Years 7, 8 and 9
Handbook and Curriculum Guide 2020
VISION

Educating for a sustainable future to ensure young people can make a positive difference in their local and global communities.

VALUES

Compassion
Respect
Integrity
Creativity

RINGS OF SUSTAINABILITY
Welcome to your middle years of study at Cornish College.

Involvement, empowerment, discovery and independence are the key themes in Middle School.

We have prepared this handbook to help you understand our curriculum offerings, procedures, policies and philosophy across the Middle School here at Cornish College.

It is an exciting time of discovery and exploration, in which our students build on the experiences and learning of their primary years. Students like to be challenged by their learning environment and are inspired by the world in which they live.

We encourage our students to develop responsibility for their own learning whilst at school and, ultimately, foster a life-long love of learning and wanting to make a difference in the world we belong in. We recognise that our students learn in diverse ways and at different rates. We also recognise that the years during Middle School are a time where great changes occur. Our students will develop greater independence and reflect on who they are and where they belong. We recognise the importance of, and strive to foster, a strong sense of self-worth and belonging. The total wellbeing of our students is of prime importance to our staff and they work together to create a safe environment where each student is valued and respected. Our academic care model is one that looks at the whole child and works with them empowering them to be their best version of themselves.

Our philosophy puts a strong emphasis on finding individual pathways of learning for each student. This occurs though our general curriculum across the Middle School but more specifically through our Super Studies offerings in Years 8 and 9. Our curriculum is rich and diverse and is designed to give each young person the opportunity to discover and nurture their individual skills and talents.

Our Middle School program also allows our students to manage their own learning, it provides flexibility, relevance and direct links to real world issues.

Throughout their time our students are supported by a network of dedicated teachers who are always available to listen, advise, inspire and assist. Each student is treated with respect and individuality is celebrated.

We wish you all the very best for your middle years of study and if you have any questions throughout the school year or during your time here at Cornish College please feel free to contact any of the members of the Middle School team. We look forward to working with you during this dynamic stage of education.

The Middle School Team
# CONTENTS

**Philosophy Behind Years 7, 8 and 9** ........................................................................................................................................ 5  
**Super Studies** .......................................................................................................................................................... 6  
**Exhibitions Across the Middle Years** .................................................................................................................. 6  
**Sub school and Year Level Organisation** ........................................................................................................... 6  
**Integrated Inquiry Learning** .................................................................................................................................... 7  
**Overview of Curriculum Organisation at Years 7, 8 and 9** .................................................................................. 8  
**Attendance and Punctuality** ...................................................................................................................................... 9  
**Years 7, 8 and 9 Assessment Procedures** ............................................................................................................. 9  
**Reporting to Parents** ............................................................................................................................................... 9  
**The Hive – Learning Management System** ......................................................................................................... 9  
**Expectations** ............................................................................................................................................................. 10  
**Submission of Work** ............................................................................................................................................... 10  
**Year 9 Exams** .......................................................................................................................................................... 11  
**Homestudy** .............................................................................................................................................................. 11  
**Bus Travel** ............................................................................................................................................................... 11  
**Uniform** ................................................................................................................................................................. 11  
**Change of Address and Contact Details** ............................................................................................................. 12  
**Encouraging Responsibility and Independence** .................................................................................................. 12  
**Communication with Teachers** ............................................................................................................................ 12  
**How to Help Your Secondary Student** ................................................................................................................ 13  
**Interschool Sports Competition Years 7 and 8** ....................................................................................................... 13  
**Health, Community Inclusion and Sport Program (Year 9)** .................................................................................... 14  
**Cocurricular Opportunities** ..................................................................................................................................... 14  
**Make a Difference Experience** ............................................................................................................................... 17  
**City Week (Year 9)** .................................................................................................................................................... 18  
**Student Welfare** ....................................................................................................................................................... 18  
**Chaplaincy** ............................................................................................................................................................... 18  
**Careers** ..................................................................................................................................................................... 19  
**Cornish Learning and Information Centre (CLIC)** ............................................................................................... 19  
**ICT Management and Expectations** ....................................................................................................................... 20  
**Year 7 - Discipline based learning in the integrated program** ............................................................................. 21  
**The Big Question – Inquiries through English and Humanities** ........................................................................ 21  
**Health and Physical Education** ............................................................................................................................ 24  
**The Big Question – Science and Our Environment** ............................................................................................ 24  
**The Big Question – Mathematics** ......................................................................................................................... 25  
**Physical Education** .................................................................................................................................................. 26  
**Personal Sustainability and Health** ....................................................................................................................... 27  
**Music** ....................................................................................................................................................................... 28
# CONTENTS (cont.)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>29</td>
</tr>
<tr>
<td>Japanese</td>
<td>29</td>
</tr>
<tr>
<td>French</td>
<td>30</td>
</tr>
<tr>
<td>Food Technology</td>
<td>31</td>
</tr>
<tr>
<td>Design and Technologies</td>
<td>32</td>
</tr>
<tr>
<td>Drama</td>
<td>33</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>34</td>
</tr>
<tr>
<td>Religious Education</td>
<td>35</td>
</tr>
<tr>
<td><strong>Year 8 - Discipline based learning in the Integrated Program</strong></td>
<td>36</td>
</tr>
<tr>
<td>What Lifetimes? What Learning? (2WL) - English and the Humanities</td>
<td>36</td>
</tr>
<tr>
<td>Year 8 Exhibition - The Night of Decades: A celebration of Inquiry Learning</td>
<td>36</td>
</tr>
<tr>
<td>Origins of the Universe, Earth and Life</td>
<td>38</td>
</tr>
<tr>
<td>What Lifetimes? What Learning? (2WL) - Mathematics</td>
<td>39</td>
</tr>
<tr>
<td>Physical Education</td>
<td>40</td>
</tr>
<tr>
<td>Personal Sustainability</td>
<td>41</td>
</tr>
<tr>
<td>Languages</td>
<td>42</td>
</tr>
<tr>
<td>Japanese</td>
<td>42</td>
</tr>
<tr>
<td>French</td>
<td>43</td>
</tr>
<tr>
<td><strong>Year 9 - Discipline based learning in the Integrated Program</strong></td>
<td>44</td>
</tr>
<tr>
<td>English</td>
<td>44</td>
</tr>
<tr>
<td>Mathematics</td>
<td>45</td>
</tr>
<tr>
<td>Science</td>
<td>46</td>
</tr>
<tr>
<td>The Global Sustainability Program</td>
<td>47</td>
</tr>
<tr>
<td>Languages</td>
<td>48</td>
</tr>
<tr>
<td>French</td>
<td>48</td>
</tr>
<tr>
<td>Japanese</td>
<td>49</td>
</tr>
<tr>
<td>Physical Education</td>
<td>50</td>
</tr>
</tbody>
</table>

*Contact Us* ........................................................................................................... 51
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 students also participate in Physical Education, Personal Sustainability, Religious Education, Music, Drama, Design Technology and Food Technology and Art. Our Year 8 students participate in Physical Education, Personal Sustainability and Sport in addition to our dynamic Super Studies program. In a global age, the College believes that everyone should develop skills in foreign languages. All Years 7, 8 and 9 students study French or Japanese.

In Year 9 the program is made up of three main sections: Cores Studies; Super Studies and a specially designed enrichment program. 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. 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 right’s and responsibilities that we can make a difference at Year 9.

Years 8 and 9 represent what we call the transition sequence in the secondary school curriculum. In Year 7, 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 Year. In Years 10, 11 and 12, which is considered 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 8, they will receive a Super Studies curriculum guide. Super Studies units are drawn from the disciplines of the Performing and Visual Arts, Technology, the Environment, Health, Food Technology, ICT and STEM. We encourage a balance of areas of study within the elective units.

**Super Studies**

Super Studies subjects are timetabled for a half day each (morning and afternoon) one day per week. This day consists of two extended sessions for Years 8 and 9 students. This provides time for students to plan and develop authentic and rich projects without interruption. The Super 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. Please click on [this link](#) below to access Super Studies handbook.

**Exhibitions Across the Middle Years**

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, Cambodia and Laos Make a Difference Experience which is the culmination of Year 9 where our students authentically explore our guiding principle that “a meaningful cultural exchange is reciprocal and involves both learning from others and sharing what you have to offer from others.”

As in all areas of the curriculum, the Years 7, 8 and 9 programs reflect the education insights gained from the Victorian Curriculum (Victorian Curriculum and Assessment Authority) and Australian Curriculum, 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 Deputy Principal - Head of Secondary is responsible for the oversight of student learning, management and welfare. The role also involves a contribution to policy development and the review, documentation and revision of sub school procedures. To support the Deputy Principal - Head of Secondary, we also have two secondary team leaders, and Academic Care Leaders at each year level and form teachers for each form group. Together we form the Academic Care team for the secondary year groups. The form teachers are responsible for day to day dealings with students, parents and teachers and work to achieve the aims and vision of the secondary school.
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

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
<table>
<thead>
<tr>
<th>Year 7 Core Studies</th>
<th>Period Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Humanities (History, Geography, Economics)</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Science and Our Environment</td>
<td>10</td>
</tr>
<tr>
<td>Languages – French or Japanese</td>
<td>9</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Personal Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Food Technology</td>
<td>3</td>
</tr>
<tr>
<td>Materials Technology</td>
<td>3</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>Band</td>
<td>3</td>
</tr>
<tr>
<td>Religious Education</td>
<td>2.5</td>
</tr>
<tr>
<td>Sport</td>
<td>5</td>
</tr>
<tr>
<td>Form periods, Assemblies, Chapel</td>
<td>2.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 8 Core Studies</th>
<th>Period Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Humanities (History, Geography, Economics)</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td>Sport</td>
<td>4</td>
</tr>
<tr>
<td>Personal Sustainability (Health)</td>
<td>5</td>
</tr>
<tr>
<td>Languages – French or Japanese</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Form</td>
<td>3</td>
</tr>
<tr>
<td>Chapel and Assemblies</td>
<td>2</td>
</tr>
<tr>
<td><strong>Super Studies</strong></td>
<td>16</td>
</tr>
<tr>
<td>(4 half-day sessions per fortnight)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9 Core Studies</th>
<th>Period Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Global Sustainability (Humanities)</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Languages – French or Japanese</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Sport, Health and Community Service</td>
<td>6</td>
</tr>
<tr>
<td>Form</td>
<td>2</td>
</tr>
<tr>
<td>Chapel and Assemblies</td>
<td>2</td>
</tr>
<tr>
<td><strong>Super Studies</strong></td>
<td>16</td>
</tr>
<tr>
<td>(4 half-day sessions per fortnight)</td>
<td></td>
</tr>
</tbody>
</table>
ATTENDANCE and PUNCTUALITY

Full attendance is expected and is crucial for satisfactory student progress. The school keeps careful records and we ask that parents telephone or email the school if a student is going to be absent. Email: absentees@cornish.vic.edu.au and/or telephone 9781 9000. 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 8.45am ready to enter at 8.50am for form assembly. Students should then go to lockers, collect books and materials required for periods 1, 2 and 3 and then move to classrooms for period 1 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.

YEARS 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 personalisation
- 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 students 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 Terms 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.

THE HIVE – LEARNING MANAGEMENT SYSTEM

- An online tool bringing together teachers, students and parents to support students in achieving their academic and personal goals
- Teachers can set homework, track progress, share resources and engage students
- It allows parents greater visibility and ongoing tracking of their child’s progress
• Parents can access other important information disseminated by the school such as notices, newsletters and key contact details
• Where you would have previously needed a separate login for the ‘community portal’, parents will be able to use the one set of login details to take administrative and financial actions through The Hive (such as scheduling parent/teacher meetings and paying school fees)

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 pm
• Phone or email the school on the morning of any student absence
• Return an ‘explanation of absence’ to the office via email
  Simply give:
  o Date(s) of absence
  o Reason for absence
  o 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 and Academic Care Leader 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 Languages (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.

**Homestudy**

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.

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/study within the guidelines, please discuss this matter with their form teacher.

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 their record book. 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.

**1.1 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 raincoat with their sport uniform when travelling to and from school in Terms 2 and 3
- Blazers are optional in Terms 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 should reach the 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

1.2 Hair, Jewellery and Make-up
• Hair must be clean, a natural colour and worn off the face and in 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, buns)
• 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
• Apparent make-up of any variety is not allowed. This includes nail polish

Change of Address and Contact Details
It is most important that College records are accurate and parents are asked to inform the General 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 Academic Care Leader, who may then refer your issue to the Head of Middle School and the Principal or Deputy Principal – Head of Secondary if need be
• Short messages to the form teacher (eg reasons for absences or directions for medication required for the day) can be conveyed 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 General 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 record book.
- Encourage your child to set aside a regular time each afternoon or evening to complete set homework.
- 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 the Cornish Learning and Information Centre (CLIC).
- Be an active part of the school community.
- Develop your child’s self esteem and confidence in his/her learning.

### INTERSCHOOL SPORTS COMPETITION YEARS 7 and 8

All students in Years 7 and 8 participate in House and Interschool sport during the year. Cornish College is a member of the Southern Independent Schools Association (SIS) 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 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 and give all students a fair chance to be involved as is appropriate while considering the expectations of the teams that we compete against.

HEALTH, COMMUNITY INCLUSION and SPORT PROGRAM (YEAR 9)

An integral part of Year 9 is our comprehensive Health, Community Inclusion and Sport Program. The health program is a progression of the Personal Sustainability course offered at the Years 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.

As part of our Health, Personal Sustainability and Sport program at Years 9 and 10, all Year 9 students are undertaking the SCOPE Young Ambassadors program during Term 4.

The Young Ambassadors’ Bronze Certificate
The program develops:
- An understanding of the key issues that face people with a disability
- The benefits of diversity in our society
- Successful communication strategies
- Empathy – seeing the person first
- Appropriate use of inclusive language
- Leadership and civic responsibility skills
- Participation in community service activity – working alongside people with a disability at a SCOPE Business Enterprise site and practising newly developed skills in a supported working environment.

Through the Sport program our Years 9 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 School 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 School.

Year 8 – Students travel to the Gippsland Lakes region where students have the opportunity to immerse themselves in outdoor activities that extend on their skills and build their confidence.
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. Secondary 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 Golf 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 the Early Learning Centre through to secondary age groups. All new participants receive a free, fitted golf club.

**Music Program**

**Music Tuition – Private Instrumental**

Cornish College offers instrumental music tuition for a wide range of musical instruments. Our Instrumental Music staff are highly experienced and engaging, while offering a range of teaching styles and backgrounds. Instrumental lessons 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. Please refer to our College website for further details.

The instruments being offered in 2019 are:

**Brass** (Trumpet, Trombone, French Horn, Euphonium, Tuba)

**Guitar** (Acoustic, Electric, Bass)

**Percussion** (Drum Kit, Tuned Percussion)

**Piano**

**Strings** (Violin, Viola, Cello and Double Bass)

**Voice** (Covering all styles)

**Woodwind** (Clarinet, Oboe, Flute, Saxophone)

All students learning a musical instrument are encouraged to join a music ensemble, to extend their music skills. There are numerous opportunities for performance such as weekly assemblies, recitals, concerts, Cornish festivals and Presentation Night.

Students are able to work through AMEB grades and be externally assessed if desired.

Instrument hire is also available at a minimal charge. Application forms are available online and from the Music or General Office.
Music Ensembles

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

Junior Choir
Primary Students who enjoy singing are welcome to join the Junior Choir, which rehearses before school once a week. The choir performs at school events, assemblies and local community functions. All vocal students are encouraged 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 Concert band performs at school events and local community functions.

Funk Soul Band
Students who are advanced in their chosen instruments, are invited to be part of our premier ensemble; the Funk Soul Band. This ensemble rehearses before school and is open to vocalists, rhythm section instrumentalist and students who play brass/woodwind instruments.

Junior Percussion Ensemble
Primary students who learn percussion and drum kit privately as well as students who learn piano or Keyboard are welcome to be a part of this dynamic ensemble. We rehearse before school once a week and perform at assemblies and other events. If you like to bang, crash and wallop then this is the ensemble for you.

Senior Percussion Ensemble
Secondary students who learn percussion or are passionate about it, are welcome to be part of our Senior Percussion Ensemble. Our percussion ensembles are vibrant and are shaping into some of our most popular ensembles at Cornish.

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

Rock Band
Our Rock Band is an energetic and popular ensemble that teaches students how to engage in a popular music group. This ensemble works through Rock and Pop music from various decades. The Rock Band rehearse before school on a Monday morning.

Guitar Ensemble
This ensemble is for guitar students who wish to further their skills and explore what is possible through this versatile instrument. Ensemble members use a combination of acoustic and electric guitars.

Recitals
Students who learn an instrument are expected to perform in our music festivals which occur in Terms 2 and 4. Students who learn an instrument outside of the school are invited to perform at these recitals as well.
**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 Michael Davis.

**Sportclimbing**

This is open to students from Year 3 to Year 12 and operates throughout Terms 1, 2 and 3 on Friday from 4.00-5.30pm. 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 voluntary swimming development squad operates weekly from Term 2 onward at the Don Tatnell Leisure Centre 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. This voluntary squad runs from early in Term 2 as before this time the invited school team takes up the lanes in the pool in preparation for the SIS swimming carnival.

---

**COCURRICULAR OPPORTUNITIES and MAKE a DIFFERENCE EXPERIENCE – YEAR 9**

All Year 9 Cornish College students have the privilege to work with a variety of communities in South East Asia through our Make a Difference Experience (MADE) program. Our students raise funds to provide much needed educational infrastructure and then work alongside community members providing the labour required for the task. We appreciate travelling with Rustic Pathways who are able to provide excellent leadership and service work that is achievable but challenging for Year 9 students; work that makes a difference for a local community.

The MADE program is integrated into the Year 9 Global Sustainability course at Cornish College. While away, students look for evidence through observation and interviews of the values, traditions, customs and symbols that shape the unique cultural identity of South East Asia. They are tasked with looking for commonalities as well as differences in order to understand the cultural dynamic of Thailand, Cambodia or Laos and its people.

Students enjoy the opportunity to be ambassadors for their school and Australia and grow in confidence and self-awareness through confronting challenges beyond their familiar environment. Our students develop a more global outlook as they move beyond stereotypical views and grow to appreciate their own and a different culture.

When the students return to school, they write up their MADE experiences and inquiries, demonstrating their new understandings. Their work is presented to their parents at Exhibition in November. This is a celebration of student learning as students are able to apply what has been observed, learnt and understood of sustainability. Their final task is to write their own call for action in a Charter for a Sustainable World.
CITY WEEK – YEAR 9

Students in Year 9 visit the City of Melbourne in order to explore the values, traditions, customs, language and symbols that shape Melbourne’s cultural identity.

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

Enduring Understanding:
Culture depends on shared values, traditions, customs, language and symbols to shape their unique identities.

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 through presentation of their Melbourne Portfolio.

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 Academic Care Leaders, Head of Middle School, 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, organisation 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.

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 School, 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 Years 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 School students will have access to Careers and Work Experience pages on The Hive, which provides regular updates of work placement opportunities and careers information and events.

Finally, the Careers Newsletter and website on The Hive 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.

CORNISH LEARNING and INFORMATION CENTRE

The Cornish Learning and Information Centre (CLIC) is a focus for all students at the College and is used to support their classroom learning and recreational reading needs. All Middle School 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 Access-It, 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 (including LOTE), graphic novels, magazines, DVDs, audiobooks, enewspapers and ejournals, Kindle eBooks and online reference resources including World Book Online and CiteFast. During the year students participate in a range of activities
including Children’s Book Week celebrations, author visits, Premier’s Reading Challenge and are encouraged to borrow regularly.

Middle School 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 Years 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 Information and Communications Technology 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 ICT 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 lifelong learners in an ever changing 21st century classroom.

---

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

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 Victorian Foundation Year 10 Curriculum 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?

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 novels and a various forms of writing, they consider their strengths, challenges and the concept of resilience which underpins the important transition to secondary school.

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.

A study of Ancient History incorporates learning and practising history skills and an inquiry into European, Mediterranean and Asian civilisations.

The liveability of places and a study of an aspect of water form the basis of the geographical inquiry. Concepts of sustainability, the importance of water sources and Melbourne’s liveability ranking are studied. Fieldwork allows the students to substantiate their ideas.

During the year students also investigate the economic idea that we cannot always get what we want and use budgeting skills to explore the concept of entrepreneurship.

In the second semester the students present their work to parents in the form of an exhibition. This group work is generally an extension of the Geography or History inquiry and includes English and a range of other subjects including Drama, Art or Music. 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.

These studies also continue to build on the students’ interpersonal skills and focus on how to best manage personal learning. These skills, such as ICT, are incorporated into the whole program. 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.

An example of the four main inquiries are listed below. The line of inquiry remains constant in line with the Victorian Foundation Year 10 curriculum, but the focus of the inquiry changes each year.

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
   - Importance of sustainability on liveability

4. **Title: Money makes the world go around**

   Key concepts: Needs vs wants; making choices, rights and responsibilities of consumers and business

   Provocation: “The truth is we can’t always get what we want”.

   An Inquiry into:
   - The interdependence of consumers and producers in the market

Learning focuses:
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 Boon Wurrung 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 understanding their rights and responsibilities as consumers
- Explain the relationship between producers and consumers
- Develop an understanding of the personal qualities of entrepreneurs
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, photo essays 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

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
- 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 a calculator activity, a real outdoor application, a spreadsheet multi-function calculation and 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 key to a good system is adaptability.
How do we adjust our skills to overcome a barrier.
Striking success is achieved through creativity.
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 three times per year.

Personal Sustainability and Health
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 maximising 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 in creating a successful transition to the secondary school. They will learn how to define bullying and some useful strategies for dealing with this behaviour. 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 minimisation strategies when dealing with legal drugs and make informed decisions in regards to their own health.

Provocation:
How do we maximise 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
- Examine bullying and the “Naming It” process
- 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, using ICT to create brochures and books, creating media campaigns, 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

In Year 7 Music, all students will be learning an 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 select from Brass, Guitar, Percussion and Woodwind families. All students will learn the appropriate aural and theory skills, associated with their chosen instrument.

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 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 styles and 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

“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.”

“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

Students in Year 7 are required to select either French or Japanese as their secondary language and undertake three years of compulsory language studies. Students will then be recommended to continue the study of their chosen language through to Year 10 and VCE.

Japanese

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, but also 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 two main areas of language assessment in Japanese – Communicating and Understanding – in addition to intercultural knowledge and understanding. A variety of formative and summative assessment tasks in all components of Japanese are used during the year to demonstrate students’ understanding of Japanese language and culture.
French

In Year 7 French, students have the opportunity to learn about the country, its language and its culture. Emphasis is given to the spoken word and having fun with the language through an innovative teaching method using a special gesture approach. Students have access to web-based programs to enrich and extend their language learning experience. Current links between Australia and the French-speaking world will also be investigated.

Cornish College has two sister schools in France: Lycée Arbez-Carme in Oyonnax and Lycée Saint Joseph near Angers. Students undertaking French will have opportunities to participate in exchange programs with sister schools in their senior years. In the middle school, there will also be opportunities to develop friendships through a pen pal system and organised interactions with our French visitors.

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:

- The Three Little Pigs (Using the familiar to learn the unfamiliar)
- Language perspectives of ‘self’
- Me and my world
- 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 the French language, as well their own
- 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 become more knowledgeable and tolerant global citizens

Assessment:

There are two main areas of assessment in French - Communicating and Understanding. In line with the current Victorian Curriculum, students will be assessed on how they use language for communicative purposes. They will also be required to demonstrate an understanding of the relationship between the French language and its culture. A variety of formative and summative assessment tasks will be used during the year to facilitate this.
**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 and safe operation of tools and equipment
- 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
- Working safely and hygienically with food
- The changes caused by new foods
- Connection to culture and celebration
- Designing food choices to balance personal preferences and daily nutrition
- Sustainable food selection
- Minimising food wastage and recycling wastage
- Developing solutions to a design brief

*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.
**Design and Technologies**

Design and Technologies provides us with an understanding of the way products are designed and made. It is a human process, influenced by and influencing social values. Design and Technologies and its applications are part of everyday life. Design and Technologies education develops students’ abilities to ask questions and find answers about the products they use, and either make for themselves or purchase.

**Provocation:**

Understanding how materials perform and the techniques used in the construction process can help us to develop creative solutions. Creating a product using a range of tools and materials gives students personal satisfaction and helps develop their confidence in the design process.

**An Inquiry into:**

- Cutting, joining and finishing timber
- Bending, cutting and forming plastic
- Safe use of equipment

**Learning focus:**

The Design and Technologies 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 shape and assemble components
- Apply knowledge of product construction to design new products
- Understand the benefits and limitations of different materials
- Self-reflection on learnings and skill development

**Assessment:**

A variety of formative and summative assessment tasks are used during the year. They include research investigations, class discussion and observation, student designed components, products constructed, written evaluations.

![Image of a student holding a yellow object]
Drama

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 ensemble performances and develop an understanding of the various roles that need to be realised within a group performance
- Improve verbal and non-verbal expression and communication
- Develop empathy for alternative realities or perspectives
- Understand the importance of the role of the storyteller
- Consider how stagecraft elements such as lighting, props and costume 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. These include 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**

In Year 7 students build upon their awareness of how and why artists and designers realise their ideas through different artforms, practices, processes and viewpoints.

Integrated within their practice of creating and making.

**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 tradition of the self-portrait through:

- Observation and drawing skills, painting, ceramic sculpture, digital imagery
- Experimenting with imaginative ways of creating solutions
- Employing the elements and principles of art
- 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

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 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

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:

What lifetimes? What Learning? What changes and contributions? (2WL)

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:

- Students construct knowledge in a supportive environment
- The program provides authentic intellectual activity
- Inquiry 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 concepts 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 a decade of interest and a person they believe best represents their chosen decade. Term 4 is devoted to preparing for the exhibition. The Night of Decades is a showcase of student abilities and talents. Through all disciplines and guided by key concepts, students present their decade by constructing Learning Centres that contain their inquiries, journals, reports, research and interview work. Students also express their knowledge and understanding through drama, art, food, music, dance and information technology. Props, costumes and decade specific decorations are made by the students. The term is exciting for students as they prepare for the exhibition night and success is evident in the presentation.
Enduring Understanding for Year 8

- 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
- Read widely
- 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

Discipline-based learning

- Demonstrate knowledge and understanding of opinions about political issues, 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:

- Scrapbook current and historical events and people using a variety of note taking techniques
- Keeping Learning and Reading Journals
- Writing exercises including explanation, recount, report, narrative and persuasive
- Inquiries and presentation of the new understanding
- 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.
What Lifetimes? What Learning? (2WL)
Origins of the Universe, Earth and Life

Science provides us with one view of the world around us—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. Students will undertake an extended investigation into space and the universe, an inquiry into the geological processes that affect our planet and consideration of the evidence supporting evolution and natural selection. The year culminates with a physics—based project designing and testing billycart models which will see collaborative student groups develop full sized, functional billycarts.

Provocation:
The changing explanations of science have advanced our understanding of nature. Scientific discoveries have contributed to significant changes in society.

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
- Change over time. Specifically how transformations developed over the course of billions of years have led to life as we know it
- STEM learning. To investigate physics content that energy appears in different forms including kinetic and potential energy
- How billycarts demonstrate that energy can change from one form to another.

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

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 and topic tests. 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) - Mathematics**

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
- Measurement of 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
- Communicate mathematical understanding in appropriate mathematical language to a range of audiences

*Mathematic Skills:*

Students utilise skills in the context of problem solving tasks, activities using the Maths Task Centre, calculator activity, a real outdoor application, spreadsheet multi-function calculations and dynamic geometry software investigation

*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**

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:*

My mindset can help me find my own ‘best way’ through each particular moment.

Understanding connections provides us with opportunities.

Sports that require transference of skills and adaption of strategy challenge our ideals and stretch us.

For every action there is an equal and opposite reaction.

*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 three times per year.
**Personal Sustainability**

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.

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 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, 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 their own and other’s values in everyday decision making. Mental health, helpful thinking and self talk, emotional recognition and problem solving strategies will be the focus in Term 2. Students will also consolidate on their understanding of the changes that occur during puberty and the reproductive system and consider contraception and STI’s within a social context of a range of relationships. They will further develop an understanding of illegal drugs and make informed decisions in regard to their own health, adopting a harm minimisation approach.

This curriculum is also linked to the study of Ethics, which is woven into all of the units that are presented. Students understand how Ethics is defined and learn some principles of ethical decision making. There are explorations of ethical dilemmas and varying perspectives that can arise from these, with the concept of a moral compass discussed through role models in society, past and present. This knowledge is then applied to their own decision making. The course then concludes to the Night of Decades (NOD), with a group investigation into the ethical impacts of a drug in students’ decade of choice.

**Provocation:**

How do we maximize our own personal sustainability?

Knowledge empowers us to make positive, principled and reflective 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 values and personal identity
- Develop knowledge and understanding of how our bodies develop with an emphasis on reproductive health
- Create an understanding of Illegal drugs through a harm minimization approach
- Develop an understanding of mental health and positive thinking strategies

**Assessment:**

A variety of formative and summative assessment tasks are used during the semester. They include research investigations, written reports, tests, oral presentations, infographics 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 skill.
Languages
Students continue to study the language chosen in Year 7.

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
- Japanese sports and leisure activities, past and present
- Significant change points 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 two main areas of language assessment in Japanese – Communicating and Understanding – in addition to intercultural knowledge and understanding. A variety of formative and summative assessment tasks in all components of Japanese are used during the year to demonstrate students’ understanding of Japanese language and culture.
French

Students explore youth culture, trends and traditions of France as well as one major Francophone country, Canada. They develop their language skills further to communicate in everyday situations. Language structures are taught inductively; students are involved in detecting and noticing patterns and working out rules for themselves. As in Year 7, students have access to web-based programs to enrich and extend their language learning experience.

Provocation:

Travel helps us to discover new cultures and different perspectives on how we should live our lives. Food plays an active social role within the community and is transmitted from generation to generation as part of its identity.

The French language transforms itself to reflect the speaker and the country. Family relationships can surprise us and are an important part of our lives.

An Inquiry into:

- Teenage daily life and culture over time
- Transport
- Paris
- Canada: Quebec and Montreal
- Food

Learning focus:

The French curriculum helps to:

- Foster students’ ability to think and reflect about the workings of the French language, as well as their own
- 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 become more knowledgeable and tolerant global citizens

Assessment:

There are two main areas of assessment in French - Communicating and Understanding. In line with the current Victorian Curriculum, students will be assessed on how they use language for communicative purposes. They will also be required to demonstrate an understanding of the relationship between the French language and its culture. A variety of formative and summative assessment tasks will be used during the year to facilitate this.
YEARS 7, 8, 9 HANDBOOK AND CURRICULUM GUIDE 2020

YEAR 9 – DISCIPLINE BASED LEARNING in the INTEGRATED PROGRAM

**English**

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, viewing, 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 an Examination that will take place in Term 3. NAPLAN testing in literacy, which takes place during May will also give students opportunities to challenge their use of spelling and language conventions.

**Semester 1**

*Provocation:*

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

*An Inquiry into:*

- The concepts of ‘choice’ and voice’
- The influences of different cultural backgrounds and contexts on identity, relationships and behaviour
- The reasons for and expressions of discrimination in our society
- The influences on adolescents and their choices as they grow towards adulthood
- The ethical dilemmas inherent within decision making
- The language of film analysis

**Semester 2**

*Provocation:*

However painful, the truth heals and helps brings people together; lies tear people apart.

*An Inquiry into:*

- The concept of ‘truth’
- A strong emotion felt by the student, which will be expressed in a piece of poetry
- The use of metalanguage and figurative language in creating effective and confident writing
- Responding creatively to a text

*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 a scene analysis from a film and 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
- Make connections between texts
- Prepare and deliver a number of oral presentations based on the texts studied

*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 Victorian Curriculum 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:

- Applying number concepts through Mathematics
- Mathematical literacy
- 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
- Look in their strategy toolbox for problem solving strategies which could help
- Look in their skill toolbox for mathematical skills which could help
- 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
- Check their answer and think about what else they can learn from it
- Publish their results, making predictions and inferences

Mathematics skills:

Students use skills in the context of a problem solving task, a Number Fluency Task, a CAS calculator activity, a real outdoor application, or an investigation using appropriate technology.

Assessment:

Assessment is based on mathematical literacy, 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 year long investigation in which students will ask:

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

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:

- How technology advancements have changed the science of Forensics. Has this concept made crime fighting easier or the criminal more sophisticated?
- Ecosystems and the biosphere. How do humans impact on our global systems and investigating their interdependent nature
- Examining the movement of heat and light. Discovering whether there is a connection to the biosphere and previously investigated systems
- Rates of reactions and chemistry. Students plan and create a student-led inquiry where they investigate combustion. Rates of reactions or surface area

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 Years 9 and 10 students participate in The Global Sustainability Program. We are members of a global community, connected to the 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 shared future is at the heart of global education. The emphasis of this program is not only on developing knowledge and understandings of major world challenges but also promoting positive values and equipping our students with critical skills which prepare them to be global citizens. Students explore the dimensions of personal, social cultural, urban and technological and natural sustainability within a global context.

The Global Sustainability 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 challenges that affect and connect us globally.

Student understanding is enhanced through experiential learning including exploring the diverse nature of Australian society through the City Week program. Then at the end of Term 3 the Year 9 students enjoy the challenge of visiting a South East Asian country and learning about the culture during their Make A Difference Experience.

Enduring Understandings:

Meaningful cultural exchange is reciprocal and involves both learning from others and sharing what you have to offer with others.

An Inquiry into:

- The interdependence of our world
- The aspects that determine cultural identity
- Connection between people and place
- Challenges of sustainability

Learning focus:

Students will:

- Explore their personal character strengths and values
- Examine the factors that contribute to the disparity between nations and some of the big challenges that impact on us globally
- Evaluate the social, historical, environmental, economic and political factors that connect Australia with the South East Asian region.
- Make connections with 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, examinations, self-assessment and a major exhibition at the end of Term 4.
Languages

In Year 9, students continue with a more in-depth study of their chosen language. This year is also the first opportunity for students to experience a formal examination.

French

In the first half of the year, French students explore topics that are relevant to their City Experience in Term 2. In Semester two some time is devoted to preparing students for their first formal language examination as well as learning about topics of interest to young people such as entertainment, music, sport and hobbies. As in previous years, students have access to web-based programs to enrich and extend their language learning experience.

Every two years, Year 9 students will be invited to host a French exchange student for a period of approximately two weeks in Term 2.

Provocation:

French is around us: We can always find shared interests between France and Australia, you just have to know where to look.

An Inquiry into:

- Clothing and fashion and their commercial and artistic importance
- Maintaining a healthy lifestyle through caring for our bodies
- Finding your way around the city
- Finding France in Melbourne
- The importance of the film industry and the way it reflects French life and culture
- Leisure and hobbies

Learning Focus:

The language curriculum helps to:
- Foster students’ ability to think and reflect about the workings of the French language, as well as their own
- 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 become more knowledgeable and tolerant global citizens

Assessment:

There are two main areas of assessment in French - Communicating and Understanding. In line with the current Victorian Curriculum, students will be assessed on how they use language for communicative purposes. They will also be required to demonstrate an understanding of the relationship between the French language and its culture. A variety of formative and summative assessment tasks will be used during the year to facilitate this. Students in Year 9 also undertake examinations in Term 3.
Japanese

Provocation:

Language, culture and life experiences shape identity.

An inquiry into:

- Teenage leisure, invitations and celebrations
- The Japanese school system
- Weather, seasons and climate
- Personal life experiences (Year 9 City Week and MADE 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 two main areas of language assessment in Japanese — Communicating and Understanding — in addition to intercultural knowledge and understanding. A variety of formative and summative assessment tasks in all components of Japanese are used during the year to demonstrate students’ understanding of Japanese language and culture. Students in Year 9 also undertake examinations in Term 3.
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 broad 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:
Self-improvement requires stretching yourself in areas that you are not familiar with.
What has to happen behind the scenes to make a game or competition work.
The greatest success comes from overcoming the greatest barriers.

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.
Contact Us

For more information about the Years 7, 8 & 9 Handbook and Curriculum Guide 2020, please contact:

- Sarah Dodd, Deputy Principal, Head of Secondary
  sarah.dodd@cornishcollege.vic.edu.au or call 9781 9000

For information about Admissions, please contact:

- Admissions
  admissions@cornishcollege.vic.edu.au or call 9781 9000