



Highlands

Christian College

YEAR 7 & 8
SUBJECT HANDBOOK

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PREFACE

Welcome to the Middle Years at Highlands Christian College. Your child is about to embark on an exciting and vital few years in their education; a time in their life when growth and change will influence who they are and what they are becoming. We believe that these vital years are best served by an education program that is specifically tailored to the developmental, social and spiritual needs of young adolescents. Indeed, this has been our focus since implementing a Middle Years program in January 2000.

The Middle Years offers a renewed understanding of the often-complex issues faced by young adolescents by providing a program that maintains a balance between academic rigour, discipleship, Christian character and personal development.

We see the opportunity to provide guidance and support to adolescents as a natural and necessary element of our Middle Years program. A team of caring, Christian Pastoral Care teachers attend to the challenges and successes of the student, providing a caring community and encouraging a sense of connectedness.

The 'seamless' nature of the Middle Years curriculum ensures there is a smooth transition between Primary and Senior Schooling. The academic program has been designed to be intellectually challenging and to empower young people to learn. Alongside the core subjects of Christian Studies, English, Mathematics, Science and SOSE, students are offered a range of exploratory subjects in Years Seven and Eight - from Art and Japanese to Drama and Design Technologies. Exposure to these subjects opens the students' eyes to the electives available from Year Nine and often unlocks the doorway of discovery to the individual's created purpose in life.

Throughout the Middle Years, students are encouraged to take risks with their learning and not always to stay within their comfort zone. They are given opportunities to identify those areas in which they are competent and those in which they need to persist in order to achieve. They are encouraged to work with others and to develop an awareness of their own strengths and weaknesses.

At Highlands, students are taught that we all are made in the image of God, who wants us to be fulfilled in life and work, in relationship with Him, with each other, and with the world he made for us to enjoy. Students are encouraged to consider the implications of the Christian gospel: that despite our shortcomings, in the death of Jesus, God has offered forgiveness and reconciliation to everyone. The hope is that in response, students will commit their lives, in faith, to follow Jesus and empowered by the Holy Spirit, commit to serving others and the world.

MIDDLE YEARS SUBJECTS

The curriculum of Years 7, 8 and 9 include a set of compulsory core subjects to ensure that a coherent educational foundation continues through the middle years. All Middle Years students will study these subjects in every term.

Along with the core subjects, often taught by one or two specific teachers, students will also study subjects led by specialist teachers. In Years 7 and 8, these subjects are called Exploratory Subjects; they pave the way for students to make choices about courses offered in Years 9 and 10.

The Year 7 curriculum reflects the first step in the transition from being taught predominately by the one teacher in the Primary years towards accessing specialty subjects, teachers and resources.

Students in Year 8 will study a wider range of Exploratory Subjects.

In Year 9, students will choose three elective subjects, each of which will be allocated four periods per week. Year 9 should be seen as a time for personal growth and development and should not be viewed solely as preparation for work or tertiary studies. It is important that Year 9 provides a proper breadth of study to prepare students to embark upon a diverse range of endeavours in later years.

Where necessary, students are offered additional assistance by the Learning Support staff. This may take the form of small group work, in-class support from a Learning Support Aide, provision of a modified work program, or a student reducing their subject load to receive regular and ongoing support from the Learning Support staff. Such support is always negotiated between the teacher, the parents and the Learning Support teacher.

SUBJECT OFFERINGS

Year 7

CORE (Compulsory)

- Christian Studies
- English
- Maths
- Masterclass (Hack & Genius Hour)
- Science
- SOSE
- Japanese
- Physical Education

EXPLORATORY (Compulsory)

- Art
- Health
- Music
- Design and Technology
- Digital Technology
- Learning Enrichment

Year 8

CORE (Compulsory)

- Christian Studies
- English
- Maths
- Masterclass (Hack & Genius Hour)
- Science
- SOSE
- Japanese
- Physical Education

EXPLORATORY (Compulsory)

- Art
- Health
- Music
- Drama
- Design and Industrial Technology
- Digital Technology
- Hospitality
- Business
- Learning Enrichment

OUTDOOR EDUCATION

Involvement in the Outdoor Education program of the Middle Years is an integral part of a student's education and a key component of the school curriculum. Outdoor Education means experiential learning and personal development outside the student's comfort zone. Experiential learning is "holistic" in nature, simultaneously engaging spirit, body, mind and emotions to achieve an outcome of improved self-concept and Christian living skills. The "adventures" are defined as experiences with elements of uncertainty – the education comes from the reality of consequences. In adventure learning, students "live" leadership and teamwork through direct purposeful experiences that are tested in true life applications

Year 7 Camp - usually in Term 1 – Camp Cooby

Year 8 Camp - usually in Term 4 – Emu Gully, Pindari campus

CHRISTIAN STUDIES

OVERVIEW

As a Christian school it is our desire to teach our students the essentials of the Christian faith, and how it applies to life. The Christian Studies course is the primary strategy in achieving this goal. The Christian Studies program provides an overview of the Christian faith including biblical studies, theology, world religions, ethics, apologetics, philosophy and Christian character.

COURSE OUTLINE

Year 7

- Christianity vs Other Religions
- Imitating Jesus
- Jesus's Personality
- Jesus's Personality

Year 8

- Christianity vs Other Religions
- Imitating Jesus
- Jesus's Personality
- Jesus's Personality

ASSESSMENT

Criteria that are consistent with the objectives of the course of study are used to determine standards of student work. Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best. Judgments are made about a student's exit level of achievement, using the two criteria below:

- Knowledge and Understanding
- Reflection

Schools use a variety of assessment techniques, including multimodal presentations, extended written responses, and response to stimulus tasks.

PATHWAYS

Christian Studies provides students with holistic learning as it creates depth not just academically but also spiritually. The course develops the student's personal worldview as well as encouraging the higher order thinking skills with which to defend their beliefs and values.

ENGLISH

OVERVIEW

Language is a crucial part of thought, learning, knowledge and culture. It is language that enables people to communicate and share experiences. This ability to express thoughts and ideas, give instructions, question, or enjoy the beauty and subtlety of various forms of expressive communication enriches our lives and helps us to be capable and productive members of society.

Our English course seeks to develop students' abilities to:

- read and listen with discernment for enjoyment and information.
- critically analyse the literary and artistic merit and worth of various texts.
- learn from and emulate worthwhile features of various forms of communication.
- write and speak skilfully for various purposes.
- apply the wisdom and standards of a Biblical Christian Worldview to their thoughts and communication.
- appreciate our cultural heritage through literature.

COURSE OUTLINE

The English program is built around three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of text types including media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

The course covers three main dimensions:

- Understanding how text types, audiences, selection and organisation of subject matter work together to create meaning.
- Understanding how the control of textual features such as grammar, cohesive devices including paragraphing, vocabulary, spelling and punctuation is important in making meaning.
- Creating and evaluating meaning by understanding that: values, attitudes and beliefs underpin texts; different perspectives are found in different texts; aesthetic features characterise texts.

These dimensions are addressed in ten contexts:

Year 7

- Narrative Unit – The Bridge to Terabithia
- Short Stories
- Book Review
- Poetry

Year 8

- Identity
- Novel: I am David
- Australian Ballads
- Novel: Boy Overboard
- Vlogs

ASSESSMENT

Students are assessed in two areas:

- Receptive Mode (listening, reading, and viewing texts)
- Productive Mode (speaking, writing, and creating)

These areas are assessed by means of supervised examinations, assignments and oral presentations.

PATHWAYS

A Sound Achievement in English is required for almost all university courses as effective communication underpins all human endeavour. Specialisation in English leads to such disparate careers as journalism, public relations and communication, political speech writing, publishing, teaching and creative writing.

MATHEMATICS

OVERVIEW

In acknowledging the richness of God's creation, we accept that Mathematics brings order to the sometimes-random appearance of the world. Hence, one of the major reasons for studying Mathematics is to equip students with tools for dealing with a changing world. To achieve this, students study life-related situations aimed to help students become more informed citizens and participate in life-long learning.

COURSE OUTLINE

The Mathematics course covers three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Together, the three strands of the Mathematics curriculum provide students with understanding, knowledge and skills through which they can develop a view of the world.

The strands are addressed in contexts including:

Year 7

- Number and Place Value
- Fractions, Geometry and Percentages
- Algebra, Measurement and Probability
- Linear Equations and Data

Year 8

- Ratios, Discounts, Integers, Index Laws
- Fractions, Congruence and Transformations, Algebra
- Perimeter, Area, Linear Equations
- Cartesian Plane, Data and Probability

ASSESSMENT

Students are will be assessed in the following areas:

- Understanding and Fluency
- Problem Solving and Reasoning

These areas are assessed by means of supervised assessments, extended modelling and problem-solving tasks.

PATHWAYS

The common mathematical knowledge obtained through this course of study will assist most career paths including construction industry, nursing, hospitality and finance related fields.

MASTERCLASS (HACK & GENIUS HOUR)

OVERVIEW

Masterclass is a tailored Middle Year's program which integrates skills for personal development in the areas of academic and personal life, with the concept of working on passion projects. Masterclass runs for two sessions per week: one is devoted to 'Hack' and the other to 'Genius Hour'.

Hack lessons provide students with 'school' hacks which help with immediate assignments, as well as the skills to support their lifelong learning. Some topics covered in Hack include NAPLAN preparation, time management, researching techniques, referencing and subject-specific support for their core subjects such as scaffolding and examining genre.

Working alongside Hack lessons are Genius Hour lessons. Genius Hour aims to explore the inherent gifts and talents of students by promoting their creativity, critical thinking skills, and entrepreneurship. In these sessions, students use their Hack strategies to work through a passion project of their choice, with the aim to learn something new and to have time devoted to working on something that they enjoy.

COURSE OUTLINE

Year 7 Hack

- NAPLAN Preparations
- Organising study spaces and places
- Researching techniques
- Evaluating sources and referencing
- Summarising, synthesising and transferring information

Year 7 Genius

- Introduction to Genius Hour
- Ripple Effect Project
- Plastic Prototypes
- Passion Projects

Year 8 Hack

- Organising Study Spaces and Places
- Researching Techniques
- Scaffolding Assignments (Science)
- Prioritisation Strategies

Year 8 Genius

- Introduction to Genius Hour
- Ripple Effect
- Make something to change a life
- Passion Projects

ASSESSMENT

There are elements of formative assessment to gauge student learning throughout the semester. These include written journal entries, practical in class work, reflection, and observations of a created pieces.

PATHWAYS

This subject is designed to equip the students with the essential skills to be an effective learner in the 21st century. By developing their research skills, critical thinking skills and creativity, students will find academic success as they head into the senior school.

SCIENCE

OVERVIEW

Between true science (those things that can be accurately observed and measured) and the Bible there are no contradictions. After all, the one who wrote the Bible also created the things that can be scientifically observed. Men, however, can make mistakes in their observations or they may reach a faulty conclusion from what they observe. To this end, the College deliberately teaches students to consider information in the light of the Word of God.

The study of Science provides students with an understanding of the way scientists approach the solution of problems which pertain to the living world, and the processes of science which lead to the discovery of new knowledge. It provides students with a deeper understanding and an enhanced aesthetic appreciation of God's living world. Participation in Science enables students to engage in creative scientific thinking and to apply their knowledge in practical applications. This will assist them to foresee consequences for the living world of their own and society's responses and hence enable them to make informed decisions which will contribute to the world around them.

COURSE OUTLINE

The Science course covers three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The strands are addressed in contexts including:

Year 7

- Ecosystems
- Earth in space
- Mixtures
- Plastics in the Environment

Year 8

- Cells, Microscopes and the Human Body
- Matter
- Periodic Table and Chemical Reactions
- Energy
- Geology

ASSESSMENT

Students are will be assessed areas of: Science Understanding including Science as a human endeavour and Science inquiry skills.

These areas are assessed by means of supervised assessments, extended experimental investigations and extended response tasks.

PATHWAYS

Science is highly desirable for engineering and many applied science courses. It is also an advantage for tertiary courses such as computer science, mathematics, all health-related fields and all science courses.

SOSE

OVERVIEW

A study of SOSE will help young people to understand life and society by examining and analysing in the light of Biblical principles, the events, causes, and effects of the past. Through this understanding, we hope that our students will gain some wisdom for their own contributions to life and society.

The curriculum provides a study of history from the time of the earliest human communities to the end of the Middle Ages. The curriculum also examines Geographical issues. By studying these units of work, students will develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.

COURSE OUTLINE

Year 7

- Ancient Egypt
- Ancient China
- Plastics in the Environment
- Exploring the Liveability of our World

Year 8

- Medieval Period
- Proving or Disproving claims about societies during the Medieval Period.
- Landforms and landscapes
- Urbanisation

ASSESSMENT

Students are assessed in three areas:

- Historical/Geographical Knowledge and Understanding
- Historical/Geographical Skills

These areas are assessed by means of creative tasks, supervised exams, extended responses, class activities and research assignments.

PATHWAYS

Students have found positions for themselves in education, publishing, entertainment, tourism, writing, libraries, archives, museums, information technology, planning, journalism, and many other areas.

JAPANESE

OVERVIEW

Learning an additional language not only develops communicative competence and intercultural understanding but also develops skills which have broad educational applications. These skills increase cognitive flexibility and the interpersonal ability to respond positively to difference. They also have a positive and significant effect on the student's first language, particularly in the areas of reading, vocabulary, grammar and communication skills. During years 7 and 8, students will explore aspects of both the Japanese language and culture through games and interactive activities within the classroom.

Japanese Language and Culture is made more relevant by:

- Visits from Japanese Students
- Interaction with COCT's Sister school in Japan
- School trip to Japan every two years

COURSE OUTLINE

Year 7

- Family
- School Life
- Japanese Celebrations and Events
- Travel to Japan (Knowledge of Japan]

Year 8

- Japanese TV
- Japanese Animation (can do – for each animation)
- Self-introduction and family
- Anime Self Introduction and Hiragana

ASSESSMENT

Students are assessed in four macro-skills:

- Listening
- Speaking
- Writing
- Reading

These skills are assessed by means of creative tasks, supervised exams, class activities and short research assignments.

PATHWAYS

Multilingualism increases career and employment opportunities and improves access to the systems of digital communication which are increasingly a core component of students' lives in and out of school. Studying an additional language opens opportunities in most businesses as well as Tourism, Politics, Journalism, Law, Medical profession, Defence Forces, Technology, Education and Government.

PHYSICAL EDUCATION

OVERVIEW

Physical Education is a mandatory subject for all students in Years 7 to 10. The main objective is to provide students with fitness related activity. This subject develops relevant knowledge, understanding and skills which will: strengthen student's sense of self, promote individual & community health, and encourage satisfying relationships.

COURSE OUTLINE

Practical

Students will participate in four physical activities throughout the year, with equal time and emphasis given to each activity. This will be combined with fitness tests completed once a term to track fitness progress throughout the year.

Students will undertake the following content areas:

Year 7

- Basketball
- Athletics
- Aussie Rules Football
- Striking Games

Year 8

- Basketball
- Athletics
- Aussie Rules Football
- Striking Games

Students will be graded in the three dimensions of physical activity (Skill Acquisition, Skill Application and Tactical Evaluation) for each of the four sports undertaken throughout the year.

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester.

PATHWAYS

Students studying PE develop pathways into the following careers: education, nutrition, biomechanics, sports science, sports medicine, psychology, team and performance managing, training, coaching and many other areas.

ART (Exploratory)

OVERVIEW

Art as a form of communication has existed since the beginning of creation. God the creator made us in his image and enabled us to in turn communicate through our own creativity.

Our world is essentially visual therefore it is essential that we learn the visual language taught through Art, so that we can be more effective communicators.

Art education develops perpetual awareness and skills so that the student may be both subjective and objective.

COURSE OUTLINE

The course covers themes such as:

Year 7

- The themes taught in art come from concepts taken from studies in other subject areas. The focus of art projects revolve around colour and the ways in which colour can be used symbolically as a form of expression. They also have the opportunity to explore the 'Colour in Nature' where they learn the basic techniques of painting a landscape using composition and painting skills.

Year 8

- The themes taught in art come from concepts taken from studies in other subject areas. The focus of art projects revolves around themes of culture and migration. Students can learn about textures and colours of civilisations like the Vikings and other migrating people through the use of collage, lino and other print mediums. They also explore art from other cultures such as Iran and India culminating in drawings, paintings and lino prints.

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester. These may include written journal entries, practical in class work, and observations of a created pieces.

PATHWAYS

Art can lead to careers in teaching (Art is desirable in Primary Teaching). It also has strong links to Fashion, Advertising, Display and all forms of Visual Communication (including Film & Television). Art is also a good pathway to art gallery curation and event management. Art can also lead into a career as a professional artist.

BUSINESS (Exploratory)

OVERVIEW

The Business curriculum gives students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

COURSE OUTLINE

- Financial Literacy
- Business Principles

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester. These may include written journal entries, practical class work, and observations of a created pieces.

PATHWAYS

This subject prepares students for further studies in such subjects as Business Communication & Technologies, Business Organisation Management, Economics, Accounting and Legal Studies.

DESIGN AND TECHNOLOGY (Exploratory)

OVERVIEW

Students are encouraged to be active participants in invention and innovation by first looking at God and what he has created, and what He has already done in a grandeur scale. They are exposed to a range of intellectual challenges across the whole canvas of nature, while developing practical skills associated with hand and power tools, machinery and equipment.

COURSE OUTLINE

In this subject, students will receive training in the following areas:

- Workshop safe working practices
- Theory related to Material Science and Production Engineering
- Theory and practical experience relating to tools and machinery
- Implementation of the design process
- Skill development in workshop tools, equipment and procedures
- Graphical interpretation, construction and mathematical calculations
- Problem solving using sketches and computers

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester. These may include written journal entries, practical class work, and observations of a created pieces.

PATHWAYS

Graphics and Design Technology students recognise that Technology has a rich history and has developed into many overlapping fields that provide career opportunities when it is followed through to Year 11 and Year 12.

DIGITAL TECHNOLOGIES (Exploratory)

OVERVIEW

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

COURSE OUTLINE

- Digital projects to create interactive information
- Design and implement digital solutions
- Data analysis and evaluation
- Basic Coding

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester. These may include written journal entries, practical class work, and observations of a created pieces.

PATHWAYS

This subject prepares students for further studies in senior subjects such as Digital Solutions (General) and Information and Communication Technology (Applied), as well as providing real world experience in a variety of commonly used pieces of software and programming languages.

FOOD TECHNOLOGY (Exploratory)

OVERVIEW

The main emphasis of this half year introductory course is on basic life skill development in the areas of food preparation, basic cooking skills and nutrition as well as food safety and hygiene with a focus towards independent living. Students will learn to problem solve, time manage, be patient, listen, read and follow instructions.

In the interests of Workplace Health and Safety as well as kitchen hygiene, students studying Hospitality at any year level are expected to wear a full (bib style) apron and cap which can be purchased at very reasonable prices from the College Bookshop. Black leather shoes which completely cover the foot (as per school uniform requirements) are mandatory for practical work in the kitchen.

A subject levy will apply to this course to contribute towards all materials and resources. Parents are not required to supply any ingredients and materials as this is covered in the levy, unless their child desires to make items that are outside the standard provisions for the items they are required to make and complete as part of this course.

COURSE OUTLINE

- Food and Kitchen Safety
- Nutrition
- Basic Cooking skills
- Food Preparation

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester.

PATHWAYS

The common knowledge obtained through this course of study will assist most career paths including the hospitality industry, tourism and hotel management.

HEALTH (Exploratory)

OVERVIEW

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

COURSE OUTLINE

Year 7

- Individual Dimensions of Health

Year 8

- Community Health

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester. These include written journal entries, practical class work, and observations of a practical activities.

PATHWAYS

Students studying Health develop pathways into the following careers: education, nutrition, biomechanics, sports science, sports medicine, psychology, team and performance managing, training, coaching and many other areas.

MUSIC (Exploratory)

OVERVIEW

The study of music includes playing, singing, composing, reading, listening to and appreciating a wide range of styles of music. Music participation enhances problem solving, teamwork, self-expression, coordination, memory skills, self-confidence and esteem. As one of the Creative Arts, music also releases the creativity within each of us as part of worship to God. Students study music in relation to composition and performance on a variety of instruments and within a number of genres.

COURSE OUTLINE

Year 7

Music students will gain knowledge and understanding of the elements of music in relation to composition based on a given stimulus, opportunities to increase skill development on the keyboard, the art of reading music, and opportunities to develop vocal technique and confidence to perform to an audience.

- Composition: Movie Music and Special Effects
- Performance: Year Seven has Talent!

Year 8

Music students will gain knowledge and understanding of the effective use of composition, music for film, music created through technology, the different techniques required to play the guitar and the drum kit, and the different ways music is notated for these instruments.

- Performing
- Advertising

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester. These may include written journal entries, practical in class work, and observations of a created pieces.

PATHWAYS

Year 7 and 8 Music provides opportunities for students to recognise instrumental/vocal talents they possess that can be further developed through individual instrumental/vocal lessons. Students will also be able to further their skills in performance and composition through the Year 9 music programme.

DRAMA (Exploratory)

OVERVIEW

The Drama program has been designed to give students an opportunity to begin an exploration into the world of drama and the creation of dramatic meaning. This is achieved through the utilisation of drama theory lessons, individual/group engagement and participation in various dramatic activities.

COURSE OUTLINE

Drama covers:

- Introduction to Drama
- Characters, Scenes and Action

ASSESSMENT

There is no formal summative assessment in this subject as it is an exploratory subject. Students are instead focussed on the learning process throughout the semester rather than focussing on the pressures of summative assessment in this compulsory taster subject.

There are elements of formative assessment to gauge student learning throughout the semester. These include written journal entries, practical in class work, and observations of a created performance.

PATHWAYS

Year 7 & 8 Drama provides an essential tool for building confidence for further studies in many curriculum areas where oral presenting skills are needed. It is a stepping stone to Drama in the junior and senior school subjects that are available as OP subjects at COCT.

LEARNING ENRICHMENT

OVERVIEW

As a Christian school community, we maintain that every child is a unique individual with God-given gifts and talents. Moreover, we acknowledge that children vary in their physical characteristics, their personality traits, their intellectual capacity and in their social skills. Our goal is to help children recognise and develop their God-given gifts, talents and abilities.

Within our school, the needs of certain children are not always met by the programs being offered in the regular classrooms. The Learning Enrichment teacher can then be called upon to form a team with the classroom teachers, the parents and the children to identify learning needs and how they can best be met either within the regular classroom, or the Learning Enrichment classroom. Our aim is to support students who have a specific learning difficulty or disability, either academically or developmentally. By nurturing a positive attitude, we endeavour to increase their motivation and self-esteem.

- The Learning Enrichment Department may plan modified or alternate programs for students with diagnosed learning disabilities.
- Students with specific identified learning difficulties may receive support in the required area.
- Students, who require assistance with academic and organisational skills, can work in a small group setting in the Learning Assistance classroom.
- Students are given the opportunity to receive individual support for assignments, homework and other course work.
- Students who are currently undertaking external courses or school-based traineeships may receive assistance and support for course work within the Learning Assistance Department.

ENTRY REQUIREMENTS

Entry to Learning Enrichment may be requested by teachers, students or parents. The Learning Enrichment teacher will assess the student's difficulties and recommend to the Head of Secondary School an appropriate plan of assistance. This plan may include: -

- Monitoring progress in mainstream classes
- Adjustment of subjects being studied
- Individualised or modified programs for some subjects
- Investigating the suitability of private tuition
- Referral for Specialist assessment.

No student who is having difficulty primarily because of failure to complete homework tasks or to apply personal self-discipline, will be accepted into the Learning Assistance Program.

What we endeavour to do in the Middle Years, is to provide a place where young adolescents can grow and develop in an appropriately protected, understanding environment. That does not mean that they will be immune to challenges and hard times. However, we recognise that relationships, responsibilities and reasonable risks are the healthy boundaries in which adolescents grow and develop. We choose to meet the students where they are and challenge them to continue their journey of discovery and development.

2019 TERM DATES

Term 1

Mon 29 January – Friday 5 April 2019

Term 2

Mon 23 April – Friday 21 June 2019

Term 3

Mon 15 July – Friday 20 September 2019

Term 4

Mon 8 October – Friday 29 November 2019

USEFUL CONTACTS

Deputy Principal

Mrs Mia Patterson

Director of Middle Years

Mr David Wilcox – davidw@highlands.qld.edu.au

Mrs Jane Palmer.....Careers Counsellor/
Vocational Education and Training Coordinator
Mrs Gayle Dixon.....Director of Arts
Mr John Werth.....Director of STEM
Mrs Jennine Laird.....Director of Sports
Mrs Belinda Bray.....Director of Wellbeing
Mr Michael Proellocks.....Director of Senior Years