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Sustainable Thinking Dispositions

Developing thinking dispositions are an important element of curricula worldwide. This term is based on the philosophy of John Dewey and developed by David Perkins through Harvard Project Zero. Thinking is more than just ability. It also depends on developing a behavioural tendency or ‘disposition’ that includes developing the skills to structure an orderly solution to a problem, an inclination to act on the issue and an alertness to many possible ways to address the issue or problem.

At Cornish College, we have developed sustainable thinking dispositions represented by the rings of sustainability. Many schools in Victoria, as well as schools in Singapore, India and Hong Kong have adopted this. We believe that an important responsibility of schooling for citizens of the 21st century is to think sustainably – to have the necessary skills for a global world, to have the inclination to act sustainably and to solve problems and to be alert to the many possible ways we can make a difference.

We have structured our curricular and cocurricular programs around the four interlocking rings, each with a set of focus questions. This structure allows us to address the Australian Curriculum through the Victorian Essential Learning Standards (AusVELS) as well as the requirements of the International Baccalaureate and will enable us to align with the new Australian Curriculum as its implementation continues over the next few years.

Natural Sustainability

Do our students understand the importance of natural areas and our responsibilities towards them? Are they scientifically literate, understanding the importance of biodiversity, the research on sustainability and the implications of new innovations on the environment? Do they understand how to manage their global footprint?

Personal Sustainability

Are our students healthy mentally and physically? Are they aware of their learning styles and how they learn best? Do they have skills to live effectively and affectively with others? Are they developing life long hobbies and interests to build resilience and well-being? Can they communicate clearly in English, other languages, and through mathematics and the arts?

Urban / Technological Sustainability

Are our cities sustainable? How are they supplied and how do they interact with rural areas? What are our roles and responsibilities as urban citizens? Are we technologically sustainable? Do we know where and how components are sourced and how they are disposed?

Socio-Cultural Sustainability

Do our students understand other cultures’ histories, beliefs and values as well as their economic, political systems and legal systems?
Integrated Inquiry Learning

A significant change in education is occurring worldwide in response to globalisation and the exponential increase in the world’s knowledge. We can no longer identify everything that is important to know, but we can develop sound literacy, numeracy, ICT, communication, personal and interpersonal skills in our children so that they are equipped to learn.

Inquiry learning develops deep understanding and is now the focus of school systems around the world. It is guided inquiry; teachers plan carefully for the inclusion of skills and knowledge identified by the Victorian Essential Learning Standards. It is integrated in that it acknowledges the interests of students and encourages them to source information from across disciplines. Inquiry still involves explicit teaching and skills development, but students apply these skills in an authentic and meaningful context. The links below offer information on inquiry learning and teaching for understanding.

Inquiry Learning is included the Victorian Government Principles of Education. This list also includes a recent government publication on inquiry learning

http://www2.curriculum.edu.au/scis/connections/issue_57/a_curriculum_philosophy_supporting_an_inquiry%20appr.html

Teaching for Understanding, developed by Harvard University is used worldwide (See also article included in this course guide)

http://learnweb.harvard.edu/alps/bigideas/q3.cfm
http://www.exploratorium.edu/IFI/resources/workshops/teachingforunderstanding.html

Understanding by Design

http://www.authenticeducation.org/ubd/ubd.lasso
http://members.tripod.com/~ozpk/0inquiry

Coalition of Essential Schools (Brown University)

http://www.essentialschools.org/items.1.html


http://www.guardian.co.uk/education/2008/jul/08/schools.uk
Philosophy Behind Years 7, 8 and 9

There have been numerous studies in Australia and worldwide describing the decline in student enjoyment in the middle years of schooling (approximate ages 10 to 16). These studies reveal a strong pattern of under-achievement and disengagement from school, particularly for boys. Any lack of engagement in learning affects academic progress and educational experience.

Researchers responded to these concerns by recommending that teachers and schools develop approaches that are attuned to the characteristics and needs of young adolescents. They recommended strategies such as: student involvement in classroom decision-making about curriculum including the ways learning is organised, monitored and assessed; learning that connects with and is relevant to students’ personal and social concerns and their out-of-school experience and culture; active learning experiences; engagement in complex, higher order and critical thinking to develop deep rather than surface learning, and cooperative as well as independent learning.

A report to the Department of Education & Training1 (2002) made the following recommendations regarding curriculum in the middle years:

- significant reduction in the amount of curriculum content
- curriculum and teaching and learning structure that includes extended cross-disciplinary problem solving tasks
- direct teaching about thinking and learning
- involvement of all students in deciding content, structure, process and assessment
- timetabling for sustained thinking and learning
- teacher-student-class arrangements for strengthened teacher-student knowledge and relationships
- team teaching and professional learning
- monitoring systems for tracking individual students
- data driven, evidence based processes.

In addition, the Victorian Curriculum recommends structured inquiry as the method of teaching and learning: The Educational Principles of the AusVELS and the previous VELS include developing “respect for evidence - seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs” (Victorian Curriculum and Assessment Authority, 2007).

We have worked consistently at the College to meet these challenges. Discipline based learning is still at the heart of our inquiries; students have classes in English, Humanities, Mathematics and Science and Our Environment and the integration of these disciplines means that teachers work with students to make connections in their learning. Inquiry learning allows students to apply their knowledge and skills in many ways, thus helping them learn in a meaningful context.

In addition to these subjects, all Year 7 and 8 students also participate in Physical Education, Personal Sustainability, Religious Education, Music, Drama, Materials Technology and Food Technology and Art. In a global age, the College believes that everyone should develop skills in foreign languages. Year 7 and 8 students study French or Japanese. In Year 9 the program is made up of three main sections: Cores Studies; Breadth Studies and a specially designed enrichment program. All these sections of the overall program are intertwined, with each section providing the students with the opportunity to draw links and further develop these themes and concepts investigated. It is through guided inquiry, questioning current practices, considering perspectives and exploring the meaning of the world citizenship with it’s tight and responsibilities that we can make a difference at Year 9.

Year 9 and 10 represent what we call the transition sequence in the Secondary school curriculum. In years 7 and 8, all students are engaged in a common core curriculum that provides a strong foundation for future studies, hence it can be known as the Foundation Sequence. At Year 11 and 12, which are the Final Sequence, students have a very broad range of choice to cater for their individual talents, needs and future directions. It is in the Transition Sequence that students are introduced to some choice to ensure a breadth of experiences in a range of electives. When your child transitions into Year 9, he/she will

receive a Breadth Studies curriculum guide. Students in Year 9 study English, Mathematics, Science, Language, Global Sustainability and Health, Sport and Physical Education within their core along with subjects that link to Personal and Social Learning Domains. Breadth Studies units are drawn from the disciplines of the Performing and Visual Arts, Technology, the Environment and Health. We encourage a balance of areas of study within the elective units.

**Breadth Studies**

A Breadth Studies Curriculum Guide will be provided when your child transitions from Year 8 to Year 9. Breadth Studies are timetabled for a half day each (morning and afternoon) one day per week. This day consists of two extended sessions fro Years 9 and 10. This provided time for students to plan and develop authentic and rich projects without interruption. The Breadth Studies program provides foundation skills and understandings for subsequent studies at senior years, as well as promoting engagement and developing individual talents.

Although we use few textbooks in our secondary school, students have excellent and easy access to a well equipped library, the internet and information and communications technology. All students have the use of a Macbook computer.

Year 7 students celebrate their first year of inquiry learning at secondary school with an exhibition involving several disciplines. Year 8 students celebrate their inquiry with the ‘Night of Decades’, an exhibition involving all disciplines. Year 9 students celebrate with their Thailand Make a Difference Experience. The Year 9 Make a Difference Experience is the culmination of Year 9 where our students authentically explore our guiding principle that “a sustainable world depends on knowledgeable, active citizens making a difference.”

As in all areas of the curriculum, the Years 7, 8 and 9 programs reflect the education insights gained from the Australian Victorian Essential Learning Standards (AusVELS), the Primary Years Programme (PYP), Reggio Emilia and the Harvard Graduate School of Education.

The outcomes generated through the Years 7,8 and 9 programs reflect the value of students performing at personal best levels in a flexible, well-managed classroom environment.

**Sub school and Year Level Organisation**

The Middle Years Team Leader is responsible for overseeing student learning, management and welfare. The role also involves a contribution to policy development and the review, documentation and revision of sub school procedures. Each year level across the middle years has three form teachers. The form teachers are responsible for day to day dealings with students, parents and teachers and work to achieve the aims of the sub school.
Overview of Curriculum Organisation at Years 7, 8 and 9 (for 2016)

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<td>Discipline based learning in the integrated program</td>
<td>Discipline based learning in the integrated program</td>
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<td>(where it can be applied authentically)</td>
<td>(where it can be applied authentically)</td>
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<tr>
<td>TBQ - The Big Question</td>
<td>2WL - What Lifetimes? What Learning?</td>
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<td>English and the Humanities (History, Geography, Economics)</td>
<td>English and the Humanities (History, Geography, Economics, Politics)</td>
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<td>Science and Our Environment</td>
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<td>Mathematics</td>
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<td>Languages - French or Japanese</td>
<td>Languages - French or Japanese</td>
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<td>Music including Band Program (all year)</td>
<td>Music (all year)</td>
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<td>Personal Sustainability (all year)</td>
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<td>Food Technology (1 semester)</td>
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<td>Materials Technology (1 semester)</td>
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<td>Drama (1 semester)</td>
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<td>Visual Arts</td>
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<td>Form periods, Assemblies, Chapel</td>
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* ppc – periods per cycle - 40 minute periods per 10 day cycle (mostly grouped as two periods making an 80 minute session)
## Overview of Curriculum Organisation at Year 9

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</table>

* 40 minute periods per 10 day cycle (usually two periods are joined to give a longer session of 80 minutes)
Attendance and Punctuality

Full attendance is expected and is crucial for satisfactory student progress. The school keeps careful records and we ask that parents phone, text or email the school if a student is going to be absent. Email: absentees@cornish.vic.edu.au and/or Text no: 0487003922. If there is extended leave other than illness, please put this in writing addressed to the Principal.

Where possible, we aim to contact parents on the day if a student's absence is not explained.

Students are expected to be at school by 8.45 am ready to enter at 8.50 am for form assembly. Students should then go to lockers, collect books and materials required for period 1, 2 and 3 and then move to classrooms for Period one classes commencing at 9.00 am.

Students needing to leave school early must ensure their parents sign out at the General Office immediately before departure from school.

Year 7, 8 and 9 Assessment Procedures

The approach to assessment underpinning the multi-disciplinary program is based on the following principles:

- The fundamental purpose of assessment is to improve student learning.
- Students need to be involved in the design of the assessment. There should be considerable scope for negotiation and regard for differentiation and personalization.
- Assessment should focus on the development of the individual learner rather than comparisons between learners.
- Assessment strategies should cater for a range of learning styles within a class and should not be limited to written tasks.
- Students should be active participants in the assessment process and be conscious of their strengths and the areas in which they need to improve.
- Assessment should inform subsequent program planning at both an individual and a whole class level.
- Real assessment is the most valuable form. The Year 7 Exhibition, the Night of Decades for Year 8, and MADE Experience for Year 9 affords an opportunity for all middle years to demonstrate their learning to the wider community.

Reporting to Parents

Progress reports providing a brief summary of students’ progress are provided in Term 1 and Term 3. Detailed descriptive reports are given to parents at the end of term 2 and at the end of the school year. Parent/teacher/student pastoral meetings are held with form teachers in Term 1 for discussions of each student’s social wellbeing and progress and in Term 2 and 4 for discussions of each student’s academic progress. Exhibitions such as Night of Decades are part of the assessment and reporting process. Teachers are also available before and after school to discuss any matters of concern.

Expectations

Parents are asked to reinforce the school’s expectations and positive approach.

We expect all students should:

- Be punctual at all times. Commencing the day well is particularly important. Students need 10 to 15 minutes to organise themselves before the day officially starts.
- Participate in all school activities. Non participation should be discouraged unless absence is unavoidable.
- Participate in after school sport on designated days until 4.45 p.m.
- Phone the school on the morning of any student absence
- Return an ‘explanation of absence’ immediately on their return via HomeRoom online. Simply give:
  - Date(s) of absence
  - Reason for absence
  - Parent’s signature
• Travel to and from school in their correct school uniform at all times. Students may wear full sports uniform to school if they have sport in period 1 and may wear full sports uniform from school if they have sport ending in period 8.

Parents should organise appointments for their children outside school hours whenever possible. Family holidays should be arranged around school terms so that students do not miss important class time. Families planning holidays during term time need to send a letter of explanation to the Principal prior to their departure.

In the case of unavoidable absences from school, parents are asked to advise the Form Teacher well in advance. A further note of excuse would not be necessary.

Submission of Work

Students are encouraged to develop sound organisational skills and to be efficient and reliable in their approach to studies. Students should take responsibility for ensuring that work is submitted by the due date. If this is not possible for some reason, an extension must be negotiated with the classroom teacher on or before the due date. An extension may be granted for up to one week where the teacher considers this to be reasonable. In the case of sudden illness a note from the parents must be written. This note must state that the student was unwell and that the parent is aware of the work that is due. If a student does not meet a deadline for a minor or major piece of work, the teacher may, at their discretion, require the student to attend a catch up class at lunchtime. The school recognises parents’ rights to be notified of their child’s lapses with regard to set work. This may be undertaken by the subject teacher or the form teacher. However in all cases, the form teacher will be informed to ensure that any patterns of late work submission can be identified. The main form of communication used is the student’s online diary (Homeroom) or by email. This needs to be checked regularly by both parents and staff. We emphasise that consistency and fairness to all are paramount considerations in teacher’s setting, accepting and assessing of work. It is important that students undertake all set work except in unusual circumstances. It is vital for future success that students learn to manage their time and meet their responsibilities.

Year 9 Exams

Year 9 student’s complete exams at the end of Term 3. Exams are held for the following subjects: English, Mathematics, Science, Global Sustainability and LOTE (Japanese/French).

Exams encourage students to revise and to gain an overview of their work. Students also benefit from becoming familiar with expectations during exams and developing sound exam and study techniques. Experience and practice gained during the exam period should ensure students are well prepared for the demands of VCE.

Homework and HomeRoom online

There has been considerable discussion in the media regarding homework. Our view is that homework serves two purposes. The first is that it teaches students organisation and self-management and secondly, that it encourages independent learning. Whilst there will be set homework in some subjects, this is only one aspect of homework. Students should be encouraged to read widely at home and review what they have been doing. The general expectation is that students should be able to complete homework within one and a half hours per night.

It is important that students not be allowed to work late into the night, causing them to be tired for the next day’s work. If your child cannot complete homework within the guidelines, please discuss this matter with their form teacher.

The HomeRoom online and email are our main forms of communication with parents and should be checked at least on a weekly basis. The teacher and the students record homework in HomeRoom online. Where there appears to be little or no homework or you have some concern, please check this with the form teacher.

Bus Travel

Cornish College provides bus services to assist parents in transporting students to and from school. Students are placed on the appropriate bus by the office staff and every endeavour is made to place stops at points of maximum convenience. In order for these services to run smoothly, students must advise the office in writing if they do not intend to use the service on
a particular morning/afternoon. There will be no changes to bus travel arrangements without a note.

Students are expected to travel in full school uniform or full sports uniform when applicable and to display exemplary behaviour at all times. Unacceptable behaviour may result in students being excluded from the bus for one week or longer.

**Uniform Requirements**

- All parts of the uniform must be clean and named.
- Students must wear blazers to and from school in Terms 2 and 3. This includes students arriving and departing by private car.
- Students must wear their sports jackets with their sport uniform when travelling to and from school in Terms 2 and 3.
- Blazers are optional in Term 1 and 4, except for formal events.
- The wool jumper, wool vest, rugby jumper or polar fleece vest must not be worn as the outermost garment outside the school grounds.
- The length of girls' skirts, pinafores and summer dresses must cover their knee cap when the student is standing up straight with their shoulders back.
- Bucket hats are compulsory for all students in Terms 1 and 4. Baseball caps are an alternative for secondary students only.
- Ties must be fully fitted at all times other than when the student is actively playing at recess or lunchtime.
- School bags are to be kept plain, displaying the school logo only, and must not be decorated with stickers or writing.
- Black leather lace up college-style school shoes are required for all students (except ELC). Velcro fastening college-style shoes are acceptable for Prep to Year 3 students. T-bar and Mary Jane style school shoes are not permitted.
- Sport shoes are required to have non-marking soles and be fit for the purpose of students' sports activities.

**Hair, Jewellery and Make-up**

- Hair must be clean, a natural colour and worn in a conventional and tidy style.
- Hair ribbons are to be white. All other accessories are to match the student’s hair colour.
- Hair that is collar length or longer must be tied back in a ponytail or similar (ie plaits, pigtails, braids), with no loose pieces left free or over the face.
- Boys must be clean shaven.
- Heavy use of hair products is not permitted.
- Jewellery is not to be worn except for plain gold or silver sleepers or studs. These can only be worn in the ear, and multiple sets of sleepers/studs must not be worn. Religious items require the Principal’s permission.
- Apparent make-up of any variety is not allowed. This includes nail polish.
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<td>Jumper, Vest</td>
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<td>White Ankle Socks with School Trim</td>
<td>Divided Skirt, Summer Shirt and Navy Ankle Socks with School Trim (Prep to Year 6)</td>
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<tr>
<td><strong>Boys Summer Term 1 and 4</strong></td>
<td>Summer Shirt</td>
<td>Jumper, Vest</td>
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<td>Shorts</td>
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<td><strong>Girls Winter Term 2 and 3</strong></td>
<td>Blazer</td>
<td>Jumper, Vest</td>
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<tr>
<td></td>
<td>Shirt, Long Sleeve</td>
<td>Navy School Beanie, Scarf</td>
</tr>
<tr>
<td></td>
<td>Tunic (Prep to Year 4)</td>
<td>Girls Trousers (Years 7 to 12)</td>
</tr>
<tr>
<td></td>
<td>Skirt (Years 5 to 12)</td>
<td>White Skivvy Under Tunic (Prep to Year 4) No Tie Required</td>
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<tr>
<td></td>
<td>Velcro Tie (Prep to Year 4)</td>
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<td></td>
<td>Normal Tie (Years 5 to 12)</td>
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<tr>
<td></td>
<td>Knee High Navy Socks with School Trim or Navy Tights</td>
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<tr>
<td><strong>Boys Winter Term 2 and 3</strong></td>
<td>Blazer</td>
<td>Jumper, Vest</td>
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<td></td>
<td>Trousers or Shorts</td>
<td>Navy School Beanie, Scarf</td>
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<td>Shirt, Long Sleeve</td>
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<td></td>
<td>Velcro Tie (Prep to Year 4)</td>
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<td>Normal Tie (Years 5 - 12)</td>
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<td></td>
<td>Navy Ankle Socks with School Trim</td>
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<tr>
<td><strong>Sports Uniform Boys and Girls</strong></td>
<td>Compulsory</td>
<td>Optional</td>
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<tr>
<td></td>
<td>Sports Jacket</td>
<td>Rugby Top</td>
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<tr>
<td></td>
<td>College Polo Top and House Polo Top (Years 5 to 12)</td>
<td>Polar Fleece Vest</td>
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<td></td>
<td>Sports Shorts</td>
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<td></td>
<td>Tracksuit Pants (Prep to Year 6)</td>
<td>Tracksuit Pants (Year 7 to 12)</td>
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<td></td>
<td>College Sports Socks</td>
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<tr>
<td></td>
<td>Sport Shoes (non-marking soles and fit for purpose)</td>
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<tr>
<td><strong>ELC Uniform</strong></td>
<td>Compulsory</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>Sports Jacket</td>
<td>Rugby Top</td>
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<td></td>
<td>College Polo Top</td>
<td>Polar Fleece Vest</td>
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<td></td>
<td>Sports Shorts or Divided Skirt</td>
<td>Navy Skivvy for Winter</td>
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<tr>
<td></td>
<td>Tracksuit Pants</td>
<td>Navy School Beanie, Scarf</td>
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<tr>
<td></td>
<td>Navy Ankle Socks or College Sports Socks</td>
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<td></td>
<td>Waterproof Pants</td>
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<tr>
<td></td>
<td>Navy Art Smock</td>
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<tr>
<td></td>
<td>Runners with Velcro (non-marking soles)</td>
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</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td>Compulsory</td>
<td>Optional</td>
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<tr>
<td><strong>ELC to Year 6</strong></td>
<td>Bucket Hat</td>
<td></td>
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<tr>
<td><strong>Year 7 to Year 12</strong></td>
<td>Bucket or Baseball Cap</td>
<td></td>
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<tr>
<td><strong>ELC to Year 4</strong></td>
<td>Library Bag</td>
<td></td>
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<tr>
<td><strong>Year 7 to Year 12</strong></td>
<td>Bathers and Cap</td>
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</tr>
<tr>
<td><strong>All Years</strong></td>
<td>Plain Navy School Bag</td>
<td>Logo School Bag</td>
</tr>
<tr>
<td><strong>Year 7 to Year 12</strong></td>
<td>Plain Navy Sports Bag</td>
<td>Logo Sports Bag</td>
</tr>
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</table>
Change of Address and Contact Details

It is most important that College records are accurate and parents are asked to inform the Office immediately if there is any change to your residential or business address, telephone numbers or email addresses.

Encouraging Responsibility and Independence

Please encourage your child to organise necessary books and sports clothing and equipment in the evening before going to bed. Help them to develop good habits, initially by showing them what to do, and then by offering a gentle reminder. Children must learn the consequences of their own mistakes. Don’t try to shield them from life’s lessons by doing everything for them.

Communication with Teachers

Cornish College values and encourages open communication between teachers and parents. To be effective, we suggest the following guidelines:

- Your first contact point is your child’s form teacher. If you have any concerns that you wish to discuss, make an appointment to see the form teacher either through email directly or the front office. Problems or concerns should first be raised with the form teacher as they know your child best. It is always preferable to discuss your concerns with your child’s form teacher rather than with other members of the school community.
- If you still have any concerns, your second point of contact is the Middle Years Team Leader, who may then refer your issue to the Deputy Principal and/or the Principal if need be.
- Short messages to the form teacher (e.g. reasons for absences or directions for medication required for the day) can be conveyed via a note in HomeRoom online or via email.
- Short messages may also be forwarded directly to the form teacher via email. The form teacher’s contact information will be provided to parents and students at the beginning of the school year. This is valid for exchange of short, factual information, but is no substitute for discussing a problem personally with your child’s teachers.
- Urgent messages can be phoned through to the office and the message will be relayed to the form teacher.
- If you wish to discuss a specific subject area, please feel free to make an appointment through the office to see the subject teacher.
- Short conversations about minor matters can sometimes be appropriate. Teachers can be available for a short period before school and straight after school. Please do not try to discuss issues during assemblies, at recess or lunchtime or while teachers are en route to class. In addition, please be mindful that teachers need to attend team and staff meetings promptly after school on Mondays and Thursdays.
How to Help Your Secondary Student

Here are a few hints to help your child at home.

- Check what homework has been set. Ensure your child is keeping a record of homework in their HomeRoom online.
- Encourage your child to set aside a regular time each afternoon or evening to complete set homework.
- Use the Homeroom online or email or phone to convey any concerns you have about problems your child is having.
- Set a limit on the amount of time your child spends watching television or videos, computer games and chat programs.
- Remove electronic devices before bed time
- Encourage your child to take an increasing responsibility for his/her own personal organisation.
- Read the texts set by your child’s teachers to become familiar with the standard and type of work being covered.
- Beware of completing your child’s work yourself! Instead, help your child to complete the work by discussing key questions or directing them to resources you think may be helpful.
- Help your child to use the library and internet for research purposes, but discourage copying straight from the book or computer.
- Whenever possible, make time to attend school sporting events, assemblies, displays or productions in which your child is involved.
- Look at the work your child is completing and discuss his/her progress at frequent intervals. Encourage discussion and reflection on achievements and learning outcomes.

The skills and knowledge your child is learning will become increasingly complex. Your child will be involved in more activities such as organised sport, music, drama or special interests. As children become teenagers and increasingly independent, your support with their education takes on new significance.

- Attend information evenings and Parent/Teacher/Student meetings with your child.
- Look at parenting books available for parent borrowing in Simpson Resource Centre foyer.
- Be an active part of the school community.
- Develop your child’s self esteem and confidence in his/her learning.

Interschool Sports Competition Year 7 and 8

All students in Year 7 and 8 participate in House and Interschool sport during the year. Cornish College is a member of the SIS (Southern Independent Schools) Association. In terms 1 and 3 there is a flourishing house competition that runs across the two year levels and the results of each round count to the overall standing of the Houses at the end of the year. In terms 2 and 4 they undertake a compulsory training after school each week in order to prepare for their participation in the SIS Junior competition. Teams entered in this competition reflect the student numbers of the school and the ability levels of our students. All students train but not all will be selected for the interschool teams every week. An effort is made to rotate students as is appropriate while considering the expectations of the teams that we compete against. Students who do not make it into teams in any one week will undertake the personal training session that runs concurrently with each interschool match fixture.
Health, Community Service and Sport Program (Year 9)

An integral part of the Year 9 and 10 Program is our comprehensive Health, Community Service and Sport Program. The health program is a progression of the Personal Sustainability course offered at the Year 7 and 8 level. Topics that will be covered in the health program include Sexuality and Drug Education. This will be taught through a harm minimisation approach. The Community Service program is a program where students learn to take an experiential approach to the central idea and are able to make a real difference to the lives of people in the local community.

As part of this program all Year 9 and 10 students rotate through a variety of community service placements in the local area, including: Nursing homes, opportunity shops, an indigenous nursery, SCOPE Victoria and Central Bayside Community Health.

Learning focus:
Involvement in the Community Service program helps and encourages students to:
- learn about their local community and how they can make a positive contribution to making the community a better place
- gain an understanding of the values of active citizenship
- develop their skills in negotiation, decision making, communication, problem solving and team work
- engage in positive learning and social experiences beyond the classroom
- explore new ideas and accept new challenges
- gain an understanding of common illnesses such as; stroke, emphysema, arthritis and dementia and the affect these illnesses have on people’s daily lives
- develop an empathy for others

Through the Sport program our Year 9 and 10 students participate in a compulsory interschool sporting program with the Southern Independent Schools’ competition. During appropriate lead up and season times they also have after school training sessions.

Cocurricular Opportunities

Camps
Students in the Middle Years at Cornish College experience a range of Outdoor Education activities. All experiences are planned around the theme of ‘Make a Difference’ with strong links to a range of curriculum areas.

Year 7 – Students travel to Grantville Lodge in Term 1 as part of their transition into Secondary School. They participate in a range of team building activities as well as surfing at Phillip Island. It is a wonderful opportunity to make new friends and build some independence as they move into the Middle Years of the school.

Year 8 – Students travel to the Creswick region where there time is split between an introductory journey based experience under canvas along with time spent at Adekate Lodge. Students have the opportunity to immerse themselves in outdoor activities.

Year 9 – Students will explore the Murray region in a week-long journey that involves travelling both by foot and on the water. Students will live independently for the week in groups under the guidance of expert outdoor leaders.

Chess
Students from all levels of the school are welcome to attend weekly lunch time chess practice sessions. These sessions operate all year and students who show promise are able to extend their skills by forming a part of the school team to compete in the SIS Chess Competition that happens at the end of Term 3 each year.
Equestrian
Cornish College offers a number of opportunities for students who ride to participate in both social and competitive riding. We have conducted a number of ride for fun days and there have been some suggestions circulated about a weekend riding adventure. There are a core group of students who have participated in state equestrian competitions and their involvement has been supported by and through the school.

Golf
Cornish Gold is a values-based program that operates on-site on the College’s golf course and driving range. The program operates year round and has participants ranging from ELC through to Secondary age groups. All new participants receive a free, fitted golf club.

Music Program
Senior Choir
Students who enjoy singing are welcome to join the Secondary Choir, which rehearses one lunchtime per week. The choir performs at school events, assemblies and local community functions. All vocal students are required to participate in this choir.

Concert Band
Students who learn a brass, woodwind or percussion instrument are invited to join the Cornish College Concert Band. The Concert Band rehearses one afternoon per week in the Music Centre. Each year the band performs at school events and local community functions.

Music Tuition – Private Instrumental
Cornish College offers private music tuition in a wide range of musical instruments. The lessons being offered are available for either 30 or 40 minutes and are held on a weekly rotational basis so as not to interfere with the students’ academic classes.

The instruments being offered in 2015 are:
- **Brass** (Trumpet, Trombone, French Horn, Euphonium, Tuba)
- **Guitar** (Acoustic, Electric, Bass)
- **Music Theory**
- **Percussion** (Drum Kit, Tuned Percussion)
- **Pianoforte** (Electronic Keyboard)
- **Strings** (Violin, Viola, Violoncello Double Bass)
- **Voice**
- **Woodwind** (Clarinet, Oboe, Flute, Saxophone)

It is expected that all students learning a musical instrument join a music ensemble, to extend their music skills and enjoy greater time playing with other students. There are numerous opportunities for performance such as weekly assemblies, recitals, concerts, Speech Night and AMEB examinations.

Instrument hire is also available at a minimal charge.

Application forms are available on line and from the Music or front office.

Recitals
Students who learn an instrument are expected to perform in our musical recital evenings each year. Students who learn an instrument outside of the school are invited to perform at these recitals as well.
School Production
Students have the opportunity to be involved in our biennial secondary musical either as a performer or as a member of the production crew.

String Ensemble
Students who learn a string instrument are invited to join the String Ensemble which rehearses one morning per week in the Music Centre. The String Ensemble performs at school events.

Percussion Ensemble
Students who learn Percussion and Drumkit privately as well as students who learn Piano or Keyboard are welcome. We rehearse once a week and perform at assemblies and other events. If you like to bang, crash and wollop then this is the place for you.

Mudlarks
The Mudlarks running group meets twice weekly during term 2 at 7.30am for a program of timed running or walking with qualified athletics coach Mr Michael Davis.

Sportclimbing
This is open to students from Year 3 to Year 12 and operates throughout the school year in an after school time slot. Students make their own way to Bayside Rock Climbing Gym in Carrum Downs where, for a weekly fee, they develop problem solving skills, personal fitness and seek to challenge themselves “on the wall”. A number of our students have taken the opportunity to enter competitions throughout the year, including the Victorian State Bouldering Championships.

Swimming Squad
A swimming development squad operates weekly at the Don Tatnell Leisure one morning per week. All students are invited to attend if they are proficient in freestyle, backstroke and breaststroke and are able to work for the full hour of training. Spaces are limited by the seats available on the school bus run so priority is given to those students who show commitment.

The Make a Difference Experience – MADE (Year 9)
A key focus of the Year 9 Global Sustainability Program is the Make a Difference Experience to Thailand. Students at Year 9 are challenged to discover their place in the world. The Year 9 MADE has the potential to be life changing and aims to:

- be unique, powerful and empowering for all involved
- challenge the physical, emotional and spiritual limits of each student
- further develop students’ sustainable thinking dispositions
- emphasise cultural exchange as well as being culturally different

The MADE is a ten day journey towards the end of Semester 2 which provides a rite of passage for students out of Year 9 and onto their next stage of education. During MADE to Thailand, students live with local communities and are involved in community service. MADEs held later in the school year in order be a more powerful experience as students have greater maturity from which to benefit. It is important to reflect upon such an experience and this is done through the Global Sustainability Program when students return to school. Students also share their experiences and learning through the Make A Difference Experience Exhibition in Term 4.

MADE focuses on our provocation that ‘a sustainable world depends on knowledgeable, active citizens making a difference’.

MADE further develops the skills and attributes cultivated throughout Year 9 including responsibility; communication; planning and organisation; flexibility; decision making; problem solving and creative thinking and working with others. It also offers students a broader
perspective of their place in the world through experiencing life in a different culture. Each student’s unique experience will have parallels to life itself in facing challenges, learning to live with others, to be responsible, independent and caring citizens of the world.

City Week (Year 9)

Students in Year 9 visit the City of Melbourne in order to explore the values and attitudes that determine Melbourne’s identity.

The Year 9 City Week provides a variety of experiences from visiting the Eureka Tower, collecting Melbourne Icons during the Instagram Great Race, enjoying multi-cultural Melbourne through food experiences and the Melbourne Bike Ride.

Provocation:

Shared values and attitudes determine identity.

Learning Focus:

Students will:

Examine the factors that contribute to Melbourne’s identity (Social, historical, environmental, economic and political)

Develop independence and reliability by travelling to and from the city daily using public transport.

Assessment:

Students are assessed in a variety of ways including persuasive writing, movie analysis or the life and the choice of a photograph that best represents Melbourne’s identity.

Student Welfare

At Cornish College, our focus is on sustainability, and integral to this is personal sustainability and student well-being. The school psychologist at Cornish College offers support for students and families, and works collaboratively with students, staff and families when issues arise in a student’s academic, emotional or social development.

Students are referred to the school psychologist via the Teaching and Learning Coordinators, Individual Needs Teachers, Class Teachers, and parents and students may also self-refer.

Types of issues that may be referred to the school psychologist include (among others):

- Assessments (cognitive, educational, behavioural and emotional)
- Counselling to assist with motivation, organization and study skills
- Social issues – relationships with peers, conflict resolution, etc
- Behavioural and emotional issues – such as anxiety, anger, depression, managing emotions and behaviour.
- Family difficulties
- Help with challenging circumstances

The school psychologists work with students individually and confidentially, within small groups, classroom programs and activities, group and individual testing, parent and staff consultation, running specific group programs as required and policy development. The school psychologist is registered with the Australian Health Practitioners Registration Authority, and is bound by the professional code of ethics for psychologists.

Daniella Winik is available on Monday, Wednesday and Thursday and can be contacted via the school office or email: daniella.winik@cornishcollege.vic.edu.au

Christine Atkins can also be contacted via the school office or email: christine.atkins@cornishcollege.vic.edu.au
Chaplaincy

The College Chaplain’s role in the school is to add value to the school community, as well as to provide support to students, parents and staff. The Chaplain coordinates chapel services, lunchtime and after-school programs, social justice and faith groups; and teaches Religious Education classes.

Careers

Cornish College looks to the Victorian Careers Curriculum Framework as a scaffold for career education and counselling for all students from Year 7 to Year 12. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development and links to the existing dimensions of learning in the Victorian Essential Learning Standards (VELS) Strand and Domains. It has been referred against the VELS domains of Health and Physical Education, Interpersonal Development, Personal Learning, Civics and citizenship, The Arts, English, the Humanities, Economics, Geography, History, Science, Communication, Information and Communication Technology and Thinking processes.

At Cornish College we aim to inspire the students to explore who they are, where they fit and what they want to achieve in life. Students can achieve these aims by:

- Developing excellent learning and decision making skills
- Building resilience to manage change effectively
- Gaining a firm foundation of career management skills
- Developing strong relationship skills and knowing how to effectively maintain networks

In the middle years, students will develop increased self-awareness regarding their values, attributes and preferences. Each year, from Year 7, students will complete a Career Action Plan. This resource provides valuable data that will be shared with parents and will inform targeted careers support and activities.

Students in Year 7 to 9 will learn how to: write a resume; apply for a job; develop networks and how to conduct themselves at interview. In Year 9, students will put all of this learning into practice by planning a Work Experience placement with an organisation of interest to them. This placement, carried out in Year 10, provides a significant opportunity to gain insight into individual preferences. For example: Do I prefer to work in an office environment or outdoors? Students will gain transferable skills that will enhance their employability and they will develop a network.

Meanwhile, all Middle Years students will have access to Careers and Work Experience page on the web resource, the Student Moodle, which provides regular updates of work placement opportunities and careers information and events.

Finally, the Careers Newsletter in the Chronicle is a parent resource offering details of relevant activities as they take place in the College community. We seek to actively engage parents in careers activities at Cornish College and with this in mind, we welcome and encourage contributions from every family.

The CLIC – Cornish Learning and Information Centre

The CLIC is a focus for all students at the College and is used to support their classroom learning and recreational reading needs. All middle years students visit the CLIC with their subject teachers on a regular basis to borrow and for research related to the Units of Inquiry.

Our focus during lessons is on developing sound information literacy skills so students become independent library users able to access information efficiently. The teacher librarian and classroom teacher work collaboratively to provide opportunities for students to practice these skills when working on units of inquiry. Students are taught how to use AccessIt, the library catalogue, and to search the Internet efficiently and safely.

There is a strong emphasis on encouraging a love of reading, both for enjoyment and for seeking answers to questions. Our comprehensive and up to date collection includes books, magazines and journals, DVDs, story CDs and online reference material including
encyclopedias. During the year students participate in a range of activities including Children’s Book Week celebrations, author visits, Premier’s Reading Challenge and reading clubs and are encouraged to borrow regularly.

Middle years students are encouraged to become independent users of the CLIC, using the space for quiet study and also as a place to relax and socialise at lunchtimes.

Students in Year 7, 8 and 9 have the opportunity to apply for leadership positions in the CLIC. The CLIC is open daily from 8:00am until 4:30pm and at lunchtimes.

**ICT Management and Expectations**

Secondary students have either a MacBook Pro or Air, as a part of the one to one device program. This supports individualised and personal learning programs as well as ‘anytime, anywhere’ access to information and programs. Growing up in a digital world is an important part of using ICT devices at school and all classes address Growing Up Digital resources and programs to promote safe internet usage and appropriate use of all electronic devices. All students are required to sign a User Agreement indicating their understanding and adherence to responsible use of their device.

At Cornish College we provide anytime, anywhere access to Information and Communications Technology to support collaborative, inquiry based, student centred learning in a safe and secure manner.

ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organise and be responsible for their own learning. Students evaluate the credibility, accuracy, reliability and comprehensiveness of information found online. They organise and store gathered information to enable easy retrieval. They access online interactive e-learning tools to help them to develop knowledge in all areas of the curriculum. In addition to recording and evaluating the decisions and actions taken when developing new understanding and solving problems, students learn to assess their suitability for new situations and make adaptations where necessary. They make connections and apply new skills and understandings in different contexts.

Through the integration of the MacBook and other technologies, students are engaged in new and exciting ways, connecting them with local and global communities and providing them with greater teaching and learning possibilities. Students have the opportunity to access information and develop skills at their own pace and at their own ability. Applications and online programs can be tailored to individual development through interactive programs that provide immediate feedback in a highly engaging environment. Using ICT, students have access to tools and develop the skills that are necessary for life long learners in an ever changing 21st century classroom.

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2 State Government of Victoria AUSVELS
3 International Baccalaureate ‘The role of ICT in the PYP’ (June 2011)
Year 7 - Discipline based learning in the integrated program (TBQ - The Big Question)

Provocation:

The Big Question: What is our truth? Examining evidence and uncovering truth is an important strategy for managing change and challenges in our lives.

The Big Question – Inquiries through English and Humanities (TBQI)

The Big Question – Inquiry (or TBQI) is an integrated subject including the disciplines of English, History, Economics and Geography. Using the Australian Curriculum and AUSVELS as a framework, the Cornish College Year 7 curriculum design is framed by a series of inquiries that focus on some of life’s big questions: Who am I? Who are we as a society and how we are shaped by our past? Each unit of inquiry is viewed through concept lenses that help to develop key understandings that are transferable across the curriculum and beyond the classroom.

At the beginning of the year, students explore the importance of using evidence to formulate a balanced and informed view of themselves and the complex world they share. They begin by understanding their place in the world and how it is changing as they become teenagers. Through our class novel and a variety of forms of writing, they consider their strengths, challenges and the concept of resilience which underpins the important transition to secondary school. We then explore the liveability of the space we live in by studying our school, local and global links to the liveability of our planet.

In an inquiry into the ancient past, the local Boonwurrung people and their connection to early Melbourne history become a focus of discovery. We make links to their concept of liveability inspired by a day trip from Half Moon Bay and along the Port Phillip Bay coastline to Melbourne. The study of our ancient past and ancient civilisations frames an investigation into how we are connected with the philosophies, discoveries and cultural practices of the past.

In Term 3 students investigate the economic idea that we cannot always get what we want and use budgeting skills to explore the concept of needs vs wants.

In Term 4, students undertake a study of the ancient world by considering the question: “Is growing up today any different from the past?” This culminates in our “Night at the Museum” evening where students display their findings. Each study area includes a focus on developing students’ critical thinking and on developing their skills in English through reading, writing, speaking and listening. This includes examining and practicing various forms of writing, the analysis of plots and characters in novels and the analysis of language in print and non-print texts. The studies also continue to build on the students’ interpersonal skills and focuses on how to best manage personal learning.

Specific skills related to the disciplines of History, such as interpretation of evidence and change over time, and of Geography, such as mapping and conducting field investigations and of Economics, such as budgeting and considering the ideas of choice and scarcity. These skills are also incorporated into the program, as are transdisciplinary skills, such as applying ICT tools. Where possible and appropriate, further integration of the inquiry occurs in other subject areas such as Mathematics, Science, Drama, Art, Environmental Studies and Music, so that students appreciate the holistic nature of our world and can make connections across disciplines.
The four main inquiries are:

1. Title: What is my truth? The story of me.
   Key concepts: truth and change
   Provocation: Examining evidence and uncovering truth is an important strategy for understanding perspectives and managing change and challenges in our lives.
   An Inquiry into:
   - How and why we see things from different perspectives.
   - How we react to and cope in challenges in our lives.

2. Title: Investigating The Ancient Past
   Key concepts: truth and legacies
   Provocation: The truth of our past can be found in the present.
   An Inquiry into:
   - How our lives can be enriched through uncovering and understanding the truth of the past
   - The characteristics that help to define an ancient society, including Aboriginal and Torres Strait Islander histories and cultures
   - The importance of the legacies of an ancient society

3. Title: Liveability of Places and Water in the world.
   Key concepts: sustainability and liveability.
   Provocation: The features that make a place great to live in depends on perspective.
   An Inquiry into:
   - How different cultures live
   - What makes Melbourne a liveable city
   - The effect of water on liveability
   - Aspects of wild weather
   - Importance of sustainability on liveability

4. Title: Money makes the world go around
   Key concepts: Needs vs wants; making choices
   Provocation: “The truth is we can’t always get what we want”.
   An Inquiry into:
   - Economic scarcity. We have more wants than we have resources so people must make trade-offs. Personal Budgeting – I cannot spend more that I have. Identify factors that affect future work.

5. Investigating the Ancient World – “A Night at the Museum”
   Key concept: Historical Research Inquiry
   Provocation: Was Growing up in ancient times any different that it is today?”
   An Inquiry into:
   - Compare and contrast life in ancient times to our live today.
   - Creating research questions and inquiry skills
   - Understanding the value of historical evidence/artefacts in finding the truth.
   - Understanding how perspective can alter our idea of truth.

Learning focus:
Discipline based learning - English
Students will:
- Conduct a field investigation at Cornish College.
- Use texts to explore ideas and information.
• Understand and express responses to a range of texts.
• Develop spelling, grammar and punctuation skills.
• Produce a range of texts for a variety of purposes including persuasive, narrative, recount and informative writing.
• Identify the main issues in texts and their lives and provide supporting detail and evidence for opinions.
• Critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences.
• Listen to others and ask clarifying questions to build on others’ ideas.

Discipline based learning – History

Students will:
• Explain the impact of European arrival on Indigenous Australians, particularly the local BoonWurrung people.
• Evaluate historical sources for meaning, point of view, values and attitudes.
• Use a range of primary and secondary sources including visual sources that record features of the societies.
• Analyse and describe key events and aspects of daily life in ancient societies.
• Explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions, such as art and drama.
• Demonstrate our connections today to ancient societies.
• Demonstrate empathy for other cultures.

Discipline based learning – Geography

Students will:
• Identify and gather geographical information from fieldwork and texts.
• Organise, process and communicate geographical information using a range of written, visual, map and graphic forms.
• Describe differences in culture, living conditions and outlook in Melbourne and surrounding areas.
• Describe differences in culture, living conditions and outlook in ancient societies.
• Identify how and why the natural environment influenced the lives of ancient people.
• Analyse and explain factors that influence the liveability of Melbourne.
• Compare the liveability of various places across the globe.
• Explain weather phenomenon.

Discipline based learning – Economics

Students will:
• Identify and explain the nature of the economic problems that our choices involve trade-offs.
• Develop financial literacy by creating personal budgets.
• Explain the relationship between education and work.

Transdisciplinary learning

Students will:
• Frame questions to guide enquiries and incorporate findings.
• Demonstrate critical thinking skills and different approaches to learning.
• Use visual presentations as an effective means of communication.
• Apply ICT tools and editing functions to organise ideas, concepts and issues.
• Understand how to work effectively in teams.
• Understand how to set realistic goals and complete tasks in a time frame.
Health and Physical Education – Health knowledge and promotion

Students will:
- Recognise changes that occur as a result of the adolescent stage of the lifespan.

Civics and Citizenship

Students will:
- Identify and discuss qualities of leadership through historical and contemporary issues
- Explain the different perspectives on issues and propose solutions to them.

Assessment

Assessment covers pre-assessment, formative and summative tasks. Students are assessed in a variety of ways including classroom observations and discussions, oral presentations, persuasive writing, informative essays, narratives, field reports, timelines, reflective writing, poetry, mind mapping, text analysis, photoessays and self-assessment.

The Big Question – Science and Our Environment

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces provides a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

In Year 7, Science and Our Environment helps students look at how the world works from a scientific perspective. How as scientists we approach activities and information gathering - examining evidence and uncovering truth – using science inquiry skills to gain scientific understandings in order to explain and predict phenomena, and apply knowledge to new situations.

Provocation: The Big Question: What is our truth? Examining evidence and uncovering truth is an important strategy for managing change and challenges in our lives.

An inquiry into:
- Testing the differences in commonly found white powders. Students develop skills in safe, technical uses of a range of instruments and chemicals and standard testing processes. Some of the context is through Environmental Science and water testing.
- What it means to work scientifically. Students design investigations that include measurement, using standard laboratory instruments and equipment and methods to improve accuracy in measurement. They make systematic observations and interpret recorded data appropriately, according to the aims of their investigations. Students identify, analyse and ask their own questions in relation to scientific ideas or issues of interest.
- How matter behaves. Using the particle model to explore and explain the structure and properties of matter, chemical reactions and procedures for separation of mixtures.
- Living systems within the environment. Understanding living things and their interdependence and classification systems.
- Natural phenomena. Describing and understanding the origins of natural phenomena such as weather, earthquakes, tides and celestial movements.
- How machines work. Investigating the machines and forces that have been used to power our lives in ancient and modern times.

The systems that support our best human needs.
Learning Focus:
The Science curriculum helps and encourages students to:

- develop knowledge and skills central to biological, chemical, earth and physical sciences;
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world;
- develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions;
- develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection; and
- communicate scientific understanding in appropriate scientific language to a range of audiences.

Assessment:
A variety of formative and summative assessment tasks are used during the year. They include research investigations, written reports, oral presentations, student designed experimental investigations, formal experimental reports, class discussion, topic tests. These assessment tasks are used to diagnose and demonstrate student understandings and learning of scientific concepts and development of scientific inquiry and critical analysis skills.

The Big Question – Mathematics
Mathematics in Year 7 considers the question ‘What is our truth?’ in relation to the relevance and reliability of mathematical information. Students focus on how they work mathematically in order to develop strategies for solving new problems. They consider mathematical rules, how they were developed, when they can be applied and how they can be used in real life.

Provocation:
- Mathematics empowers us to make sense of the world around us.

An Inquiry into:
- learning how to work mathematically to solve an unknown problem
- identifying strategies that can be applied when solving problems and recognising which strategies suit each preferred learning style
- applying numbers, fractions, decimals and percentages to everyday problems
- recognising how angles and shapes are related
- analysing data and presenting it in a variety of ways
- looking at ways statistics can be used to manipulate data
- discovering relationships in measurement and thus understanding the rules we use in calculating perimeter, area and volume
- identifying patterns that occur in nature
- recognising and describing number patterns
- considering if there is more than one answer to a problem
- translating words into Mathematics

Learning focus:
The Mathematics curriculum helps and encourages students to:
- recognise how to work mathematically and apply strategies accordingly
- develop a variety of effective problem solving skills that can be applied to many areas within the curriculum
- develop knowledge and skills related to number, geometry, statistics, algebra and measurement
- display mathematical information in different ways
- develop and use the skills of analysis to make sense of numbers and what they represent
- communicate mathematical understanding.

**Mathematic Skills:**
- Students utilise skills in the context of a problem solving task, activities using the Maths Task Centre, a Number Fluency Task, a calculator activity, a real outdoor application, a spreadsheet multi-function calculation or a dynamic geometry software investigation, the ability to use ICT to solve problems and practice skills.

**Assessment:**
A variety of formative and summative assessment tasks are used during the year. They include problem solving investigations, research projects, applications of real data, analysis tasks, oral presentations, Mathletics tasks and topic tests. These tasks are used to assess each student’s understanding and application of mathematical concepts as well as their development problem solving skills.

**Physical Education**
Physical activity, sport and recreation play an important role in the lives of all Australians. By providing opportunities for challenge, personal growth, enjoyment and fitness we encourage our students to foster their personal sustainability and thrive physically so that they can grow and develop. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

**Provocation:**
When I know what I am capable of, I am capable of more.
The whole is greater than the sum of it’s parts.
We make choices based on our experience.
Was it always as easy as it is now.

**An Inquiry into:**
- Addressing personal fitness and related health issues.
- Developing motor skills to improve performance.
- Participating and competing in games and sports to promote understanding of fair and competitive interaction.
- Application of skills in games to embed technique under performance standards.

**Learning focus:**
- Safe practices in physical activity.
- Engagement in physical activity.
- Development of fitness and physical attributes.

**Assessment:**
A variety of formative and summative assessment tasks are used during the year. They include demonstration of mastery of skill elements in individual units and the formal testing of fitness 3 times per year.
When we hear the word "sustainability," we tend to think in terms of the environment and natural resources. But sustainability principles are equally relevant to other parts of our lives, including our health, happiness and collective wellbeing.

Are you walking through life unconsciously or with eyes wide open? What are the implications of your actions? Personal Sustainability is the ability to live fully in the present without compromising the future. This is about how you communicate and relate within a community. It involves cultivating a practice of mindfulness in your everyday living. It also requires developing a knowledge base, which allows you to minimise your "footprint," while maximizing your own health and sense of joy. It starts with how you treat yourself. How you cultivate this inner world will then affect what radiates out to your personal space and family. Your choices within your intimate circle will then extend further to your friends and school relationships. Finally, your external actions will affect your community and our shared world.

In year 7, students will learn to understand the importance of self-esteem and develop good decision making and organisational skills. They will develop an understanding of changes that occur during puberty, consider a range of relationships and reflect on the basis of their own beliefs and values. They will also adopt harm minimization strategies when dealing with legal drugs and make informed decisions in regards to their own health.

**Provocation:**

How do we maximize our own personal sustainability? Knowledge empowers us to make positive, well informed choices in our lives.

An inquiry into:
- An area of interest relating to topics covered in this course.

**Learning Focus:**

The Personal Sustainability unit helps and encourages students to:
- Develop knowledge and skills central to relationships, personal identity and body image
- Develop knowledge and understanding of how our bodies develop and mature
- Create an understanding of legal drugs through a harm minimisation approach

**Assessment:**

A variety of formative and summative assessment tasks are used during the semester. They include research investigations, written reports, oral presentations and class discussion. These assessment tasks are used to diagnose and demonstrate student understandings and learning of health education concepts and development of effective decision-making skills.
Music Year 7

In Year 7 Music, all students will be learning an orchestral instrument as part of the Class Instrumental Music Program. Students will have two group lessons per week with a specialist music teacher in a timetabled music period. Students will be able to learn instruments from Brass, Guitar, Percussion, Woodwind families and Voice. In addition to learning an instrument, all students will learn the appropriate aural and theory skills, associated with their chosen instrument. They will also explore their own musical background and look at music from different cultures.

Provocation:

- Learning a musical instrument enhances self confidence through performance
- Playing an instrument in a group setting allows for greater learning and enjoyment through sharing and observing others
- The learning of a musical instrument requires music theory knowledge to allow a greater understanding
- The learning of different techniques allows for improved outcomes

An Inquiry Into:

- The influence of the musical background of our own families on our own experience in music
- The instrument/s and styles that I am suited to learning
- Making connections between sound and symbols in Music
- Orchestral instruments: how they work and how to achieve the required sound
- Characteristics of music from different countries

Learning Focus:

The music curriculum helps and encourages students to:

- Develop skills in analysing, interpreting and evaluating music
- Explore and respond to music from a range of styles, forms, times, traditions and cultures
- Develop skills in reading music notation
- Develop aural skills
- Develop skills in critical listening and learn appropriate arts language for discussing and describing music
- Using ICT skills for learning and rehearsing
- Developing performance skills as a soloist and playing in an ensemble

Assessment:

A variety of assessment tasks are used during the year. They include solo and ensemble performances for the instrument they are learning, group discussions, aural tests and music theory tasks. Students are expected to practise their instrument regularly throughout the year.
Languages Other Than English (LOTE)  

Year 7

Students in Year 7 are required to select either French or Japanese as their secondary language and undertake three years of compulsory language studies. Committed language students of French or Japanese will be able to carry their chosen language through to Year 10, and VCE.

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs."

-Nelson Mandela, Long Walk to Freedom

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."

-Nelson Mandela

Japanese  

Year 7

Students undertaking Japanese in middle school will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities using authentic sources. This will enable them to not only learn about the language and also to develop intercultural understanding and friendships with Japanese native speakers.

Cornish College has two sister schools in Japan: Chiben in Wakayama and Eisugakkan in Fukuyama. Students undertaking Japanese will have opportunities to participate in video conference sessions with sister schools and maintain and develop friendships through emails and school exchange programs.

Provocation:

Language is more than words; languages open our heart to the world.

An inquiry into:

- How to express ourselves through stories and dialogue with others
- How to express who we are
- Family life
- Anime and entertainment

Learning Focus:

- What is language? How is it used? Why do we need language?
- What are some of the features of Japanese language?
- What are some of the differences and similarities in Japanese and English?
- Introduction to the three Japanese scripts of Hiragana, Katakana and Kanji
- Application of Romanisation to develop Japanese word processing skills
- Japanese culture, values and traditions
- Japanese Anime culture incorporating the annual Year 7 Anime Day
- Introductions to our sister schools through video conference sessions

Assessment:

There are five main areas of assessment in Japanese – Reading, Writing, Speaking, Listening and Intercultural Understanding. A variety of formative and summative assessment tasks in all five aspects of Japanese are used during the year. These assessment tasks are used to demonstrate students’ understanding of Japanese language and culture.
At Cornish College, students choose one language to study from Year 7 to 10. Studies in French and Japanese are currently offered. In Year 7 French, students have the opportunity to learn more about the country, its language and its culture. Emphasis is given to the spoken word and having fun with the language through games using a special gesture approach.

**Provocation:**
How can we begin to communicate in French and understand others?
How do language and culture shape my identity and my concept of other people?

**An Inquiry into:**
- Language perspectives of ‘self’.
- Me and my world.
- School and education.
- How to express ourselves through stories and dialogue with others.

**Learning focus:**
The French curriculum helps to:
- foster students’ ability to think and reflect about the workings of language;
- develop mental flexibility and problem-solving strategies;
- develop language and intercultural skills to allow global communication;
- develop literacy and communication skills;
- expose students to discover new worlds and cultures;
- allow students to be more knowledgeable and tolerant members of society.

**Assessment:**
There are five main areas of assessment in French – Reading, Writing, Speaking, Listening and intercultural knowledge and awareness. A variety of formative and summative assessment tasks in all 5 aspects of French are used during the year. These assessment tasks are used to demonstrate student understandings and learning of language and culture.
Food Technology

Through the study of Food Technology, students will gain a breadth of understanding and passion for and about food that will sustain them through a lifetime. It will engage them, and elevate their ideas about food in daily life.

Provocation:

Selection and preparation of food have implications for long term health.

An inquiry into:

- Hygienic food handling.
- Responsible selection of daily food intake.
- Factors which influence food preparation skills and techniques.

Learning focus:

These central ideas are supported by a program of inquiry based on investigations and processes relating to food. The units of study adopt a practical approach to learning and focus on activities which promote and encourage students to make responsible, informed choices about the food they eat.

Students learn:

- organisation and management of resources;
- the language of food;
- preparation and menu planning;
- history of food;
- the changes caused by new foods;
- connection to culture and celebration;
- functions within the body;
- designing food choices to balance personal preferences and daily nutrition;
- marketing, transport and packaging;
- selection at point of sale.

Assessment:

Assessment is designed to inform both teaching and learning. The emphasis is on measuring the progress of each individual learner.

Formative assessment is immediately apparent when students plate up and enjoy sharing and eating the food they have prepared.

Summative assessment is measured through culinary challenges and design briefs where students are required to demonstrate their understanding of particular aspects of food preparation.

Food Technology is essentially a practical subject based on experiential learning, the development of skills and an enjoyment and celebration of food.
Materials Technology provides us with an understanding of the way products are designed and made. It is a human process, influenced by and influencing social values. Materials Technology and its applications are part of everyday life. Materials Technology education develops students’ abilities to ask questions and find answers about the products they use, and either make for themselves or purchase.

**Provocation:**

Understanding the design and construction process can connect us to creative solutions.

Creating a product using a range of tools and materials gives students personal satisfaction and helps develop their ability to think sustainably.

**An Inquiry into:**
- Constructing boxes.
- Shaping bowls.
- Bending and forming metal.
- Bending and forming plastic.

**Learning focus:**

The Materials Technology curriculum helps and encourages students to:
- develop knowledge and skills central to safely and correctly using tools to measure and mark out components and to cut and shape components;
- apply knowledge of product construction to design new products;
- develop and use the skills of investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions;
- communicate technological understanding in appropriate technical language to a range of audiences.

**Assessment:**

A variety of formative and summative assessment tasks are used during the year. They include research investigations, written evaluations, oral presentations, student designed components, class discussion, products constructed.
Studying Drama gives students an opportunity to explore ways in which they can relate to their world and express meaning. Within a performance context, students develop an understanding of interpersonal relationships, ensemble creation and teamwork. The curriculum promotes an increased awareness of self, vocal and kinaesthetic expression. Technical aspects of stagecraft and theatrical technique are introduced and applied to the creating and making characters and role play. Communication strategies and appreciation for the dramatic arts, both historic and contemporary, inform the student’s deeper understanding of themselves in their wider community.

**Provocation**

- Recycling stories of our past helps to “preserve” our future.
- The body is a voiceless communicator.

**An Inquiry into:**

- Improvisation skills
- Role play
- Trust and Communication
- Performance styles and their conventions including Mime; Melodrama; Greek Theatre; aspects of Asian Theatre
- Stagecraft elements

**Learning focus:**

The drama curriculum helps and encourages students to:

- consider the role of the individual in team work;
- create an ensemble performance and develop an understanding for the various roles that need to be realised within a group performance;
- improve verbal and non-verbal expression;
- develop empathy for alternative realities or perspectives;
- understand the importance of the role of the storyteller consider how stagecraft elements can communicate ideas;
- investigate, observe and reflect upon dramatic performances.
- Explore performance styles from different time periods and cultures.

**Assessment:**

A variety of formative and summative assessment tasks are used during the unit. This includes participation in drama games and warm-ups, improvised and rehearsed individual and group performance, application of learnt dramatic and stagecraft techniques, including Theatre Technologies and the reflection on peer and external drama performances.
In year 7 students build upon their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

Integrated within their practice of creating and making, students also explore and respond to the Year 7 Big Questions of: What is truth? What is evidence?

Provocation:

‘Put yourself in the picture’: The diverse concept of ‘self’ is explored by many artists.

An Inquiry into:

- The manner in which artists from differing times, cultures, styles and technical traditions express and represent themselves.
- Creating, making and presenting personal responses to concepts, ideas and stimuli.

Learning Focus:

Exploring the artist’s tradition of the self portrait through:

- Observation and drawing skills, painting, textiles, ceramic sculpture, digital imagery (introduction to Photoshop).
- Experimenting with imaginative ways of creating solutions within a brief.
- Employing the elements and principles of art in practical and written works
- Developing skills in analyzing aesthetic values in own and other artist’s works.
- Reflect upon and refine visual works.
- Comparing and contrasting, researching and analyzing the works of artists and the concept of style.

Assessment:

- Written and verbal response tasks.
- Developmental designs and practical works presented in a Visual Diary.
- Major 2D and 3D works.
Religious Education in Year 7 commences with a focus on the ‘big questions of life’. Students are encouraged to consider a variety of perspectives on these questions. Students also spend time exploring worldview – the Christian Worldview, an alternative worldview; as well as reflecting on their own, developing worldview. Students will also spend time focusing on, and advocating for, a particular social justice cause. Students will also look at the person of Jesus and spend time exploring the variety of perspectives regarding His identity. Students also attend one Chapel service per fortnight where connections are made between Religious Education and making a difference.

Provocation:
- life is about the search for meaning
- there are many ways to view the world and it is important to respect the views of others
- the Christian worldview is fundamentally different from other worldviews
- understanding the key issues is crucial to advocacy in social justice
- Jesus is a significant character producing a broad range of responses

An Inquiry into:
- what people in our community believe about creation and the purpose of life
- the concept of worldview and why it is important to consider
- a selected worldview and how it compares and contrasts to the Christian worldview
- the concept of advocacy with respect to a selected social justice issue and cause
- the life and claims of Jesus Christ and His relevance to life today

Learning Focus:
The Year 7 Religious Education curriculum helps and encourages students to:
- consider the claims of the Christian worldview
- explore their own worldview and the worldviews of others
- approach issues of faith from an informed and respectful position

Assessment:
A variety of assessment tasks are used during the year. They include the completion of a survey, the production of a picture story book, inquiries into worldviews and social justice issues as well as oral presentations and creative responses. These assessment tasks are designed to provide students with an opportunity to explore and respond to the issues presented.
**Year 8 - Discipline based learning in the Integrated Program**

**2WL - What Lifetime? What Learning?**

**What Lifetimes? What Learning? (2WL) - English and the Humanities**

The Year 8 2WL Program is inquiry, concept driven and integrated.

The program is guided by the essential questions:


Essential questions allow students to grasp what is essential about a task, set priorities and make judgements through the inquiry process. This is essential because the process helps students to learn to think more critically and to express their understanding using a variety of methods. Hence the program is dynamic and is able to respond to student interests, needs and skill development. This differentiation develops engagement for all and provides academic rigour.

The 2WL integrated program is the core of the Year 8 course. Within 2WL students have the opportunity to explore links and connections between people, their lives and learning and the changes and contributions made. A timeline stretches around the classroom and is the common reference point for all disciplines. Student's work is displayed to provide both a stimulating environment and for students to be able to make their learning and understanding visible.

The Year 8 program’s greatest strength is the multi disciplinary approach where the disciplines of English, History, Geography, Politics and Economics are connected. Students are able to spend a large portion of time with one core teacher and this approach builds cohesion and consistency within the Year 8 group. Strong connections are made to Science, Mathematics, Art, Drama, Home Economics, Design Technology, Language and Environmental Studies through the core concepts of change, connection and sustainability.

The 2WL course demonstrates best middle years teaching practice as it:

- Allows students to construct knowledge in a supportive environment;
- Provides authentic intellectual activity;
- Demands deep disciplinary understanding and skill development;
- Has value to the students beyond the classroom as they are engaged and stimulated by the learning process;
- Promotes articulate and confident learners.

In order to adopt thoroughness in the place of coverage the Year 8 course is organised around questions to which content represents new understanding.

**Year 8 Exhibition - The Night of Decades: A celebration of Inquiry Learning**

This opportunity is a highlight of the Year 8 program and unique to Cornish College.

Students are invited to work within a team, to select an era of interest and a person they believe best represents their chosen era. Term 4 is devoted to preparing for the exhibition with all teachers and students working towards the presentation of the learning to the school community. The Night of Decades is a showcase of student abilities and talents. Through all the disciplines and guided by the concepts, students present their eras by constructing Learning Centres that contain their inquiries, journals, reports, research and interview work. Students are also able to express their knowledge and understanding through drama, art, food, music, dance and information technology. Props, costumes and era specific decorations are made by the students. Choice is considered and negotiated by the team. The term is exciting for students as they prepare for the exhibition night and success is evident in the presentation.
**Provocation**
- Knowledge and understanding developed in the past continues to influence the way we behave today.
- No change happens in isolation. One change leads to another.

**An Inquiry into:**
- The connections between world historical events and the people involved.
- The people who manage change.
- Significant Change Points in history.

**Learning focus:**
The 2WL curriculum encourages students to:
- Learn how to work effectively in teams
- Set realistic goals and complete tasks in a time frame
- Manage own learning through monitoring and reflection
- Use a variety of ICT skills to organise and present idea
- Explain key features of political systems like democracy, dictatorship and communism
- Articulate and defend opinions about political issues

**Discipline-based learning**
- Demonstrate knowledge and understanding of the characteristics of world regions and the impact of human activity.
- Analyse and describe key events in history.
- Explain the influence on the 20th and 21st century.
- Evaluate historical sources (internet, texts and primary sources) for content, origin, purpose and context.

**English**
- Read a wide range of texts and media including novels, short stories, poetry, newspapers and magazines.
- Critically analyse and reflect on visual, print and non-print texts.
- Develop strategies for writing.
- Write for a variety of purposes.

**Assessment:**
A variety of formative and summative assessment tasks are used during the year. They include:
- Scrapbooking current and historical events and people using a variety of note taking techniques;
- Keeping Learning Journals;
- Reading Journals;
- Writing exercises including explanation, recount, report, narrative and exposition;
- Inquiries,
- Reports;
- Tests;
- Demonstrating mastery of ICT
- Term 4 Exhibition – Night of Decades.

The assessment tasks are used to measure the development of critical thinking and analysis skills.
Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves. Science is a human process, influenced by and influencing social values. Scientists use techniques of scientific investigation to create an understanding of the world. The resulting cumulative knowledge is part of our human heritage. Science and its applications are part of everyday life. Science education develops students’ abilities to ask questions and find answers about the biological, physical and technological world. In particular through a thorough exploration of local environments, students will have the tools to look at the global sustainability picture and develop a project to contribute towards improving their environment.

**Provocation:**
- The changing explanations of science have advanced our understanding of nature.
- Scientific discoveries have contributed to significant changes in society.
- Ecosystems are the essential operating systems of life that can be positively and negatively impacted by human interactions.

**An Inquiry into:**
- Theories explaining the beginnings of the Universe.
- Our place in that Universe and how views have changed over time.
- The formation of the earth, plate tectonics and geological processes.
- The evolution of cells and multicellular organisms and their
- How understandings of Chemical processes have changed and the role of the scientific method in this change.
- What is Energy and how is it transferred and transformed and the impact of how humans get their Energy on the past and future.
- Components and connections in ecosystems, particularly local ecosystems.
- The survival requirements of an organism and how these relate to habitat provision.
- Collecting and using environmental data to make environmental assessments and interpretations in order to measure the impact of humans.
- Understanding our personal impact on the environment and the actions we can take to improve the sustainability of our local and global environments.

**Learning focus**
The Curriculum helps and encourages students to:
- develop knowledge and skills central to the different disciplines of science to become scientifically literate global citizens;
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world;
- develop and use the skills of scientific investigation, monitoring and observation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions;
- develop attitudes such as flexibility, curiosity, respect for evidence, and critical reflection;
- communicate scientific understanding in appropriate scientific language to a range of audiences; and
- apply concepts of environmental sustainability to local settings.

**Assessment**
A variety of formative and summative assessment tasks are used during the year. They include written reports, oral presentations, field work investigations, student designed experimental investigations, formal experimental reports, class discussion, topic tests and a sustainability action plan designed and implemented in small groups. These assessment tasks are used to diagnose and demonstrate student understandings and learning of scientific and environmental concepts and development of scientific inquiry and critical analysis skills.
What Lifetimes? What Learning? (2WL) - Maths Year 8

We need to understand our world; mathematics is a tool that gives some ability to make more sense of our environment and the world we live in. The understanding of a variety of Mathematical concepts allows us to begin to describe our world. Patterns, procedures and processes and problem solving help us form views of the world.

**Provocation:**

Mathematics empowers us to make sense of the world around us.

**An Inquiry into:**

- the real number system that guides all mathematics.
- application of exponents.
- the interpretation of formulas and graphs.
- developing relationships between variables.
- using algebra to solve real world scenarios.
- ratios and rates.
- space and polygons.
- probability and statistics.
- developing problem solving strategies.

**Learning focus:**

The Mathematics curriculum helps and encourages students to:

- develop knowledge and skills central to number, space, measurement, chance and data, structure and working mathematically;
- apply knowledge of mathematics and understanding of some key mathematical concepts to interpret and explain real life situations;
- develop and use the skills of mathematical skills, investigate, reason and analyse information, find solutions and manipulate symbols;
- display mathematical knowledge and information in a variety of ways; and
- Communicate mathematical understanding in appropriate mathematical language to a range of audiences.

**Mathematic Skills:**

Students utilise skills in the context of a problem solving task, activities using the Maths Task Centre, a Number Fluency Task, a calculator activity, a real outdoor application, a spreadsheet multi-function calculation or a dynamic geometry software investigation, the ability to use ICT to solve problems and practice skills.

**Assessment:**

A variety of formative and summative assessment tasks are used during the year. They include research projects, problem solving investigations, analysis of information, written reports, oral presentations, class discussion, and topic tests. These tasks are used to evidence student understandings and learning of mathematical concepts and the development of their problem solving skills.
Physical Education Year 8

Physical activity, sport and recreation play an important role in the lives of all Australians. By providing opportunities for challenge, personal growth, enjoyment and fitness we encourage our students to foster their personal sustainability and thrive physically so that they can grow and develop. Physical Education promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Provocation:

- Personal growth can be achieved through solving challenging problems that stimulate the individual physically, socially and cognitively.
- Improved body management and movement sequences can be achieved by exploring a wide range of physical challenges.
- The effective combination of game sense and tactics with skills allows students to perform well in games.
- Wellbeing can be achieved by accepting responsibility for maintaining a healthy lifestyle and acting on the various health elements.
- A functional understanding of movement concepts is a vital aspect in the performance of motor skills.

An Inquiry into:

- Addressing personal fitness and related health issues.
- Developing motor skills to improve performance.
- Participating and competing in games and sports to promote understanding of fair and competitive interaction.
- Application of skills in games to embed technique under performance standards.

Learning focus

- Safe practices in physical activity.
- Engagement in physical activity.
- Development of fitness and physical attributes.

Assessment

A variety of formative and summative assessment tasks are used during the year. They include demonstration of mastery of skill elements in individual units and the formal testing of fitness 3 times per year.
When we hear the word “sustainability,” we tend to think in terms of the environment and natural resources. But sustainability principles are equally relevant to other parts of our lives, including our health, happiness and collective well being.

Are you walking through life unconsciously or with eyes wide open? What are the implications of your actions? Personal Sustainability is the ability to live fully in the present without compromising the future. This is about how you communicate and relate within a community. It involves cultivating a practice of mindfulness in your everyday living. It also requires developing a knowledge base, which allows you to minimize your “footprint,” while maximizing your own health and sense of joy. It starts with how you treat yourself. How you cultivate this inner world will then affect what radiates out to your personal space and family. Your choices within your intimate circle will then extend further to your friends and school relationships. Finally, your external actions will affect your community and our shared world.

In Year 8, students will learn to understand the importance of self-esteem and develop good decision-making and organisational skills. They will develop an understanding of changes that occur during puberty, the reproductive system, contraception and STI’s, consider a range of types of relationships and reflect on the basis of their own beliefs and values. They will develop an understanding of mental illness and how to keep healthy minds. They will also adopt harm minimization strategies when dealing with illegal drugs and make informed decisions in regards to their own health.

Provocation:
- How do we maximize our own personal sustainability?
- Knowledge empowers us to make positive, well informed choices in our lives.

An inquiry into:
An area of interest relating to topics covered in this course.

Learning Focus:
The Personal Sustainability unit helps and encourages students to:
- Develop knowledge and skills central to relationships, personal identity and body image
- Develop knowledge and understanding of how our bodies developed with an emphasis on reproductive health
- Create an understanding of Illegal drugs through a harm minimisation
- Develop an understanding of mental illness

Assessment:
A variety of formative and summative assessment tasks are used during the semester. They include research investigations, written reports, oral presentations and class discussion. These assessment tasks are used to diagnose and demonstrate student understandings and learning of health education concepts and development of effective decision-making skills.
Music

Year 8

In Year 8 Music, students investigate changes in Western music from the Baroque period through to contemporary music. They continue to expand their knowledge of arts language and apply this through performances, compositions and music technology. Students explore music of one decade for the Year 8 Night of Decades, including an analysis of a song. Students also participate in a practical class to continue the development of music reading skills, aural skills and performance skills.

Provocation:

- Composition is a creative process that anyone can learn
- We all have a responsibility to use each other’s music work respectfully
- Learning to research information about a contemporary performer is a valid and relevant way to develop research skills, analytical skills and presentation skills
- Music is an important part of society and it is valuable to consider music when researching the issues of the current or past decades

An Inquiry Into:

- Using music technology to create podcasts
- Techniques involved in composing effective melodies
- The rights and responsibilities of being a creator and user of digital content
- Effective ways to describe and analyse a song or a piece of music

Learning Focus:

The music curriculum helps and encourages students to:

- Develop skills in analysing, interpreting and evaluating music
- Explore and respond to music from a range of styles, forms, times, traditions and cultures
- Use research to inform their understanding of style of music
- Listen to, reflect on and acknowledge others’ perspectives when discussing music
- Further develop their musicianship skills with application of these skills for their own compositions
- Develop skills in critical listening and extend knowledge of appropriate arts language for discussing and describing music
- Work in teams and develop skills for playing in an ensemble
- Use ICT skills for communication

Assessment:

A variety of assessment tasks are used during the year. They include practical composition tasks, tests to assess the development of musicianship skills and to consolidate knowledge of arts appropriate language, class discussions, written research tasks and music analysis. Ongoing assessment is made for individual contribution and preparation for the Year 8 ensemble.
Japanese

Provocation:
Language and culture change over time but values and traditions are honoured and maintained.

An inquiry into:
- Traditional and modern Japan
- Japanese diets and how they have changed over time incorporating the annual Year 8 Obento Day
- Japanese sports and leisure activities, past and present
- Significant people in Japanese history leading into the connection with the Night of Decades

Learning Focus:
- Development of literacy and communication skills
- Extension of students’ knowledge of Katakana and Kanji script
- Development of language and intercultural skills to foster global communication
- Encouraging students to take risks and develop effective language learning strategies
- Exposing students to discover the culture of Japan, people’s values and traditions and the country’s historical perspective
- Developing greater tolerance and appreciation of others

Assessment:
There are five main areas of assessment in Japanese – Reading, Writing, Speaking, Listening and Intercultural Understanding. A variety of formative and summative assessment tasks in all five aspects of Japanese are used during the year. These assessment tasks are used to demonstrate students’ understanding of Japanese language and culture.

French

Students continue to study the language chosen in Year 7. They explore French youth culture, trends and traditions as well as develop their language skills further to communicate in everyday situations. Current links between Australia and the French-speaking world will be emphasised.

Provocation:
Food plays an active social role within the community and is transmitted from generation to generation as part of its identity.
People all over the world enjoy the same things in life.
The concepts of house and home are not the same in Australia and France.

An Inquiry into:
- Teenage daily life and culture over time.
- Leisure and healthy lifestyles.
- Food
- French speaking countries
- Living conditions, and housing in France

Learning focus:
The French curriculum helps to:
- foster students’ ability to think and reflect about the workings of language;
- develop mental flexibility and problem-solving strategies;
- develop language and intercultural skills to allow global communication;
- develop literacy and communication skills;
- expose students to discover new worlds and cultures;
- allow students to be more knowledgeable and tolerant members of society.

Assessment:
There are five main areas of assessment in French – Reading, Writing, Speaking, Listening and intercultural knowledge and awareness. A variety of formative and summative assessment tasks in all five aspects of French are used during the year. These assessment tasks are used to demonstrate student understandings and learning of language and culture.
Food Technology  Year 8

Through the study of Food Technology, students will gain a breadth of understanding and passion for and about food that will sustain them through a life time. It will engage them, and elevate their ideas about food in daily life.

Provocation:
Selection and preparation of food have implications for long term health.

An inquiry into:
- Hygienic food handling
- Responsible selection of daily food intake
- Factors which influence food preparation skills and techniques
- Mapping my food journey

Learning focus:
These central ideas are supported by a program of inquiry based on investigations and processes relating to food. The units of study adopt a practical approach to learning and focus on activities which promote and encourage students to make responsible, informed choices about the food they eat

Students learn:
- organisation and management of resources
- the language of food
- preparation and menu planning
- history of food
- the changes caused by new foods
- connection to culture and celebration
- functions within the body
- designing food choices to balance personal preferences and daily nutrition
- marketing, transport and packaging
- selection at point of sale

Assessment
Assessment is designed to inform both teaching and learning. The emphasis is on measuring the progress of each individual learner.

Formative assessment is immediately apparent when students plate up and enjoy sharing and eating the food they have prepared

Summative assessment is measured through culinary challenges and design briefs where students are required to demonstrate their understanding of particular aspects of food preparation.

Food Technology is essentially a practical subject based on experiential learning, the development of skills and an enjoyment and celebration of food.
Materials Technology provides us with an understanding of the way products are designed and made. It is a human process, influenced by and influencing social values. Materials Technology and its applications are part of everyday life. Materials Technology education develops students’ abilities to ask questions and find answers about the products they use, and either make for themselves or purchase.

Provocation:
- Understanding the design and construction process can connect us to creative solutions.
- Creating a product using a range of tools and materials gives students personal satisfaction and helps develop their ability to think sustainably.

An Inquiry into:
- Constructing machines in wood and plastic.
- Using jigs to construct gears with vertical and horizontal drilling machines.
- Bending and forming plastic.

Learning focus:
The Materials Technology curriculum helps and encourages students to:
- develop knowledge and skills central to safely and correctly using tools to measure and mark out components and to cut and shape components;
- apply knowledge of product construction to design new products;
- develop and use the skills of investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions;
- communicate technological understanding in appropriate technical language to a range of audiences.

Assessment:
A variety of formative and summative assessment tasks are used during the year. They include research investigations, written evaluations, oral presentations, student designed components, class discussion, products constructed.
Studying Drama gives students an opportunity to explore ways in which they can relate to their world and express meaning. Expanding on experiences from Year 7, the Year 8 curriculum promotes an increased awareness of self, vocal and kinaesthetic expression. Theatrical techniques applied in dramatic improvisation are developed. Historical drama is explored in greater depth to provide a wider context for creating and making characters and performance styles. Technical aspects of stagecraft and theatrical techniques are extended. A reflection on historical and contemporary drama challenges students to understand themselves as participants in the performing arts and how that is relevant in the wider community.

**Provocation**
- No change happens in isolation, one change leads to another.
- The human brain, when forced to think on the spot, is a powerful one.

**An Inquiry into:**
- Improvisation skills
- How cultural and historical diversity impacts upon characterisation
- Process and comedic drama
- Stagecraft
- Trust and Communication skills
- The voice
- Compilation and issues-based playbuilding

**Learning focus:**
The drama curriculum helps and encourages students to:
- consider the role of the individual in team work;
- create an ensemble performance and develop an understanding for the various roles that need to be realised within a structured group performance, informed by process drama;
- improve verbal and non-verbal expression;
- develop empathy for alternative realities or perspectives, historically and contemporary;
- adopt improvisation techniques of offering, accepting and extending (with an awareness of the impact of blocking);
- consider how stagecraft elements can communicate ideas;
- investigate, observe and reflect upon dramatic performances.

**Assessment**
A variety of formative and summative assessment tasks are used during the unit. This includes participation in drama games and warm-ups, improvised and rehearsed individual and group performance, application of learnt dramatic and stagecraft techniques, including Theatre Technologies and the reflection on peer and external drama performances.
Visual Arts  Year 8

In Year 8 students continue to build upon their awareness of how and why artists, craftsmen and designers realize their ideas through different visual representations, practices, processes and viewpoints.

Integrated within their practice of creating and making, students also explore and respond to the year 8 Inquiry: What lifetimes? What Learning? What changes and contributions?

Provocation:

‘What is happening here?’ Artists create visual commentaries.

An inquiry into:

- The manner in which artists from differing times, cultures, styles and technical traditions express the concepts of ‘change’ and ‘connection’.
- Creating, making and presenting works that reflect an event or issue.

Learning Focus:

Exploring through personal inquiry the manner in which they and other artists respond to and represent events / issues through the concepts ‘change’ and ‘connection’:

- Drawing and design (introduction to Illustrator), painting, printmaking, sculpture.
- Experimenting with imaginative ways of expressing concepts within a brief.
- Employing the elements and principles of art in practical and written works.
- Developing skills in analyzing aesthetic values in own and other artist’s works.
- Reflecting upon and refining visual works.
- Comparing and contrasting, researching and analyzing the works of artists and the concept of style.

Assessment:

- Written and verbal response tasks.
- Developmental designs and practical works presented in a Visual Diary.
- Major 2D and 3D works.
Religious Education

Year 8

Provocations:

Term 1: "Actions determine character."
Term 2: "There are many perspectives to consider regarding ethical issues."
Term 3: "Slavery is a thing of the past."
Term 4: "One person can make a difference."

An Inquiry into:

- The study and definition of ethics
- Ethical behavior and decision making
- Actions and character
- Principled and reflective choices
- Role models and examples of ethical behavior
- The concept of a moral compass
- Ethical issues: euthanasia, animal rights, capital punishment, censorship, asylum seekers, legislation of marijuana, vegetarianism, stem cell research, same sex marriage, genetic engineering
- Slavery from an historical and modern day perspective
- Ethical consumerism

Learning Focus:

- Exploring and responding to the study of ethics and ethical behavior
- Applying these concepts to a student’s life and decision making
- Exploration and discussion of ethical dilemmas and varying perspectives arising from these
- Questioning and justification of ethical stance
- Proposals and solutions to ethical dilemmas
- Studying historical figures who have made an ethical stance
- Understanding different decision making models.
- Challenging students to reflect upon their thinking
- Learning about responsible and ethical consumerism
- Creative and thoughtful presentation of ideas
- Understanding the power of sustainability

Assessment:

A variety of assessment tasks are used throughout the year. They include the completion of reflective exercises on decision making, film reviews, PowerPoint presentations on an ethical issue and written reports. Class discussion is also an important aspect of this course.
This is the first year of students studying English as a distinct discipline. The focus is on developing student's ability to critically reflect on issues through reading, writing, speaking and listening, as well as managing their personal learning in the most effective way. Students will study a number of texts, both in film and print to achieve the outcomes for this course. Students will also need to perform under timed conditions in Examinations that will take place twice throughout the year.

**Semester 1**

*Provocation:*

Our sense of identity is formed through both our influences and the choices that we make.

*An Inquiry into:*

- The influences of different cultural backgrounds and contexts on identity, relationships and behavior with a focus on indigenous culture
- The reasons for and expressions of discrimination in our society
- The influences on adolescents and their choices as they grow towards adulthood
- The influence of different media in persuading an audience and the process of persuasive writing
- The process of writing a text response, which includes evidence to support a point of view.

**Semester 2**

*Provocation:*

We always have a choice, but we may not always have a ‘voice’.

*An Inquiry into:*

- The complexity of human nature
- The concept of choice and how individual choices can affect one’s life as well as impacting upon the culture of a group
- What is meant by the author’s voice and what insights can be gained from this?
- How individuals express their voice.
- The use of metalanguage and figurative language in creating effective and confident writing.

**Learning Focus:**

Students will:

- Use a range of texts to explore ideas and issues
- Write for a number of purposes, including personal, creative and persuasive writing
- Evaluate themes arising from the texts studied. They will demonstrate this understanding by writing a text response which uses evidence from the text to support their point of view
- Evaluate different methods used by writers to engage an audience
- Read widely for pleasure in addition to studying the set texts
- Make connections between texts, using a hybrid writing style and an oral presentation.

**Assessment:**

Students are assessed in a variety of ways including: classroom observations and discussions, oral presentations, personal writing, creative writing, analytical essays, character mapping and analysis, examinations and self assessment.
**Mathematics**

Year 9 Mathematics provides both a framework for thinking and a means of communication that is powerful, logical, concise and precise. The course is designed to equip students with the confidence, understanding, skills and strategies to apply mathematical techniques to the analysis and solution of problems. Each of the units in our program are based on the AusVELS standards and we adopt the ‘Working Mathematically’ approach to problem solving as advocated by The Mathematical Association of Victoria.

*Provocation:*
Mathematics empowers us to make sense of the world around us.

*An Inquiry into:*
- managing money through Mathematics
- studying design through 2-dimensional Geometry and Measurement
- calculating inaccessible distances using Pythagoras and Trigonometry
- predicting likelihood through Probability
- modelling and solving real problems through Linear Graphs and Equations

*Learning Focus:*
The Mathematics curriculum helps and encourages students to:
- solve real problems
- learn and apply mathematical skills
- use technology to solve problems

*Problem solving:*
When we pose a problem to our students, they:
- investigate the problem to collect and organise data about it
- discuss and record notes and diagrams
- seek and see patterns or connections in the organised data
- make and test hypotheses based on the patterns or connections
- look in their strategy toolbox for problem solving strategies which could help
- look in their skill toolbox for mathematical skills which could help
- check their answer and think about what else they can learn from it
- publish their results

*Mathematics skills:*
Students utilise skills in the context of a problem solving task, a Number Fluency Task, a CAS calculator activity, a real outdoor application, a spreadsheet multi-function calculation, or a dynamic geometry software investigation practice skills.

*Assessment:*
Assessment is based on class work, homework tasks, problem solving reports, investigations, formative classroom observations, assignments, quizzes, tests, CAS calculator functionality and examinations (Term 3).
Science

Year 9 Science is a yearlong investigation in which students will ask:

- How do we gain knowledge?
- Why we see some things as fact and others as fiction?

Students will consider a broad range of topics that relate to the world around them both now and in the future.

Provocation:

Without questioning what is around us now and in the future, how can one learn and create their own body of knowledge?

An Inquiry into:

- Wilderness Survival Skills, how can we use knowledge of ecosystems and coordination of body systems to survive in the natural environment? This unit will link into the year level camp in term 1.
- Zombie Attack! In the world of emergency management the ultimate test of preparedness of services is to pose the hypothetical question of would we survive a zombie apocalypse. Students will inquire into a range of scientific theories that may be used to help them survive the Attack!
- Practical Science for the Modern Man or Woman, there are an infinite number of things that Science can help with to make our lives easier, from chlorinating a swimming pool through to the world’s best wiz fizz students will learn practical skills for now and in the future.
- What do you really need for a Grand Design? Linking into the students Make A Difference Experience they will examine the science behind sustainable building construction and be challenged with the idea of what do we really need for sustainable housing.

Learning Focus:

The Science curriculum helps and encourages students to:

- Develop inquiry skills that involve posing questions and finding conclusions.
- Using known models and theories to understand and explain the world around them now and in the future.
- Develop investigation skills including creating hypothesis’ and using data to form conclusions.
- Communicate information in innovate and engaging ways.
- Explore a range of scientific concepts across all areas of Science.

Assessment:

A variety of assessment tasks will be used including, reports, tests, an examination, building models, class presentations and the creation of both online and offline publications.
The Global Sustainability Program

All year 9 and 10 students participate in The Global Sustainability Program. In the Twenty-first century Australians are members of a global community, connected to the whole world by ties of culture, economics, politics and shared environmental concerns. These connections create powerful and complex challenges.

Enabling young people to participate in shaping a better shared future for the world is at the heart of global education. The emphasis of this program is not only on developing knowledge and understandings of major world issues but also promoting positive values and equipping our students with critical skills which prepare them to be good global citizens. Students explore the four dimensions of sustainability within a global perspective. The four dimensions are personal, social cultural, urban and technological and natural sustainability.

The course is designed to develop students’ ability to think critically about their world and their impact on it. They begin by focusing on their own personal sustainability through examining their character strengths and values and progress to studying some of the big issues that affect and connect us globally. Student understanding is enhanced through experiential learning including understanding the diverse nature of Australian society. These activities help to prepare students for the challenges of visiting another country and culture during their Make A Difference Experience.

Provocation:

Shared values and attitudes determins cultural identity..

An Inquiry into:

- The interdependence of our world
- Personal values
- The values that determine cultural identity
- Connection between people and place
- Issues of sustainability and their interaction with people and place

Learning focus:

Students will:

- explore their personal character strengths and values
- examine some of the factors that contribute to the disparity between wealthy and poor nations and some of the big issues that impact on us globally
- examine the factors that contribute to the current make-up of Australian society (socially, historically, environmentally, economically and politically) and the South East Asian region. Evaluate the social, historical, environmental, economic and political factors that connect them personally and Australia with the South East region.
- make connections with the values of people from different cultural groups

Assessment:

Students are assessed in a variety of ways including: classroom observations and discussions, oral presentations, persuasive writing, field reports, reflective writing, character mapping and analysis, examinations and self-assessment.
French Year 9

All students will continue with French in Year 9 if they have studied it in Year 8. Those students who show promise and have an interest in extending their language skills will then have the opportunity to carry the subject through to Year 10 and beyond.

Provocation:

Young people around the world have a shared interest in free time and leisure activities which promote wellbeing and personal sustainability.

An Inquiry into:

- Clothing and fashion and their commercial and artistic importance
- Maintaining a healthy lifestyle through caring for our bodies
- Differences in attitude to diet and exercise in France and Australia
- The importance of the film industry and the way it reflects French life and culture
- Holidays and travel

Learning Focus:

The language curriculum helps to:

- Foster students’ ability to think and reflect about the working of language
- Develop mental flexibility and problem solving strategies
- Develop language and intercultural skills to allow global communication
- Develop literacy and communication skills
- Expose students to discover new worlds and cultures
- Allow students to be more knowledgeable and tolerant members of society

Assessment:

There are five main areas of assessment in French Language:

- Reading
- Writing
- Speaking
- Listening
- Intercultural knowledge and awareness

A variety of formative and summative assessment tasks in all five aspects of Language are used to demonstrate student understandings and learning of language and culture. There are examinations in the skills of Listening, Speaking, Reading and Writing in Term 3.
Japanese

Provocation:
Language, culture and life experiences shape identity.

An inquiry into:
- Personal milestones and milestones in the lives of Japanese children
- The Japanese school system
- Weather, seasons and climate and their relation to events and calendar
- Cities and countries throughout the world leading to the connection with the Corning Year 9 City Week and MADE Thailand Trip

Learning Focus:
- Further development of literacy and communication skills
- Further development of language and intercultural skills to foster global communication
- Encouraging students to take risks and reflect on language learning strategies
- Encouraging students to identify differences and similarities between their lives and the lives of others
- Exposing students to new ways of living, thinking and organising themselves
- Developing a greater tolerance and appreciation of others

Assessment:
There are five main areas of assessment in Japanese Language:
- Reading
- Writing
- Speaking
- Listening
- Intercultural understanding

A variety of formative and summative assessment tasks in all five aspects of Japanese are used during the year. These assessment tasks are used to demonstrate students’ understanding of Japanese language and culture. In addition, there will be an end of semester examinations testing all five skills areas.
Physical Education

Physical Education aims to teach students motor skills and enhance student fitness as well as developing personal and social skills. In year 9 our aim is to give the students a board range of physical experience with the goal of finding activities that all students can enjoy and would feel comfortable being involved throughout all stages of their life. In this way we encourage the learning of new skills and continue to provide opportunities for discovery and growth.

Provocation:
Skills and knowledge plus participation in a range of physical activity provides us with the connections we need to become strong and healthy adults.

An Inquiry into:
- Understanding your physical capabilities and enhancing your fitness while enjoying challenging activities

Learning Focus:
Learning about the link between skill development and enjoyment of physical activities
- Developing an understanding of your own body and its strengths and weaknesses
- Exploring the concept that self-belief is essential to performance
- Learning about the body and its strengths and limitations
- Make informed choices about physical output into adulthood

Assessment:
Assessment is based on student participation in a range of activities and the enthusiasm that they bring to the course. Summative assessment is used in the units with associated performance tasks.
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