Hampton Park
SECONDARY
COLLEGE
Respect, Learning, Working Together

SUBJECT HANDBOOK

ENHANCE CURRICULUM PROGRAMME

2026

Hampton Park Secondary College
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PRINCIPAL'S INTRODUCTION

"At Hampton Park Secondary College, we are rich in diversity, and through empowering and engaging students, we remain wholehearted in our pursuit of excellence."

Our values are ***Respect, Learning and Working Together***

We ***Respect*** ourselves, each other, and our school environment and understand that our attitudes and behaviours have an impact on the people around us.

Our key focus is on ***Learning***, improving each day. We acknowledge and celebrate both learning growth and excellence.

By ***Working Together***, we learn from each other and build the skills to achieve our best.

Hampton Park Secondary College is committed to providing an education that is student-centered and where students are empowered with their learning. Our learning program enables students to have more voice, choice, and agency in their learning. In line with this approach is our recognition that all students are unique, and that each student brings their own distinct and individual passions, interests, skills, and knowledge into our learning ecosystem.

We recognise that our young people are entering into a world that is changing at a faster rate than ever before, posing new environmental, political, societal, economic, and technological challenges and complexities that were never imaginable. We believe that by empowering students, we create a learning environment where learning is ***with students, rather than to students***. Our approach to learning supports students regardless of their level of learning and understanding, ensuring that no student is left behind and all can reach their full potential. Through professional learning, individual reflections, learning walks and coaching, teaching staff aim to create optimal conditions for learning.

Wayne Haworth
Principal

COLLEGE VALUES

Respect, Learning, and Working Together

Our vision of learning excellence is underpinned by the Hampton Park Secondary College values of Respect, Learning, and Working Together. Informing our daily interactions and decisions, these values are embedded into our whole school practices and are supported by our Berry Street and Positive Behaviours for Learning approach. We strive to build students who are life-long learners, with high levels of empathy and who are *always* critical and creative problem solvers.

Our values of **Respect, Learning,** and **Working Together** guide our educational programmes within the community in the following ways:

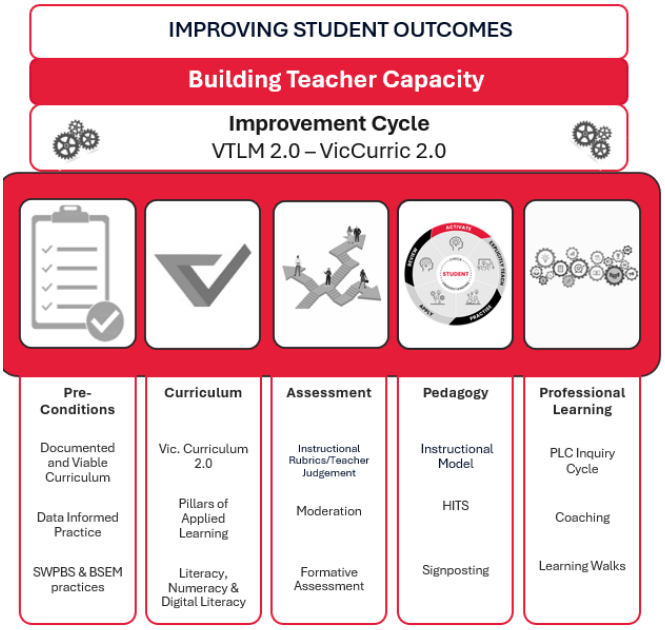
- I respect myself and other people.
- I actively listen to others with an open mind.
- I respect other people's different perspectives.
- I am inclusive.
- I respect school property and the property of others.
- I wear my school uniform with pride.
- I set personal goals and have high expectations of myself and others to continually improve.
- I have a positive attitude and enthusiasm for learning.
- I strive to achieve my personal best.
- I take pride in the achievements of myself and others.
- I am willing to share ideas, resources, and skills.
- I am helpful and approachable.
- I contribute positively to class, group activities, and the school community.

COLLEGE VALUES	CLASSROOM POSITIVE LEARNING ENVIRONMENT	INSIDE SPACES	OUTSIDE SPACES	TO AND FROM SCHOOL SCHOOL PRIDE	SCHOOL EVENTS	DIGITAL CITIZENSHIP
RESPECT	• We use good manners and listen openly • We arrive on time and follow directions • We respect different opinions	• We use quiet voices and move around safely • We leave spaces tidy • We respect school and others' property	• We respect others personal space • We look after school equipment • We keep our school clean	• We represent our school positively • We wear uniform correctly • We respect community property	• We arrive on time with a positive attitude • We wear full uniform and bring equipment • We show good sportsmanship	• We follow our ICT agreement • We are smart, safe, and responsible online • We keep passwords and settings private
LEARNING	• We bring equipment and a positive attitude • We complete work and aim high for goals • We ask questions and act on feedback	• We maximise learning time • We seek permission to leave class • We consider our impact on others' learning	• We take responsibility for equipment • We accept consequences • We recognise music means we go to class	• We are punctual to school and classes • We complete homework on time • We return notices promptly	• We support the learning of others • We listen actively and act on directions • We have a positive attitude to new experiences	• We bring a charged computer every day • We use our computer for learning • We reference sources
WORKING TOGETHER	• We share school equipment with others • We work cooperatively with others • We complete our fair share of group tasks	• We use good manners with everyone • We are helpful and approachable • We report problems to teachers	• We help others and listen to ideas • We take responsibility for actions • We wait our turn	• We follow road rules eg school crossing • We walk bikes on school grounds • We help others and report issues	• We return payments and forms on time • We are active House and team members • We are positive College role models	• We use IT cooperatively in the classroom • We look after equipment • We report unsafe online behaviour

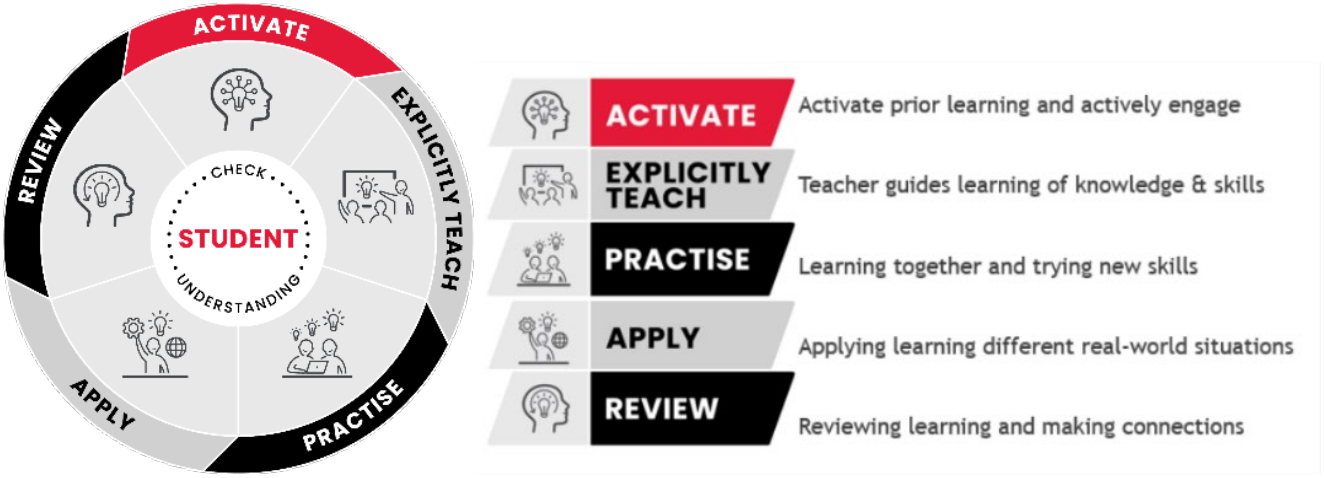
LEARNING AT HAMPTON PARK SECONDARY COLLEGE

College Vison for Teaching and Learning: At Hampton Park Secondary College every student achieves personalised success through the delivery of *consistent high quality teaching practice*.

Our **Teaching and Learning Framework** captures our whole school areas of focus, aligned with the priorities of the Department, the VTLM 2.0 and the Victorian Curriculum 2.0. Our framework is used by all teachers as a reflective tool and supports teacher clarity and consistency of practice.



Our **Instructional Model** brings to life our pedagogical approach and has five phases of learning – **Activate, Explicitly Teach, Practice, Apply and Review.**



Curriculum Design and Implementation

Hampton Park Secondary College structures its curriculum into three stages or 'programmes':

- Explore (Year 7)
- Enhance (Year 8 and 9), and
- Excel (Year 10, 11 and 12)

In Years 7-10, students undertake a combination of core subjects, guided choice (where students are required to choose subjects from specified domain areas) and free choice subjects (except in Year 7, where our focus is on building a strong transition into the College and the skills required for development across the curriculum areas).

YEAR 8 ENHANCE – COURSE MAP

The Course Map below shows how the **eight Key Learning Areas** of the Victorian Curriculum are addressed and delivered at HPSC in Year 8.

Year 8 – Enhance			
	Semester One	**Semester Two**	**Period Count P/W**
Subject / Line 1	English/EAL – Year Long **CORE**		4
Subject / Line 2	Maths – Year Long **CORE**		4
Subject / Line 3	Humanities Semester **CORE**	Humanities Elective **GUIDED CHOICE**	4
Subject / Line 4	**Free Choice Elective**	Science Semester **CORE**	4
Subject / Line 5	Health/PE- Year long **CORE**		4
Subject / Line 6	STEM/Arts Elective **GUIDED CHOICE**	STEM/Arts Elective **GUIDED CHOICE**	4
Connect	Connect- Year long		1
			Total = 25 periods of learning each week
Electives: interchangeable across Semesters			

In Year 8, students must study CORE subjects to ensure the required breadth across the Curriculum. To ensure students learn across all disciplines, whilst ensuring students have choice, they must then choose 3X Guided Choice Electives across the following areas:

- Design and Technology
- Digital Technology
- Performing Arts
- Visual Arts
- Humanities

They must choose two electives from Arts/STEM (1 per Semester), and 1 elective from Humanities (in one Semester).

Students then have one Free Choice subject to choose from (in one Semester).
Note:

- If students choose a Language, this is where they would study it
- Any student who has been recommended to study an Advanced Math or Advanced English Pathway, would do their advanced subject in this block

The Victorian Registration and Qualifications Authority (VRQA) has granted HPSC **an exemption for languages**. French and Japanese however can be studied as a semester long elective if a student chooses.

The information in the table above reflects the requirements in the VCAA Victorian Curriculum F-10 Guidelines.

YEAR 9 ENHANCE – COURSE MAP

The Course Map below shows how the **eight Key Learning Areas** of the Victorian Curriculum are addressed and delivered at HPSC in Year 9.

Year 9 – Enhance			
	Semester One	**Semester Two**	**Period Count P/W**
Subject / Line 1	English/EAL - Year long **CORE**		4
Subject / Line 2	Maths – Year long **CORE**		4
Subject / Line 3	**Free Choice Elective**	Humanities Semester **CORE**	4
Subject / Line 4	Science Semester **CORE**	Science Elective **GUIDED CHOICE**	4
Subject / Line 5	Health/PE- Year long **CORE**		4
Subject / Line 6	STEM/Arts Elective **GUIDED CHOICE**	STEM/Arts Elective **GUIDED CHOICE**	4
Connect	Connect- Year long		1
			Total = 25 periods per week of learning
Electives- Note: interchangeable across Semesters			

In Year 9, students must study CORE subjects to ensure the required breadth across the Curriculum.

To ensure students learn across all disciplines, whilst ensuring choice, students must then choose 3X Guided Choice Electives across the following areas:

- Design and Technology
- Digital Technology
- Performing Arts
- Visual Arts
- Science

In the Guided Choice Elective block for Arts and STEM, ***students must choose one subject from the Design or Digital Technologies for at least one semester***. They can also choose an Arts (Performing or Visual), but do not have to – knowing they MUST choose it in Year 10 – as outlined below.

They must choose two electives from Arts/STEM (1 per Semester), and 1 elective from Science (in one Semester) to ensure the building of required skills before VCE.

Students then have one Free Choice subject to choose from (in one Semester).

- If students were to choose a Language, this is where they would study it
- Any student who has been recommended to study an Advanced Math or Advanced English Pathway, would do their advanced subject in this block

The Victorian Registration and Qualifications Authority (VRQA) has granted HPSC an exemption for languages. French and Japanese however can be studied as a semester long elective if a student chooses.

The information in the table above reflects the requirements in the VCAA Victorian Curriculum F-10 Guidelines.

CONNECT

Hampton Park Secondary College runs a **Connect Program** for students in Years 7-10, to provide opportunities for increased connectedness and a deeper understanding of self. The Connect Program runs for one period a week.

In **Years 7 -9,** in Connect, students focus on:

- Self-reflection and goal setting, supported through the development of Student Learning Portfolios and their presentation through Student Led Conferences
- Careers and Pathways Education
- Social and Emotional Learning, facilitated through the implementation of Berry Street Strategies and our approach to School Wide Positive Behaviours, as well as Respectful Relationships

In Year 10, students focus primarily on developing their understanding of Careers and Pathways Education through the study of one WRS unit (Work Related Skills), from the VCE Vocational Major. This unit also supports students to access and engage with meaningful Work Experience. Social and Emotional Learning and self-reflection and goal setting skills are explicitly taught through relevant subjects where the capabilities are reported on and assessed against, this includes Respectful Relationships.

Student Led Conferences empower students to lead a reflective conversation about their learning journey.

Year 7-9 students present Student Learning Portfolios to their families. Students share their learning goals with subject teachers and families in the first of the Student Led Conference in Semester 1. In the Term 3 Conference, students present their Learning Portfolio to a Connect or significant teacher and their families. They share their reflections of learning across subjects for the year, drawing on examples in their portfolios, addressing goals set and their next steps.

Year 10-12 students engage in a conversation with their families and teachers at both conferences to share their learning progress, strengths and areas for growth. Teachers and families follow the students lead, asking questions to promote learning growth and reflection.

Conferences are held twice per year, mid Semester 1 and the end of Term 3 and can be undertaken virtually if required.

ENHANCE PROGRAMME SUBJECTS

ENHANCE SUBJECTS

The following list of Enhance studies are offered to all students in Year 8 and 9 at Hampton Park Secondary College. Please refer to the relevant information about each study in the Handbook and speak to the nominated staff members listed in the subject description. ***Students should refer to the Year 10 Subject Handbook if applying for an accelerated study.***

ARTS (VISUAL & PERFORMING)
Year 8 Visual Communication and Design
Year 8 Acting Out (Drama)
Year 8 Media
Year 8 Art
Year 8 Music – Band
Year 9 Acting Out (Drama)
Year 9 Media
Year 9 Music
Year 9 Art – 2D
Year 9 Art – 3D
Year 9 Visual Communication and Design 2D
Year 9 Visual Communication and Design 3D
ENGLISH
Year 8 Core English/EAL
Year 8 English Skills/EAL
Year 8 English Support/EAL
Year 9 Core English/EAL
Year 9 English Skills/EAL
Year 9 English Support/EAL
Year 8 Gothic Literature – an Enrichment and Extension subject
Year 9 Dystopian Literature – an Enrichment and Extension subject
HEALTH & PHYSICAL EDUCATION
Year 8 Core Health and Physical Education
Year 9 Core Health and Physical Education
Basketball – Mixed and Female only (Physical Education)
Rugby Academy – Years 8, 9 and 10 (Physical Education)

ENHANCE PROGRAMME SUBJECTS

Soccer Academy - Years 8, 9 and 10 (Physical Education)
Healthy Body, Healthy Mind (Health and Human Development)
Outdoor Education (Outdoor and Environmental Studies)
Personal Training – Mixed and Female only (Physical Education, Sport, and Recreation)
Team Sports (Physical Education)
HUMANITIES
Year 8 Core Humanities
Year 8 Disasters and Geology (Environmental Science & Geography & Outdoor & Environmental Studies)
Year 8 Fight for Your Rights! (Politics, Legal Studies & History)
Year 8 My Money (Accounting, Business Management, & Economics)
Year 8 Myths and Legends (History)
Year 9 Core Humanities
Year 9 World Wars (History & Politics)
Year 9 Like a Boss: Running Your Own Business (Business Management, Accounting, & Economics)
Year 9 Crime and Justice (Legal Studies)
LANGUAGES
French
Japanese
MATHEMATICS
Year 8 Mathematics - Skills, Support, Core and Advanced
Year 9 Mathematics - Skills, Support, Core and Advanced
SCIENCE
Year 8 Core Science
Year 9 Core Science
Year 9 Bright Sparks (Physics)
Year 9 Chemical Curiosity (Chemistry)
Year 9 Medicine and Disease (Biology)
Year 9 Neuroscience (Psychology)
Year 9 Our Planet (Environmental Science)
STEM (DIGITAL & DESIGN TECHNOLOGIES)
Year 8 Digital Technologies
Year 8 Global Bites (Food Studies)

ENHANCE PROGRAMME SUBJECTS

Year 8 Product Design and Technologies: Mixed Materials OR Textiles
Year 8 Robotics (Systems Engineering)
Year 9 Creative Cooking (Food Studies)
Year 9 Digital Technologies
Year 9 Product Design and Technologies: Mixed Materials OR Textiles
Year 9 Robotics (Systems Engineering)

ENHANCE PROGRAMME SUBJECTS

VISUAL & PERFORMING ARTS

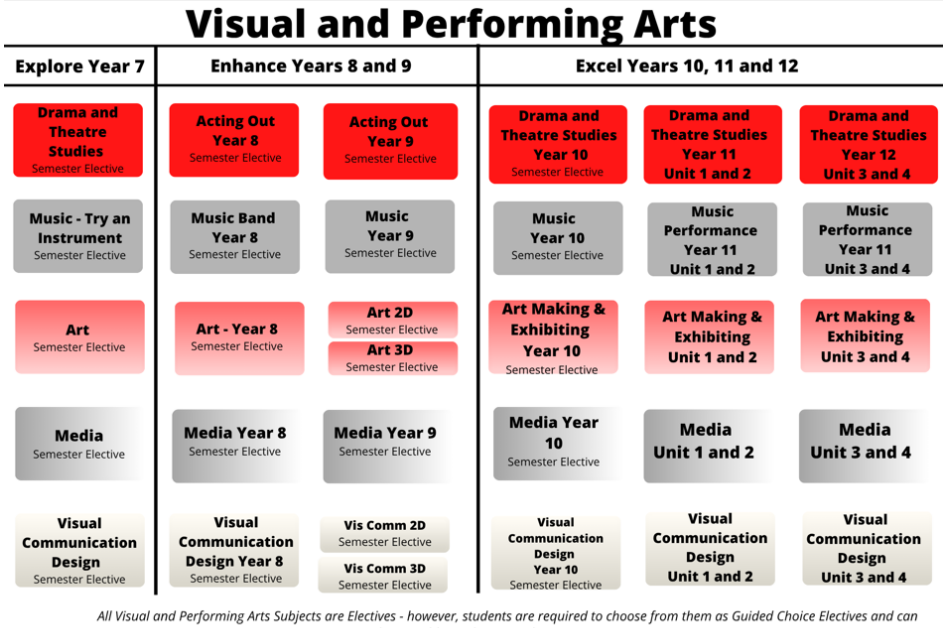
The Arts include Dance, Drama, Media, Music, Visual Arts, and Visual Communication and Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines, and traditions that have shaped the expression of culture - locally, nationally, and globally. Students are both artists and audience members in the Arts. They make, respond and learn to appreciate the specific ways this process occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts, students are entertained, challenged, and provoked to respond to questions and assumptions about individual and community identity, considering different histories and cultures. The Arts contribute to the development of confident and creative individuals and enrich Australian society. Students express, represent, and communicate ideas in contemporary, traditional, and emerging art forms. In Dance, Drama, and Music students explore the performing arts, whilst in Media, Visual Arts, and Visual Communication and Design students explore the world of visual representation and expression – the visual arts.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across The Arts, and students are encouraged to respect and value these unique and evolving traditions.

PATHWAYS MAP FOR VISUAL AND PERFORMING ARTS



All Visual and Performing Arts Subjects are Electives - however, students are required to choose from them as Guided Choice Electives and can choose additional as Free Choice in Years 8-10.

ENHANCE PROGRAMME SUBJECTS

YEAR 8 VISUAL COMMUNICATION AND DESIGN

Subject Description:

In this subject, students learn the fundamental skills required for three-dimensional drawing. They learn perspective drawing (one point and two point) as well as paraline drawing (isometric and planometric). Students learn these skills and then apply them by working through a design process and producing appropriate presentations. Students have the opportunity to use CAD software such as Google Sketch-up to aid with the design solutions.

Assessment:

- Portfolio of final presentation.
- Visual communication analysis.
- CAD final presentation.
- Pitch presentation and evaluation.

Advice to Students:

This subject is recommended to students who want to develop their three-dimensional drawing skills. It challenges students to be creative, while following a structure, which is why it is recommended to any students who want to improve in either of these areas. This subject also provides a foundation in skills for those planning to continue with Visual Communication and Design in future years, and, as such, it is highly recommended students undertake this subject to study VCE Visual Communication and Design in the future.

Teachers to see for advice regarding this subject:

Ms. Liu, or Ms. Grove

ENHANCE PROGRAMME SUBJECTS

YEAR 8 ACTING OUT (DRAMA)

Subject Description:

In this subject, students either begin their drama journey or further develop their acting skills and scriptwriting ability. Through an array of practical activities and exercises they learn how to use improvisation to create roles and characters, discover the steps to creating and writing plays, and discover how to incorporate assorted styles and conventions of acting along the way. Students become more familiar with the language of drama as they use and write about skills, techniques, and elements in every activity.

Assessment:

- Practical drama activities and exercises.
- Analysis and evaluation of own and others' work.
- Research assignment and scriptwriting.

Advice to Students:

There are no prerequisites for undertaking Drama, however students must be willing to participate in all activities, work with others, and bring positive energy.

Students have a range of Drama subjects they can continue with in following years, including Year 8-10 Drama, Theatre Studies, and VCE Drama.

Teachers to see for advice regarding this subject:

Ms. Windross, Ms. Scerri, and Ms. Wood

ENHANCE PROGRAMME SUBJECTS

YEAR 8 MEDIA

Subject Description:

In this subject, students create short films with sophisticated visual and audio effects and learn how to take professional photos. Students learn about production processes and apply this to their own practical work. Students create their own short films, use editing software to add audio and visual effects to their work, and use professional photography equipment and software to take and edit photos. Assessment has a practical basis, and students learn how to self-publish their work and share it with the world.

Assessment:

- Create an opening sequence – film making.
- Photography and editing.
- Ongoing coursework, including practical work.

Advice to Students:

If you want to enter any of the many media industries, this is the subject for you! Media develops creativity and visual literacy. It equips you with a range of skills for understanding and analysing cinema and photography as a vital and yet everyday part of modern life. Through close familiarity with a range of case studies, students come to understand the social, cultural, aesthetic, and political dimensions of cinema and photography in different contexts and at various times. It is **recommended** students undertake this subject prior to studying VCE Media in the future.

Teachers to see for advice regarding this subject:

Mr. Kriaris, Ms. Lui, or Ms. Grove.

ENHANCE PROGRAMME SUBJECTS

YEAR 8 ART

Subject Description:

Drawing and painting skills are the foundation for so many areas of creative industry. To capture a face, a place, an event, a memory, or feeling in pencil or paint is a common wish. Drawing and painting are ancient traditions that continually reinvent themselves as society and technology move forward into the future. In this subject, students learn important skills and histories in drawing and painting, as well as explore their own personal ideas, interests, and sources of inspiration to express their life and times as the artists of HPSC.

Assessment:

- Written and aural tasks about the studio practice of renowned artists from various times and places.
- Planning and management individually and within teams.
- A folio of developmental and finished artworks.
- Peer review and self-assessment.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering this subject should be confident, independent, and self-managed learners who are enthusiastic about the creative process of artmaking. It is **highly recommended** that students undertake this subject prior to studying VCE Art Making and Exhibiting in the future.

Teachers to see for advice regarding this subject:

Ms. Fee, Mr. Horsfall, and Ms. Long

ENHANCE PROGRAMME SUBJECTS

YEAR 8 MUSIC - BAND

Subject Description:

In this subject, students learn the fundamentals of how to play band instruments, including chords, as well as ensemble skills. During the semester, they form a small ensemble/band and listen to songs from different music genres to help inform their own performances.

Skills taught in this subject:

- Playing an instrument.
- Performing inside and outside of the classroom.
- Reading music.
- Playing in a small ensemble.
- Listening to and learning from other musicians.

Assessment:

- Small group performances.
- Listening tasks.
- Analysis and evaluation of own and others' work.
- Demonstrate music literacy at a fundamental level.

Advice to Students:

This subject is for beginner students as well as those with one or more years' experience of playing an instrument. Students should be confident, independent, and self-managed learners who are comfortable performing in front of the teacher and the class. This subject is recommended for students who have a passion for Music and are interested in learning how to play in small ensembles/bands.

Students considering undertaking the subject should also undertake instrumental lessons at Hampton Park Secondary College for further support. It is **recommended** students undertake this subject to study Year 10 and VCE Music in the future.

Teachers to see for advice regarding this subject:

Ms. Le, Ms. Nguyen, and Ms. Hutton

ENHANCE PROGRAMME SUBJECTS

YEAR 9 ACTING OUT (DRAMA)

Subject Description:

In this subject, students either begin their drama journey or further develop their acting skills and scriptwriting ability. Through an array of practical activities and exercises they learn how to use improvisation to create roles and characters, discover the steps to creating and writing plays, and discover how to incorporate assorted styles and conventions of acting along the way. Students become more familiar with the language of drama as they use and write about skills, techniques, and elements in every activity.

Assessment:

- Practical drama activities and exercises.
- Analysis and evaluation of own and others' work.
- Research assignment and scriptwriting.

Advice to Students:

There are no prerequisites for undertaking Drama, however students must be willing to participate in all activities, work with others, and bring positive energy.

Students have a range of Drama subjects they can continue with in following years, including Year 10 Drama, Theatre Studies and VCE Drama.

Teachers to see for advice regarding this subject:

Ms. Windross, Ms. Scerri, and Ms. Wood

ENHANCE PROGRAMME SUBJECTS

YEAR 9 MEDIA

Subject Description:

In this subject, students learn about and create music videos and animations with sophisticated visual and audio effects. Students learn about the production process and apply this to their own practical work. Students watch and learn from the best before attempting to create their own music videos and animations. They use editing software to add high level audio and visual effects to their work. Assessment has a practical basis, and students learn how to self-publish their work and share it with the world.

Assessment:

- Ongoing portfolio of short media products.
- Research assignment.
- Ongoing coursework, including practical work.

Advice to Students:

If you want to enter any of the many media industries, this is the subject for you! People have been making, watching, and writing about movies for just over a century. In a culture that increasingly relies on visual information, an understanding of the moving image is essential to understanding society. Media develops creative, critical, and visual literacy. It equips you with a range of skills for understanding and analysing cinema as a vital and yet everyday part of modern life. Through close familiarity with a range of case studies, students come to understand the social, cultural, aesthetic, and political dimensions of cinema in different contexts and at various times. It is **recommended** students undertake this subject prior to studying VCE Media in the future.

Teachers to see for advice regarding this subject:

Mr. Kriaris, Ms. Lui, or Ms. Grove

ENHANCE PROGRAMME SUBJECTS

YEAR 9 MUSIC

Subject Description:

In Music, students explore and create music through both performance and production technology. They build on past experiences, or start with the basics, to learn about various genres of music and how to play a variety of instruments. Students collaborate in small teams to construct their recordings from the beginning stages of composing a piece or choosing an existing piece to record and produce.

Assessment:

- Performances, including ensemble and group work.
- A research assignment.
- An online portfolio of musical creations.

Advice to Students:

There are no prerequisites for undertaking this subject, however, experience playing a musical instrument and/or experience with producing music with technology is an advantage. This subject is recommended for students who have a passion for Music and an interest in composition, performance, and recording music. It is highly recommended that students undertake at least one Enhance Music subject and/or Instrumental Music lessons prior to studying VCE Music in the future.

Teachers to see for advice regarding this subject:

Ms. Le, Ms. Nguyen, and Ms. Hutton

ENHANCE PROGRAMME SUBJECTS

YEAR 9 ART - 2D (ART MAKING AND EXHIBITING)

Subject Description:

This subject caters for students who have a love and passion for exploring materials in art to create unique installations using a variety of methods. In this subject, students explore mixed materials and media to create a collage. They learn about print making to create pieces, and explore their own personal ideas, interests, and sources of inspiration to express their life and times as the artists of HPSC.

Assessment:

- Written and aural tasks about the studio practice of renowned artists from various times and places.
- Planning and management individually and within teams.
- A folio of developmental and finished artworks.
- Peer review and self-assessment.

Advice to Students:

There is no pre-requisite for this subject, however, experiences in the arts space will help. This involves exploring materials, techniques, and technologies, and exploring and expressing ideas, concepts, and themes. It is **recommended** students undertake this subject prior to studying VCE Media and/or VCE Art Making and Exhibiting in the future.

Teachers to see for advice regarding this subject:

Mr. Horsfall, Ms. Long, or Ms. Fee

ENHANCE PROGRAMME SUBJECTS

YEAR 9 ART - 3D (ART MAKING AND EXHIBITING)

Subject Description:

In this subject, students use clay, wire, wood, Modroc, papier mâché and/or existing objects to create three- dimensional artforms including sculpture, mosaics, functional art objects, and/or installation. Students investigate, practise, develop, and evaluate the practical skills and knowledge needed to create three-dimensional artworks. This involves investigating the practice of renowned artists from a range of cultures and eras.

Assessment:

- Folio/visual diary showing planning and development of 3D artwork.
- Series of final 3D artworks.
- Written reflective pieces on the practice/process of art making.

Advice to Students:

There is no prerequisite for this subject, but it is recommended for students who have a passion for hands-on artmaking and who are willing to try new methods. Students must be aware that they will work with a range of modelling and construction materials and techniques which can involve both fine and gross motor skills. This subject is **highly recommended** for students who wish to take VCE Art Making and Exhibiting in the future.

Teachers to see for advice regarding this subject:

Mr. Horsfall, Ms. Long, and Ms. Fee

ENHANCE PROGRAMME SUBJECTS

YEAR 9 VISUAL COMMUNICATION AND DESIGN 2D

Subject Description:

In this subject, students develop drawing skills needed to design 2D environments. Students generate, develop, and refine spaces in response to a design brief using 2D methods. They use manual and digital drawing methods to create these environments and learn the technical skills necessary for their work. Students learn how to accurately draw floor plans and transfer these to design drawings. Students also analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social, and cultural contexts.

Assessment:

- Portfolio of manual and digital presentations.
- Environmental design analysis.
- Design process development work.
- Pitch presentation and evaluation.

Advice to Students:

This subject will provide students with a foundation in key concepts covered throughout VCE Visual Communication and Design and give those students opportunities to improve the relevant key skills and knowledge. This subject is recommended to those planning to study VCE Visual and Communication Design in the following year or in VCE.

Teachers to see for advice regarding this subject:

Ms. Liu, or Ms. Grove

ENHANCE PROGRAMME SUBJECTS

YEAR 9 VISUAL COMMUNICATION AND DESIGN 3D

Subject Description:

In this subject, students develop skills needed to design 3D buildings, structures, and environments. Students generate, develop, and refine buildings and structures in response to a design brief. They use manual and digital drawing methods to create these structures and environments and learn the technical skills necessary for their physical production. Students learn how to accurately draw plans and transfer these to three-dimensional design. Students also analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social, and cultural contexts.

Assessment:

- Portfolio of manual and digital presentations.
- Environmental design analysis.
- Design process development work.
- Pitch presentation and evaluation.

Advice to Students:

This subject provides students with a foundation in key concepts covered throughout VCE Visual Communication and Design and gives those students opportunities to improve the relevant key skills and knowledge. This subject is recommended to those planning to study VCE Visual Communication and Design.

Teachers to see for advice regarding this subject:

Ms. Liu, or Ms. Grove

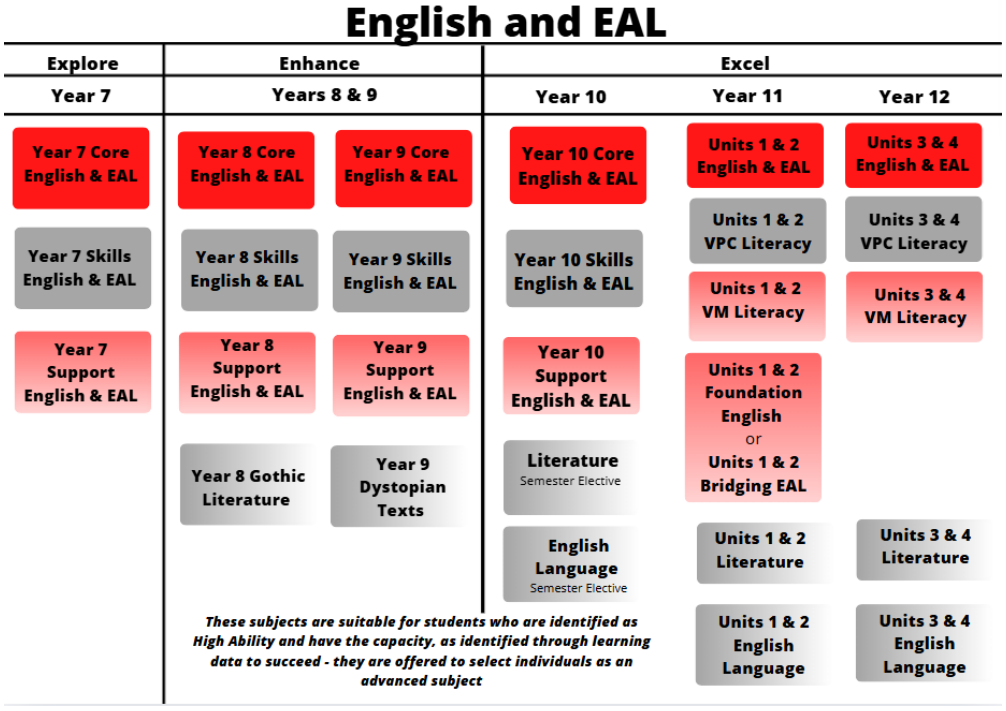
ENHANCE PROGRAMME SUBJECTS

ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps young people become ethical, thoughtful, informed, and active members of society.

What distinguishes English from other subjects is not only the skills it develops, but its central subject matter. The central concern of English is with the study and application of how language works in a range of contexts and media. English is further defined by the nature of the texts studied. English is essentially the study of language as a social and cultural form. English is also defined by the values it tries to create. English has been about the shaping of the 'self', by exploring humane values, imaginative life, and the development of aesthetic sensibility through engagement with literary texts. Today, this includes students understanding how their 'self' is located within social and cultural contexts and constructed through language and text.

PATHWAYS MAP FOR ENGLISH & EAL



The acquisition of skills will determine the pathway students take in English. Pathways are individualised and are informed by data and learning progress.

ENHANCE PROGRAMME SUBJECTS

YEAR 8 AND 9 CORE ENGLISH & EAL

Subject Description:

The big idea for English/EAL is communication. Students learn in four key areas: speaking, listening, reading, and writing. Students engage with a reading framework and learn public speaking skills. Students learn to write in three key genres: creative, persuasive, and analytical. Years 8 and 9 English/EAL aims to build the skills and demands students will experience in General VCE English and VCE VM or VPC Literacy. Students engage with texts to develop their understanding, and they write in-depth analyses in response to a given prompt. They further develop their writing skills by producing a creative or persuasive piece and documenting the writing process. Students extend their skills in argument analysis by analysing a range of persuasive texts. They also learn how to present their point of view on a recent and relevant issue.

Assessment:

- Text analysis essays and analysing argument essays.
- Creation of own texts in response to a specific context and audience to achieve a stated purpose.
- Written reflections and an oral presentation.

Advice to Students:

Students **must** undertake this subject, if they are not undertaking English Skills or Support. Students are assigned to either English Skills/EAL, English Support/EAL or CORE English/EAL based on their ability and skill attainment.

Teachers to see for advice regarding this subject:

Ms. Mendoza and Ms. Noble

ENHANCE PROGRAMME SUBJECTS

YEAR 8 AND 9 ENGLISH SKILLS & EAL

Subject Description:

English Skills/EAL focuses on building strong foundations in reading, writing, speaking, and listening. The big idea for this subject is communication through literacy. Students participate in explicit, systematic phonics instruction to strengthen their decoding and spelling skills. Reading comprehension and fluency are developed through targeted practice and exploration of engaging texts.

Students study key areas of the English curriculum, text analysis (novel and film), persuasive writing and speaking, and narrative writing.

Assessment:

- Oral Reading Fluency assessment
- Comprehensive phonics assessment
- Written responses to varied text types
- Persuasive and narrative writing pieces
- Oral presentations and reflections

Advice to Students:

English Skills/EAL is designed to help students strengthen their literacy skills and confidence in preparation for success in English/EAL and across all subjects. It provides additional time and targeted teaching to ensure students can participate fully in the English/EAL curriculum and progress toward VCE English, EAL, or VCE VM/VPC Literacy pathways.

Teachers to see for advice regarding this subject:

Mrs. Spence

ENHANCE PROGRAMME SUBJECTS

YEAR 8 AND 9 ENGLISH SUPPORT & EAL

Subject Description:

English Support/EAL builds on foundational literacy skills to develop students' confidence and independence in reading, writing, speaking, and listening. The big idea for this subject is growth in communication and comprehension. Students move beyond basic decoding to focus on vocabulary development, sentence structure, paragraphing, and cohesive writing. Reading comprehension and fluency are extended through the study of increasingly complex texts.

Students study the key areas of the English/EAL curriculum, including text analysis (novel and film), persuasive writing and oral presentation, and narrative writing. The focus is on applying and extending literacy skills to understand ideas, purpose, and audience.

Assessment:

- Reading comprehension and fluency assessment
- Written responses to studied texts
- Persuasive and narrative writing pieces
- Oral presentations and reflections

Advice to Students:

English Support/EAL is designed for students who are developing more advanced literacy skills but may still require additional guidance before moving into core English/EAL. This subject helps bridge the gap to ensure success across the curriculum and provides the skills needed to progress confidently toward VCE English, EAL, or VCE VM/VPC Literacy.

Teachers to see for advice regarding this subject:

Mrs. Spence

ENHANCE PROGRAMME SUBJECTS

YEAR 8 GOTHIC LITERATURE

Subject Description:

Gothic Literature invites students to explore the darkly imaginative world of fear, fascination, and emotion that has shaped storytelling for centuries. Through close study of texts such as *Frankenstein* by Mary Shelley and the haunting works of Edgar Allan Poe, students learn to analyse how writers use language, genre, and symbolism to provoke powerful responses.

Alongside classic and contemporary Gothic texts—including 20th-century and Australian interpretations—students develop their own creative and analytical voices. They craft original pieces, such as modern murder ballads, that experiment with mood, imagery, and genre conventions.

Assessment:

- A close analysis of a text.
- A creative response to text.

Advice to Students:

This subject introduces the study of Literature and provides a strong foundation for Year 10 English Literature and VCE Literature. Students develop the analytical and creative skills needed to interpret complex texts, explore different perspectives, and write with confidence and originality.

Gothic Literature also builds the critical thinking, communication, and writing abilities that support pathways into fields such as journalism, advertising, creative writing, and literary studies.

Teachers to see for advice regarding this subject:

Mr. Antill

ENHANCE PROGRAMME SUBJECTS

YEAR 9 DYSTOPIAN LITERATURE

Subject Description:

Dystopian Literature immerses students in imagined futures shaped by control, censorship, and the fight for individuality. Through close study of influential texts such as *Fahrenheit 451* by Ray Bradbury, *1984* by George Orwell, and short film texts, students examine how language, symbols, and stories can be used to challenge authority and explore what it means to be free.

Alongside analytical reading, students craft their own speculative writing that reimagines society under pressure. They experiment with voice, perspective, and world-building to express ideas about justice, power, and resistance.

Assessment:

· A close analysis of a text

· A creative response to text

Advice to Students:

This subject deepens students' skills in literary analysis and creative writing, providing a strong foundation for Year 10 English Literature and VCE Literature. Students refine their ability to interpret complex ideas, evaluate authorial intent, and write with clarity and imagination.

Dystopian Literature develops critical thinking, communication, and writing skills valuable in pathways such as media, advertising, politics, creative writing, and the humanities.

A literature elective can be chosen by anyone who loves stories, enjoys being creative, or wants to improve their written communication.

Teachers to see for advice regarding this subject:

Mr. Antill

ENHANCE PROGRAMME SUBJECTS

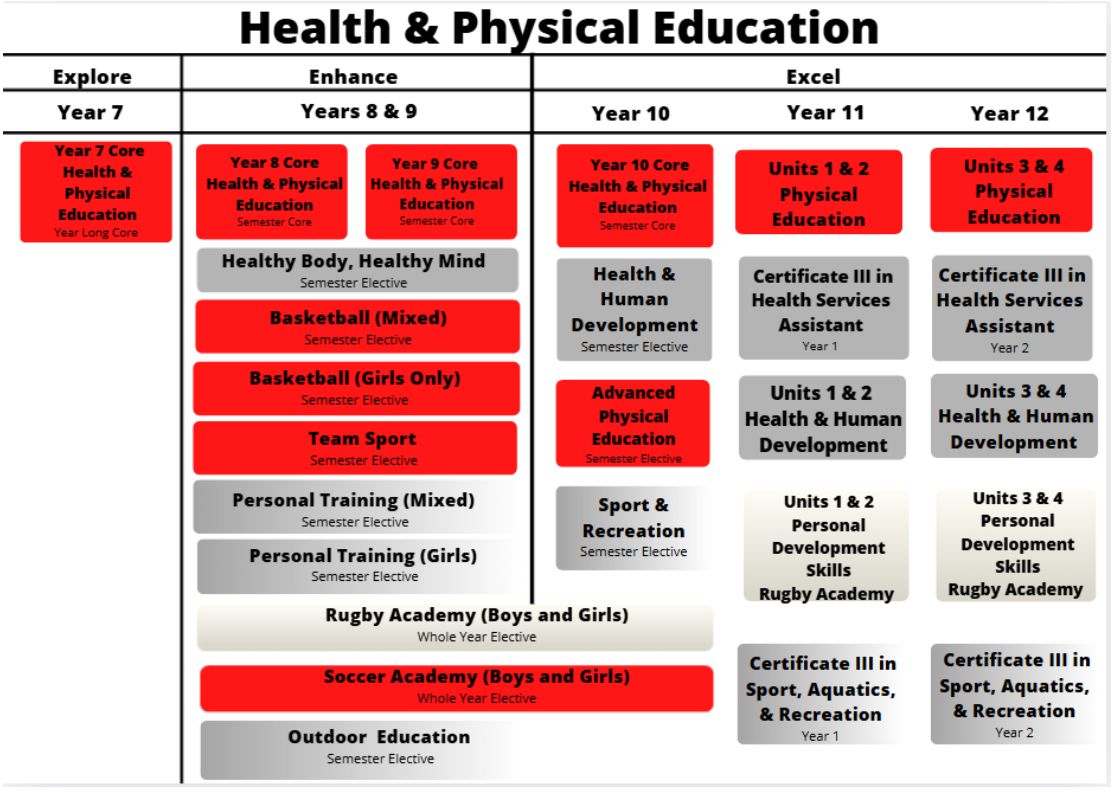
HEALTH & PHYSICAL EDUCATION

Health and Physical Education focusses on students enhancing their own and others' health, safety, wellbeing, and physical activity and participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics, and psychology informs what we understand about healthy, safe, and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and active.

In Health and Physical Education, students develop knowledge, understanding, and skills to strengthen their sense of self and build and manage satisfying relationships. The curriculum helps them to be resilient and make decisions and take actions to promote their health, safety, and physical activity participation.

Integral to Health and Physical Education is the acquisition of movement skills, concepts, and strategies to enable students to participate in a range of physical activities confidently, competently, and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities, and movement concepts, and acquire an understanding of the science behind how the body moves.

PATHWAYS MAP FOR HEALTH & PE



ENHANCE PROGRAMME SUBJECTS

YEAR 8 CORE HEALTH AND PHYSICAL EDUCATION

Subject Description:

Health and Physical Education focusses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. This subject involves practical sessions in the gym and health theory lessons in the classroom each week. The Physical Education sessions focus on the acquisition of movement skills, concepts, and strategies to enable students to participate in a range of physical activities confidently, competently, and creatively, with a particular focus on the importance of applying personal and social skills to fulfil a role in a sporting tournament. Throughout the health sessions students develop their understanding of nutrition and their ability to analyse health information and data. Students explore consent, respectful relationships, and sexual health in line with the Victorian Government's Respectful Relationships curriculum and Health curriculum. Additionally, they examine the barriers to seeking support and learn how to overcome them. This curriculum helps students to be resilient, to make decisions and take actions to promote their health, safety, and physical activity participation.

Assessment:

- Sport Education in Physical Education Program (SEPEP)
- Nutrition - Structured questions and data analysis

Advice to Students:

All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway. This subject combines both practical and theory classes in a manner similar to VCE Physical Education. This core subject runs for one semester and is comprised of one practical session and two theory lessons per week.

This subject requires the College Physical Education uniform.

Teachers to see for advice regarding this subject:

Ms. Porter and Ms. Prosser

ENHANCE PROGRAMME SUBJECTS

YEAR 9 CORE HEALTH AND PHYSICAL EDUCATION

Subject Description:

Throughout this subject, students participate in physical activities that develop health-related and skill-related fitness components, and they create and monitor personal fitness plans. Students focus on physical activity for fitness and lifelong movement rather than competitive sport. They investigate ways to be active and to promote their physical health. Students also modify rules to promote fair play, inclusivity, and safety in PE. They incorporate these concepts within a sport 'mash up' unit through which they combine two sports to create a new game and lead a session in this new sport for their peers. In health sessions, students develop their understanding of factors that influence decision making, risk and protective factors, and the impact of alcohol, drugs, vaping and smoking on the body. Students develop the skills of basic CPR and apply their understanding in first aid scenarios. Students develop their assertive communication skills and help seeking strategies to assist them in making positive choices for their health. This core subject runs for one semester and is comprised of two practical sessions and one theory lesson per week.

Assessment:

- Students plan, develop, lead, and reflect upon a physical education session for their class.
- Case study investigation and structured questions.

Advice to Students:

All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway. This subject combines both practical and theory classes in a manner similar to VCE Physical Education. This core subject runs for one semester and is comprised of practical and theory lessons per week.

This subject requires the College Physical Education uniform.

Teachers to see for advice regarding this subject:

Mr. Hare & Mrs. Beattie

ENHANCE PROGRAMME SUBJECTS

BASKETBALL – MIXED AND FEMALE ONLY (PHYSICAL EDUCATION)

Subject Description:

The role of the Basketball programme is to develop the leadership, athletic, and academic potential of our players at HPSC. At its core, the Basketball programme is aimed to provide an integrated academic pathway driven by our young students' sporting aspirations. This elective allows student athletes to enhance and develop their sporting talent whilst concurrently receiving their secondary education. It is crucial to the programme that students' academic pursuits are of the highest priority and that each student's interests and aspirations in sport assists them in achieving high results both academically and athletically.

Assessment:

- Create, plan, and lead training sessions.
- Write a detailed lesson plan with timing, teacher activity, student activity, and resources required to complete the session.
- Personal analysis and goal setting.

Advice to Students:

Basketball is recommended for students who have a passion for basketball. Students who wish to develop their game, leadership, and sportsperson skills are encouraged to select this subject. ***We offer both a boys' and a girls' basketball programme. Students are encouraged to choose the programme with which they best identify.***

All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Teachers to see for advice regarding this subject:

Mr. Illangakoon

ENHANCE PROGRAMME SUBJECTS

RUGBY ACADEMY (PHYSICAL EDUCATION) – Years 8, 9 & 10 Students

Subject Description:

The Rugby Academy aims to provide an opportunity for students passionate about rugby to develop their skills, fitness, and game play in a variety of Rugby codes (i.e., Touch Football, Rugby League, Rugby Union). Sessions are dedicated to developing sport specific fitness and conditioning, as well as improving skills, extending strategic understanding, and participating in match simulation. Additionally, students develop a holistic understanding of strategies for improving mental, social, emotional, and physical health, both inside and outside the classroom. This programme explores culture, identity, and what it means to actively contribute to a team through personal development. Students develop their leadership and teamwork skills, and are expected to represent the College in a variety of interschool sporting events. The Academy requires students to participate in Gala Days and has engaged a professional coach.

Assessment:

- Practical and fitness assessments.
- Umpiring and coaching.
- Performance and reflections in competitive events.

Advice to Students:

Rugby is a **year-long** subject which is part of a **three-year programme** that prepares students for their chosen pathway. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform, as well as rugby boots and mouthguard to undertake this subject.

Teachers to see for advice regarding this subject:

Ms. Louden and Mr. Hare

ENHANCE PROGRAMME SUBJECTS

SOCCER ACADEMY (PHYSICAL EDUCATION) – Years 8, 9 and 10 Students

Subject Description:

The Soccer Academy aims to provide an opportunity for students who are passionate about Soccer to develop their skills, fitness, and game play in a variety of Soccer codes (i.e., Outdoor 11 aside, Indoor 6-aside and Futsal). Sessions are dedicated to developing sport specific fitness and conditioning and improving skills, extending strategic understanding, and participating in match simulation. Additionally, students develop a holistic understanding of strategies for improving mental, social, emotional, and physical health, both inside and outside the classroom. This programme explores culture, identity, and what it means to actively contribute to a team through personal development. Students develop their leadership and teamwork skills, and are expected to represent the College in a variety of interschool sporting events. The Academy requires students to participate in weekly trainings and Gala Days and competitive events as part of their assessments.

Assessment:

- Data analysis and individual training program.
- Umpiring and coaching.
- Performance and reflections in competitive events.
- Progress in skill development.

Advice to Students:

Soccer Academy is a **year-long** subject which is part of a **two-year programme** that prepares students for their chosen pathway. The Soccer programme is both a male and female subject with opportunities for students to participate in training sessions in mixed gender groups as well as gender-based groups. Students can participate with the group they best identify. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Sport & Recreation Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform, as well as football boots, mouthguard and shin guards to undertake this subject.

Teachers to see for advice regarding this subject:

Miss. Porter & Mr. Jessop

ENHANCE PROGRAMME SUBJECTS

HEALTHY BODY, HEALTHY MIND (HEALTH AND HUMAN DEVELOPMENT)

Subject Description:

Healthy Body, Healthy Mind is a mixed Health and Physical Education subject that gives students the opportunity to explore the dimensions of health through practical activities and theory. Students have active sessions in the gym focusing on non-competitive ways to be physically active. Students then reflect on the physical benefits these sessions have as well as track their personal and social progress across the semester. Theory sessions focus on evaluating the school environment's ability to promote health as well as exploring a range of health priorities such as diversity, inclusion, safety, sun protection, and mental and physical health. Students choose a mental health topic they are passionate about; they then investigate this topic and present a data analysis through their own survey questions.

Assessment:

- Health map.
- Mental health data project.

Advice to Students:

Students interested in pursuing General VCE Health and Human Development or Physical Education gain a basic introduction into some key concepts that can be carried into the VCE subjects as well as transferred into the real world. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Teachers to see for advice regarding this subject:

Ms. Newton and Ms. Walsh

ENHANCE PROGRAMME SUBJECTS

OUTDOOR EDUCATION (OUTDOOR AND ENVIRONMENTAL STUDIES)

Subject Description:

Students are provided with authentic learning opportunities that enable them to develop appropriate skills to work effectively as an individual and as a member of a team to solve problems and make decisions that recognise consequences and predict outcomes for the way humans interact with the environment. Students are given the opportunity to acquire and apply knowledge relevant to the conduct of outdoor activities, including an understanding and enaction of safety processes and procedures as well as minimal environmental impact practices. Students are encouraged to develop initiative and self-esteem through the forum of mental and physical challenge in a range of natural environments.

Assessment:

- Environmental Innovation Creation
- Planning an outdoor excursion/event

Advice to Students:

This course provides students with valuable skills for life as well as entry level skills for a possible vocational pathway in adventure guiding and recreation. This subject involves camping as well as extended excursions for half or full days. The camps are integral to the course, and it is vital that students selecting this subject commit to this important form of learning and assessment. All Health and Physical Education subjects lead to a General VCE Physical Education, Health and Human Development, or Outdoor and Environmental Studies pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Teachers to see for advice regarding this subject:

Mr. Jessop and Ms. Louden

ENHANCE PROGRAMME SUBJECTS

PERSONAL TRAINING – MIXED AND FEMALE ONLY (PHYSICAL EDUCATION, SPORT AND RECREATION)

Subject Description:

This subject provides the opportunity for students to set goals and learn how they can make improvements to their health and fitness. They learn about the anatomy of the body and develop an understanding of how the muscles and joints of the body work together to perform movement. Students develop an understanding of fitness training principles and fitness components as they build skills that will enable them to write a safe, effective, and specific training programme for their needs, which they will follow and modify over the semester.

Assessment:

- Design and deliver a fitness session.
- Structured questions – training principles and anatomy.

Advice to Students:

Students do not need to have prominent levels of fitness to choose this subject, however, they will need to be committed to making improvements to their fitness levels in practical sessions throughout the semester. This subject consists of both theory and practical work. Students who enjoy this subject may wish to continue this pathway into General VCE Physical Education, which explores similar concepts in greater detail. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway. **Students MUST purchase the College Physical Education uniform to undertake this subject.**

Teachers to see for advice regarding this subject:

Mr. Illangakoon and Ms. Newton

ENHANCE PROGRAMME SUBJECTS

TEAM SPORTS (PHYSICAL EDUCATION)

Subject Description:

The Team Sports elective provides students with authentic sporting experiences as well as opportunities to work as a part of a team. Students participate in a range of team sports and games with the aim of improving their individual skill level in a fun and engaging way. Over the course of this subject, students work through an activity booklet that includes goal setting and reflections on their performance within a team.

Within the Team Sports elective, students learn to:

- Understand the rules and playing positions for a variety of sports.
- Combine their skills, strategic thinking, and tactical knowledge to improve performance.
- Provide responsible leadership through engaging in roles seen within sports settings such as captaining, coaching, umpiring, and scoring.
- Work effectively within a team and develop an understanding about what it means to be a team player.

Assessment:

- Plan, develop, lead, and reflect upon tournament design and implementation.
- Teamwork skills goal setting and reflections

Advice to Students:

Students who enjoy participating in a range of sports and working as a part of a team are encouraged to select Team Sports. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway. **Students MUST purchase the College Physical Education uniform to undertake this subject.**

Teachers to see for advice regarding this subject:

Mr. Moschetti and Miss. Porter

ENHANCE PROGRAMME SUBJECTS

HUMANITIES

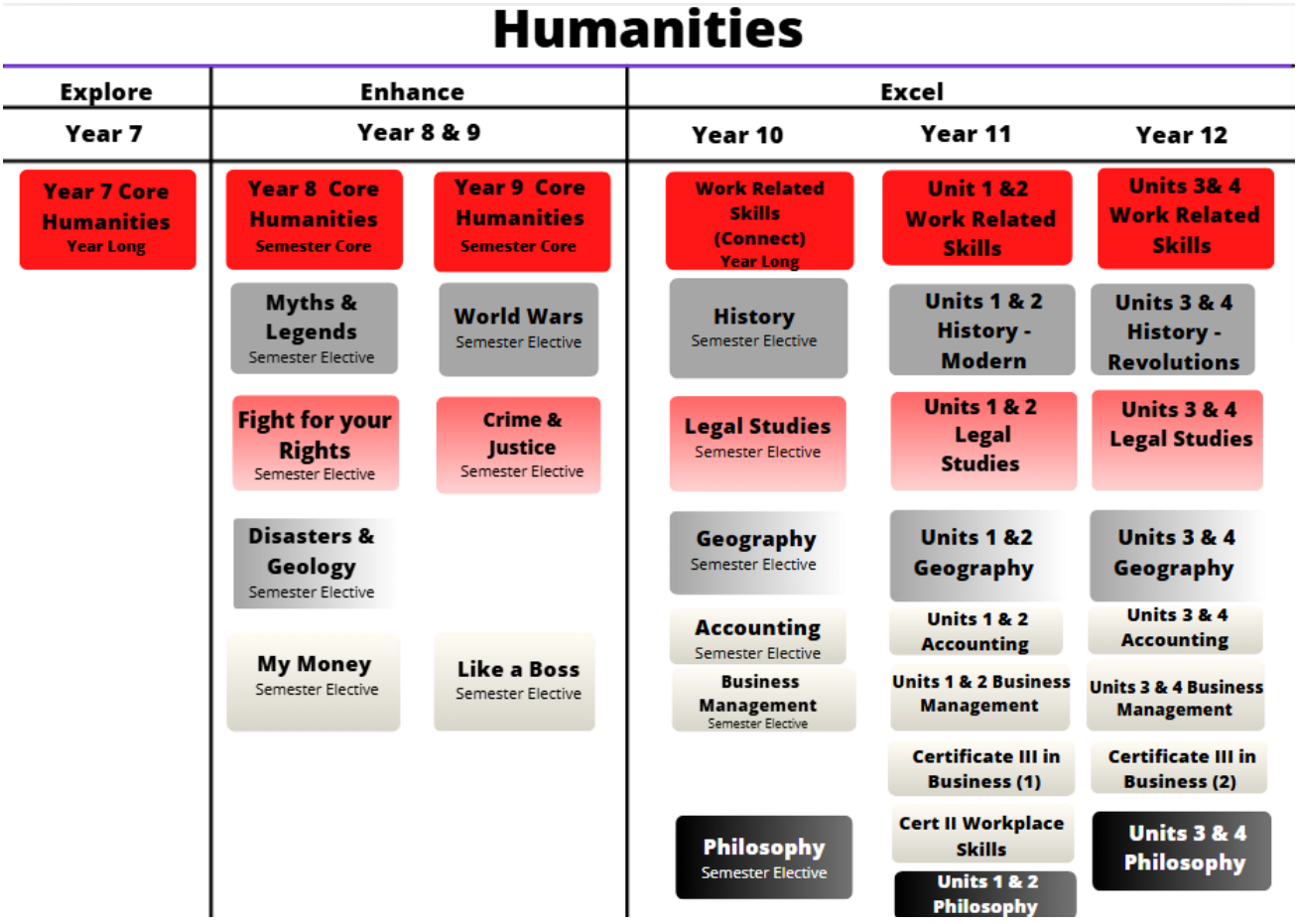
The Humanities include the study of Politics, Law, Economics, Business, Geography, History, and Philosophy.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and investigate responses to different challenges including people's interconnections with the environment.

In Politics, Law, Economics and Business, students explore the systems that shape society with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed, and responsible citizens.

In History, Geography, and Philosophy, students explore the processes that have shaped, and continue to shape, different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans continue to face different challenges.

PATHWAYS MAP FOR HUMANITIES



ENHANCE PROGRAMME SUBJECTS

YEAR 8 CORE HUMANITIES

Subject Description

Students explore how societies, systems of government, and ideas about power and participation have developed over time. Students investigate Medieval Europe, examining the roles of kings, knights, and peasants, the influence of the Church, and how key events such as the Crusades and the Black Death shaped medieval life. In Civics and Citizenship, students study the principles of government and democracy, learning how Australia's democratic system operates and how citizens can actively participate in decision-making. Through inquiry, source analysis, and creative projects, students build skills in critical thinking, research, and communication while developing an understanding of how past societies and political systems influence the world today.

Assessment:

- Source Analysis task
- Case Study assessment
- Research assignment

Advice to Students:

Core Humanities leads to a variety of different pathways in the Humanities including further studies in History, Politics, Legal Studies, Economics, Business, Accounting, Geography, and Philosophy.

Teachers to see for advice regarding this subject:

Ms. Noble, Ms. Riley and Ms. Fiddes

ENHANCE PROGRAMME SUBJECTS

YEAR 8 DISASTERS AND GEOLOGY (ENVIRONMENTAL SCIENCE, GEOGRAPHY, & OUTDOOR AND ENVIRONMENTAL STUDIES)

Subject Description:

Natural Disasters like earthquakes, tsunamis, and volcanoes are a constant threat to the safety and survival of different communities around the world. Geology is the study of the Earth, what it is made from, the structure of those materials, and the processes, such as volcanoes, acting upon them. This subject explores the processes that create the Earth and destroy communities. Disasters & Geology involves fun, hands on experiments, model building, research projects, and excursions.

Assessment:

- Excursions and fieldwork reports.
- Research assignment on the impacts and responses to a chosen natural disaster.
- Experiments and reports.
- Construction of models of volcanoes.
- Structured questions.

Advice to Students:

Geology is recommended for students with a broad interest in geology, rocks, mining, the Earth, and natural disasters such as earthquakes and volcanoes. Students should be aware that Disasters and Geology will deal with traumatic events and should take this into account when selecting the subject. The subject can lead to a wide variety of pathways in Science and Humanities.

Teachers to see for advice regarding this subject:

Ms. Riley AND Ms. Noble

ENHANCE PROGRAMME SUBJECTS

YEAR 8 FIGHT FOR YOUR RIGHTS! (POLITICS, LEGAL STUDIES, & HISTORY)

Subject Description:

Ever wonder why organisations like the Mafia, Yakuza, al Qaeda, and the Ku Klux Klan are feared? Want to know what it takes to create a movement for change? This subject focuses on the groups that try to disrupt or change the world for better or worse. This includes groups in society that desperately seek to create chaos or change, such as gangs, organised crime syndicates, hate groups, and terrorist organisations around the world. Students examine the origins of these groups, the tactics used to spread messages of violence or hate, and the reasons these groups often need to resort to extreme measures. Students also challenge the stereotypes that society has of these groups, considering the many different representations. But it is not all doom and gloom. Students also look at individuals and groups that fight for positive change around the world. This includes those who have campaigned for equal rights, an end to war, and climate action. Students explore how people create and share their messages to make positive change, bringing others along to fight for important rights.

Assessment:

- Case studies.
- Research/investigation tasks.
- Project: Create and communicate a campaign for positive change.

Advice to Students:

There are no prerequisites to undertaking this subject. Students should be prepared to conduct investigations using research from a wide range of sources. This subject is recommended for students who have an interest in law, politics, civics, or history. They should also have an interest in current affairs and events and enjoy learning about not only what happened in the past, but also what is happening right now. It is **highly recommended** that students undertake this subject to study VCE History or VCE Legal Studies in the future.

Teachers to see for advice regarding this subject:

Ms. Noble

ENHANCE PROGRAMME SUBJECTS

YEAR 8 MY MONEY (ACCOUNTING, BUSINESS MANAGEMENT & ECONOMICS)

Subject Description:

My Money equips students with the skills to navigate their own financial futures. With a focus on real-life practical skills, students gain essential financial literacy to ensure they are clever consumers who can critically consider the financial decisions they will need to make in their lives. The course includes an exploration of salary and wages, cost of living, budgeting, tax, and insurance. Moreover, students investigate the benefits and dangers of debt, including bank loans and credit cards, along with less-obvious financial obligations such as mobile phone plans. Students critically evaluate several types of financial frauds and learn how to protect themselves from unfair practices under Australian Consumer Law. They also learn about investment as a source of future income, including savings and the share market.

Assessment:

- Research assignment investigating expenses.
- Data analysis and budgeting exercises.
- A case study analysis.
- Structured questions.
- A classroom presentation including the use of ICT.

Advice to Students:

There are no prerequisites for undertaking this subject. My Money is recommended for students who have a passion for money, numbers, and collaborative learning. It is highly recommended that students undertake this subject to study VCE Business Management, VCE Economics, and VCE Accounting in the future.

Teachers to see for advice regarding this subject:

Ms. Attard and Ms. Strachan

ENHANCE PROGRAMME SUBJECTS

YEAR 8 MYTHS AND LEGENDS (HISTORY)

Subject Description:

Myths and Legends explores the fact and fiction surrounding the tales and beliefs of a variety of past societies. Students study the myths, legends, and beliefs of a self-selected Ancient and Medieval civilisation, including Indigenous Australian beliefs. They compare and contrast burial practices and social structures in each civilisation and how these reflect values and beliefs about death and family. Students explore legendary people and places and analyse sources to find the 'truth'. Furthermore, they investigate how science is being used to explain the 'facts' behind some of history's greatest myths.

Some of the research opportunities available in the subject include:

- Indigenous Australian Dreaming stories such as the Rainbow Serpent and Bunjil.
- Māori mythology and legends such as stories about Maui and Tawhaki.
- The Mythology of Ancient Greece including stories about Zeus, Hermes, Aphrodite, and Hades.
- The Mythology of Ancient Rome including stories about Jupiter, Mars, Venus, and Vulcan.
- Japanese legends and mythology.

Assessment:

- Re-telling of stories through visual presentation of organised information
- Source analysis activities.
- Research assignment on a chosen myth or legend

Advice to Students:

Myths and Legends is recommended to students with a broad interest in History and Ancient cultures. This subject is recommended for students considering VCE History.

Teachers to see for advice regarding this subject:

Ms. Fiddes, Ms. Strachan or Ms. Riley

ENHANCE PROGRAMME SUBJECTS

YEAR 9 CORE HUMANITIES

Subject Description

Students examine how people and environments interact and how historical events have shaped the modern world. In Geography, students explore the world's biomes and investigate issues of food production and food security, analysing how human activity affects the sustainability of natural environments. In History, students study the causes, events, and impacts of World War II, with a particular focus on the Holocaust and its lasting significance for human rights and global citizenship. Through research, source analysis, and critical thinking, students develop an understanding of how geography and history together influence societies, values, and the challenges facing the world today.

Assessment:

- Research assignment into a biome
- Case Study on an area of food insecurity
- Source analysis task - The Holocaust
- Excursion report

Advice to Students:

Core Humanities will lead to a variety of different pathways in the Humanities including further studies in History, Politics, Legal Studies, Economics, Business, Accounting, Geography, and Philosophy.

Teachers to see for advice regarding this subject:

Ms. Noble, Ms. Riley and Ms. Fiddes

ENHANCE PROGRAMME SUBJECTS

YEAR 9 WORLD WARS (HISTORY & POLITICS)

Subject Description:

In this subject, students study the causes and effects of both World War I and World War II. They explore the distinct roles people played in both conflicts and the impact of the wars on civilians or non-combatants, as well as on the trajectories of the belligerent nation states. Students explore how each of these conflicts fuelled rapid and often unthinkable changes to the nature of warfare, including the development of nuclear weapons. Students investigate how these 'total' wars worked to unravel the Laws of War and led to a focus on humanitarian law. Moreover, they consider whether the famous definition of war by political theorist, Carl von Clausewitz, that war is "a true political instrument, a continuation of political intercourse, carried on with other means" can be applied to these wars or any thereafter. In the World Wars class, students encounter mature content, including war images, that reflect the realities of historical events.

Assessment:

- Critical analysis of historical sources.
- Research essay on a negotiated topic.
- Debate on whether Just War Theory can be applied to these wars either to the decision to engage in war (Jus ad bellum) or to conduct during war (Jus in bello).

Advice to Students:

There are no prerequisites for undertaking this subject, however students considering undertaking the unit should be confident, independent, and self-managed learners. World Wars is recommended for students who have a broad interest in historical warfare and politics. It is **highly recommended** that students undertake this subject to study VCE History or VCE Politics in the future.

Teachers to see for advice regarding this subject:

Ms. Wood, Ms. Riley and Ms. Fiddes

ENHANCE PROGRAMME SUBJECTS

YEAR 9 LIKE A BOSS: RUNNING YOUR OWN BUSINESS (BUSINESS MANAGEMENT, ECONOMICS, AND ACCOUNTING)

Subject Description:

Like a Boss is a hands-on, practical business subject that encourages students to think like an entrepreneur and experience the challenges of running a small business. Students learn how to develop new business ideas based on market research. They develop business plans to explore the various decisions that must be made for a business to be successful, including in relation to marketing, financial analysis, social and environmental responsibilities, and product development. This also include a consideration of established 'real-life' businesses through contemporary news sources. A key project in Like a Boss involves students investing $5 - $10 of their own money to act as capital in their own business. By providing their own start up fund, students take ownership of their business project and have the option to combine their funds and work in a team. This project has been widely reported to promote entrepreneurial thinking and innovation in young people. In this Programme, students apply theoretical business concepts to their own practical ideas and then take their ideas to commercial execution over the course of two terms. This may take place via an online sales context such as via Microsoft Teams or a physical sales context such as student run stalls during lunchtimes.

Assessment:

- Development of a business plan based on the student's own business idea.
- A case study analysis, business research report, simulation exercise, and survey with analysis task.
- A school-based, short-term business activity and media analysis.

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is recommended for students who are curious about being involved in business, economics, finance, or running their own business in the future. This subject involves a lot of group work and discussion. Students should be willing to work as a team and share innovative ideas. They should also be independent learners who are willing to conduct their own research. Students are required to undertake class discussions and debates and should be confident to talk in front of a group. They are required to think innovatively and be creative with their ideas and solutions.

Teachers to see for advice regarding this subject:

Ms Dixit and Ms. Noble

ENHANCE PROGRAMME SUBJECTS

YEAR 9 CRIME AND JUSTICE (LEGAL STUDIES)

Subject Description:

Students examine criminal law and how it protects the community. This unit supports students who wish to continue to study Australian law and law enforcement as well as the Australian Political system. This subject is a great avenue into VCE Legal Studies and VCE Politics. Students explore diverse types of crimes and real Australian cases which include:

- Crimes against the person: Murder, manslaughter, and assault.
- Crimes against property: Theft, robbery, and burglary.
- Crimes against the state: Treason.
- Crimes against morality: Drug possession and trafficking.
- Crimes against the legal system: Perjury.

In addition, students will explore other aspects of criminal law including:

- Defences to crimes.
- The Victorian prison system.
- Police powers and Individual rights.

Assessment:

- A research report on an Australian murder case.
- A classroom presentation.
- A role-play, debate, and structured questions.
- A question-and-answer session.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this unit should have a confident level of literacy and have a broad interest in the justice system in Australia. It is recommended for students who wish to pursue a career in the legal profession. It is **highly recommended** that students undertake this subject prior to studying General VCE Legal Studies or General VCE Politics in the future.

Teachers to see for advice regarding this subject:

Ms. Attard, Ms Ho, Ms. Riley and Ms. Noble

ENHANCE PROGRAMME SUBJECTS

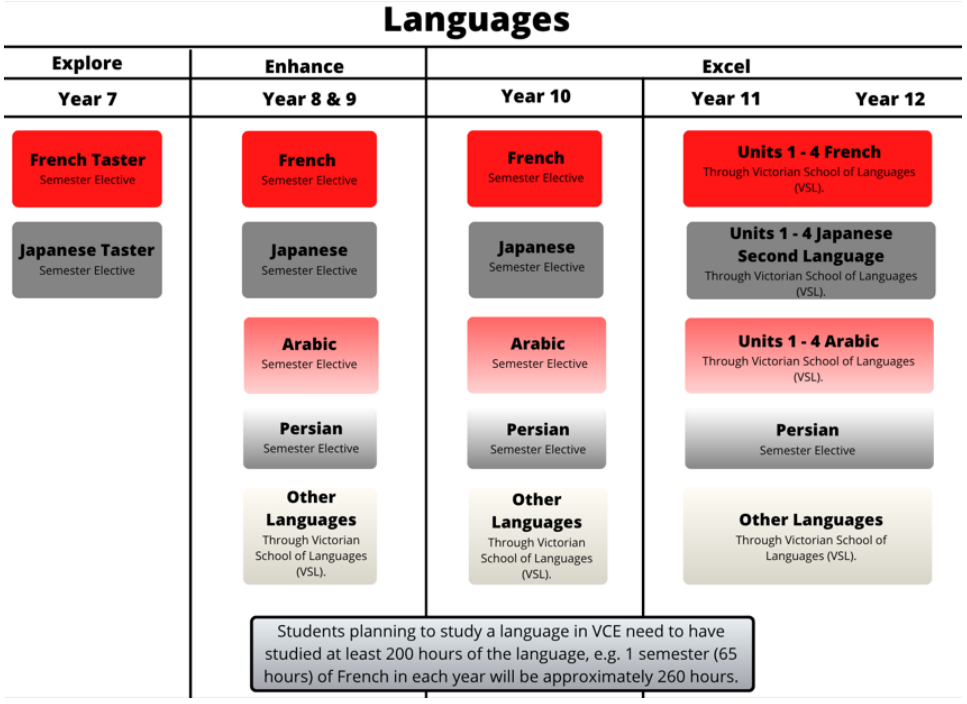
LANGUAGES

Learning languages broadens your horizons about the personal, social, cultural, and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world. For students who already speak one or more languages, there are opportunities in the Languages Domain for them to engage in subjects that make the most of those skills. Learning another language helps develop essential areas of the brain. Research shows that it also improves memory, concentration, creativity, and critical thinking skills.

Learning another language means more than just memorising unfamiliar words. Languages all use different systems, so when we learn a new language, we compare it with English. This deepens understanding of English and significantly improves English language skills. It also grants the skill to learn other new languages more easily.

To know more about the benefits of learning a new language, watch this YouTube video:
https://www.youtube.com/watch?v=dtBxBHBN8nk – Why learn a language?

LANGUAGES PATHWAYS MAP



The subjects we can offer vary based on staff expertise and availability. Student choice determines the Languages that run.

ENHANCE PROGRAMME SUBJECTS

ENHANCE FRENCH

Subject Description:

French is a young, vibrant, international language. Among its 275 million speakers, more than 96 million live in Africa, and it also represents the second most widely spoken native language and foreign language in Europe. By the year 2050, it is estimated that French will be the language most spoken in the world - the latest projection is that French will be spoken by 750 million people by 2050. France itself is known as a home of great food, wine, the arts, science, and fashion. A knowledge of French can provide you with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting. In Melbourne there are now 120 French companies which have set up offices, subsidiaries, or headquarters here in fields such as infrastructure and transport.

French studies in Enhance and Year 10 include cultural studies, excursions, and student-led projects (for example, a French café).

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in French.

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE French, you should aim to study French for a minimum of 200 hours (three semesters) before moving into VCE Units 1 & 2. In Enhance and Year 10, you may choose to study French each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in French at VCE, you should consider taking French in Enhance and year 10 in consecutive units: Students **must** undertake this subject in order to study VCE French. It is **highly recommended** that students undertake French to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Teachers to see for advice regarding this subject:

Ms. Eid and Ms. Attard

ENHANCE PROGRAMME SUBJECTS

ENHANCE JAPANESE

Subject Description:

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. Japanese is also widely used by communities of speakers in Hawaii, Peru, and Brazil, and learnt as an additional language by large numbers of students in South Korea, China, Indonesia, and Australia. Japan holds the world's third largest economy, moreover, it is Australia's third largest trading partner. Australia and Japan are currently actively developing a deeper relationship in different spheres and have been close strategic and economic partners for more than 50 years. Japan has a multifaceted culture; on the one hand, it is steeped in the deepest of traditions dating back thousands of years, on the other hand, it is a society in a constant state of rapid flux, with continually shifting fads and fashions and technological development that continuously pushes back the boundaries of the possible.

In this subject, students learn Japanese greetings, how to introduce themselves, as well as other basic vocabulary. Students learn about the differences between the three Japanese scripts, *Hiragana*, *Katakana,* and *Kanji*. They learn about the culture of Japan and Japanese-speaking communities.

Assessment:

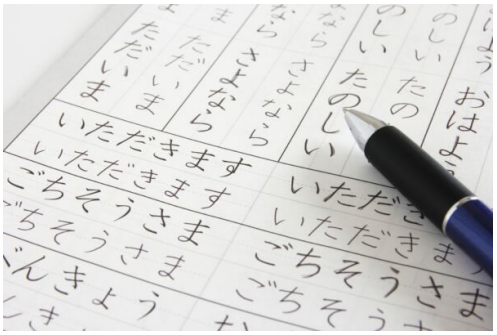
- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in Japanese.

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Japanese Second Language, you should aim to study Japanese for a minimum of 200 hours (three semesters) before moving into VCE Units 1 & 2.
In Enhance and Year 10, you may choose to study Japanese each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in Japanese at VCE, you should consider taking Japanese in Enhance and year 10 in consecutive units. It is **highly recommended** that students undertake Japanese to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Teachers to see for advice regarding this subject:

Ms. Attard



ENHANCE PROGRAMME SUBJECTS

MATHEMATICS

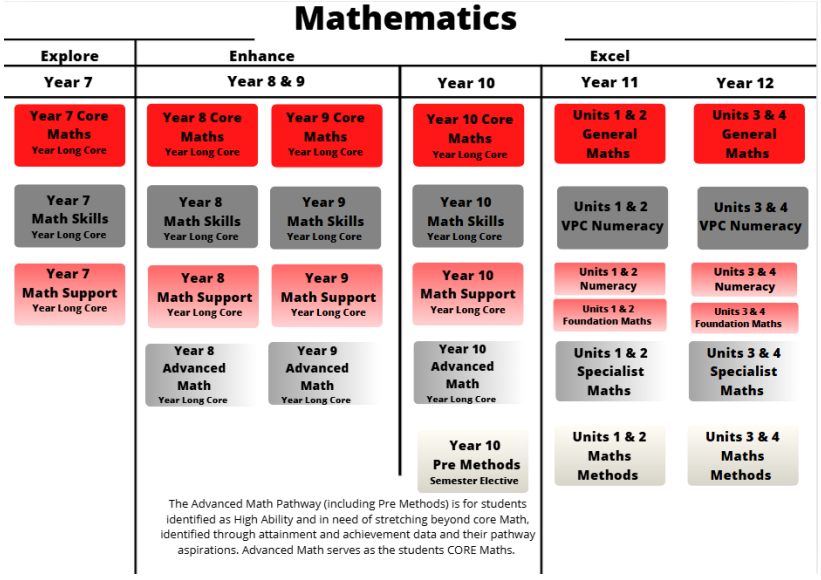
Mathematics provides students with access to important mathematical ideas, knowledge, and skills that they will draw on in their personal and work lives. Mathematical ideas have evolved across societies and cultures over thousands of years and are constantly developing as digital technologies provide new tools for mathematical exploration and invention.

While the usefulness of mathematics for modelling and problem-solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic, and technological advances and empowering individuals to become critical citizens.

Number and Algebra, Measurement and Space, and Statistics and Probability are common aspects of most people's mathematical experience in everyday personal, study, and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure, and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling, and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

MATHEMATICS PATHWAYS MAP



ENHANCE PROGRAMME SUBJECTS

YEAR 8 CORE MATHEMATICS

Subject description:

The Year 8 Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently. The proficiencies are fundamental to learning mathematics and working mathematically and are applied across all six strands: Number and Algebra, Measurement and Space, and Statistics and Probability.

Students participate in one of four different Mathematics subjects in Year 8. Students are placed in a Maths program that will suitably challenge them, supporting them to build upon their mathematics skills at their current learning level. Students may move between Maths programs, based on their progress and learning needs.

Year 8 Maths Skills

This subject focuses on building fundamental mathematics skills and provides extensive support to learners. Students learn how to work with numbers and money, recognize patterns, use measurement tools, navigate space, and collect data.

Year 8 Maths Support

This subject further builds upon fundamental mathematics skills and challenges students to apply their learning with scaffolds and support. Students learn how to use the operations, differentiate between fractions, decimals and percentages, convert between measures, classify shapes, organize data, and calculate chance.

Year 8 Core Maths

This subject supports students to engage with the six strands of mathematics and apply their learning to a range of contexts. Students learn how to use real number systems, write, and solve algebraic equations, calculate dimensions of shapes, use cartesian systems, conduct statistical analysis and represent probabilities.

Year 8 Advanced Maths

This subject extends high ability students beyond the Year 8 curriculum and focuses on problem-solving and extension tasks. Students learn how to calculate using surds, graph algebraic equations, use Pythagoras theorem, identify congruence, conduct statistical investigations and represent probabilities.

Teachers to see for advice regarding this subject:

Ms. Fernando and Ms. Marshall

ENHANCE PROGRAMME SUBJECTS

YEAR 9 CORE MATHEMATICS

Subject description:

The Year 9 Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently. The proficiencies are fundamental to learning mathematics and working mathematically and are applied across all six strands: Number and Algebra, Measurement and Space, and Statistics and Probability.

Students are required to participate in one of four different Mathematics subjects in Year 9. Students are placed in a Maths program that will suitably challenge them, supporting them to build upon their mathematics skills at their current learning level. Students may move between Maths programs, based on their progress and learning needs.

Year 9 Maths Skills

This subject focuses on building fundamental mathematics skills and provides extensive support to learners. Students learn how to work with numbers and money, recognize patterns, use measurement tools, navigate space, and collect data.

Year 9 Maths Support

This subject further builds upon fundamental mathematics skills and challenges students to apply their learning with scaffolds and support. Students learn how to use the operations, differentiate between fractions, decimals and percentages, convert between measures, classify shapes, organize data, and calculate chance.

Year 9 Core Maths

This subject supports students to engage with the six strands of mathematics and apply their learning to a range of contexts. Students learn how to perform calculations using a variety of formulas, graph algebraic equations, use Pythagoras theorem, apply trigonometry to problems, conduct statistical investigations, and calculate probabilities for two-step events.

Year 9 Advanced Maths

This subject extends high ability students beyond the Year 9 curriculum and focuses on problem-solving and extension tasks. Students will learn how to work with index laws, use trigonometry to solve problems, solve simultaneous and quadratic equations, conduct advanced statistical investigations, and calculate conditional probability.

Teachers to see for advice regarding this subject:

Ms. Fernando and Ms. Marshall

ENHANCE PROGRAMME SUBJECTS

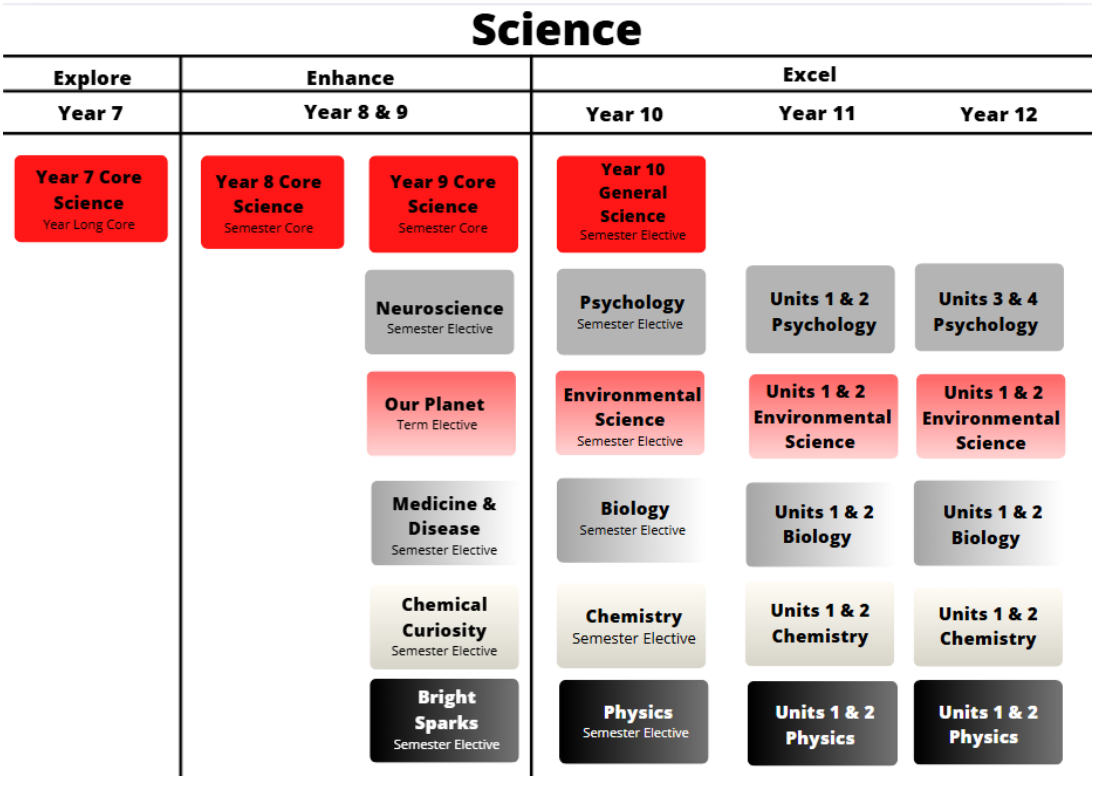
SCIENCE

Science allows students to answer interesting and important questions about the biological, physical, and technological world through observation and experience. Science is a dynamic, collaborative, and creative endeavour arising from our world by exploring the unknown, investigating universal mysteries, making predictions, and solving problems.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings, and skills to make informed decisions about local, national, and global issues.

Throughout the study of science, students can experience the joy of scientific discovery and nurture their curiosity about the world around them. In doing this, they develop critical thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena, and draw evidence- based conclusions using scientific methods. The students also have the opportunity to develop scientific literacy, including the capacity to investigate the world around them and the way it has changed and changes as a result of human activity.

SCIENCE PATHWAYS MAP



ENHANCE PROGRAMME SUBJECTS

YEAR 8 CORE SCIENCE

Subject description:

In Year 8 Core Science, students continue to build upon their science inquiry skills and begin to explore science as a human endeavor. Students participate in Project-Based Learning and utilize a range of technologies to further explore the scientific fields of Physics and Biology. Through the planning and construction of machines, students explore various forces, types of energy, energy transfer, and simple machines. Through real world experiences such as dissections, students explore the human body and its systems. They consider ethical approaches and concepts in science and apply these to case studies. Throughout this subject, students will be posed with challenging questions designed to prompt curiosity and inquiry, hone their skills in using the scientific method, and build their overall scientific literacy.

Assessment:

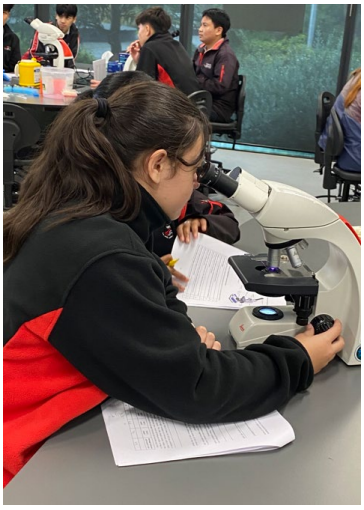
- Ongoing coursework, including engagement in practical work.
- Student led practical investigations
- Written responses and data analysis tasks.
- Case studies.

Advice to Students:

Core science is a compulsory subject in Year 8. Core Science leads to and contributes to several pathways in the areas of Science, Technologies, Health, and Mathematics. Please note: Acceleration into VCE Chemistry and Physics pathways is not recommended.

Teachers to see for advice regarding this subject:

Ms. Peters & Ms. Marshall



ENHANCE PROGRAMME SUBJECTS

YEAR 9 CORE SCIENCE

Subject description:

In Year 9 Core Science, students will continue to focus on key skills of inquiry through the lens of Biology and Chemistry for a semester. In this subject, students explore how species survive through reproduction. Students learn about asexual and sexual reproductive methods of plants and animals, and how reproduction can lead to the production of a unique individual. They explore how species develop at a genetic level, investigating how traits are passed from parent to offspring. Students also engage in a chemistry unit, where they study atomic theory, the periodic table, and a variety of physical and chemical reactions. Students perform a variety of experiments to see chemical change in action. Throughout this subject, students will be posed with challenging questions designed to prompt curiosity and inquiry, hone their skills in using the scientific method, and build their overall scientific literacy and numeracy skills.

Assessment:

- Ongoing coursework, including engagement in practical work.
- Student led practical investigations
- Written responses and data analysis tasks.
- Case studies.

Advice to Students:

Core science is a compulsory subject in Year 9. Core Science leads to and contributes to several pathways in the areas of Science, Technologies, Health, and Mathematics. Please note: Acceleration into VCE Chemistry and Physics pathways is not recommended.

Teachers to see for advice regarding this subject:

Ms Peters & Ms Marshall

ENHANCE PROGRAMME SUBJECTS

YEAR 9 BRIGHT SPARKS (PHYSICS)

Subject description:

In this elective subject, students learn about light, sound, and electricity through the use of wave models, longitudinal and transverse waves, components of frequency, velocity, wavelength and amplitude. These components are then utilized to make calculations using the wave formula. The properties of electricity are explored by building simple circuits and measuring voltage, current and resistance. The relationship between these measurements is further enhanced utilizing Ohm's law to make calculations. Students make predictions and devise solutions to scientific problems, whilst expressing results in a relevant format, such as graphs.

Students wishing to pursue VCE Physics are HIGHLY recommended to complete this subject.

Assessments:

- Skill-based formative assessments.
- Scientific Experiments.
- Recording and reporting of scientific data.
- Group based investigation projects.

Advice to Students:

Bright sparks is for students looking to complete Year 10 Physics and VCE Physis subjects. This subject requires a strong foundational level of mathematics to achieve success.

Please note: Acceleration into VCE Physics pathways is not recommended.

Teachers to see for advice regarding this subject:

Mr. Pelecanos

ENHANCE PROGRAMME SUBJECTS

YEAR 9 CHEMICAL CURIOSITY (CHEMISTRY)

Subject description:

In this elective subject, students continue to develop their knowledge and skills in the core field of Chemistry. This subject builds the foundational scientific understanding and inquiry that students need to pursue passions and careers in chemical sciences. Students apply their chemistry learning to real world examples, exploring how chemistry is used in industry and how chemistry is used in the home. Students engage in a range of hands-on and practical activities to explore the behaviours of chemicals, summarising their findings in scientific reports and applying their knowledge to real-world case studies.

Students wishing to pursue VCE Chemistry are HIGHLY recommended to complete this subject.

Assessments:

- Skill-based formative assessments.
- Scientific Experiments.
- Recording and reporting of scientific data.
- Group based investigation projects.

Advice to Students:

Chemical Curiosity is for students looking to complete Year 10 Chemistry and VCE Chemistry subjects. This subject requires a strong foundational level of mathematics to achieve success. Please note: Acceleration into VCE Chemistry pathways is not recommended.

Teachers to see for advice regarding this subject:

Mr. Stucley

ENHANCE PROGRAMME SUBJECTS

YEAR 9 MEDICINE AND DISEASE (BIOLOGY)

Subject description:

In this elective subject, students learn about human anatomy and physiological disease. They explore how the requirements for life are provided through the coordinated function of body systems, and how these systems can change because of disease. Students will specifically focus on non-communicable diseases, such as asthma and their treatments, as well as communicable disease, such as flu, and how the immune system responds. They learn how to use specialized medical equipment and conduct scientific investigations, dissections, and medical simulations to collect data for analysis. Students examine medical case studies to determine potential causes of disease and justify their diagnoses. This type of problem-based learning simulates common practices seen in most medicine, nursing, and pharmacology courses.

Students wishing to pursue VCE Biology are HIGHLY recommended to complete this subject.

Assessments:

- Skill-based formative assessments.
- Scientific Experiments.
- Recording and reporting of scientific data.
- Group based investigation projects.
- Case studies.

Advice to Students:

Medicine and disease is for students looking to complete Year 10 Biology and VCE Biology subjects.

Students wishing to accelerate in VCE Biology may advance in this subject in Year 8.

Acceleration is for students identified as high ability in biology, with progress closely monitored and contracted.

Teachers to see for advice regarding this subject:

Ms. Marshall

ENHANCE PROGRAMME SUBJECTS

YEAR 9 NEUROSCIENCE (PSYCHOLOGY)

Subject description:

This elective subject promotes a deep understanding of how nerve cells in the human brain are born, how they grow, and how they interconnect to form one of the most complex structures in the universe – the nervous system. Advances in technology, combined with an increased knowledge of how the brain and nervous system work, have led to many new breakthroughs. Individuals with traumatic brain and spinal cord injuries, psychological disorders, and brain diseases, are now benefitting from previously unimaginable scientific advancements. In this study, students investigate how the brain and nervous system grow and change as a consequence of behaviour, and how sleep affects these processes. Students understand the brain and how it functions to enable a person to perform everyday tasks such as reading or speaking. Students investigate what happens in the event of sleep deprivation and how it affects our lives.

Students wishing to pursue VCE Psychology are HIGHLY recommended to complete this subject.

Assessments:

- Skill-based formative assessments.
- Scientific Experiments.
- Recording and reporting of scientific data.
- Group based investigation projects.
- Case studies.

Advice to Students:

Neuroscience is for students looking to complete Year 10 Psychology and VCE Psychology subjects.

Students wishing to accelerate in VCE Psychology may advance in this subject in Year 8.

Acceleration is for students identified as high ability in psychology, with progress closely monitored and contracted.

Teachers to see for advice regarding this subject:

Ms. Dawson

ENHANCE PROGRAMME SUBJECTS

OUR PLANET (ENVIRONMENTAL SCIENCE)

Subject description:

In this science elective, students investigate Earth and Space sciences, including earth systems, the big bang theory, and climate change. Students build upon their science inquiry skills to investigate the world around them by completing data analyses, responding to case studies, and conducting and communicating their own scientific investigations into climate. Students analyse water sources, conduct practical investigations, and field work, and learn how the quick-changing field of environmental science can help our world. The skills developed in environmental science can assist students in a range of other scientific fields, providing them with a breadth of knowledge of our world and how it functions to assist in scientific discovery and problem solving.

Students wishing to pursue VCE Environmental science are HIGHLY recommended to complete this subject.

Assessments:

- Skill-based formative assessments.
- Scientific Experiments.
- Recording and reporting of scientific data.
- Group based investigation projects.
- Case studies.

Advice to Students:

Neuroscience is for students looking to complete Year 10 Environmental science and VCE Environmental science subjects. Students wishing to accelerate in VCE Environmental science may advance in this subject in Year 8. Acceleration is for students identified as high ability in science, with progress closely monitored and contracted.

Teachers to see for advice regarding this subject:

Ms. Marshall

ENHANCE PROGRAMME SUBJECTS

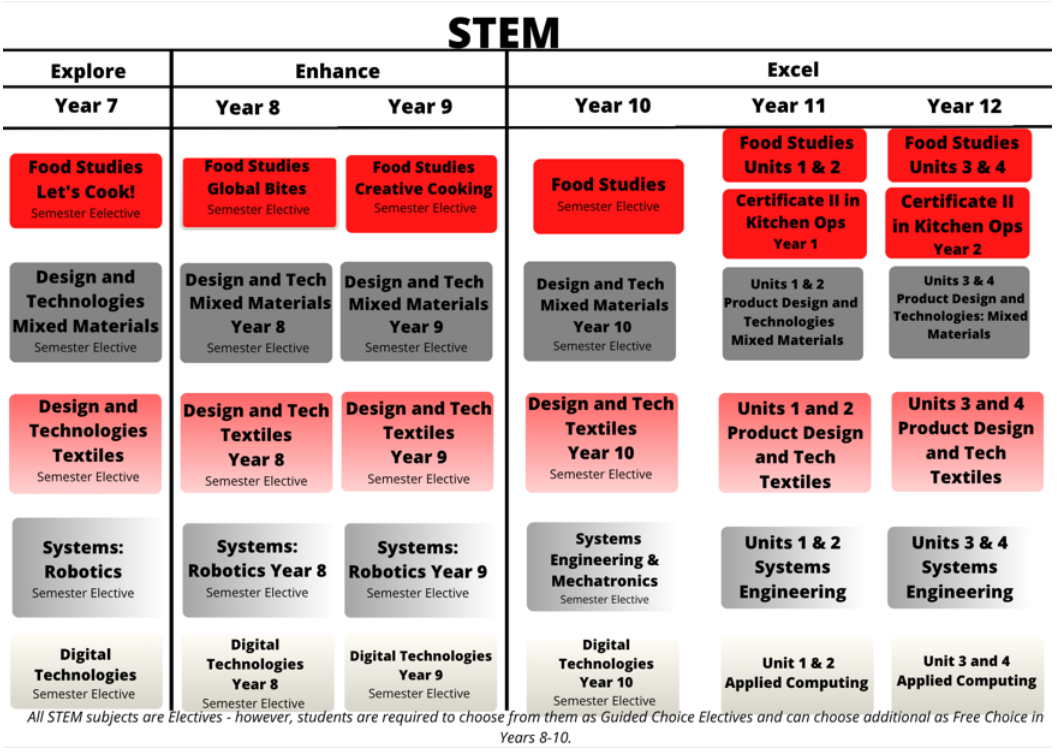
STEM

STEM is an acronym for Science, Technology, Engineering, and Mathematics. STEM enables students to apply knowledge from these subject areas to solve problems creatively using the scientific method, design process, and various mathematical skills. STEM encourages teamwork and high-level communication, which are both necessary skills in industry as workplaces become more collaborative and digitised. Working on STEM projects and learning tasks helps build resilience as not all endeavours will succeed the first time. Processes must be modified and refined to achieve success. Put simply, STEM helps to develop students into creative problem-solvers and lifelong learners. There is a key focus on **Digital Technology** and **Design Technology** in all STEM subjects.

Digital Technology is a major part of our lives and thus, our education. Our STEM subjects allow students to acquire a deep knowledge and understanding of digital systems, data and information, and the processes associated with creating digital solutions so that they can take up an active role in meeting current and future needs of society.

Design Technology uses design thinking, where students plan and manage projects from conception to realisation. They design processes to investigate ideas, generate and refine ideas, plan and manage, and produce and evaluate designed solutions.

STEM PATHWAYS MAP



All STEM subjects are Electives - however, students are required to choose from them as Guided Choice Electives and can choose additional as Free Choice in Years 8-10.

ENHANCE PROGRAMME SUBJECTS

YEAR 8 DIGITAL TECHNOLOGIES

Subject Description:

Throughout this course, students investigate how digital systems connect and communicate, explore data representation, and consider the impacts of digital technologies on individuals, society, and the environment. Cyber safety and responsible digital citizenship are key areas of focus to ensure students use technology safely and ethically. Students design and develop their own interactive projects such as simple computer games, digital stories, or multimedia applications using visual and/or text-based programming. They plan and manage the design process, from ideation through to evaluation, learning how to test and refine their work just like real-world developers.

Assessment:

- Practical projects demonstrating programming and design skills
- Digital design folio documenting planning, design, development, and evaluation stages
- Reflections on project outcomes and the design process
- Safe and ethical online behaviour demonstrated through class participation and projects

Advice to students:

There are no prerequisites for this subject, but it is recommended that students have a working laptop to enable completion of work at home for projects and digital portfolios and homework.

Teachers to see for advice regarding this subject:

Mr. D'Auria, Ms. Liu, Ms. Stewart-North, or Ms. Ellis.

ENHANCE PROGRAMME SUBJECTS

YEAR 8 GLOBAL BITES (FOOD STUDIES)

Subject Description:

Global Bites students go on a journey where they explore the evolution of Australian cuisine, beginning with foods native to Australia, and then discovering a range of cuisines from other cultures. Students experience a wide variety of foods and extend their food knowledge. Food safety is a key focus throughout all practicums and students use a variety of tools and equipment. Students work in small groups to research a country that they are curious about. They present these findings and then plan and produce a selection of meals from their chosen country's cuisine. Students are involved in tending to the Kitchen Garden and utilising these fresh seasonal ingredients in their cooking. Students are exposed to real world situations where they use the design process to creatively solve the identified need or problem before evaluating the effectiveness of their solution.

Assessment:

- Practical assessment tasks with records that reflect on these activities.
- Investigate and design a meal reflective of a foreign cuisine.
- Produce, and evaluate a meal reflective of a foreign cuisine.

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is for students who enjoy challenging themselves, love food and would like to learn about unfamiliar cultures and cuisines. This subject is for those who enjoy exploring and discovering new and exciting innovations. Students consolidate their understanding of skills learnt in Explore. It is **highly recommended** that students undertake this subject to study VCE Food Studies or VET Cert II Cookery.

Teachers to see for advice regarding this subject:

Ms. Zhao. and Ms. Bush

ENHANCE PROGRAMME SUBJECTS

YEAR 8 PRODUCT DESIGN AND TECHNOLOGIES: MIXED MATERIALS OR TEXTILES

Subject Description:

Have you ever thought about how designers develop innovative and amazing products? In Product Design and Technologies, students explore the design process, analyse the function and purpose of products, and redesign or repurpose them with improved functionality and appearance. Students use their imagination to explore possibilities, engaging in the product design process to develop and produce exciting projects. This involves using problem-solving skills through the exploration of how an item can be designed or repurposed into something new. Students also investigate how design technology, along with critical and creative thinking, are used in the planning and production of products. This is a hands-on subject that helps develop an understanding of sustainable practices through a variety of materials, tools, and equipment. In both subject streams, students are introduced to innovative technologies such as Computer Aided Design, as well as a range of tool technologies and their safety requirements.

Assessment:

- Multimodal records of evidence of research, development, planning and conceptualisation of products and reflection.
- Practical work: demonstrations of graphical and physical product concepts including prototyping and making final proofs of concept along with finished products.

Advice to Students:

There are no prerequisites for undertaking this subject. It is recommended for students who have a passion for and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing whilst using a variety of materials. It is **highly recommended** that students undertake this subject to study any Design and Technologies subjects in the future.

Teachers to see for advice regarding this subject:

Mr. Spence, Mr. D'Auria, Ms. Long, and Mr. Beveridge

ENHANCE PROGRAMME SUBJECTS

YEAR 8 ROBOTICS (SYSTEMS ENGINEERING)

Subject Description:

In this subject, students learn how to design, build, and code VEX V5 EDR robots with the capacity to solve problems and compete in a variety of challenges. Students see first-hand how coding and technological systems interact. They are introduced to the language of coding, ranging from basic block coding (drag and drop') to advanced text-based coding. Students use CAD (Computer Automated Design) software and 3D printing to customise robot parts and make alterations that better equip robots for challenges. This elective provides students with the fundamental skills required to compete in VEX competitions held throughout the year, with opportunities to qualify for state, national and international tournaments. It provides students with insights into how robots can be used to solve real world problems, as well as the social, economic, and environmental impacts of robots in society.

Assessment:

- Engineering logbook: documenting the application of the design process used to solve an identified need or problem and then evaluating the effectiveness of the solution.
- Robots will be assessed in a range of practical field challenges.

Advice to Students:

There are no prerequisites for undertaking this subject. Robotics is recommended for students who have passion for machines, creating designed solutions, coding, and practical math's. It is **highly recommended** that students undertake this subject to study any STEM, physical science, or digital and design technology subjects in the future.

Teachers to see for advice regarding this subject:

Mr. Beveridge, Mr. D'Auria, and Mr. Pelicanos

ENHANCE PROGRAMME SUBJECTS

YEAR 9 CREATIVE COOKING (FOOD STUDIES)

Subject Description:

Creative Cooking students create and style food. Students investigate 'tricks of trade, unconventional ingredients, and decorating and garnishing of food. Students select, produce and photograph meals. They investigate Australian food innovators within the food styling industry as well as food trends and fads. Food safety is a key focus throughout all practicums and students experience using a variety of tools and equipment. Students are involved in tending to the Kitchen Garden and utilising these fresh seasonal ingredients in their cooking. Students are exposed to real world situations where they will use the design process to creatively solve the identified need or problem before evaluating the effectiveness of their solution.

Assessment:

- Practical assessment tasks with reflective records on these activities.
- Design, produce, and evaluate a practical food solution.
- Design, produce, and evaluate a food promotion/flyer/magazine insert.

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is for students who enjoy challenging themselves, love food, and would like to learn about various aspects of food, food styling, and food trends/fads. This subject is for those who enjoy exploring and discovering new and exciting innovations. Students consolidate their understanding of skills learnt in Explore. It is **highly recommended** that students undertake this subject to study VCE Food Studies or VET Cert II Cookery.

Teachers to see for advice regarding this subject:

Ms. Zhao and Mr. Kriaris

ENHANCE PROGRAMME SUBJECTS

YEAR 9 DIGITAL TECHNOLOGIES

Subject Description:

Students use a range of programming languages and tools to create solutions such as games, websites, data visualisations, or automated systems. They apply computational thinking skills to decompose problems, design efficient algorithms, and implement code using modular, reusable components. Data privacy, security, and ethical considerations are embedded throughout, as students explore how digital technologies impact individuals, communities, and the environment. Through project-based learning, students collaborate to manage design processes from identifying user needs and generating ideas to testing and refining solutions. By the end of the course, students demonstrate independence and responsibility as digital creators, preparing them for future study and participation in an increasingly digital world.

Assessment

- Programming Projects
- Data Analysis and Visualisation Tasks
- Systems and Networks Investigations
- Design Thinking Portfolio

Advice to students:

There are no prerequisites for this subject, but it is recommended that students have a working laptop to enable completion of work at home for projects and digital portfolios and homework.

ENHANCE PROGRAMME SUBJECTS

YEAR 9 PRODUCT DESIGN AND TECHNOLOGIES: MIXED MATERIALS OR TEXTILES

Subject Description:

Have you ever thought about how designers develop innovative and amazing products? In Product Design and Technologies, students explore the design process, analyse the function and purpose of products, and redesign or repurpose them with improved functionality and appearance. Students use their imagination to explore possibilities, engaging in the product design process to develop and produce exciting projects. This involves using problem-solving skills through the exploration of how an item can be designed or repurposed into something new. Students also investigate how design technology, along with critical and creative thinking, are used in the planning and production of products. This is a hands-on subject that helps develop an understanding of sustainable practices through a variety of materials, tools, and equipment. In both subject streams, students are introduced to innovative technologies such as Computer Aided Design, as well as a range of tool technologies and their safety requirements.

Assessment:

- Multimodal records of evidence of research, development, planning and conceptualisation of products and reflection.
- Practical work: demonstrations of graphical and physical product concepts including prototyping and making final proofs of concept along with finished products.

Advice to Students:

There are no prerequisites for undertaking this subject. It is recommended for students who have a passion for and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing whilst using a variety of materials. It is **highly recommended** that students undertake this subject to study any Design and Technologies subjects in the future.

Teachers to see for advice regarding this subject:

Mr. Spence, Mr. D'Auria, Ms. Long, and Mr. Beveridge

ENHANCE PROGRAMME SUBJECTS

YEAR 9 ROBOTICS (SYSTEMS ENGINEERING)

Subject Description:

In this subject, students build on existing skills or start with the basics to design, build, and code VEX V5 EDR robots with the capacity to solve problems and compete in a variety of challenges. Students see first-hand how coding and technological systems interact. They are introduced to the language of coding, ranging from basic block coding (drag and drop') to advanced text-based coding. Students use CAD (Computer Automated Design) software and 3D printing to customise robot parts and make alterations that better equip their robots for challenges. This elective provides students with the fundamental skills required to compete in VEX competitions that are held throughout the year, with opportunities to qualify for state, national and international tournaments. It provides them with insight into how robots can be used to solve real world problems, as well as the social, economic, and environmental impacts of robots in society.

Assessment:

- Engineering logbook: documenting the application of the design process used to solve an identified need or problem and then evaluating the effectiveness of the solution.
- Robots will be assessed in a range of practical field challenges.

Advice to Students:

There are no prerequisites for undertaking this subject. Robotics is recommended for students who have a passion for machines, creating designed solutions, coding, and practical maths. It is **highly recommended** that students undertake this subject to study any STEAM, physical science, or digital and design technology subjects in the future.

Teachers to see for advice regarding this subject:

Mr. Beveridge, Mr. D'Auria, and Mr. Pelicanos