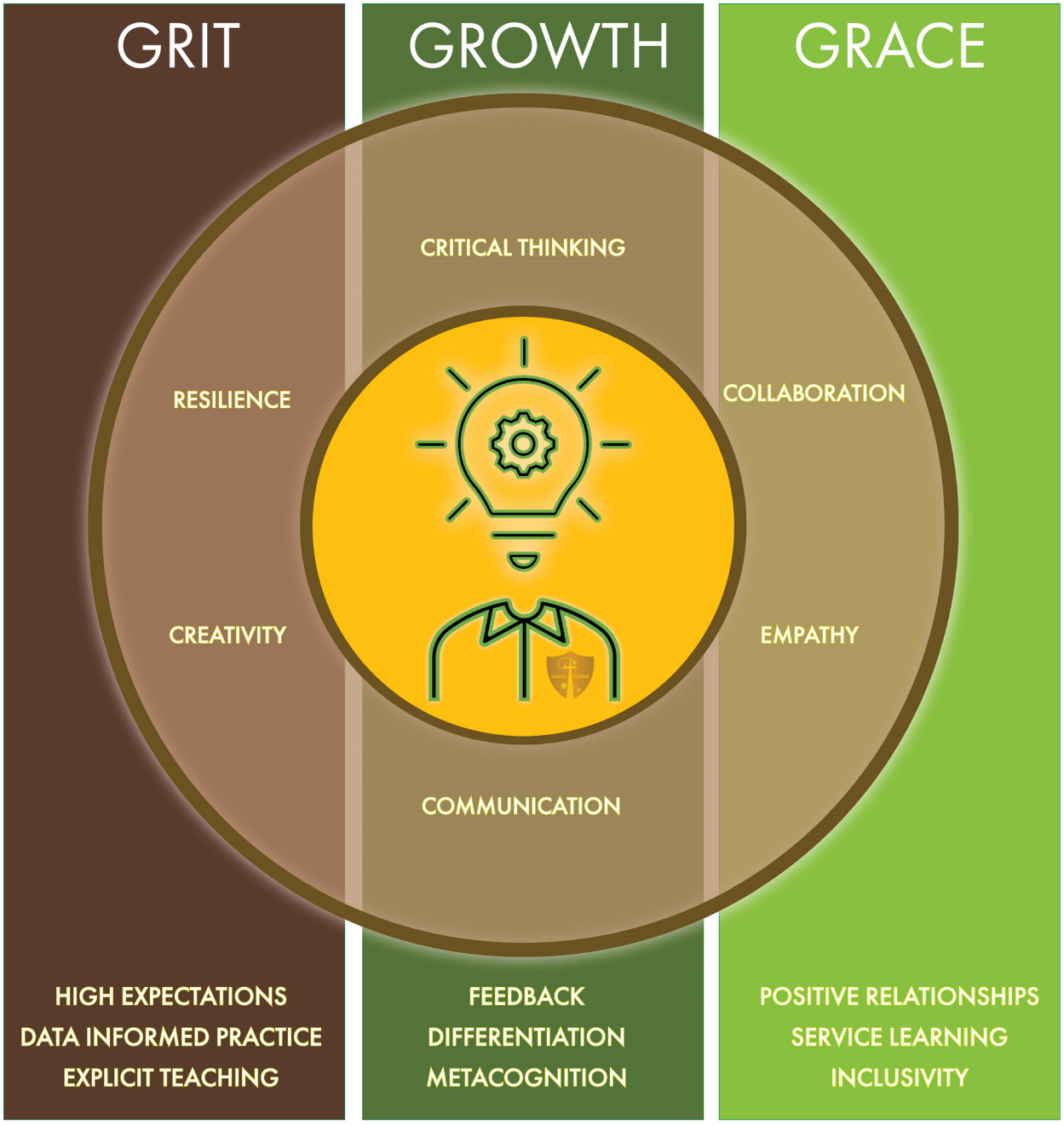
YEAR 7

GRACE LUTHERAN COLLEGE
EST. 1978

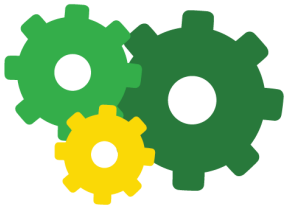
Curriculum Guide 2027

CABOOLTURE CAMPUS



Grace Lutheran College is, by the grace of God, a Christian community. It aims to continue the preparation of young people for a life of faith and service so that God will be glorified in the world.

COLLEGE COMPETENCIES



CRITICAL THINKING
explorative - analytical
evaluate - reflective

COLLABORATION
relational - purposeful
courteous - constructive

EMPATHY
compassionate - understanding
relational - responsive

CREATIVITY
adventurous - experimental
imaginative - innovative

COMMUNICATION
respectful - active
purposeful - courageous

RESILIENCE
courageous - adaptive
agile - persistent

ACE
ALONE

POINTS OF CONTACT

If you or your student has questions about subjects or would like further information, the table below will guide you to the best point of contact.

Subject	Teacher Contact	Email
Christian Studies	Mr Chan	vincent_chan@glc.qld.edu.au
Creative Arts Performing Arts Ignite Excellence: Music	Mr Grieve	shayne grieve@glc.qld.edu.au
Design and Digital Technology Lifestyle Technology	Mrs Stickland	catherine_stickland@gld.qld.edu.au
English Ignite Excellence: English Japanese	Ms Green	penny_green@glc.qld.edu.au
Social Science	Ms Cronin	lydia_cronin@glc.qld.edu.au
Health and Physical Education	Mrs Brady	rosemary_brady@glc.qld.edu.au
Mathematics Ignite Excellence: Mathematics	Mr Maunders	peter_maunders@glc.qld.edu.au
Science Ignite Excellence: Science	Mr Trubody	martin_trubody@glc.qld.edu.au

Other points of contact which may be helpful include:

Role	Teacher	Email
Teaching & Learning	Ms Atwell Dr Ganendran	teachingandlearningcc@glc.qld.edu.au
Diverse Learning Lead	Mrs Van Der Maat	diverselearningcc@glc.qld.edu.au
Academic Enrichment Coordinator	Mrs McGucken	academicenrichmentcc@glc.qld.edu.au
Pathways Coordinator	Mrs Barnes	pathwayscc@glc.qld.edu.au

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Information supplied in this Curriculum Guide may be subject to change dependent on staffing, resources, or student interests/needs.

INTRODUCTION TO THE YEAR 7 CURRICULUM GUIDE

We are pleased to provide you an overview of Learning Pathways intended to allow students to plan their own learning directions with the goal of achieving their individual potential.

The principles we have used to construct our curriculum at Caboolture are as follows:

Foundations
Grace implements the mandatory aspects of the three-dimensional Australian Curriculum from Year 7 and innovatively designs this curriculum to transition students into the QCAA Senior School model of the QCE.

Holistic Education
Grace prioritises an education for the whole person – spiritual, academic, physical, social-emotional, technological and cultural. As a result, mandatory aspects of the curriculum include Christian Studies/Religion and Ethics, Chapel, GEL, Sport and Outdoor Education (including the Googa program).

Personalised Pathways
Grace recognises the importance of student agency and creating their own personalised pathways based on the College's offerings. The College aims to offer a wide range of learning opportunities for students and will enact innovative methods to facilitate these where practicable.

Connections
Grace incorporates authentic learning experiences through connections within local, national, or global communities. This includes but is not limited to intentional focuses on service-learning experiences and considering the 'real world' in problem-based learning experiences.

Empowered Learners
Grace encourages learning environments that nurture, mentor and facilitate learning allowing students to take control of their learning journey empowering them to unlock their potential and celebrate individual mastery.

We trust Grace students will enter the world having developed the skills and attitudes to live a life of faith and service so that God will be glorified in the world.

Yours in Christ

David Radke
Head of College

Jason Miles
Head of Campus

Monique Atwell
Deputy Head of Campus

THE YEAR 7 CURRICULUM AT GRACE

At Grace Lutheran College we acknowledge that every student enters the classroom at a different 'starting point' with various innate natures, talents, experiences, perspectives, and desires unique to their own intellectual, social, emotional and physical development. The Middle School recognises that God made each one of us unique with our own gifts and that these should be valued and celebrated for every student.

CURRICULUM PRINCIPLES

GRIT	GROWTH	GRACE
CHALLENGE - Recognising that every student can learn and that everyone is held to high expectations.	EMPOWER - Providing all students with the knowledge and skills they need 'to succeed in life'.	EQUITY - Advocacy for every student's right to learn, providing challenging and relevant learning opportunities.

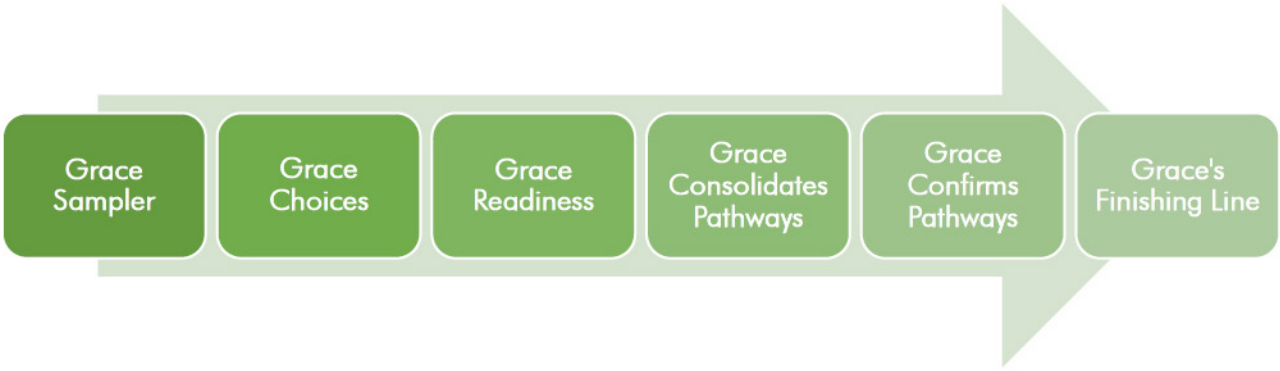
Grace Lutheran College aims to deliver a rigorous curriculum in a Christ like manner that is accessible to all learners. The Year 7-9 curriculum is designed to prepare students for senior school whilst being supported by the ACARA framework. At Grace Lutheran College we are mindful of the person your student will become and the world that they will enter as young adults. With this in mind, the Middle School values the importance of and balance between 'soft skills' and 'hard skills'. The person they are and what they know have never been as equally as important as what they are now. Therefore, the importance of students being exposed to a contemporary curriculum is increasingly important.

A contemporary curriculum is designed around the following:

CHALLENGE	COLLABORATION	CONNECTION	CONSCIENCE

THE YEAR 7 CURRICULUM DESIGN

Grace is proud of encouraging a culture of personalised learning at the College. As part of the subject selection process, we achieve this by offering an extensive range of subject choices. This allows for a timetable to be constructed that in the main addresses the needs of the individual student.
Grace is committed to encouraging students to develop their gifts and talents. This is achieved through the carefully constructed 'Grace Curriculum Journey'.



The Year 7 Curriculum design is using a 'Core' and 'Elective Sample' approach. Core subjects are compulsory and therefore studied by all students. The 'Elective Sample' approach allows students to taste each of the elective subjects on a semester rotation, allowing them to explore their skills, gifts and talents. This Curriculum Guide will provide you with further information about each of the subject's students will experience in Year 7.

HOME LEARNING

Home Learning is necessary for a student to perform satisfactorily at the secondary level. Home Learning can take various forms, and these are listed below:

Direct instruction from teachers	Where students are given a specific task to complete.
Assignments	Continuing to work on assignment tasks.
Consolidation	Proactively review the work from the day's lessons and summarise notes or re-do exercises.
Pre-reading	Read ahead regarding information which will arise in upcoming lessons
Education Perfect	Website students log into to complete activities to learn or consolidate understanding.
Reading	Read something of interest.

Year 7	Up to 1 Hour
Year 8	1 Hour
Year 9	1 1/2 Hour
Year 10	1-2 Hours
Year 11 & 12	2-3 Hours

Correspondence will be sent home to parents/guardians if a student is repeatedly not meeting the expectations for homework and/or assessment.

FEEDBACK

At Grace Lutheran College there are various methods used for students to receive formal feedback on assessment tasks. These are: Drafts, Checkpoints and Teacher Conferences. The feedback method being used by the teacher will be outlined on the student's assessment task sheet.

Drafts	A draft is a submission of work (method of submission is indicated on the assessment task sheet e.g. eGrace or hard copy). Drafts are collected and reviewed by the teacher with written feedback provided in a timely manner using annotations or a task specific checklist.
Checkpoints	A checkpoint is an in-class observation by the teacher to ensure the student is 'on track' to completing the requirements of the task. Students will be required to show their work to the teacher during the lesson, however feedback may not be provided.
Teacher Consultation	Teacher consultations are scheduled over a period where students meet with their teacher during a lesson to receive verbal feedback on their progress.

Where a student has made insufficient progress at any of these stages, an email will be sent home to advise parents/guardians of this. Students will receive informal feedback from their teacher regularly, as teachers monitor assessment progress during lessons and respond to student's questions regarding the assessment.

ACADEMIC STUDENT SUPPORT AT GRACE

At Grace Lutheran College there are various ways in which students can seek additional support with their Academics.

Teacher Support
Teachers are always willing to provide support to students. It is important that students contact their teacher if they feel like there are needing additional support. This can be done by seeing the teacher in person or emailing them.

After school Library Access and Tutors
The CAVE (library) is open to all students Monday – Thursday until 5:15pm. This is a time where students can work independently or form small study groups with their peers. During this time, the College provides past students as Academic Tutors who have excelled in their subject areas to provide additional support to students if they request it. The Academic Tutors timetable is available to view in the library. Please note that Middle School students are required to be signed out of the CAVE by a parent/guardian when collected.

DIGITAL LEARNING PLATFORMS AT GRACE

As part of the orientation week, students will receive a laptop (including bag). This will also include their IT log in details and the creation of a password for the College network and in turn their online learning accounts. The College takes responsibility and will manage student use of the laptop during school hours, however outside of school hours it is the responsibility of the parents/guardians.

To ensure effective teaching and learning, the College uses a multiple platform approach to their learning. Students will access their curriculum and assessment from:

eGRACE	TEAMS	STUDENT EMAIL
View your timetable (subject, teacher, classroom) View the school calendar (including assessment dates) Access the Daily Notices Access Class Resources and Term Planner Submit Summative Assessment View Progressive Reporting Results and Comments View Formal Semester Report Cards.	Access Class Resources Submit Class Tasks and Activities Read announcements from your subject teachers Chat to your teachers Chat to your peers (strictly for school related purposes only).	Receive email communication from teachers or your peers for school related purposes.

eGrace and TEAMS are digital platforms where students can log in either on campus or off campus through the College website.

We encourage parents/guardians to have access to your student's online learning platforms by asking your student to share the log in details (username and password).

PARENT LOUNGE / PARENT ORBIT

Parent Lounge is a digital platform enabling parents/guardians to access aspects of their student's learning at Grace.

Parent Orbit is an APP Based version of Parent Lounge, which is available to download from where you download your APPS.

Log in details will be emailed to parents/guardians through the Student Services email. Features of Parent Lounge include:

- View your student's Timetable
- Accessing the School Calendar (excursion dates, assessment due dates etc)
- View Formal Academic Report Cards
- Submit your student's Absences
- Accessing Curricular Activities (this includes progressive reporting results and comments)
- Accepting or Declining Permission for your student to attend events outside school hours
- Booking Parent Teacher Interviews for scheduled evenings
- Update/Edit your student's personal and medical details.

AUTHENTIC LEARNING AT GRACE (INCURSIONS AND EXCURSIONS)

INCURSION	EXCURSION
An activity that occurs on campus during the school day.	An activity that occurs off campus during the school day or after hours.

As part of your student's enrolment process, permission was granted for your student to attend incursions/ excursions travelling by Grace Buses during school hours which have a zero cost to the student.

Any incursions/excursions that occur outside of school hours (before or after) or have a cost incurred will require permission and the corresponding payment to be made through Parent Lounge / Orbit App (under the Events tab) prior to the incursion/excursion.

As an incursion/excursion nears for your student, you will receive information correspondence sent from the GLC Student Services email to the email address you supplied to the College. If you are concerned you are not receiving these please contact the College or check Parent Lounge / Orbit App to ensure that we have the correct email address for you.

Confirmed dates for incursions/excursions are placed on the College calendar, which is accessible via eGrace and Parent Lounge / Orbit App.

CURRICULUM – SUBJECT CODES

SUBJECT	TIMETABLE CODE
Christian Studies	7CS
English	7EN
English – Ignite Excellence	7IEE
Mathematics	7MA
Mathematics – Ignite Excellence	7IEM
Science	7SC
Science – Ignite Excellence	7IES
Social Science	7SS
Japanese	7JA
Health and Physical Education	7HP
Sport	7SPO
Design and Digital Technologies	7DT
Lifestyle Technologies	7LT
Creative Arts	7CA
Performing Arts	7PA
Supported Learning (by invitation)	7SL

CHRISTIAN STUDIES	CORE

ABOUT THE COURSE

The Christian Studies course is based on the Christian Studies Curriculum Framework (CSCF), used across Australia in all Lutheran schools. It is a core subject which aims to investigate ideas which are central to understanding identity, as well as living in and contributing to community. Students learn to work collaboratively, engage in open dialogue exploring their own and others' positions in relation to ideas about God, people, self and the world. Aiming to be relevant and challenging, Christian Studies uses, as a central learning model, the inquiry approach as well as valuing other approaches, for example Service Learning.

THE LEARNERS EXPERIENCE

The Bible and God's Story with Humanity	• What is the Bible? • How do we read the Bible? • What role does the Bible play in a Christian's life? • What is God's purpose and plan for His people? • What do our stories tell us about who we are? • What is our history as a Grace community? • How does our faith, inform our purpose? • What helps Christians remember who they are?
Heroes of the Bible	• Who are the heroes of the bible? • What did they do that helped form the foundations of our beliefs? • Why were many of our bible heroes, unlikely heroes?
A Life of Faith and Service	• Who am I to love and serve? • What is the relationship between love and service? • Why do people serve others? • How can I serve others?

ASSESSMENT

There is one assessment piece for each Semester. Assessment pieces are varied – written, spoken and creative tasks and incorporate varied conditions such as individual and group situations; teacher supervision of class work; independent assignment work.

Students are assessed on:
- Content Knowledge and Understanding
- Processing Skills (research, analysis, and application)
- Written and Spoken Communication Skills.

ENGLISH	CORE

ABOUT THE COURSE

The study of English is critical to the development of articulate and thoughtful students. This course is designed to inspire and encourage students to challenge their understanding of what it means to be human and to develop the language needed to express themselves on a deeper level.

THE LEARNERS EXPERIENCE

Unit 1 Narrative	• Read a range of short stories as a foundation for own writing • Identify narrative characteristics • Write an Imaginative Narrative.
Unit 2 Film	• Examine a film • Identify and determine the effect of cinematic techniques • Prepare and present a oral presentation to an audience.
Unit 3 Novel Study	• Read a class novel, • Identify how stories work • Write an analytical essay that evaluates an aspect of the novel.
Unit 4 Fairy Tales	• Read/view a range of fairy tales • Explain thematic significance, characterisation, relevance to contemporary society • Create a vlog that discusses the significance of fairy tales; incorporate modern examples and personal reflection.

IGNITE EXCELLENCE: ENGLISH LITERATURE	CORE
	IGNITE EXCELLENCE

ABOUT THE COURSE

This is a course for students that love reading and writing. Ignite Excellence: English Literature is the first step of the Literature Studies pathway that helps foster the next generation of Australian Writers. In this course, students will learn from the literary world's greatest authors and engage in creative projects across a wide variety of genres.

This course places a high premium on creativity and the importance of wider reading by the students. Passion for the written and spoken word are more important than a record of high achievement.

Students interested in Ignite Excellence: English Literature are required to complete an application form available through the Academic Enrichment Coordinator. Applications are valid for 12 months.

THE LEARNERS EXPERIENCE

Unit 1 Narrative	• Read a range of short stories and/or a wide reading novel • Create a reading journal • Write a creative monologue.
Unit 2 Novel Study	• Read a class novel, • Identify how stories work • Write an analytical essay that evaluates an aspect of the novel.
Unit 3 Film	• View a film based on the theme of 'Outsider' • Write a persuasive speech that justifies the characteristics of the outsider character.
Unit 4 Fairy Tales	• Read/view a range of fairy tales • Explain thematic significance, characterisation, relevance to contemporary society • Create a vlog that discusses the significance of fairy tales; incorporate modern examples and personal reflection.

SOCIAL SCIENCE	CORE

ABOUT THE COURSE

The Social Science disciplines of History and Geography are essential to develop an understanding of our sense of past, present and future.

A study of History gives students inquiry research skills and allows them to interpret and comprehend important historical periods and documents to better understand their place in the world.

A study of Geography assists students in understanding the nature of human impact and culture on the world around us.

Students in Year 7 will:

- Interpret sources of information and understand the origins of ancient Civilisations
- Understand the daily lives and living conditions of people in the Ancient World
- Evaluate the role of various individuals and groups in a variety of different societies
- Determine the legacy left behind by the people of Ancient Rome, Egypt, Greece, China and Australia
- Gather and Interpret Geographical data including maps, statistics and charts
- Develop Mapping Skills including the interpretation and creation of maps using digital technologies
- Understand aspects of how weather hazards form and appropriate responses to them.

THE LEARNERS EXPERIENCE

History	• Investigating Our Ancient Past: Ancient China, China and the Deep Time History of Australia.
Geography	• Water and the World • Place and Liveability.

ASSESSMENT

Response to Stimulus Exam, Short Response Exam, Multimedia Project, Short Response Exam and Geographical Report.

JAPANESE	CORE

ABOUT THE COURSE

The central focus of studying Languages at Grace Lutheran College Caboolture campus is to enable students to develop the skills to communicate in Japanese.

Students come to understand that there are many people and societies within Australia and internationally who normally use other languages. They develop an awareness of a limited range of linguistic features, process skills and strategies. Another key point in the learning of Japanese in Year 7 is that students develop their cultural understanding and inter-cultural competence through communicating in an additional language.

The ways students in Year 7 will demonstrate their knowledge and understanding include the following:

- interpreting the main topic of a simple text using visual elements
- selecting and using non-verbal communication relevant to purpose
- contributing to straightforward conversations by interpreting and responding to statements and questions
- constructing simple texts that describe people and everyday events
- comparing and contrasting aspects of the target languages with English
- comparing and contrasting aspects of the target culture with their own culture.

Japanese is studied for the four terms in Year 7 at Grace Lutheran College Caboolture campus. Students are required to study one language for the full duration of the year. Following Year 7, languages become elective subjects. Students may choose to continue studying Japanese or select a different elective subject.

THE LEARNERS EXPERIENCE - JAPANESE

Term 1	Greetings and Classroom Instructions.
Term 2	Anime and Mango culture, Describing Words.
Term 3	Family and Pets, Numbers and Ages.
Term 4	Food Culture.

ASSESSMENT

Students are assessed in a range of skill areas throughout each term. By the end of each semester, students are assessed accross the four macro skills of Listening, Speaking, Reading and Writing.

MATHEMATICS	CORE

ABOUT THE COURSE

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

A major emphasis will be on basic arithmetic skills in whole numbers, fractions and decimals, initially working without calculators and then learning how to use scientific calculators effectively. It is important to recognise that for many students, Mathematics is the most difficult and challenging subject. Mathematics is a traditional learning discipline which requires regular practise and revision.

THE LEARNERS EXPERIENCE

Number	• Rational, square and prime numbers • Rounding • Fractions, decimals and percentages • Integers • Ratios • Financial maths.
Algebra	• Formulate algebraic expressions • Solving linear equations • Graphs of functions • Manipulate formulas.
Measurement	• Area & Volume • π and the circle • Angles and parallel lines • Interior angles.
Space	• 2-D objects • Classify types of shapes • Transformation • Sort shapes.
Statistics	• Discrete and continuous data • Complete statistical calculations • Create interpret a range of graphs • Plan and conduct statistical investigations.
Probability	• Sample space • Chance experiments and simulations.

ASSESSMENT

There is one assessment piece per term for Mathematics. Students are assessed against the criteria of:
- Understanding and Fluency
- Problem Solving and Reasoning.

Assessment techniques used include examinations and problem-solving projects.

IGNITE EXCELLENCE: MATHEMATICS	CORE
	IGNITE EXCELLENCE

ABOUT THE COURSE

Ignite Excellence: Mathematics caters for those gifted and talented students to further excel and achieve in Mathematics. The Ignite Excellence: Mathematics Program allows students to work on the mathematics curriculum of the Year Level above. For students in Year 7 who love Mathematics and Science, the College offers a combined Ignite Excellence Program to align with the College's core teacher structure for that Year Level. In each Year Level, a separate Mathematics class is established to provide an accelerated curriculum for our highest achieving Mathematics students. In this accelerated program, students complete Years 7, 8 and 9 Mathematics in just two years, before commencing the Senior School subject Mathematical Methods, twelve months early.

A distinct benefit of this program is that it allows students to remain with same age peers, whilst completing the mathematics content of the Year Level above. The program occurs during normal Mathematics lessons on the timetable for that Year Level. Applications to join the Ignite Excellence: Mathematics Program are made through the Academic Enrichment Coordinator.

THE LEARNERS EXPERIENCE

Number	• Exponents, square and prime numbers • Rational and Irrational numbers • Rounding terminating and recurring decimals • Four operations with integers and rational numbers • Financial maths • Fractions, decimals and percentages, Ratios.
Algebra	• Expansion and factorising • Experiment, solve and graph linear equations • Inequalities • Formulate algebraic expressions • Manipulate formulas.
Measurement	• Area and perimeter of regular, irregular and composite shapes & circles • Volume and capacity • Time & Time zones • Angles and parallel lines.
Space	• 2-D and 3-D objects • Properties of quadrilaterals and triangles • Congruency and similarity • Design, create and test algorithms • Transformation.
Statistics	• Investigate techniques for data collection • Complete statistical calculations • Compare variations in distributions and proportion • Plan and conduct statistical investigations, Create interpret a range of graphs.
Probability	• Conduct experiments and simulations • Probability diagrams and tables.

ASSESSMENT

There is one assessment piece per term for Mathematics. Students are assessed against the criteria of:

- Understanding and Fluency
- Problem Solving and Reasoning.

HEALTH AND PHYSICAL EDUCATION	CORE

ABOUT THE COURSE

Health and Physical Education enables students to develop skills and understanding to positively influence the health and wellbeing of themselves and their communities. They acquire and apply movement skills, concepts and strategies across a range of physical activity contexts. Students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing.

THE LEARNERS EXPERIENCE

Term 1	Building a Culture of Sportsmanship - Students explore interpersonal skills required for successful movement outcomes in a range of cooperative games which support inclusion, fair play and respectful relationships.
Term 2	Athletics & Biomechanics – Students use primary data from peer, self and video to gather feedback to improve movement outcomes. They apply an understanding of biomechanical principles to explain how they affect the motion of a thrown object.
Term 3	Diversity – Students explore values and beliefs of different cultures through participation in a range of multicultural games.
Term 4	Striking games - Students engage in a variety of team games that focus on striking a ball, such as cricket, tee-ball, and modified bat-and-ball games. Students develop and refine fundamental motor skills, particularly hand-eye coordination, striking technique and fielding. Students also build an understanding of strategic gameplay, learning to apply tactics such as positioning, communication, and teamwork to enhance their performance.

ASSESSMENT

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals. A variety of assessment tasks, both physical and theoretical, give students the opportunity to demonstrate their knowledge, understanding and skills including performance, investigations, projects and examinations. There is one assessment per term.

SCIENCE	CORE

ABOUT THE COURSE

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers. Also, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery. They can nurture their natural curiosity about the world around them.

THE LEARNERS EXPERIENCE

Chemical Sciences	Use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. Understand the properties of substances and how to separate mixtures.
Physical Sciences	Investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.
Biological Sciences	Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools. Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations.
Earth and Space Sciences	Model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.

ASSESSMENT

Assessment consists of one task per term and includes a variety of formats such as projects, experimental reports, model building, and tests. Students are assessed on their understanding of scientific concepts (science knowledge), as well as their ability to apply this understanding to solve problems and investigate questions (science skills).

Assessment tasks also evaluate how students analyze data, conduct investigations, and communicate their findings using appropriate methods and scientific language. In addition, students explore the role of science in society (science as a human endeavour), including how scientific knowledge develops over time, how it is applied in real-world contexts, and its impact on people and the environment.

IGNITE EXCELLENCE: SCIENCE	CORE
	IGNITE EXCELLENCE

ABOUT THE COURSE

The Ignite Excellence: Science program is specifically designed for students who demonstrate high levels of talent and interest in science. In Year 7, the program is a separate Science extension class, allowing high achieving students the opportunity to explore their strengths within this discipline at greater depth than ever before. This separate class allows the teacher to work through the Australian Curriculum at a pace suited to the high achieving students and to provide additional enrichment opportunities. Applications to join the Ignite Excellence: Science classes are made through the Academic Enrichment Coordinator.

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THE LEARNERS EXPERIENCE

Chemical Sciences	Use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. Understand the properties of substances and how to separate mixtures.
Physical Sciences	Investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.
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CREATIVE ARTS	ELECTIVE SAMPLE

ABOUT THE COURSE

Student imagination will be captured as they creatively engage with Arts subjects, gaining an appreciation for Visual Art, Media and Drama. Exploring the foundational features of each discipline with a specialist teacher will give learners an opportunity to gauge their skill and enjoyment in that craft, before working as co-artists with their teacher to apply what they have learned in a creative project.

THE LEARNERS EXPERIENCE

Visual Art (variable sequence)	Through a holistic approach to both creating and appreciating art works, students will study a variety of perspectives, explore contemporary artists and engage in art-making activities that will utilise a wide variety of media, materials and technologies. They will develop knowledge, practical understanding and skills as artists and designers by making Visual Art works. Learning experiences may include: • Historical, cultural and contemporary perspectives in the Visual Arts • Mixed Media, Drawing, Painting and Ceramics • Make artworks that convey meaning about a significant place • Hand building clay sculpture.
Media (variable sequence)	Students will be introduced to the world of the media, storytelling and the moving image through a range of practical and reflective activities. They will gain an appreciation of the range of Media, both historical and contemporary, and the techniques used to create them. Students will develop their owns skills working in a range of mediums and may have the following experiences: • History of Animation, Character Design, the Languages of Film and Television • Using technologies to record and edit film sequences • Watching a film and analysing the techniques used • Using iPads to design characters and create short stop motion sequences • Use Adobe Animate and Illustrator to design characters and short animations.
Drama (variable sequence)	Students work collaboratively in practical activities to become confident creators of engaging, well-structured and meaningful content, engaging with emerging technologies as tools and platforms for their creativity. Explicit connections are made to how these skills and those of communication, critical and quick thinking and emotional intelligence are valued in 21st Century workplaces. Experiences may include: • Developing teamwork skills through learning improvisation and scriptwriting • Discovering how to memorise script, create character and block action on stage • Enhancing performance by giving and receiving analytical evaluative feedback • Developing confidence by honing performance skills: energy, focus, voice, polish • Enjoying using set, props and costume while performing for peer.
Project	The unique combination of specialist teacher and space, class skills and interests will determine how they work as co-artists to apply learning to a creative project.

ASSESSMENT

Students will be given feedback on their ability to create and exhibit/perform in Visual Art, Media and Drama. Assessment will be prepared and conducted during class time with a focus on the ability to work individually and as part of a team to produce a project through creating, refining and exhibiting/presenting.

DESIGN AND DIGITAL TECHNOLOGY	ELECTIVE SAMPLE

ABOUT THE COURSE

This course provides the students with an excellent opportunity to explore technology in a fun and challenging way. It is made up of various problem-solving activities that provide the students with an insight to the technology world and its industries.

A holistic approach is employed in technology education with each student involved in activities that develop knowledge, skills and attitudes regarding industry and technology.

Emphasis is given to communication and social interaction through a design, make and appraise curriculum structure.

This course provides the fundamentals for 3 of our Year 8 subjects: Practical Technology Skills, Design and Digital Technologies.

THE LEARNERS EXPERIENCE

Design	Students will propose solutions to design challenges. Students will develop, explore, enhance, and inspire through development of visual folios. Students will engage in basic sketching skills and presentation techniques. Students will produce presentation folios of work which will include a range of drawings from sketches.
Pratical Technology Skills	Students will engage with products, tools and materials to meet solutions for design challenges. Students will explore the use of hand and power tools to bring design ideas to realisation. Students will have at their disposal cutting edge technologies and equipment including wood and metal hand and power tools to craft their final products.
Digital Technologies	Students will learn about e-commerce processes and use an e-commerce website design platform to create a website to sell student made products.

ASSESSMENT

Written and practical assessment task completed at school.

LIFESTYLE TECHNOLOGY	ELECTIVE SAMPLE

ABOUT THE COURSE

This interdisciplinary approach fosters critical and creative thinking while nurturing independence, equipping students with the skills to make sustainable decisions in diverse contexts—from textiles to food and nutrition. Through problem-based learning, students tackle real-world challenges, applying their knowledge collaboratively in groups and independently.

Students explore the connection of food, nutrition, and community wellbeing. They develop practical skills in food preparation and consumption, creating items not only for personal use but also the broader school community. Students use textiles to create items that serve as tools for service-learning stewardship. These projects focus on minimising environmental impact through sustainable practices in textile production and usage, while also enhancing living spaces and fostering understanding of human relationships and environments.

By integrating these disciplines, students gain a holistic understanding of how their choices impact personal health, community dynamics, and environmental sustainability. This integrated approach empowers them to become conscientious global citizens capable of addressing multifaceted challenges in today's interconnected world.

THE LEARNERS EXPERIENCE

Food & Textiles	• Safety in the kitchen and textiles room • Hygiene in the kitchen • Pattern and Fabric terminology • Practical skills development • Nutrition • Stewardship.

ASSESSMENT

Continuous practical assessment
Written and practical assessment task – completed at school.

PERFORMING ARTS	ELECTIVE SAMPLE

ABOUT THE COURSE

Students will have their creativity sparked as they gain an appreciation for two Performing Arts subjects: Music and Dance, without expectation of prior experience. Exploring the foundational features of each discipline with a specialist teacher will give learners an opportunity to gauge their skill and enjoyment in that craft, before working as co-artists with their teacher to apply what they have learned in a creative project.

THE LEARNERS EXPERIENCE

Dance (variable sequence)	In Dance students use movement and gesture to capture and express ideas, images and feelings. Students explore the notion of dance in its social, ritual and artistic forms through sampling a variety of dance contexts and styles. Students participate in practical dance activities, stretching their minds and bodies as performers and choreographers. Learning experiences may include: • The Functions of Dance • Exploring social dance styles • Jazz and/or Hip Hop skills • The Dance concepts and skills • The Choreographic devices • Creating a dance using cultural and artistic movement sequences learned during class • Rhythm, beat and time • Cultural dances such as Samoan, Indigenous, Irish • Analysis of a artistic /cultural performance.
Music (variable sequence)	Music education enriches students' learning as it requires collaboration. While playing together, students develop social and analytical listening skills to consider choices around implementation of various aural dynamics, valuing the contributions of others and efficiently combining these components to complete the task at hand. Learning experiences may include: • Ukulele, Guitar, Percussion and Piano skills • Songs/games to develop rhythmic and melodic recognition and performance • Group performance • Development of meter and rhythm skills; notation of rhythm including informal rhythmic dictation tests • Notation of Treble staff notes.
Project	The unique combination of specialist teacher and space, class skills and interests will determine how they work as co-artists to apply learning to a creative project.

ASSESSMENT

Students will be given feedback on their ability to create (choreograph and arrange) and perform in Dance and Music. Assessment will be prepared and conducted during class time with a focus on the ability to work individually and as part of a team to produce a project through creating, refining and presenting.

IGNITE EXCELLENCE MUSIC (GRACE AMPLIFIED MUSIC EXTENSION PROGRAM)	IGNITE EXCELLENCE

Ignite Excellence: Music is a program for exceptional musicians in Years 7–9. This three-year program offers extension and enrichment opportunities for students who have already begun their instrumental or vocal music journeys in earnest. By the end of Year 7, students will have completed an AMEB Grade 2 Theory exam and learn a new instrument.

Who is Ignite Excellence Music for?

Year 7-9 students with exceptional instrumental or vocal skills
Musicians who thrive in a rigorous, supportive and positive learning environment
Learners willing to broaden their skills, and enjoy developing and connecting knowledge.

How do students become eligible for the Ignite Excellence Music program?

Students apply to be a part of the program commencing in Year 7. Acceptance into the program is dependent on the following criteria:

- Successful audition and aptitude testing
- Commitment to weekly lessons on their main instrument/voice in the school program (group or private tuition) or from an approved, qualified instrumental/voice teacher
- Commitment to Ignite Excellence Music a weekly afternoon lesson to focus on development of musicianship skills and lessons on a Second Study instrument
- Commitment to at least one college music ensemble
- Commitment to study the elective subject Music in Years 8 and 9.

What are the benefits of being enrolled in the Ignite Excellence Music program?

Instrumental Tuition on a new second-study instrument. Students are involved in the choice of the instrument but will be guided towards instruments that complement their abilities, suit their physicality, and provide the most opportunity for enrichment.

Musicianship Training, including music theory, aural and oral skills, keyboard and conducting basics. Students will make connections and apply this knowledge to their primary and second-study instruments, as well as to the performing, composing and analysing tasks required in classroom Music.

Participate in workshops/excursions each term, featuring guest speakers, industry-learning practitioners, masterclasses, extension and service activities.

Perform in solo and/or small groups at the annual Ignite Excellence Music student recitals on both primary and second student instruments.

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