

M
I
D
D
L
E

S
C
H
O
O
L

H
A
N
D
B
O
O
K



Korumburra Secondary College

“Developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community”



2017

Contents

Contents	2
Principal's Welcome	5
Term Dates for 2017 to be confirmed	6
About the School	7
Purpose.....	8
School and Sub School Structure.....	8
Financial Contributions – Years 7 to 9, 2017	9
College Uniform.....	10
College Uniform Policy	10
Specifications.....	10
Uniform Price List	12
Supplier.....	12
At School	13
Structure of the Day	13
Bell Times.....	13
Lockers.....	14
Sick Bay	14
Travelling To and From School	14
Canteen.....	14
Student Wellbeing Support	14
Additional Study Assistance	14
Enrichment Opportunities.....	15
Communication Between School and Home.....	16
Reports and Parent/Teacher/Student Conferences.....	16
School Newsletter.....	16
School Website	16
School Communication Portal - Compass.....	16
Curriculum	17
Homework	18
Homework Guidelines	18
Instrumental Music Program.....	19
Year 7 Curriculum.....	20
ACE.....	20
Art	20
Performing Arts	21

Lote – Mandarin Chinese.....	21
English.....	22
Health Education	23
Physical Education.....	23
Humanities.....	24
Mathematics.....	25
Science.....	25
Sport Education	26
Materials Technology	26
Year 8 Curriculum.....	27
Core Subjects	27
Art	27
English.....	28
Mathematics.....	29
Science.....	29
Physical Education.....	30
Health Education	31
Humanities.....	31
Performing ARTs	32
Elective Subjects – Year 8 Electives.....	33
Textiles.....	33
Information Systems.....	33
Metalwork	34
Woodwork	34
Home Economics	35
Year 9 Curriculum.....	36
Core Subjects	37
English.....	37
Art	38
Aims:	38
Geography	38
History	38
Health Education	39
Physical Education	39
Mathematics.....	40
Science.....	41
Electives Subjects.....	41
Advance	42
Drama Workshop.....	43

Public Performance	43
English-Public Speaking with Confidence.....	44
Film and Film Making.....	44
Food in the Fast Lane.....	45
Garment Construction.....	45
History of Sport.....	45
Introduction to Fabric Art.....	46
ICT Office Management.....	46
ICT Gamemaker	46
Multicultural Australian Foods	47
Music	47
Outdoor Education	47
Physical Education – Healthy Lifestyles.....	48
Extension Science	48
Technology Metal.....	48
Technology Wood.....	49
Visual Communication and Design	49
Senior School	50
Years 10	50
Year 11.....	50
Year 12.....	50
School Map.....	51

Principal's Welcome

Korumburra Secondary College has a proud history of providing quality learning experiences for students within the local area. It provides a preparation for further tertiary studies beyond school and for a wide range of workplaces.

Our students go into the world with enthusiasm and skills. Our experienced and talented staff are focused on knowing the students as learners and helping them achieve their personal best and fulfilling our motto to 'Aim High.'

Korumburra Secondary College prepares students with a comprehensive curriculum that ensures essential academic achievement and applied learning competency, including strong foundations in literacy and numeracy, science and the humanities. In addition, it has exciting, creative programs in the arts and technologies.

Senior students can undertake a range of pathways, including VCE, VET and VCAL. Korumburra Secondary College offers every student a challenging, supportive and enjoyable learning environment.

We welcome you into our learning community.

Abigail Graham
Principal



John Wilson
Assistant Principal



Velleda Bradford
Assistant Principal



Contacting the School

Position	Name
Principal	Ms Abigail Graham
Assistant Principals	Mr John Wilson and Ms Velleda Bradford
Middle School Co-ordinator	Mr Christopher Cronin
Year 7 Co-ordinator	Mr Brock Churchill
Year 8 Co-ordinator	Mr Matthew Smith
Year 9 Co-ordinator	Miss Cassandra Burdett

School Address	Jumbunna Rd Korumburra VIC 3950
Mailing Address	Private Bag 2 Korumburra VIC 3950
School Phone	03 5655 1566
School Facsimile	03 5655 2673
School Email	korumburra.sc@edumail.vic.gov.au
School Website	www.korumburra.vic.edu.au
Facebook Page	https://www.facebook.com/korumburrasc

Term Dates for 2017 to be confirmed

	Commences	Finishes
Term 1	Tuesday 31 st January	Friday 31 st March
Term 2	Monday 18 th April	Friday 30 th June
Term 3	Monday 17 th July	Friday 22 nd September
Term 4	Monday 9 th October	Friday 22 nd December

Regular General Office hours are 8.30am to 4.00pm.

About the School

Korumburra Secondary College has been providing a caring and supportive learning environment for the students from Korumburra, Bena, Loch, Poowong, Nyora, Kardella, Jumbunna, Moyarra and the many surrounding townships for over 50 years. Working with our school community, we have ensured that we focus on “**developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community**”.

With an enrolment of around 390 students and 45 teachers and support staff, the college provides a diverse range of educational opportunities for our students to eventually enable them to access tertiary education, as well as apprenticeships and careers in local businesses. Throughout its history, the College has a strong emphasis on developing personal and social skills through the encouragement of cooperation, self-discipline and caring for others. The college expects that students will be committed to a high level of achievement, to work to the best of their ability, be active in and responsible for their learning and show care and respect for college, teachers, other students and the environment. In 2012 we introduced the Positive Behaviours Program for the explicit teaching of respectful behaviour.

Korumburra Secondary College is co-educational and enrolls students from years 7-12, aiming to provide a challenging and sequential curriculum that is responsive to the Australian Essential Learning Standards (AusVELS) for year 7-10, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL).

Twice a year students are assessed not only by teachers, but through the On Demand testing provided through the VCAA (Victorian Curriculum and Assessment Authority). This provides students and teachers with a clear picture of student progress, strengths and areas for improvement or modification. This assessment tool, along with teacher recommendation supports counselling for accelerated learning in Years 7 – 9 and advancement into VCE units early in Years 10-12.

2014 was the first year all students had the opportunity to lease netbooks to support their learning. Classrooms are fitted with interactive data projectors designed to engage students in learning through the use of technology.

The Literacy and Numeracy Intervention Program (LINK) provides intensive instruction for students identified through assessment who need foundational literacy and numeracy skills.

Year 10 students who are seeking a VCAL certificate are introduced to Foundation VCAL Units in Year 10 three days per week, and attend Coal Creek for one day as an employee, as well as one day of theory lessons.

The college offers a variety of alternative experiences which include the South Gippsland School Music Program (SGSMP); athletics, swimming and cross country events; interschool sport; Outdoor Education courses; school drama performances; ‘A Night to Remember’ – a display of student performances; community service and many extra-curricular activities at lunchtimes. Selected students in Year 9 also have the opportunity to attend a Student Leadership School.

Learning beyond the classroom is also an integral part of our learning program.

A very experienced team of Education Support Officers support our students who are funded for extra care.

Student wellbeing is carefully monitored and addressed proactively by our Assistant Principal, Sub School Coordinators, Year Level Coordinators, Mentors, School Nurse, School counsellor and visiting specialists.

Our College has recently conducted a review of our programs and processes and will set a new Strategic Plan for the next four years. However, our focus will continue to be on strengthening student learning growth, numeracy and literacy skills, as well as improving VCE/VCAL results. Integral to this is the development of personal and social skills to enable our students to be active, resourceful and respectful citizens in our local and broader community.

Purpose

The College purpose of developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community encapsulates the key elements of a contemporary learning organisation which develops the knowledge and skills for our students to be successful learners now and in the future.

School and Sub School Structure

Sub Schools provide smaller communities in a larger school structure. At Korumburra Secondary College we have two Sub Schools with a designated mentor for each class in Years 7-10 and with Year 11 & 12 students grouped with an allocated mentor. A Year Level Coordinator leads in the next level of support and then a Sub School Leader leads each Sub School.

Middle School – Years 7, 8 and 9

Senior School – Years 10, 11 and 12



Financial Contributions – Years 7 to 9, 2017

We have a strong commitment in providing a broad range of curriculum choices that allow your child to prepare themselves well for further study and employment. The range of experiences given to our students in Year 7, 8 & 9 provide a valuable basis for the future choices that your child will need to make to gain the best possible education.

KSC is committed to providing a high quality learning environment for all students. We believe that this makes a significant contribution to our student's educational outcomes and enjoyment of their secondary school experience.

Over recent years, KSC has been working hard to expand the range of resources available to students and to upgrade and improve the standard of the College facilities and grounds to meet the expectations of our students and the school community.

The College receives much of its funding through Government grants, however, these grants alone are not sufficient to provide the quality of facilities and programs we regard as essential for your child. To assist the College to bridge the gap between government funding and actual costs, the following charges applies to all students.

There are two main types of financial contributions, both of which have been discussed and approved by our School Council.

1. Building fund contribution
2. Subject Materials Charges

The general school contributions are used to supplement and enhance the schools buildings and renovations and upgrading school facilities. We have upgraded our Community Hub area to provide a friendly area for all students to have access to community resources. This includes I.T, books, dvd's and electronic devices In 2015 we were able to purchase a Projector, which is used to showcase the success of students. It is used in assemblies and many domains use this to provide feedback to students. This payment is voluntary; however, our school welcomes your contribution as this will significantly increase our resources.

The subject material charges are used to cover the costs of materials used and consumed by students in a particular subject. Since students use these materials they need to pay this amount.

The business manager will be pleased to discuss any difficulties with you, in confidence, financial assistance, and payment by instalments. The College also offers EFTPOS, BPAY and Centrepay arrangements or over the phone by CREDIT CARD.

Students that require the payment of a subject materials charge will be expected to pay this. If due to financial difficulties payment in full or part thereof is not possible it is recommended that an application for student assistance be made.

College Uniform

College Uniform Policy

Guiding Principles

By having a compulsory uniform the College aims to:

- promote a positive image of our school in the community;
- encourage a sense of pride and belonging amongst our students; and
- identify our students as belonging to the College.

Expectations

All students of Korumburra Secondary College are expected to wear full school uniform every day. The uniform must be worn to and from school, at lunchtime and recess, and on all school excursions. The manner in which the uniform is worn reflects pride in the College, and therefore we ask that the uniforms be:

- clean;
- in a state of good repair;
- appropriately fitted; and
- worn without non-uniform garments being visible (only plain white t-shirts are acceptable to be worn under the school polo top).

Implementation

If, for any reason, a student attends school out of uniform, they must report to the Year Level Co-ordinator to obtain a uniform pass before going to class.

Specifications

Hats

Students are encouraged to be ‘sun smart’ by wearing a hat for outside activities, especially during terms 1 and 4. Hats must not be worn inside or taken to classes. Sunscreen is available from the Middle School and Senior School Offices. Students are also encouraged to carry their own sunscreen.

Runners

Runners are only to be worn during Physical Education or Sports lessons, or for lunchtime sport.

Jacket

Only the college jacket is to be worn at school and to or from school.

Summer Uniform

Summer Uniform is white or royal blue polo shirt, summer skirt or dress, pants or shorts, socks, windcheater. **Tights are not to be worn with summer skirt.**

Winter Uniform

Winter Uniform is white or royal blue polo shirt, winter kilt, navy pants or shorts, navy tights (girls), socks (boys), windcheater.

Scarves

Scarves must be navy. Other scarves, bandannas or headbands are not to be worn.

Labelling Items

We ask families to clearly label all items with a permanent marker.

Shoes

Black Leather School Shoes - lace up or buckle, or black pull on boots - ankle length. Note: sandals or runners of any type are not permitted. Shoes can be purchased from Burra Sports and Cycles.

Correct Shoes



Incorrect Shoes



Socks

White plain or sports socks. Black socks may be worn only with long pants.

PE/Sports Uniform

The College Sports Uniform is a requirement for PE & Interschool Sports Events

Uniform Price List

College Uniform Price List – All Students

Polo Shirt	White or Royal with School Logo	\$31.50 - \$34.00
Shorts	Navy Blue	\$30.00 - \$35.00
Windcheater	Navy Blue V-neck Windcheater with School Logo	\$42.50 - \$46.00
Winter Jacket	Navy Blue Waterproof Jacket with School Logo	\$56.00
Shoes	Black Lace Up School Shoes or T-Bar Buckle Up	Student to Purchase
Scarves	Plain Navy	\$9.00
Anklet Sock	White	Not available at uniform shop
Hat	Navy Blue Brimmed Hat	\$8.00

College Uniform – Girls

Summer Dress	Junior Navy, Skye and White Check	\$63.00 - \$64.00
Summer Skirt	Junior Navy, Skye and White Check	\$52.00
Winter Kilt	Junior Navy, Skye and Grey Check	\$78.00 - \$80.00
Slacks	Navy Pants – Girls Style	\$45.00
Knee High Socks	White	Not available at uniform shop
Tights	Navy	\$11.00

College Uniform – Boys

Pants	Navy Pants – Boys Style	\$34.00 - \$38.50
-------	-------------------------	-------------------

College Uniform – PE / Sports

Polo Shirt	Royal Blue Panelled Polo with School Logo	\$39.50 - \$44.00
Shorts	Navy Sports Short with School Logo	\$24.50 - \$27.50
Rugby Top	Navy, Skye and White with School Logo	\$59.00 - \$63.50
Shoes	Runners	Student to Purchase

Tracksuit Pants - Navy with the School Logo to be a new item added in 2016. TBA

Supplier

Buxwear operates a Uniform Shop at the College and is located between the R1 and R2 portables near the quadrangle. The Uniform Shop is open on Tuesdays from 12.30pm to 5.00pm. Appointment can be made with the Manager – Kathie if need for after 5.00 pm appointments on 0417 433 255.

At School

Structure of the Day

The school year is divided into four terms, with the first two terms referred to as Semester One and the last two terms as Semester Two. A school day is divided into 6 lessons (periods) of 48 minutes, giving a total of 30 periods for the week.

Students should be at school no later than 8.45am every day. Students are expected to be punctual for all classes.

Bell Times

USUAL - BELL TIMES	
Lockers	
Begin Period One	9:00
Begin Period Two	9:48
Recess	10:37
Begin Period Three	11:06
Begin Period Four	11:54
Lunch	12:43
Begin Period Five	1:38
Begin Period Six	2:26
End Of Day	3:15

ASSEMBLY DAY - BELL TIMES	
Assembly	9:00
Begin Period One	9:36
Begin Period Two	10:18
Recess	11:01
Begin Period Three	11:30
Begin Period Four	12:12
Lunch	12:55
Begin Period Five	1:50
Begin Period Six	2:32
End Of Day	3:15

Lockers

Lockers are allocated on the first day of school. Students need to provide a strong padlock to keep their books and equipment safe and secure. Combination Padlocks can be purchased through Korumburra Secondary College.

Sick Bay

Students who become ill at the College should report to Sick Bay, located in the Middle School office for Year 7 to Year 9. A medical form is required to be filled in by parents at enrolment. Parents are asked to keep this record up-to-date by informing the College of any significant injuries or illnesses which occur. Any student who is taking medication should report to the Sick Bay and leave the medication in the care of the First Aid Attendant. The College has a responsibility to send sick students home or seek medical advice. Families are strongly urged to have Ambulance cover.

Travelling To and From School

Students walking to and from school must use the walking path. Students riding their bicycles or scooters to and from school must wear a bike helmet and can store their bicycles and scooters in the Bike Bay in the quadrangle. Students must not ride their bicycle or scooters on school grounds.

Canteen

The School Canteen provides healthy and nutritious food at reasonable prices. Our Canteen Managers work full time and appreciate the assistance of parent volunteers each day. Volunteers are rostered on their preferred day and are needed about six times per year. Parents who volunteer are greatly appreciated.

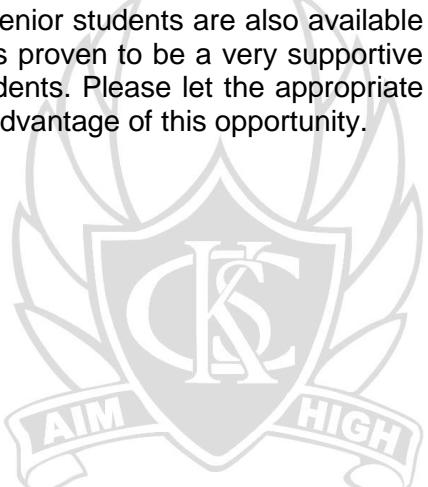
Student Wellbeing Support

Some students may have difficulty settling into secondary college, making friends, coping with the workload, or dealing with personal problems. For this reason the college provides a school counsellor. Students are able to make appointments to talk to the School Counsellor through their Coordinator. Everything that students discuss with the School Counsellor remains confidential unless there is concern for student safety.

Parents who have concerns about their children and who need further guidance or advice should ring the college and ask to speak to the Year Level Coordinator. The School Counsellor also has a variety of resources, available for parents to borrow. Many of these offer advice on teenage parenting.

Additional Study Assistance

Two English Help and two Maths Help classes are offered to all students Monday to Thursday each week. Students can attend these lunchtime sessions to gain one on one assistance with their work or to catch up on work missed through absence or illness. Senior students are also available to be tutors after school at a reasonable cost to parents. This has proven to be a very supportive and convenient approach for many middle and senior school students. Please let the appropriate Year Level Coordinator know if you would be interested in taking advantage of this opportunity.



Enrichment Opportunities

We aim to provide alternative opportunities for students to support their academic programs in the classrooms and to enrich their lives as students of KSC. These include:

School Production

The school will hold its production of “**A Night to Remember**” during the second last week of Term 3. The production will be a showcase for some of the best talent we have in this school. Performers include rock bands, singers, dance ensembles, comedy acts, school bands, gymnastic performances and many more.

Competitions

Competitions from outside organizations regularly correspond with schools. We aim to provide as many opportunities for students to participate in activities that will extend them. These are published regularly on the Enrichment Noticeboard and in the Community News newsletter.

School Magazine

This is an annual record of student experiences and which is compiled with the support of students and teachers. This is paid for in School Fees.

Student Leadership

Giving students the chance to improve their leadership skills is a priority of the Enrichment Department. Some examples our students’ involvement include: Peer Support, World Vision and Coastal Ambassadors Program.

Peer Support

Peer Support is a mentoring program in which all Year Seven students and a select group of Year Ten students participate. The students participate in a variety of activities to develop their organizational skills and have fun participating in a range of team building games. The program runs throughout Semester 1.

Lunchtime Activities

Some activities that are planned for students at lunchtime include:

- Board Games
- Sporting Activities & Competition
- Theatre Sports Competitions
- Chess Club
- Drama Performances
- Rock Bands / Music Performances
- Movies
- Treasure Hunts

Gifted Education

Schools provide for all different ranges of abilities and we are constantly working to offer openings to students by extending their talents. This may be done as small group, class work or whole school activities. We are also successfully involved in a range of gifted programs such as Tournament of the Minds and Model United Nations Assembly.

Publicity

Giving students a sense of pride in their achievements can be accomplished by regularly reporting to local papers and beyond. Community Newsletter is also a vital form of communication that we use to ‘trumpet’ student successes

Communication Between School and Home

Reports and Parent/Teacher/Student Conferences

Written reports and parent/teacher conferences are provided at the end of Term 1 and 3. All parents and students are encouraged to attend the school for the conferences. We see it as very helpful for the student to attend the conference with the parent/s as the discussion taking place is about them. Receiving positive feedback is rewarding, as is discovering ways to change and improve performance.

School Newsletter

'Community News', the school newsletter, is available each fortnight to parents via Compass Newsfeed or can be downloaded from the College's website at www.korumburra.vic.edu.au. The Newsletter helps to keep our school and the broader community in touch with activities occurring at Korumburra Secondary College.

School Website

Our Web Page, www.korumburra.vic.edu.au has important information for students and parents also.

School Communication Portal - Compass

Korumburra Secondary College has introduced a communication tool that works within and beyond the school. Compass is the primary service for communication between school and home and is an excellent source of information and data for students, parents and teachers. By notifying the school of your email address as well as your mobile phone number, we are able to work together in collaboration to support student learning growth on a day to day basis. This communication portal provides access to session by session roll marking, messaging student and parents, data base for curriculum outlines, including homework and assessment tasks as well as the ability for student to submit work. This portal is constantly being further developed to meet the needs of our school community.



Curriculum

Korumburra Secondary College offers a varied and challenging curriculum designed to cater for differing student needs. This curriculum aims to focus student learning on the learning process itself - learning how to learn, while enabling students to develop knowledge and skills as an independent person and as a team member. Our curriculum encompasses the AusVELS curriculum which is currently set out in three linked main strands or areas:

Physical, Personal and Social Learning:

Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

Discipline-based Learning:

Students learn the knowledge, skills and behaviours in the Arts, English, Humanities, Mathematics, Science and other languages.

Interdisciplinary Learning:

Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

The AusVELS framework acknowledges the global changes and directions that will shape the future of today's young people by delivering a curriculum that develops the whole person. New national curriculum directions are currently being developed in relation to AusVELS and KSC is well placed in ensuring a smooth transition to the updated framework. In preparation for this, and as a natural progression from our 'Positive Behaviours' initiative begun in 2012, a curriculum program called ACE focusing on personal, social and emotional learning, has been introduced at all year levels in 2015.

ACE:

At Korumburra Secondary College, we aim to develop lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community. ACE learning provides an opportunity for students to develop positive Personal, Social and Emotional learning dispositions of life long learning, respect, resilience, excellence and productive communities.

To develop our students' personal and social capability, we work towards:

- **Building resilience as students develop their self-awareness.**
- **Promoting lifelong learners who strive for excellence as students develop their self-management.**
- **Building respect as students develop their social awareness.**
- **Produce productive members of their community as students develop their social management.**

The ACE learning curriculum focusses on the content of VELS' Physical, Personal and Social domain and Interdisciplinary learning. It also provides an opportunity to implement the "Careers Curriculum Framework". It allows students to develop the knowledge and skills necessary to support learning during domain learning as well as the disposition sought by contemporary employers.

Young people need a broad range of knowledge, social, personal and thinking skills to be successful. The AusVELS standards will enable young people to develop through their schooling and will prepare them for their final years of study in the:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- Vocational Education and Training (VET) which can be undertaken as part of either VCE or VCAL

Homework

Regular homework is a valuable component of the learning process and provides parents an opportunity to participate in their child's education.

Regular homework assists with the development of good study habits. The learning students do at home provides an extension of the school based training, enabling students to consolidate ideas covered in class. Some types of different types of homework your child may be asked to complete are listed below.

Homework Type	Homework Activities Include
Practice Exercises provide students with the opportunity to apply new knowledge or to review and reinforce newly acquired skills.	<ul style="list-style-type: none">• Completing Mathematics exercises• Practising spelling words• Practising words or phrases learnt in a Language Other Than English (LOTE)• Reading for pleasure• Writing essays and other creative tasks• Practising and playing musical instruments• Practising physical education skills
Preparatory homework provides opportunities for students to gain background information so they are better prepared for future lessons	<ul style="list-style-type: none">• Reading background material for history• Reading English texts for class discussion• Researching topics for class work• Collecting newspaper articles• Revising information about a current topic

Homework Guidelines

1. All students should record homework on their Compass TASK Bar.
2. Students will receive homework in all subjects on a regular basis.
3. Homework should be submitted/completed by the due date.
4. Parents/guardians are encouraged to check Compass each week.
5. The following is suggested as an appropriate amount of time to spend on homework at each Year Level: Homework will generally be between 30 and 60 minutes per day.
6. Communication regarding homework also occurs through Compass.



Instrumental Music Program

Korumburra Secondary College student have the opportunity to learn a musical instrument and to participate in our extensive music program which is part of the South Gippsland Schools Music Program. (SGSMP)

The SGSMP provides instrumental lessons and tuition in bands to approximately 450 students across South Gippsland. The schools involved are: Korumburra, Leongatha, Mirboo North, South Gippsland and Wonthaggi Secondary Colleges. The program is staffed by trained music teachers who implement appropriate courses of study in both classroom and instrumental programs.

High priority has been given to developing performing groups including concert bands, big band and Vocal Groups and opportunities to enjoy the benefit of shared music performance.

Students have one ½ hour lesson on their chosen instrument per week, as well as a 1 hour band rehearsal. The cost to students is approximately \$230 per year for lessons and band. A recruitment day is held early in Term 1 for students

There is no expectation that students have a musical background before joining the program.

Further details and an opportunity to register interest is available on the flyer inserted in the enrolment package during Transition Week in September.



Year 7 Curriculum

ACE

Aim:

The aim of this unit is to teach and reinforce good habits and protocols in order for students to develop lifelong learning, self management, thinking and communication skills. Students will also develop knowledge of and effective use of Information Technology tools to assist the gathering and presentation of information.

Areas of Study

Students will study 4 key Habits of Mind

- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Managing Impulsivity
- Questioning and solving problems

Students will also develop their skills in using a wide range of Information Technology programs and Web.2 tools

Learning Tasks

Students are assessed through a variety of activities including:

- Workbooks and Digital portfolios
- Information Technology skills
- Research Projects
- Oral Presentations and participation in group activities

PERIODS PER WEEK: 2

Art

Aim:

- To appreciate the development of art over the centuries.
- To show how art appreciation relates to contemporary art knowledge.
- To increase knowledge of media and art techniques.

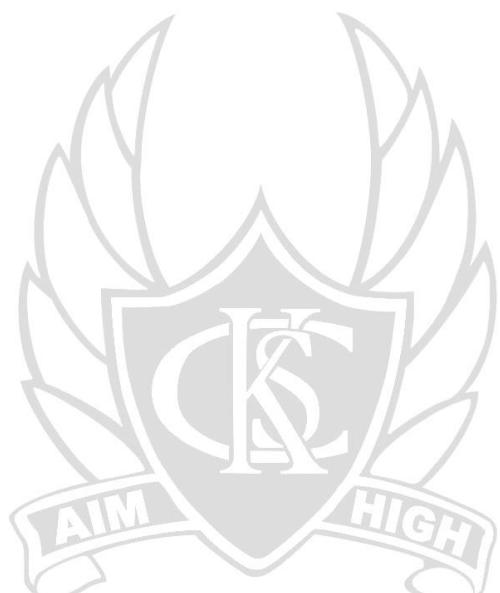
Areas of Study

- Practical projects based on basic principles and elements of art.
- Practical art will be divided into areas of drawing, painting and 3D Sculpture.
- Research projects based on art styles and specific artists.

Learning Tasks

- Folio of Art
- Final Pieces
- Written work

PERIODS PER WEEK: 2



Performing Arts

Aim:

To provide a wide range of performance experiences to students with a combination of music and drama. Students build confidence, performance, improvisation and collaboration skills through a variety of workshops and activities.

Areas of Study

- Rhythm
- Melody & Harmony
- Music Investigation
- Dramatic Performance

Learning Tasks

- Performance Tasks
- Music Theory Tasks
- Research Tasks

PERIODS PER WEEK: 4 periods for one term.

Lote – Mandarin Chinese

Aim:

Our LOTE program aims to inspire our students to learn Mandarin Chinese, and appreciate cultural diversity within Australia and China. They will develop key literacy and numeracy skills, as well as explore Chinese culture, beliefs and society.

Areas of Study

- Greetings
- Numbers
- Family
- Hobbies
- Sports
- Colours
- Animals
- The Human Body
- Festivals
- Food
- School Life
- Shopping

Learning Tasks

- Chinese New Year Project
- Self-Introduction Speech
- Independent Research Project on Chinese Culture and Language
- Cooking
- Market Simulation
- Dinner Simulation
- Tests on relevant units

English

Aim:

The Year 7 English course at Korumburra Secondary College aims to further develop students' competencies in reading, writing, speaking and listening. A range of texts, including novels, short stories, films, television, plays and poetry will be studied for enjoyment, interpretation and reflection. Students will be guided through writing workshops to develop their familiarity with more complex sentence structures and writing styles. Listening and speaking activities will require students to participate in and contribute to class activities, listen attentively to teachers and peers and present both informal and formal oral tasks to small groups and the class as a whole. Students will also be encouraged to extend their reading habits through the RIBIT programme and complete tasks designed to improve language skills, expression and vocabulary.

Areas of Study

The curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:

- **New Directions**- designed to help them become integrated into their class, their college and their community
- **Language and literacy**- continued emphasis on improving students' use and control of the mechanics of language including spelling and expression for both formal and informal contexts.
- **INKY** – a library based programme designed to encourage students to read different text types and reflect on more challenging themes and ideas.
- **Writing Folio**- On-going activities throughout the year which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies**- over the course of the year, students will study a range of different texts as a class or in small (literacy) groups- as determined by the nominated teacher-endeavouring to develop their comprehension skills an ability to respond to different characters, themes and issues in both a creative and more analytical manner.

In completing the units of study listed above, students will also participate in learning activities designed to specifically develop their skills as critical thinkers and learners, working in groups as needed to develop productive habits of mind.

Learning Tasks

- **Response to Texts.** Students complete at least two written responses to two different texts.
- **Writing.** Students submit at least two finished pieces of writing; at least one piece being in a persuasive style.
- **Speaking and listening.** Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
- **Language and Grammar.** Students complete a systematic study of language and grammar and participate in numerous activities assessing their cumulative knowledge.

PERIODS PER WEEK: 5

Health Education

KSC has a terrific health education program. Students receive 2 periods each to explore the many health challenges young people face. In particular, Year 7 students investigate strategies and resources to manage changes and transitions that impact on identity. Students evaluate the benefits of relationships on wellbeing and respecting diversity.

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

Aim:

To assist Year 7's to develop life skills such as self-discipline, co-operation and self-confidence.
To develop skills and knowledge related to their health during adolescence.

Areas of Study

Students will study 6 main topic areas:

- Who Am I?
- Transition to Secondary School
- Respectful Relationships
- In Our Community
- My Body, My Choice (healthy eating, hydration, drugs)
- Who is this new me? (Puberty)

Learning Tasks

- Students maintain an organised workbook
- Posters
- Role Plays
- Tests
- Videos
- Interviews

PERIODS PER WEEK: 2

Physical Education

Aim:

To enable students to:

- enjoy physical activity
- be introduced to a wide variety of sports and activities
- develop their knowledge and practice of safety in sport and recreational activities
- improve their physical fitness and social efficacy
- develop their initiative, self confidence, co-operation, responsibility, leadership and sportsmanship

Areas of Study

They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Learning Tasks

Students participate in physical activity classes which involve

- Learning new movement skills
- Developing existing skills
- Discussions about physical activities
- Movement Video Analysis

Students are expected to be fully involved in the practical classes and to participate to the best of their ability. This includes wearing appropriate sports uniform (see uniform list). It is expected students wear a hat when undertaking any activity outdoors. If ill or injured, students participate where possible in an alternative manner, eg: umpire, referee, and statistician. Students need to supply a note if they are ill or injured.

PERIODS PER WEEK: 2

Humanities

Humanities is a unique subject for Year 7 students. It is a combination of Geography, History, Economics and Civics & Citizenship. Humanities is special because it is usually taught by the same teacher students have for English. This is designed to provide continuity for students with a consistent teacher to help provide a smoother transition from primary school.

Aim:

For the student to develop:

- An understanding of how the past relates to the present.
- Knowledge and understanding of the important needs people have, such as community, food, shelter, beliefs, values and cooperation.
- Organisational skills.
- Research skills.

Areas of Study

Students will study five topics. They are:

- Ancient civilisations- a geographical and historical study of ancient Egypt and China.
- Geography- a unit designed to develop skills and apply these to a unit of work on Water and the Asia/Pacific Region.
- Civics and citizenship- analysis of what makes a good citizen and the types of rights and responsibilities we adhere to.
- Economics- a practical study of buying and selling.
- My Place- a broad historical study of Australia and its people, based on Nadia Wheatley's picture book, 'My Place'. This unit is closely tied with the study of 'My Place' in English.

In completing the units of work listed above, students will work both independently and in groups to complete a variety of different activities. When studying Humanities, students are encouraged to try and present information in new and creative ways, while still maintaining historical and geographical accuracy.

Learning Tasks

- Workbooks
- Research projects
- Mapping skills test
- Oral presentations

PERIODS PER WEEK: 3



Mathematics

Aim:

Students acquire mathematical knowledge and skills, ways of thinking and gain the confidence to use mathematics in many situations.

Areas of Study

Topics studied include simple arithmetic, fractions, introduction to algebra, geometry, measurement, statistics and probability.

Work Required

- To maintain and keep an up to date workbook containing all set classwork and worksheets.
- To complete regular set Mangahigh tasks.
- To complete additional homework as required.

Learning Tasks

- Topic tests.
- Problems solving work.
- Bookwork.

AUSVELS – Interdisciplinary Strand Assessed:

- Information and Communication technology
- Personal Learning
- Thinking Process

PERIODS PER WEEK: 5

Science

Aim

The aim of Science education is to offer students a valuable way of exploring and understanding their world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps students to make informed decisions about scientific issues, careers and further study.

Topics

- Safety & Common Substances
- Separating Mixtures
- Classification
- Forces & Motions
- Astronomy
- Energy & Natural Resources
- Interactions – Food Chain & Webs

Work Required

- Workbook - students will maintain an organised notebook
- Research assignment/Project - one per topic (where appropriate)

Learning Tasks

- Tests - one per topic (where appropriate)
- Assignments
- Selected exercises from Workbook
- Practical Experiments

PERIODS PER WEEK: 3

Sport Education

Aim:

To enable students to:

- enjoy extra physical activity and sporting competitions
 - link and practice sports that may be offered in the interschool sports program
 - develop knowledge and practice of safety in sport and recreational activities
 - improve physical fitness and social skills
 - develop, initiative, self confidence, co-operation, responsibility, leadership and sportsmanship
 - provide opportunities for participation in associated sporting skills such as leading warm ups, running skill drills, refereeing, scoring, set up competition draws, designing round robins etc.,

Areas of Study

Students have the opportunity to participate in a number of different sports on a three week rotation. Skill development will be a focus, culminating in a round robin competition. They will work with students across their year level to support social and team skills.

Learning Tasks

Students are assessed on their practical participation, effort, skill, development and ability to work co-operatively.

PERIODS PER WEEK: 2 periods for one semester.

Materials Technology

All Year 7 students complete One Term of each of the following materials subjects.

Home Economics, Metalwork and Woodwork and Performing Art will be included as the 4th rotation.

Aim

- To develop skills and understanding in each of the four areas.
 - To introduce students to a variety of tools and equipment within each of the four areas.
 - To learn safe work practices in each area.
 - To produce a range of models or goods.

Areas of Study

- Designing - Investigating - Producing - Evaluating

Learning Tasks

All students are expected to complete all four areas of study above in each of the materials subjects and produce a range of products/models. Students complete an investigation assignment and are expected to evaluate the work produced. Some products the students will complete are:- Pencil Box/Sculpture/Dish & Spoon/Candle Holder and weekly food products such as scones, soup and desserts.

PERIODS PER WEEK: 4 per rotation for each materials subject.

Year 8 Curriculum

Core Subjects

Art

Aim:

The art activities are designed to develop the student's planning, exploration and presentation skills whilst developing their technical and aesthetic skills. Students gain an understanding and appreciation of a variety of artworks and artists.

Areas of Study

Creating and Making:

- Focuses on ideas, skills and techniques involved in creating and making a variety of artworks.

Exploring and Responding:

- Focuses on developing an understanding of artworks and expressing personal and informed judgements.

Learning Tasks

- Folio of final Artworks
- Research into artworks and artists
- Visual Diary

PERIODS PER WEEK: 2



English

Aim:

The Year 8 English course at Korumburra Secondary College continues to promote opportunities for students to extend their reading, writing, speaking and listening skills. The course features more challenging and unfamiliar works and ideas in accordance with the demands of AusVels. Students also develop a critical understanding of the print and electronic media. Classwork is directed towards ensuring that students become both confident and competent in writing and their oral presentation skills are further developed through a range of formal and informal activities. Students are expected to work effectively as individuals and co-operatively with others.

Areas of Study

The curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:

- **Language and literacy**- continued emphasis on improving students' use and control of the mechanics of language including spelling, punctuation features, more complex sentence structure and written expression for both formal and informal contexts.
- **Creating and Presenting – Survival Unit- (one semester only)** numerous text types-both visual and print (focused on the theme of survival against the odds), resulting in various written and oral responses.
- **Superstar Reading Programme**- a library based programme designed to encourage students to read different text types and reflect on more challenging themes and ideas.
- **Writing Folio**- on-going activities throughout the year which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies** – Students will study a range of different texts as a class or in small (literacy) groups, endeavouring to develop their comprehension skills and ability to respond to different characters, themes and issues, using analytical and creative styles.

Learning Tasks

- **Response to Texts.** Students complete at least two written responses to two different texts.
- **Writing.** Students submit at least two finished pieces of writing in different forms and styles.
- **Speaking and listening.** Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
- **Creating and Presenting-** Students submit at least two responses (one may be in oral format) in response to the theme study *Survival*
- **Language and Grammar.** Students complete a systematic study of language and grammar, using the course text Macmillan English Workbook2, participating in numerous activities assessing their cumulative knowledge.

PERIODS PER WEEK: 5

Mathematics

Aim:

Students acquire mathematical knowledge and skills, understand and appreciate the nature of mathematical thinking and gain confidence to use mathematical reasoning in many situations.

Area of Study

Topics include:

- Arithmetic (including fractions, decimals, percentages)
- Directed Number
- Algebraic simplification and indices
- Linear equations and graphs
- Geometry
- Ratio
- Measurement

Work Requirements

- To maintain and keep an up to date Work Book containing all set exercises and worksheets
- To undertake extension work when directed
- Problems and skills practice assignments including Mangahigh [or alternative] activities

Learning Tasks

- Topic assessment including tests
- Extension tasks
- Problem solving work, homework sheets, skills assignments

AUSVELS – Interdisciplinary Strand Assessed:

- Information and Communication technology
- Personal Learning
- Thinking Process

PERIODS PER WEEK: 5

Science

Aim:

To investigate aspects of the environment that have an impact on the student's lives; and to develop their understanding of how the body functions.

Content

- Cells & Microscopes
- State of Matter, Elements & Compounds
- Plants & Animals
- Rocks & Geology
- Chemical Change
- Energy – Forms & Changes

Work Required

- Workbook - students will maintain an organised notebook
- Research assignment/project - one per topic (where appropriate)

Learning Tasks

- Tests - one per topic (where appropriate)
- Assignments - written to satisfy Work Requirement 2
- Selected exercises from Workbook
- Practical Experiments

PERIODS PER WEEK: 3

Physical Education

Aim:

PE aims to enable students to:

- enjoy physical activity
- be introduced to a wide variety of sports and activities
- develop their knowledge and practice of safety in sport and recreational activities
- improve their physical fitness and social efficiency
- develop their initiative, self confidence, co-operation, responsibility, leadership and sportsmanship

Content

PE explores a variety of physical activities through instruction and practice which involves:

- Learning new skills
- Developing existing skills
- Discussions about physical activities
- Students will explore the links between physical activity and health and the barriers that need to be overcome to ensure a healthy lifestyle is achieved. Physical Education and Health Education curriculum integrated.
- Learning the rules of the games being played, being prepared to take on roles such as coach, umpire, team manager, organiser, scoring.

Learning Tasks

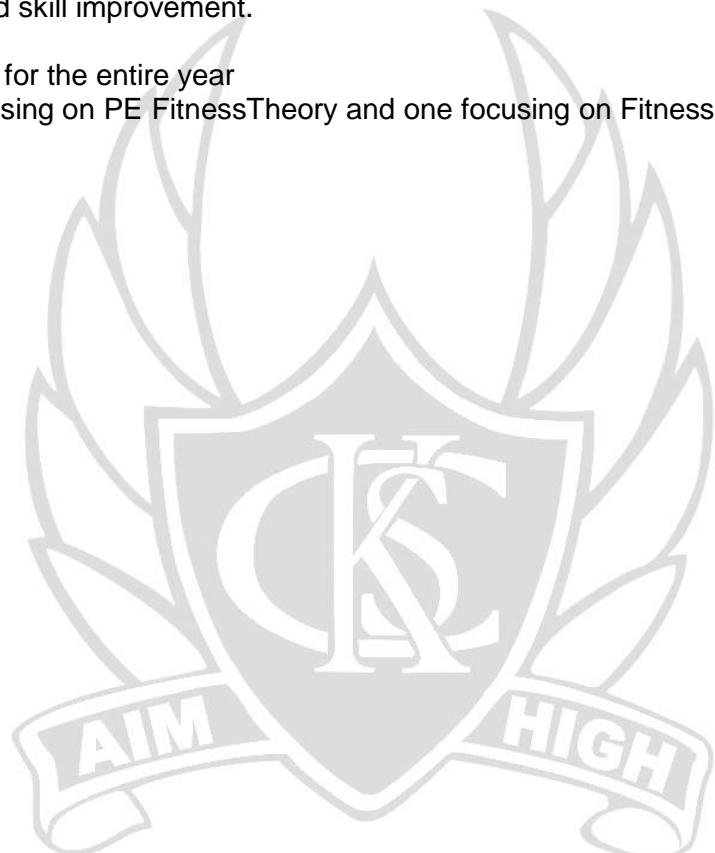
- Students are expected to be fully involved in the practical classes and to participate to the best of their ability. This includes wearing appropriate sports uniform (see uniform list). It is expected students wear a hat when undertaking any activity outdoors during terms 1 & 4. If ill or injured, students participate where possible in an alternative manner, e.g. umpire, referee, statistician. Students need to supply a note if they are ill or injured.

To satisfactorily achieve at the expected standard, students need to:

- Participate in the majority of practical classes
- Demonstrate the required standard of effort and achievement. Effort is based on the level of co-operation and participation. Achievement is based on the level of knowledge of rules, procedures, technique, responsibility and skill improvement.

PERIODS PER WEEK: 2 practical sessions for the entire year

2 extra sessions for one semester, one focusing on PE Fitness Theory and one focusing on Fitness Testing and Training Methods



Health Education

Aim:

Students will develop life skills such as self-discipline, co-operation and self confidence, develop skills and knowledge related to their health during adolescence and into the future. Physical Education and Health Education curriculum are integrated.

Content

- Students further develop their study of the physical, emotional and social changes that occur as a result of adolescence and their increasing independence.
- Family, peer and community expectations on the development of their own personal identity and values will be explored.
- Particular focus is given to discussing risk-taking behaviours such as poor nutrition, drug taking and dangerous activities. Students will be given skills to develop harm minimisation strategies that lead to healthy, safe & fulfilling lives.
- The health concerns of young people will be considered and students will explore strategies that are designed to improve their health. In particular, how the influences on personal and family food selection and activity levels can affect their overall health and well being.

Learning Tasks

Students maintain an organised workbook and complete project/s for each unit of work covered. These projects are graded as assessment tasks. Tasks are varied and include IT presentations, posters, role plays, individual work, research, tests, and presentations.

PERIODS PER WEEK: 2

Humanities

Content

The Humanities course will help students develop their understanding of society and the environment. Historical topics studied include Vikings, Medieval History and Shogun Japan. Geographic studies include the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. Students also explore how and why, over time, human and physical interactions produce changes to the characteristics of regions. Economic studies analyse how scarcity, opportunity, production costs and resource allocation influence the Australian economy.

In each topic students will be involved in problem solving, research, oral and written presentation, individual and group work, and self-evaluations. Some units of work may involve class excursions.

Learning Tasks

The outcomes for each unit are contained in the Work Requirements and Assessment tasks and will include:

- Projects
- Oral presentations
- Written presentations
- Homework
- Workbook
- Subject Tests
- Fieldwork Reports

PERIODS PER WEEK: 3

Performing ARTs

Aim:

To provide a wide range of musical and dramatic activities to students, including theatre sports, improvisation, composition and instrumental workshops. Students develop their understanding of music and drama theory and terminology.

Areas of Study

Students are involved in group and individual activities in a variety of performing arts contexts. Students develop their ability to seek and provide constructive feedback after each performance.

Learning Tasks

- Improvisation Activities
- Music Composition
- Live Performances
- Written Assignments

PERIODS PER WEEK: 4 for one term.



Elective Subjects – Year 8 Electives

Students will choose one elective per semester from the technology & LOTE area. Electives are also offered at the Year 9 Level so that students can further develop skills in a preferred area or complete a study in a different area of interest from a wider range of domains/subject areas. (See the Year 9 section in this Handbook).

Textiles

Students will develop their design and construction skills to produce a range of practical projects using fabric and related textile materials. The theory relates to fabrics, their sustainability, construction techniques, tools and equipment and safety issues.

Work Requirements:

- A minimum of 4 elements: a hand sewn sampler, a hand sewn project, a machine sewn sampler, a machine sewn project.
- Students will be required to evaluate each project.
- Workbook: showing the design process and theory notes.
- Assignment.

Learning Tasks

- Finished practical projects: design, construction and quality of stitching.
- Evaluation of completed projects.
- Workbook: theory completed.
- Assignment.

PERIODS PER WEEK: 4 for one semester

Information Systems

Aim:

This unit of work introduces students to the uses of information technology. Students produce information products using a variety of techniques, to meet the needs of an intended audience. Students will be introduced to the use of computers for the production of such products. Students will plan, develop and evaluate their work.

Areas of Study

- Types of information.
- Uses of information in society.
- The computer as a production tool.

Assessment

- Completion of set projects
- Exercises
- Word processing exercises

PERIODS PER WEEK: 4 for one semester.



Metalwork

Aim:

To further develop an understanding and appreciation of working with metals and plastic. Students will increase their knowledge and skills in the use of tools and processes in a safe, co-operative workshop environment.

Areas of Study

- Safety in the workshop
- Researching and Designing project ideas
- Constructing quality projects following correct procedures
- Self-assessment and evaluation of projects

Learning Tasks

- Completion of various projects: Embossing Plaque, Acrylic Plastic Pen, Acrylic Pendant, Metal Jewellery making and Bracelets.
- Workbook completed: Display design process and theory notes.
- Assignment: Evaluation of completed projects

PERIODS PER WEEK: 4 for one semester

Woodwork

Aim:

Students develop design and construction skills to produce set practical projects using timber. Students will increase their knowledge and skills in the use of tools and processes in a safe, co-operative workshop environment.

Areas of Study

Theory relates to different timbers, construction techniques, tools, machinery, sustainability of materials and safety in the workshop.

Learning Tasks

- 2 projects: cross-halving joint and storage unit with shelves.
- Workbook completed: showing the design process and theory notes.
- Finished practical projects: design, construction and quality of finish.
- Evaluation of completed projects.
- Assignment.

PERIODS PER WEEK: 4 for one semester



Home Economics

Aim:

This unit builds upon the Year 7 Home Economics course, allowing students to extend their skills, knowledge and understanding of the design process, basic nutrition, key food groups and practical cooking techniques. Team work, personal management, co-operation, OHS attributes and the development of life longs skills and knowledge that they will carry into their lives beyond formal education are core.

Areas of Study

- Kitchen Management
- Key Food Groups
- Nutrition
- The relationship between food and health.
- Workbook: showing the design process and theory notes.

Learning Tasks

- Practical Classroom work
- An up to date, organised workbook containing relevant theory notes.
- A range of assignments including I.T. presentations, posters and group work.
- A nutrition project

PERIODS PER WEEK: 4 for one semester



Year 9 Curriculum

The Year 9 Course at Korumburra Secondary College is based on a system of **CORE** and **ELECTIVE** subjects. All subjects are organised on a Semester basis with most Core subjects running for the year.

CORE SUBJECTS

- ACE
- Art
- English
- Humanities – *one semester of Geography and one semester of History*
- Health Education
- Mathematics
- Science
- Physical Education

ELECTIVE SUBJECTS

Elective subjects provide students with the opportunity to extend their interests in the curriculum. They provide the opportunity for students to:

- Expand their skills or
- Extend themselves academically
- Prepare for future VCE subjects
- Try something new that they may like to continue on with, in the future.

Elective subjects run for one semester and have three periods per week. Therefore, students are placed in two elective subjects per semester resulting in four of the elective subjects being completed in one calendar year.

Students choose six subjects from the offering in order of preference. Every attempt is made to place students in their first four choices but timetable restrictions do not always allow this to occur.

DOMAIN	SUBJECT
ARTS	Music
ARTS	Visual Communication and Design
ARTS	Public Performance
ARTS	Drama
ENGLISH	Public Speaking
ENGLISH	Films and Film Making
HEALTH & PE	Healthy Lifestyles
HEALTH & PE	Outdoor Education
HUMANITIES	ADVANCE (THIS IS A FULL YEAR PROGRAM)
HUMANITIES	History of Sport
ICT	Utilising MS Office
ICT	Game Maker
SCIENCE	Extension Science
TECHNOLOGY	Food for the Fast Lane
TECHNOLOGY	Multicultural Foods
TECHNOLOGY	Garment Construction
TECHNOLOGY	Introduction to Fabric Art
TECHNOLOGY	Metalwork
TECHNOLOGY	Woodwork

Core Subjects

English

Aim:

The Year 9 English course at Korumburra Secondary College establishes the necessary grounding for students preparing for senior level study of the language. The content aims to enable students to speak, listen, read, view and write with purpose, enjoyment and confidence. Students are provided with further opportunities to become effective communicators through their control of language and understanding how it varies according to purpose, audience and context. Students gain broad knowledge of a variety of texts, developing a critical appreciation of their various codes and conventions, relating them to their own experiences and society as a whole. Students are expected to become independent and active learners, willing to explore more challenging themes and ideas and work effectively with the whole class, both individually and in groups.

Areas of Study

The curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:

- **Language and literacy**- continued emphasis on improving students' use and control of the mechanics of language including spelling, punctuation features and more complex sentences structures using the course text *Macmillan English Workbook 3*.
- **Creating and Presenting – Gothic Horror** – numerous text types-both visual and print, focused on the genre of horror through the ages, resulting in various written and oral responses.
- **Bookmarks Reading Programme**- a library based programme designed to encourage students to read different text types and reflect on more challenging themes and ideas.
- **Writing Folio**- On-going activities throughout the year which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies**- over the course of the year, students will study a range of different texts as a class or in small (literacy) groups, endeavouring to develop their comprehension skills an ability to respond to different characters, themes and issues in both a creative and more analytical manner.

Learning Tasks

- **Response to Texts.** Students complete at least two written responses to two different texts.
- **Writing.** Students submit at least two finished pieces of writing in different forms and styles.
- **Speaking and listening.** Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
- **Creating and Presenting-** Students submit at least two responses (one may be in oral format) in response to the theme study *Gothic Horror*
- **Language and Grammar.** Students complete a systematic study of language and grammar, using the course text *Macmillan English 3*, participating in numerous activities assessing their cumulative knowledge.

PERIODS PER WEEK 5

Art

Aims:

The art activities are designed to continue and extend the student's experimentation and discovery of art materials, whilst developing their technical and aesthetic skills. Students gain an understanding and appreciation of a variety of artworks and artists from a range of cultures.

Areas of Study

Creating and Making:

- Focuses on ideas, skills and techniques involved in creating and making a variety of personal artworks.

Exploring and Responding:

- Focuses on developing an understanding of artworks and different cultures, personal and informed judgements.

Learning Tasks

- Folio of final artworks
- Research into artworks and artists
- Visual diary

PERIODS PER WEEK: 2

Geography

Geography emphasises the development of a series of Geographical ideas and skills through the study of human impacts on the planet, climate and weather, along with local coastal impact and studies on biomes. Skills and ideas which are developed are mapping, geographic language, spatial and graphical presentation, as well as written analysis of data.

Learning Tasks

- Mapping Assignment
- Unit Tests
- Annotated Visual Display
- Planning Exercise
- Workbook and class work

PERIODS PER WEEK: 3

History

History focuses on the transformation of the modern world from agricultural to industrial revolution, the history and culture of Australia from 1788 to World War 1. Special emphases are placed on the development and research and writing skills, learning others perspectives and developing argument.

Areas of Study

- The Industrial Revolution
- European colonisation of Australia and convict settlements
- Federation
- World War 1 and Australia's involvement

Learning Tasks

- Industrial Revolution invention poster
- Industrial Revolution essay
- Source analysis portfolio
- Oral presentation

PERIODS PER WEEK: 3

Health Education

Students will expand on their knowledge of how they are changing and developing into young adults, and the associated responsibility that comes from making informed choices at this important time in their life. In particular, the focus is on peer, family and community expectations and the vital role these groups play in influencing a young person's sense of right and wrong, personal values, communication skills, positive self image, as they clarify their own set of cohesive personal values and their place in the community. Emphasis is placed on giving students the tools to develop strategies to minimise harm and to protect their own and others' health with the overall aim to provide young people with the skills to lead a healthy and fulfilling life.

Areas of Study

- Social and cultural factors that influence personal identity including family, peers, media, community roles, and the law
- Strategies for being assertive in protecting their own and others health
- How the different roles, rights and responsibilities of relationships can affect their health and well-being
- Strategies for supporting themselves and others when experiencing difficulties health issues
- The concept of risk, challenge and safety and how informed choices can balance these through harm minimization strategies

Learning Tasks

- Values and personal identity learning tasks
- Whale Rider essay
- Relationships roles and responsibilities poster
- STI brochure
- Drug investigation
- Drug test
- Mental health research task
- Film study

PERIODS PER WEEK: 2

Physical Education

Students will further consolidate skills and knowledge learnt in previous years. In addition, students will identify and evaluate principles of training which aid in the improvement of performance for a wide range of activities and sporting pursuits. Students will examine the set plays and coaching strategies that can be applied in competition to improve performance. Working in teams is a major focus where students initiate, maintain and manage positive social relationships with a range of people. PE is fundamental to the development of positive social relationships so that individuals become linked to society, develop a sense of belonging and learn to live and work with others.

Areas of Study (may include)

- Initiative activities
- Fitness testing and training methods
- International sports
- Target sports

Learning Tasks

- Practical work-development of skills, application of rules, safety etc
- Peer teaching
- Interpersonal Skills
- Participation in lessons
- Skill improvement demonstrated in class
- Knowledge of rules
- Fitness Tests

PERIODS PER WEEK: 2

Mathematics

Aim:

Students will further develop their understanding of mathematics and its applications in the real world. They will be introduced to new topics that extend their thinking and problem solving skills. Topics included are Algebra, Linear Equations and Graphs, Pythagoras, Measurement, Trigonometry and Probability.

Work Requirements

- To maintain and keep an up to date Work Book containing all set exercises and worksheets
- To undertake extension work when directed
- Problems and skills practice assignments including Mangahigh activities

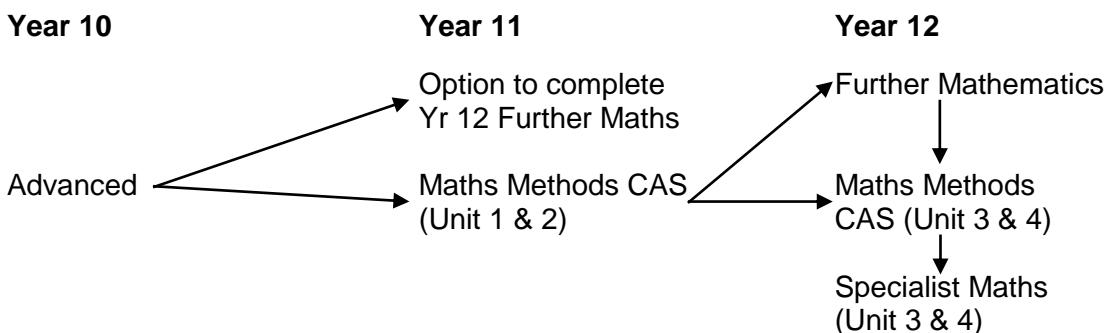
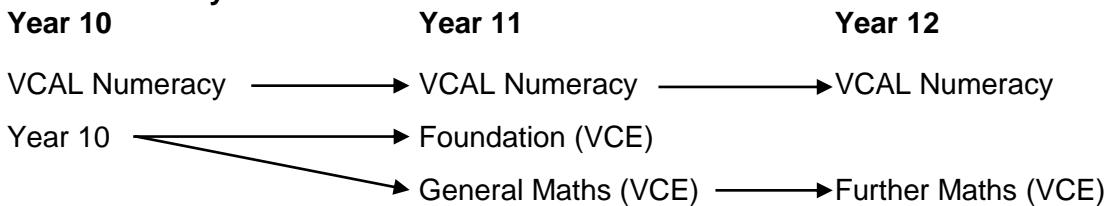
Learning Tasks

- Topic Assessments
- Projects
- Problem solving work, homework sheets, skills assignments.

AUSVELS – Interdisciplinary Strand Assessed:

- Information and Communication technology
- Personal Learning
- Thinking Process

Future Pathways in Mathematics



PERIODS PER WEEK: 5

Science

Science aims to teach students how to investigate aspects of science which occur in everyday situations in order to help students to better understand their environment and themselves.

Topics

- Co-ordination of Living Systems
- Ecosystems
- Atomic Structure & Radioactivity
- Chemical Reactions & Acids and Bases
- Plate Tectonics
- Energy Transfers
- Forensic Science

Learning Tasks

- Tests - one per topic (where appropriate)
- Selected exercises from Workbook
- Assignments

PERIODS PER WEEK: 3



Electives Subjects

Advance

(This elective runs for the whole year.)

Advance aims to help students to develop leadership and teamwork skills through practical activities related to the individual achievement of the Bronze Duke of Edinburgh Award.

Areas of Study

Physical Recreation (major focus unless physically incapable) – Students undertake a 24 week personal training program which aims to improve their physical capabilities. Students choose a key area in which they wish to show improvement. Activities involve personal training, benchmark setting, yoga and relaxation skills, boxing, weights, circuit and team building activities.

Skills – Students select a skill in any area that they wish to develop over a 12 week period. The list is endless and provides freedom for students to do something that they have always wanted to do. Some past examples include playing piano, cake decorating, coastal navigation, knitting, mechanical repairs and gardening.

Community Service – Students work with a community organisation for 12 weeks. This is an organisation of their choice and they attend this location to contribute in a positive way to the general community. Some past examples include reading and playing games at Carinya Lodge, beautification at the Korumburra Amenities Complex, helping in the KSC tuckshop, working in the local library, and volunteering at the pound.

Adventurous Journey – Students must undertake a minimum 2 night camp with the class during which they display their developed skills in team work, communication and problem solving.

Learning Tasks

- Website – creation of a website journaling and detailing all activities undertaken during Advance.
- Completion of work units including:
 - Physical recreation
 - Community Service
 - Personal skills
 - Recognised training (first aid)
 - Reflection and celebration

The course involves school based activities and excursions. It is an individualised program which allows students to develop in areas of their own personal choice. Students need to display a positive attitude towards community involvement and voluntary work to fulfil the aims of Advance.

NB: There will be a cost of approximately \$150 per student to participate in this subject. This covers all camps, excursions and Awards Australia fees. Consistent attendance is a non-negotiable requirement of this subject.

Drama Workshop

Whether you're a budding actor in waiting or simply enjoy a challenge working from the 'page to the stage', this course provides an opportunity for students' interested in all things dramatic. You will participate in a variety of activities to develop their skills for creating, developing and refining works for presentation to a live audience. Working closely with others will also allow you explore ideas through the use of mime, improvisation, role and character development. The use of dramatic elements such as tension, focus and space and climax are explored as well as the basics of stagecraft such as sound, props, lighting and costume to enhance dramatic meaning. Yes, there is theory involved; some journal/reflective work, an assignment on different performance styles as well as learning about the history of theatre in various cultural contexts. Students will be expected to play an active role in the preparation and presentation of numerous performances including 'A Night To Remember'.

Areas of Study

- Improvisation
- Role and Characterisation
- Stagecraft
- Playbuilding
- Scriptwriting/analysis

Assessment

- Group Performance Tasks
- Reflective Journal
- Performance Styles assignment
- Scripted Performance

Public Performance

In this unit students will develop their performance skills through participation in public speaking, drama and exploration of media and film making. Students will perform individually and in small groups in class and will have opportunities to perform their work in front of larger audiences. Students will refine and develop their rehearsal skills and engage in discussions about their performances. In the media and film making component students will extend their knowledge and understanding of filmic language, techniques and genres. Students will be provided the opportunity to use ICT equipment to prepare and present their own short films, developing the familiarity and understanding of camera technique. There will be an opportunity for students to negotiate some features of the course in accordance with their preferred learning styles and familiarity with the set task.

Areas of Study

- Public Speaking
- Live Performance
- Understanding of film genre and language
- Film technique
- Story-writing and Storyboarding

Learning Tasks

- Film Analysis
- Media Production
- Practical Tasks
- Live Performance

English-Public Speaking with Confidence

Aim:

Keen to develop your skills presenting in public? Want to feel even a little more comfortable speaking in front of a crowd? Hoping for a career in which speaking confidently is an essential requirement? Whichever your response, keep reading! This unit cannot promise that you will never again feel nervous, speaking in front of others but it will provide you with some strategies to turn the fears and worries all speakers have into positives, ultimately freeing your imagination and empowering your delivery. Students will participate in a range of both formal and informal oral activities including discussion groups, debating and individual presentations, performed in a safe and supportive learning environment. Students will practice the art of effective communication including active listening; they will learn to develop an argument logically and use a variety of persuasive techniques, including appropriate humour. Members of this class will be given opportunities to speak to a variety of audiences outside the classroom setting. Whether you've never said anything in public before or want to improve further, this unit will give you the skills to take centre-stage with confidence.

Areas of Study:

- Active listening
- Empowered speaking
- Voice and gesture
- Reasoning and argument

Learning Tasks

- Impromptu speech
- Prepared Speech
- Panel Forum
- Formal Debate

Film and Film Making

Aim:

This unit is designed for students interested in the art of film and film-making. The course will allow students to extend their knowledge and understanding of filmic language, techniques and genres as well as recognise and appreciate the various conventions used within the industry. Students will also be provided the opportunity to use numerous ICT and production equipment to prepare and present their own short films, developing their familiarity and understanding of camera technique. Students will develop their understanding of how films are made and their particular affect. The unit will also include assessment of various animation techniques and a study of the more recent 'anti-hero' genre. Students will be expected to comment critically on numerous films, both orally and in writing, complete numerous practical exercises and participate actively in the production of at least two short films. There will be an opportunity for students to negotiate some features of the course in accordance with their preferred learning styles and level of familiarity with the set task.

Areas of Study:

- Understanding of genre and filmic codes and conventions
- Filmic technique (camera/lighting)
- Storyboarding, production and editing
- Animation
- History of film

Learning Tasks

- Film analysis and evaluations
- Production of original film
- Practical tasks
- Research assignment

Food in the Fast Lane

Aim:

- To further develop knowledge, skills and techniques introduced in Years 7 & 8.
- To discuss health and nutrition in relation to the Healthy Eating Pyramid, Dietary Guidelines and Target for Healthy Eating.
- To look at the function of nutrients in the body and nutritional requirements throughout the lifespan with particular focus on the teenage years.
- To develop good nutritional habits and cooking skill that students will carry with them into their lives beyond formal education.

Areas of Study

- Health and Nutrition
- Lifespan requirements
- Food selection models

Learning Tasks

- Diet Analysis Project
- Participation in class
- Designing a menu for a specific age group
- A range of assignments including I.T. presentations, posters and group work

Food for the Fast Lane attracts a compulsory levy per semester. This levy covers the purchase of food consumables used as class materials. The levy must be paid prior to the student commencing the subject. Without prior payment, students will be required to select another subject.

Garment Construction

Garment Construction provides students with the opportunity to develop their interest and skill in constructing garments for themselves.

Areas of Study

- Pattern use
- Material choices
- Clothes for specific use e.g sleep, casual, sports wear
- Zip and button hole applications.

Learning Tasks

- Finished practical projects: design, construction and quality of stitching.
- Evaluation of completed projects.
- Workbook: theory complete

History of Sport

History of Sport will trace physical education and sport from ancient to modern times. It will help students understand the historical foundations of play and sport. Students will study the origins of the Olympic Games and the modernisation of sport. How Australian culture has been influenced by sport, will also be investigated.

Areas of Study

- Historical knowledge and understanding of sport from ancient to modern times.
- Interpret and analyse the significance sport held for people during different historical periods.
- Interpret and identify differences between modern sports and their earlier counterparts.

Learning Tasks

- Inquiry Based Learning Project
- Student Workbook
- Theory Tasks

Introduction to Fabric Art

Introduction to Fabric Art provides students the opportunity to develop their interest and skill in some of the Textile Art areas.

Areas of Study

- Tie-Dye
- Patch work / quilting
- Hand stitching and embroidery
- Appliquéd
- Bag making
- Garment Embellishment

Learning Tasks

- Finished practical projects: design, construction and quality of stitching.
- Evaluation of completed projects.
- Workbook: theory completed.

ICT Office Management

Aim:

Students will develop skills using ICT to plan, develop and present a range of information in an appropriate format, for an intended audience.

Areas of Study

Students will develop skills in information processing using:

- MS Office Suite
- MS Word
- MS Publisher
- MS Excel
- MS Access

Learning Tasks

- Completion of set tasks
- Completion of assignment/project

ICT Gamemaker

Aim:

This unit enables students to create their own computer games (mazes and platforms), using the visual drag and drop tools of Game Maker. Students will learn how to control the behaviours of game objects through event driven, action based environments.

Areas of Study

- The use of image editing software to create and modify products
- The use of sound fillers and their enhancement of game effects
- The range of games and how to make a game more engaging for players/audience
- The use of variables and control structures in the making of games

Learning Tasks

- Completion of set tasks
- Completion of assignment/project

Multicultural Australian Foods

Aim:

To increase student awareness of the different nationalities present in Australia and which have impacted on the variety of multicultural foods available in the country.

Areas of Study

- How the multicultural population has influenced food habits and food trends
- Menu planning
- Meal preparation and presentation

Learning Tasks

- Practical classroom work
- An up to date, organised workbook containing relevant theory notes.
- A range of assignments including I.T presentations, posters and group work.

Multicultural Australian Foods attracts a compulsory levy per semester. This levy covers the purchase of food consumables used as class materials. The levy must be paid prior to the student commencing the subject. Without prior payment, students will be required to select another subject.

Music

In this subject students will develop their skills as musicians and performers through participating in Class Band, Group Prac and Songwriting. Students will perform individually, as members of small groups and as a class during class time, lunchtime concerts and at other concerts which are part of the College Music Program. Students will refine and develop their music theory skills, music analysis skills and performance skills.

Learning Tasks

- Demonstrating the ability to rehearse appropriately in a group and individually
- Ability to perform in front of others.
- Demonstration of musicality in performance
- Completing the required written and aural tasks throughout the semester

Outdoor Education

Students will explore natural forest, coastal and aquatic environments. Emphasis will be placed on analysing human interactions through developing awareness of how our behaviour can have an environmental impact. Practical skills will be developed in navigation, first aid, bushwalking and canoeing. Students will examine the concept of adventure in their outdoor activities as well as analyse the perceived and actual risks in the different environments.

Aim:

- To develop skills and knowledge that enhance the safe participation in a variety of outdoor recreational activities.
- Improve individual ability to work in teams to achieve personal and team goals.
- To gain awareness of natural environments and impacts of human interactions.

Learning Tasks

- Complete physical tasks, excursions and extended recreational experiences.
- Complete class theory tasks and research tasks.
- Maintain an organised and complete student workbook.

NB: This subject incurs additional costs of approximately \$200 and a deposit of \$100 must be paid before the Semester begins to ensure a place in this class.

Physical Education – Healthy Lifestyles

This subject focuses on physical activities that can be maintained for life. Staying active, lifelong physical activity, planning for regular physical activity, physical activity for specific groups of life spans, influences on physical activity, first aid and physical activity for health are all topics that will be investigated. Students will undertake an analysis of community facilities and the involvement in community programs. Physical activities will include: Yoga, Aerobics, Pilates, Meditation, Power Walking/Jogging, Swimming, Tennis, Golf, Girls Team Sports, Weight Training and Personal Grooming.

Areas of Study

- Participate in sports, games and recreational activities that maintain regular participation in physical activity.
- Analyse positive and negative outcomes of a range of personal behaviours and community actions.
- Identify health services and products provided by government and non-government bodies.
- Work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.

Learning Tasks

- Complete physical tasks, maximising opportunities to learn new skills.
- Devise a movement sequence for one of the listed activities.
- Complete theory tasks including research talks, assignments and lesson plans.

Extension Science

Students will have the opportunity to investigate and explore in depth, scientific topics from the areas of chemistry, physics and biology. Students will investigate and research topics of scientific interests, both new and emerging sciences. Throughout the semester, students will be developing their scientific knowledge, vocabulary and understanding through exploration and classroom discussions.

Aim:

To increase student understanding of scientific techniques, research and developing practical investigations.

Learning Tasks

- Investigations
- Research Projects
- Practical Reports

Technology Metal

Students will design and construct projects from metal using traditional hand and power tool processes in a safe cooperative workshop environment. Projects undertaken will reflect the ability and background understanding of each student. The course includes creative design, construction and joining processes, oxy and arc welding and finishing techniques. Students will pay for all construction materials. Students wishing to study Design & Technology in VCE are advised to take Metal during Year 9 and 10.

Learning Tasks

- Investigating practical and theoretical areas
- Designing projects using pictorial and orthogonal drawing.
- Production of various projects made from metal.
- Evaluation of completed works

Technology Wood

Students will be expected to complete a minimum of two projects. One of those projects is a prescribed task. Students wishing to study Design and Technology - Wood in VCE would be well advised to complete Wood in Year 9 or 10.

Students must pay for all wood required for projects.

Areas of Study

- Cabinet making
- Wood turning
- Timber jointing
- Timber finishing
- Costing of materials
- Design

Learning Tasks

- Practical work (at least two projects)
- Workbook - log book - to include drawings of projects, cost sheets, sequence of operations, and an evaluation of one product.
- An investigation into some aspects of the timber industry using the internet.

Visual Communication and Design

This unit aims to introduce creative design and technical drawing techniques. Emphasis is on highly finished, well presented work and the use of the design process to trial and experiment with design. Visual Communication and Design leads to VCE Visual Communication & Design (Years 11 & 12). It is recommended to students wishing to develop their drawing, design and computer aided design skills.

There are three main parts to this subject:

- Graphic Art and Design
- Technical Drawings
- Computer Aided Design

Areas of Study

There are a range of topics that cover different design fields as stated above. The students will explore a variety of materials and media to develop their design problem solving skills. They will have the opportunity to produce a range of drawing types, a digital illustration piece, photography and a 3D work.

Learning Tasks

Students are expected to fulfil the assessment requirements by producing:

- Technical drawing
- Computer Editing
- Graphic Design
- Observational Drawing

Senior School

Our college also offers an extensive program to meet individual needs in Years 10, 11 and 12.

If you would like a copy of our Senior Handbook please contact the General Office.

Years 10

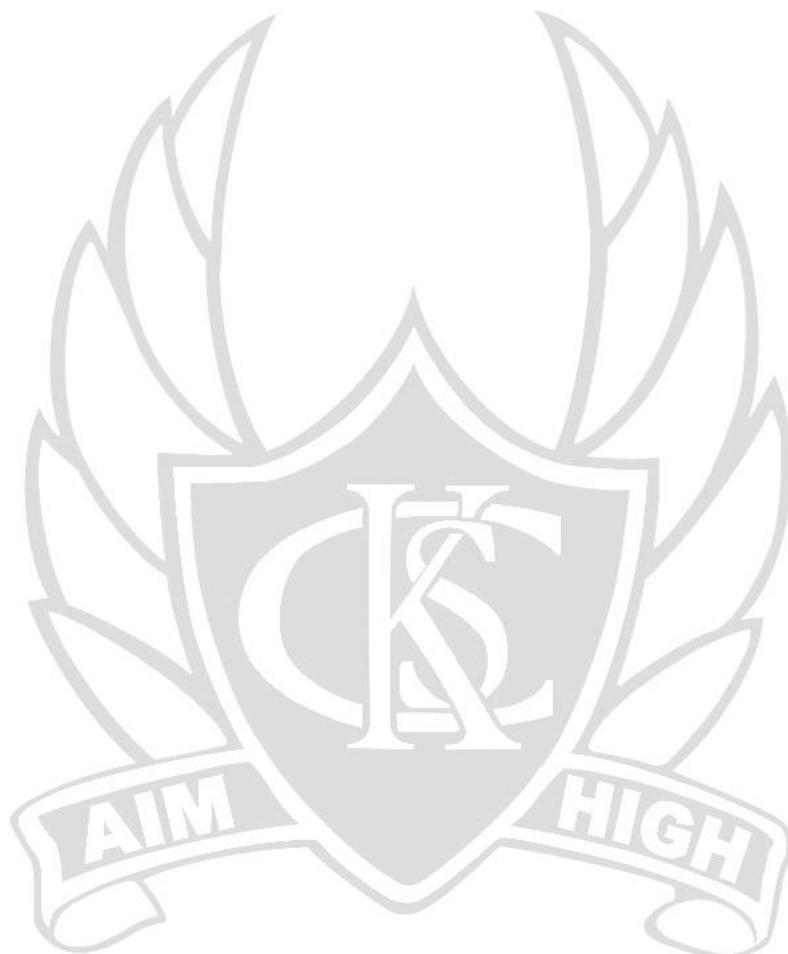
- Preparation year for VCE studies. Students are encouraged to look to career paths and interests
- Work Experience occurs for two weeks and aims to broaden career understanding
- Foundation VCAL available
- VCE Units 1 & 2 studies available
- 'Headstart' Program is used as a tool for preparation for success in VCE

Year 11

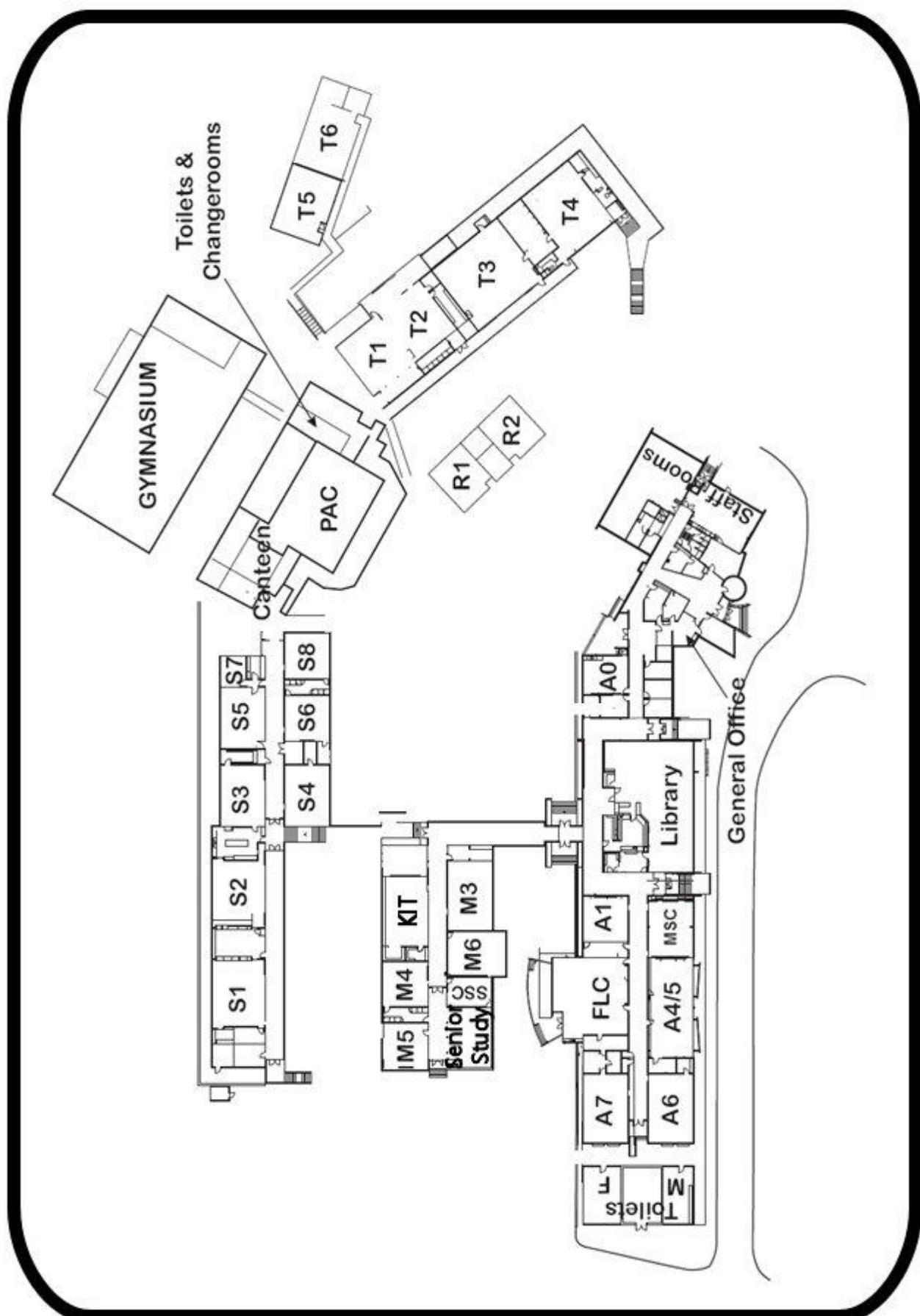
- First year of VCE/VAL studies
- VET study available
- 'Headstart' Program is used as a tool for preparation for success in Year 12

Year 12

- Our highlight year for secondary education
- Year 12 students are our school's leaders and their position is acknowledged with privileges
- Close relationships with teachers encourage students success
- VCE study centre encourages friendship, peer support and collaboration when learning
- Senior leadership of the school is encouraged



School Map





Korumburra Secondary College

Jumbunna Rd
Korumburra Victoria 3950

Telephone (03) 5655 1566
Facsimile (03) 5655 2673

korumburrasc@edumail.vic.gov.au
www.korumburrasc.vic.edu.au

