Year 8 Subject Electives 2027

ORMISTON COLLEGE

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MIDDLE SCHOOL ADMINISTRATION

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TEACHING AND LEARNING

It is no secret that Ormiston College, from Prep to Year 12, is about quality teaching and effective learning. Students are offered the best opportunity for them to learn effectively so they can attain personal best achievements.

Effective learning resides within the congruence of several important factors, such as the

- delivery of a teaching pedagogy designed to promote agreed learning outcomes,
- student's attitude and motivation allowing him or her to grasp the opportunities to learn,
- student supporting his or her learning through a strong work ethic,
- quality of the partnership relationship which parents and the College have; in particular, the relationship between the parents and the teachers and academic coordinators and
- level of a student's emotional resilience.

To assist Year 8 students in their learning, Subject Teachers, Academic Coordinators, Wellbeing Teachers and Year Level Coordinators teach and lead the students towards becoming organised; developing study plans; setting challenging goals; managing homework, assessment and assignments, and so on. The Student Handbook also offers information and helpful tips.

TEACHING AND LEARNING FRAMEWORK

Our mission statement clearly indicates that Ormiston College is an academic school, seeking to achieve academic excellence. Learning across all year levels and subjects throughout the College is further supported by our strong focus on achieving high levels of literacy and numeracy.

Our Teaching and Learning Framework aims to move beyond traditional approaches of reproducing knowledge and equip our students with the ability to choose the best strategies to help them solve problems, make decisions, generate explanations and create new understandings.

There is a strong emphasis on using Information and Communication Technologies (ICTs) to improve learning outcomes which assist our students in embracing new ways of thinking in the 21st Century.

CULTURE OF LEARNING

Vision Statement

Ormiston College fosters a learning culture that encourages all members to become lifelong learners.

The teaching and learning framework strengthens this culture by focusing on the key elements needed for success, at school and in the world beyond.

We aim to ensure that our learning is clear and relevant.

In an environment of innovation, our goal is the development of transferrable skills that equip our learners with the ability to engage in a rapidly changing global community; opening up endless opportunities.

A vital element of quality learning is our commitment to supporting the professional growth of our staff.

LIFELONG LEARNERS

Core Beliefs About Learners

- We are all learners: students, parents and teachers.
- Everyone has the capacity to learn.
- In the right environment all learners can achieve success.
- Our aim is to equip all learners with the dispositions and skills needed to learn – metacognition.
- Learners need to be responsible for their own learning, bringing an openness to learning and a willingness to work towards their full potential.
- All learners are individuals who require differentiation.

CLASSROOM LEARNING ENVIRONMENT (C.L.E)

- Creates academic trust in an engaging and student-centred environment.
- Supports and challenges to achieve high expectations.
- Managing classroom procedures.

ACADEMIC RIGOUR (A.R.)

- Develops deep pedagogical and content knowledge.
- Creates opportunities for knowledge construction.
- Promotes skilful communication.

RELEVANT

- Builds on students' prior learning.
- Connects learning to the real world through problem-solving and innovation.
- Designs authentic assessments for students to use knowledge meaningfully.
- Incorporates ICTs for learning.

PROFESSIONAL LEARNING

- Content Knowledge
- Pedagogical Knowledge
- Technological Knowledge

MIDDLE SCHOOL CURRICULUM

The College has developed a program which ensures that students are provided with engaging learning activities and have strong opportunities to develop solid foundations in literacy and numeracy. Recent changes make the middle years workload more manageable by reducing the number of subjects studied to a maximum of eight at any one time.

The College has introduced some exciting new components to the program including quality Science, Technology, Engineering and Mathematics (STEM) and entrepreneurship learning pathways for every student as well as some elements of choice, providing students with a little more say in their Middle Years learning program.

The teaching and learning in all subjects is aligned with the Australian Curriculum.

All students will study the core subjects of English, Mathematics, Science, Humanities and Social Sciences, Technologies, and Health and Physical Education.

The following pages provide students with key information about the Elective Subjects Languages (Chinese or Spanish), Academic Development, and The Arts (Drama, Music, Visual Arts and Media Arts) to support them with their decision making.

The table below shows the Middle School Structure:

Core Subjects	Lessons per week			Notes
	Year 7	Year 8	Year 9	
Mathematics	9	6	6	Mathematics/Numeracy is a priority area
English	8	7	6	English/Literacy is a priority area
Science	5	5	6	Each year, within allocated Science time, students will be involved in a significant STEM (Science, Technology, Engineering, Mathematics) unit.
Humanities and Social Science	4	6	6	The Australian Curriculum for Humanities and Social Science includes study of Business and Economics.
Health and Physical Education	3	3	3	
Technologies	2	3	-	

Elective Subjects	Lessons per week			Notes
	Year 7	Year 8	Year 9	
Language (Year 8, Chinese or Spanish) OR Academic Development	3	3	-	Students in Year 8 have the choice of learning a Language (Chinese or Spanish), or, alternatively, students may choose Academic Development, which will involve working with teachers to enhance their Literacy and Numeracy skills. Note: Tutorial classes for Mathematics and English will be available before and after school.
The Arts	3	3	-	The Middle School Arts subjects are Visual Arts, Media Arts, Drama and Music. Each year, Year 7 and Year 8 students will experience two areas within the Arts curriculum by choosing one of the four Arts subjects to study in Semester 1 and a different Arts subject to study in Semester 2.
Elective Subjects	-	-	9 (3x3)	Year 9 students will choose three elective subjects from the following list: Music, Drama, Visual Arts, Media Arts, Economics and Business, Academic Development, Chinese, Spanish, STEM, Design and Technologies, Digital Technologies, Sport Science. Elective subjects are timetabled for three lessons each week.
Other Lessons/ Periods				
Wellbeing Curriculum	1	2	2	
Wellbeing	1	1	1	
Assembly	1	1	1	
Total	40	40	40	

ELECTIVE SUBJECTS

LANGUAGE OR ACADEMIC DEVELOPMENT

Year 8 students have a choice between studying a Language or participating in Academic Development. New classwork will not be introduced during Academic Development time. New work will be introduced during normal Mathematics/English class lessons, when Language students are also present.

LANGUAGES
(CHINESE OR SPANISH)

The need to communicate is the foundation for all language development, and the ability to communicate in an additional language is an important 21st century skill which provides students with opportunities to reflect on their understanding of the learnt language, as well as develop a better understanding of their first language. It also promotes greater sensitivity to cultural diversity and fosters intercultural understanding. Learning another language enriches students' intellectual, educational, linguistic, metacognitive, personal, social and cultural development, as it requires intellectual discipline and systematic approaches to learning.

Ormiston College offers the study of Chinese or Spanish as an elective subject in Secondary School. The teaching and learning of these languages is aligned with the Australian Curriculum for Languages delivered through two interrelated strands:

- Communicating meaning in Spanish (i.e. the use of language for communicative purposes across a wide range of contexts and audiences)
- Understanding language and culture (i.e. the knowledge that language structures and features form part of culture and identity of self and others)

To enhance the language acquisition of our students, we integrate technology meaningfully both in class and for homework and we also provide learners with opportunities to connect with their peers in the target language.

ACADEMIC DEVELOPMENT

The development of students' literacy and numeracy skills is critical to success now and in the future.

The focus of Academic Development is on strengthening the foundations that underpin strong literacy and numeracy performance. Success in literacy and numeracy contributes to an enhanced self-confidence and produces a positive impact in all subjects.

The Academic Development program provides students with additional time and assistance each week to achieve their potential within the Mathematics and English curriculum each term.

Academic Development aims to provide a program based on students' strengths and weaknesses in literacy and/or numeracy. Targeted goals are identified for students from performance data with measurable outcomes established for each term.

Some students take longer to acquire certain aspects in literacy and numeracy. Within literacy, this includes grammar and punctuation, spelling, reading comprehension, and the development of writing and editing skills. Within numeracy, this includes the concepts in the strands of number and algebra, measurement and geometry, and statistics and probability. There will be a focus on the development of thinking processes leading to improved strategies and problem-solving techniques. Students will be provided with opportunities to take risks and clearly communicate their thinking when providing a solution.

ARTS ELECTIVES

Students will also undertake two different semester-long Arts electives, choosing from Drama, Music, Visual Arts and Media Arts.

DRAMA

The study of Drama serves to challenge and empower students by stimulating 21st century skills such as creative thinking, social skills, working as a team and engagement with technology. Drama not only fosters young performers of tomorrow, it also harnesses and develops a multitude of skills crucial to a variety of subject areas and career paths.

Drama strives to enhance students' language and literacy development, as well as their collaborative skills and their understanding of others. Drama allows students to experience the intrigue and wonder of the stage by assuming the role of theatrical director and playwright as they create their own performance work. As actors, students will develop their confidence through refining voice and movement skills as they rehearse highly regarded plays from across the globe.

Drama also allows students to improve their writing skills through opportunities to attend live performances. In the role of theatre critic, students will be encouraged to communicate their own perspectives as they build their cultural awareness. The learning experiences within Drama strive to provide students with quality assessment opportunities, particularly rich and authentic tasks. This fast-paced, globalised world requires strong entrepreneurial skills. Through practical and play-based learning, the study of Drama exposes students to the skills of creativity, collaboration and critical thinking.

Participation in Drama will also see opportunities for students to join the broader Secondary Drama community through the promotion and provision of assessment-based showings for family and friends. These events not only create a strong sense of accomplishment, they also enhance student confidence when sharing their hard work to a large audience.

MUSIC

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. As students progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

The Music Department of Ormiston College aims to have students acquire a lifelong love of music and we encourage and equip students to become the best musicians they possibly can. In doing this, music becomes a highly valued component of their lives both at school and beyond the classroom and, as a consequence of this, students develop skills in the areas of socialisation, self-expression and creativity, critical and subjective thinking, concentration and self-discipline. They become more confident and better able to recognise their worth to society and the worth of others in a multi-cultured society. As such, we believe that the pursuit of excellence in music shows itself to be an essential part of a holistic and integrated education for all students.

VISUAL ARTS

Learning in Visual Arts develops knowledge, understanding and skills for creativity, critical thinking and aesthetic understanding, enabling students to communicate ideas, meaning and perspectives.

Through the concept of *Sustainability*, students investigate the inquiry question: *how do artists communicate or challenge ideas or perspectives about sustainability?* Students develop creative practices and skills for developing ideas and their visual arts practice. They develop critical practices by taking opportunities to reflect on, evaluate and respond to their own work or the work of others.

Students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They evaluate the ways that visual artists across cultures, times, places and other contexts communicate or challenge ideas or perspectives through their visual arts practice. They describe respectful approaches to creating and responding to artworks.

Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. Working across drawing, painting and sculpture, students select and manipulate visual conventions, visual arts processes and materials to create artworks that represent their ideas about sustainability. They curate and present displays of their own artworks.

Student work is displayed in the Shared Space Gallery throughout the year. The biennial Ormiston College Visual Art Exhibition also provides an opportunity for the College community to view works created by every student who studies Visual Arts and Media Arts, from Prep to Year 12.

MEDIA ARTS

In Media Arts students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers.

Through the concept of Boxed In! students develop creative and critical practices and skills across graphic design processes including logo design, packaging, prototyping and construction.

Students analyse the use of media arts concepts to construct representations that communicate ideas or meaning in media arts works they produce and experience. They evaluate the use of media arts concepts in media arts works from across cultures, times, places and other contexts.

Working with graphic design processes, students select and manipulate media languages, technologies and production processes to construct representations to communicate their ideas. They present their work to an audience.

Student work is displayed in the Shared Space Gallery throughout the year. The biennial Ormiston College Visual Art Exhibition also provides an opportunity for the College community to view works created by every student who studies Visual Arts and Media Arts, from Prep to Year 12.

ONLINE SUBJECT SELECTION

THE PROCESS FOR ONLINE SUBJECT SELECTION FOR YEAR 8

All students in Year 8 will study the core subjects of English, Mathematics, Science, Humanities and Social Sciences, Technologies, Health and Physical Education and participate in the Wellbeing Program.

In addition to the core subjects above, students will also undertake two different semester-long Arts electives and make a choice between studying a Language or Academic Development for a 12-month period.

The number of classes in a subject in 2027 will depend upon the number of students who select that subject in their preferences. Due to the combinations of subjects selected by the cohort of students, the College will nominate the semester order in which a student will study the two Arts electives.

PREPARING FOR THE SUBJECT SELECTION EMAIL:

To help ensure important messages do not end up in spam or junk folder, especially for Gmail users, take a few simple steps to prepare your email setting.

Please add noreply@selectmysubjects.com.au to your email contacts. This helps your email provider recognise messages from us as trusted and expected.

For Gmail Users – Create a Filter to prevent emails being marked as spam:

- Open Gmail and click on the gear icon. See all settings
- Go to Filters and Blocked Addresses tab
- Click Create a new filter
- In the From field, enter: noreply@selectmysubjects.com.au
- Click Create filter, tick Never send it to spam, and then click Create filter

Taking these steps ahead of time will help avoid delays and ensure the subject selection process runs smoothly for your child. If you would like a quick walk through on the Gmail process, you can view this short video (1m20s). View the video: https://player.vimeo.com/video/1094901319

THE PROCESS:

Students will be required to select their subjects through the online process outlined below:

1. Students will be emailed their Web Preferences Access Guide. This guide details all steps required when selecting 2027 subjects online.
2. In addition, the guide will include an individual Student Access Code and Password.
3. Students will have up to three opportunities to change their preferences; however, the final selection must be completed by Friday 4 September 2026.
4. All students will be asked to email their parents with a request to review and sign their preference receipt submission. To this end, it is important that parents provide one valid email address to their child.
5. Parents are required to review and sign the preference receipt submission and submit electronically their approval of the student's preferences.

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