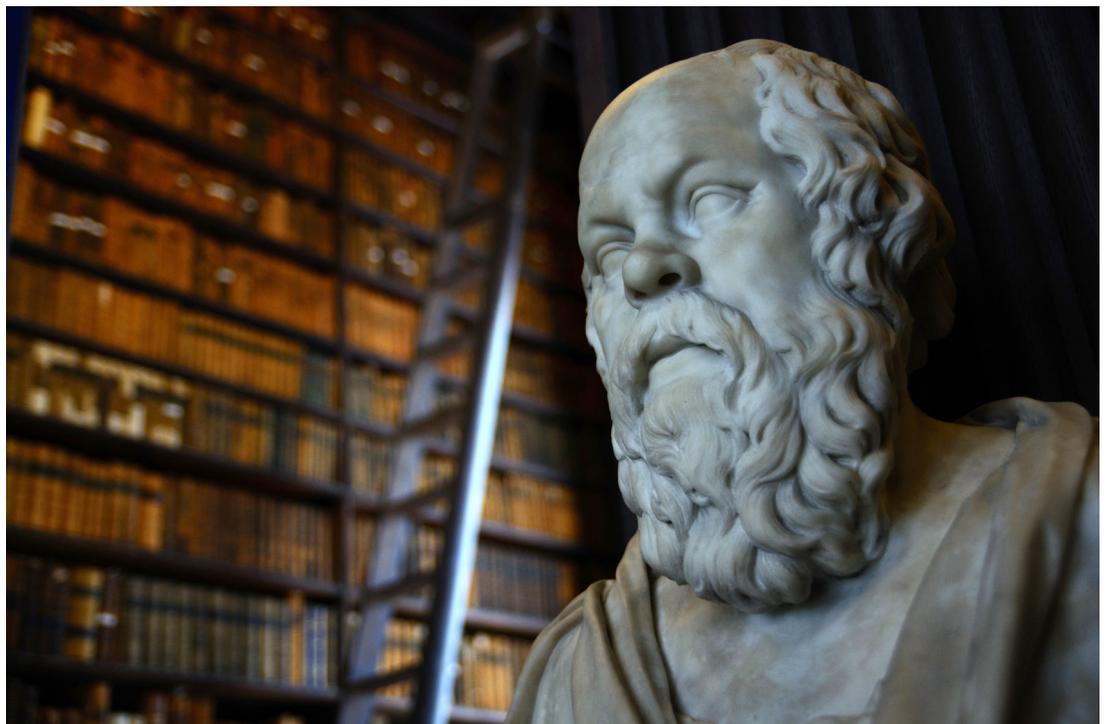
# Year 9 Creative Endeavour

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## Philosophy



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.



## Year 9 Creative Endeavour

### Public Speaking and Debating



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.



# Year 9 Creative Endeavour

## Sports Science



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.



# Year 9 Creative Endeavour

## Studio Art



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 research into the use of recycled objects as a medium for art making. They will research various artists and explore a range of construction techniques to create a 3D recycled sculpture. Term 2 allows students to further develop their drawing skills and investigate the emotional and social impact of portraiture as an art form. Students will conduct research into various artists before creating their own painted portrait.

In Semester 2 students explore the realms of activism and symbolism in Art. During Term 3 students focus on activism in art and develop their visual language to communicate important messages through art making. In Term 4 students explore the history of the Kulin Nation and learn about traditional and contemporary Indigenous art and artists. Students learn about symbolism as a tool for visual expression and go on to create an artwork influenced by their own personal history, culture and identity.



# Year 9 Creative Endeavour

## Textiles



In Semester 1, students study pattern-making and garment construction and use these skills to design and create upcycled aprons. Students learn how to draft patterns and use a sewing machine proficiently to produce a recycled garment. Students also learn about fabrics and fibres and document all design processes 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 use these to evaluate their ideas and design 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.



## Year 9 Creative Endeavour

### Visual Communication Design



In Semester 1, students study the fields of graphic and industrial design. In Term 1 the focus is on digital illustration and students follow the design process and utilise the elements and principles of design to create a surface pattern for a small product. Term 2 is centred around product design and manual illustration techniques. Students develop a futuristic concept shoe and complete a technical illustration to communicate their design.

In Semester 2, students study the fields of typography and architectural design. During Term 1 students research historical design movements that have shaped typography design throughout the centuries and develop their own typography style. Term 2 focuses on Architectural design where students learn a range of conventions related to this field, advance their abilities in technical illustration and design a floor plan of their own.



# The SEAL Program

APC offers the Special Education Accelerated Learning program (SEAL) for students in years 7–9. As an accredited member of The Academy of Accredited SEAL Schools (TAASS), our staff share knowledge with other SEAL schools and engage in extensive professional development in educating advanced and gifted children.

The aim of SEAL is to cater for students with exceptional learning 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 time frame (acceleration) and courses are studied in greater depth and complexity. Students can begin to undertake some VCE units at Year 10 level to provide them with a sixth or sometimes seventh subject. Exemplary students may have an opportunity to complete a first year university subject in Year 12.

The SEAL program also develops creative and leadership potential in students, enabling them to interact with their intellectual peers, without compromising social relationships and development. SEAL teachers are selected for their skill in dealing with gifted students.

Pathways within the program are determined by a student's performance, rather than teacher recommendations and parent/carer/student wishes. SEAL students are expected to pursue a pathway into Year 10 Advanced core subjects but this is dependent on their work ethic, behaviour and capability and not guaranteed.

## SEAL selection processes

Prospective SEAL students must participate in a selection process. Students accepted into the program will be grouped together in two Positive Education groups when entering Year 7 and will remain with that Positive Education 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 or carer. These forms are to be submitted to APC.
3. Students considered potentially suitable for SEAL will be invited for an interview during July.
4. Final decisions will take into account all available information. Parents and carers will be advised of the outcome by the end of August.

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. The college will advise of application deadlines and processes in advance of the application time. Students currently in the SEAL program are periodically reviewed to ensure they are working at the standard expected. 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. Students who are not meeting the standard are interviewed and asked to undertake improvement plans. Students on improvement plans must demonstrate improvement over an initial six-week period. 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 Subjects

## English

In Semester 1, students study the art of persuasive writing through public speaking. They consider a range of factors that contribute to a great speech, including delivery, tone, appeals and audiences. They then apply this understanding to produce their own speeches on a topic of their choice. Additionally, they write an accompanying explanation to justify the choices they make and explain their intentions. 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.

Throughout both semesters students focus and build on literacy skills through the study of grammar using their 'Focus on English' textbooks.

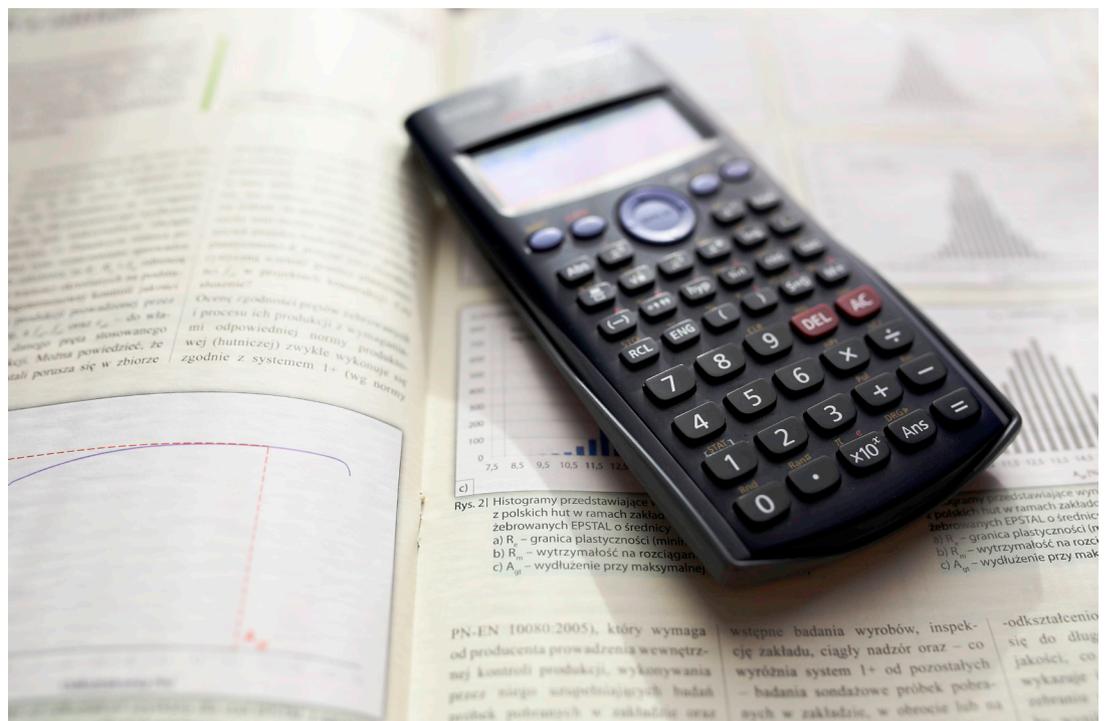


## Year 7 SEAL subjects

## Mathematics

In Semester 1, students develop their understanding of indices, irrational numbers, positive and negative numbers, algebraic expressions and equations, 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, 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 subjects

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### Science

In Semester 1, the curriculum focus is on explaining phenomena involving science and its applications. Students examine changes to an object's motion and how it is caused by unbalanced forces acting on the object. 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. 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.

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 subjects

### Humanities

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 important 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 and Economics and Geography. Within the first unit, students examine market systems, focusing on the traits of demand and supply and their effect on consumers and producers. 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.



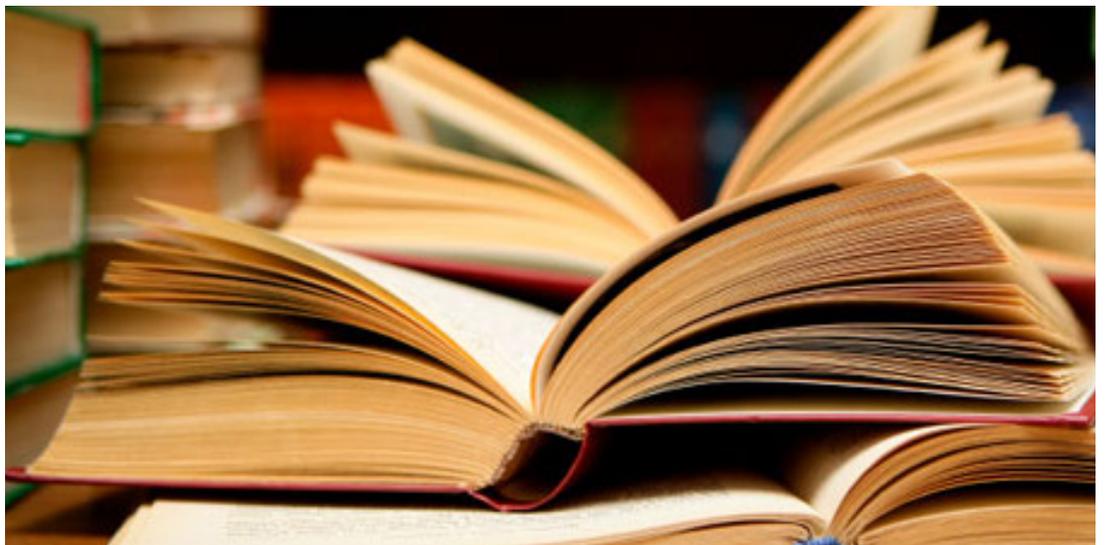
## Year 8 SEAL subjects

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### English

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 key themes and symbols in the text. They continue to develop their understanding of literary technique and language through consideration of concepts such as allegory and allusion, before presenting a literary analysis of the novel in the form of a text response essay. In the latter part of the semester, students study a range of texts in the media to critically analyze how language is used to position readers and to create their own persuasive texts.

In Semester 2, students engage in a comparative study of Ambelin Kwaymullina's 'The Interrogation of Ashala Wolf' and the 2000 film 'X-Men'. Students continue to develop their understanding of how texts are constructed whilst also developing and presenting an understanding of comparative analysis. The study of Bram Stoker's 'Dracula' exposes students to key elements of Gothic literature that they then experiment with through their own creative writing. Additionally, students will develop their speaking skills through the study of film, producing a speech in response to their chosen film text.

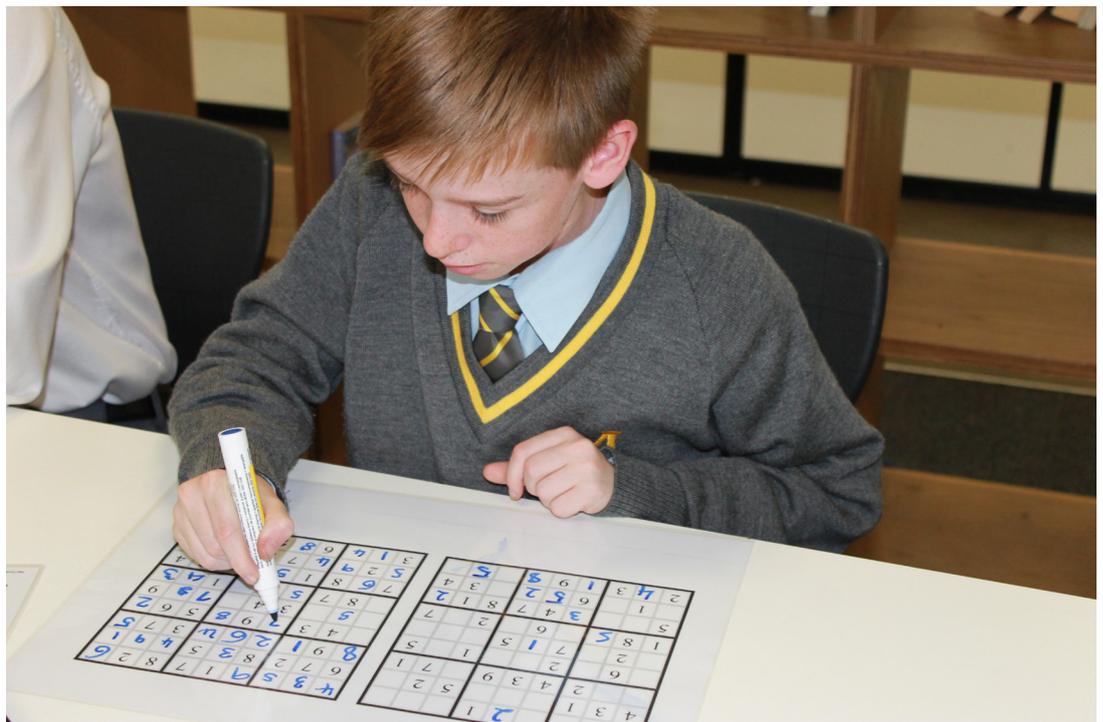


## Year 8 SEAL subjects

### Mathematics

In Semester 1, students develop their understanding of algebra, index laws, scientific notation, congruency 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 linear algebra, trigonometry and pythagoras, 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 also undertake the ICAS Mathematics Competition to diagnose strengths and weaknesses of core mathematical skills and processes.



## Year 8 SEAL subjects

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### Science

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 subjects

## Humanities

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 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 subjects

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### English

In Semester 1, students focus on developing their analytical skills by learning how to create persuasive text types through the study of different 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 term 2, students explore Australian narratives, including Indigenous oral stories. 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. They are also asked to compare the text with the film text 'Gattaca', which requires them to consider the implications of a highly voyeuristic society and the power of language, conventions and themes.



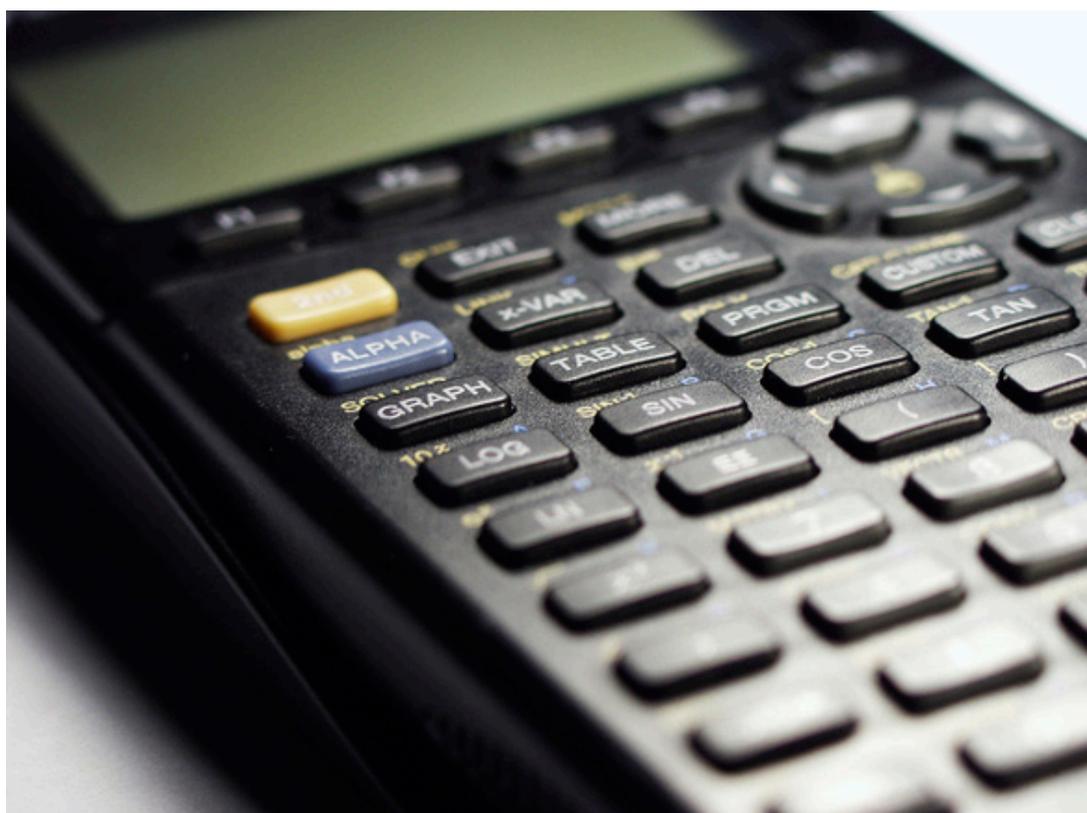
## Year 9 SEAL subjects

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### Mathematics

In Semester 1, students develop their understanding of algebraic manipulation, linear relationships, trigonometry, and probability. 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, statistics 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 subjects

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### Big Ideas in Science

In Semester 1, students investigate the features of the Universe including galaxies, stars, the solar system and the past and the future of the Universe with a number of theories including the Big Bang theory. Students also 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. In addition to that, students examine how multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.

In Semester 2, 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. Students also 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. The curriculum focuses on explaining phenomena involving science and its applications. Finally, students investigate the theory of plate tectonics and how this can explain global patterns of geological activity and continental movement.

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 subjects

### Big Ideas in History

In Semester 1, students study 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 and develop 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

## Introduction

At APC we provide an exciting and engaging physical activity and sport curriculum that aims to improve student activity levels, athletic ability and self confidence. Experienced in a safe and supportive environment, PE and sport can make a unique and vital contribution to physical development and well-being. Irrespective of their innate ability, we want students to enjoy success and be motivated to further develop their sporting and physical potential.

## The objectives of our PE and sport programs include:

- developing students' health and skill related fitness components
- enhancing coaching and officiating skills
- teaching teamwork, confidence and tactical awareness
- increasing fine motor skills
- performing specialised movement skill
- understanding fair play, safety and inclusive participation.

Competitive sports are often organised around the college's house system:

### TIM FLANNERY HOUSE

Lead / Green

Named after the famous Australian scientist, environmentalist, explorer and climate change leader.

### TIM WINTON HOUSE

Create / Blue

Named after the leading Australian writer and conservationist Tim Winton.

### CATHY FREEMAN HOUSE

Inspire / Silver

Named after the famous Indigenous athlete and champion of reconciliation.

## Electives offered

Year 7, 8 and 9 students are offered a diverse range of sport electives. Students participate in four sports of their choice over the year, complemented by a holistic focus on health and wellbeing. Students submit an elective preference form and are then allocated a sport for that term. Every effort will be made to provide each student with their first or second choice.

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.

## Costs

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 a full school uniform.



# Sports Program

## Morning sport lessons

For morning sports lessons, students are required to be at the venue, ready to start at 9 am. 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

For 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 3 pm.

## Weather arrangements

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 provided to them. 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

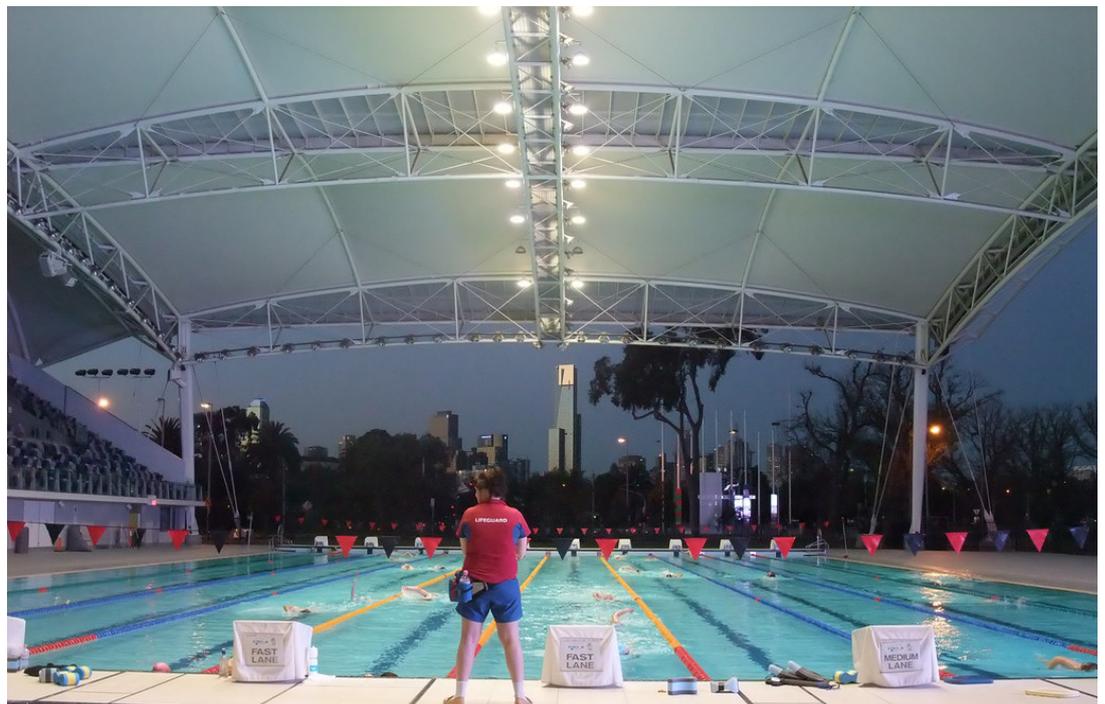
The following sports facilities are generally used:

- 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
- the 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 requirements

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.



## Sports Electives

### Yoga and Pilates



Yoga and Pilates classes will have you burning calories and improving coordination, flexibility and strength, while keeping fit and being mindful. 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.



### Tennis

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.



## Sports Electives

### Cricket



Cricket is a summer sport which requires 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 students are required to wear full APC sport uniform. Students will walk to and from the Lagoon Reserve, the Albert Park Lake precinct or JL Murphy reserve.



### Handball

Handball is a fun and exciting team game. It is a 7-a-side team sport played 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.



# Sports Electives

## Volleyball



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.



## Badminton

Badminton is a racquet sport which uses racquets to hit a shuttlecock 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.



## Sports Electives

### Football (AFL)



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 this 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.



### Netball

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.



# Sports Electives

## Soccer



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.



## Field Hockey and Lacrosse

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 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.



## Sports Electives

### Basketball



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--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.



### Futsal

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.



## Sports Electives

### Group Fitness



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.



### Lawn Bowls

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 students develop 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.



## Sports Electives

### Softball



Softball is a base-running sport requiring skills in striking, throwing and catching. Softball will be played outdoors and a 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.



### Touch Rugby and Field Games

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.



## Sports Electives

### Surf Lifesaving



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



### Aquatic Sports

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 lifesaving activities at Port Melbourne.



# Sports Electives

## Sailing



APC 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 led by Yachting Australia accredited instructors with on-water supervision and coaching delivered from powered safety craft. Training will cover topics such as: safety, weather, capsiz 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.



## Life Saving Club

Students will require their own bathers, goggles and 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.



