

Weeroona College Bendigo



Curriculum Framework



Vision: We care about our students at Weeroona College Bendigo and help them to thrive.

Weeroona College Bendigo (WCB) operates across two campuses with our main campus located on the northern side of Bendigo with a population of 650 plus year seven to year ten students. Our second campus BFLO (Bendigo Flexible learning Options) is an alternative setting and is a collaborative partnership between the five Bendigo Secondary Colleges and Kalianna Specialist School that aims to reengage learners from year seven through twelve. The BFLO campus is situated in Kangaroo Flat.



Secondary College where our students transition for years eleven and twelve.

We have very strong educational partnerships with our associate primary schools in the White Hills cluster, the other three Bendigo year seven to ten colleges and Bendigo Senior

We are fortunate to have been totally rebuilt and our modern learning spaces provide for a wide range of flexible teaching and learning activities including: independent study, peer tutoring, small and large group work, project based learning, lecture based learning, seminar style learning, research, performances and presentations by students and learning by building and doing.

WCB has a firm commitment to maximising the educational opportunities for each and every one of our students and we place a high emphasis on all students achieving personal excellence, which is one of our five core values. Each student has a Personal Learning Plan where teachers and parents can track progress with their students to ensure that individual learning needs are met. Literacy and Numeracy are a high priority at Weeroona College Bendigo where we work to ensure that our teaching supports all students across the curriculum. We are a community of readers and encourage reading opportunities at school and at home and we have a personalised learning model for teaching Mathematics that supports individual learners.

Our College has made the development of a high quality curriculum that caters for the needs of all students a major priority over the past few years. A balanced core curriculum is offered for year 7 and 8 students and year 9 & 10 students study a mixture of core and elective studies. Recently we have introduced a STEM (Science, Technology, Engineering and Mathematics) based curriculum across the College. Our year 10 students have access to VCE courses and our year 9/10's to VET programs with successful pathways to Bendigo Senior Secondary College, our year 11 and 12 provider.

WCB has a strong culture of extracurricular programs. We have a proud tradition in the Performing and Visual Arts including a well-supported instrumental music program, bands and arts spectaculars and College productions. The College also has very high standard sporting programs, where our students compete as the Weeroona Warriors. We are proud of our students who perform exceptionally well in a broad range of interschool sports activities. Another highlight of the College program is our participation in the RACV Energy Breakthrough competitions. The College has an outstanding record of success over many years and the students, staff and families involved have benefitted enormously from this program.

Curriculum Statement

Mission: Weeroona College Bendigo's mission is to provide students with real world opportunities to learn through an innovative, technology based curriculum for scientific and mathematical literacy, emphasising literacy across the curriculum.

Weeroona College Bendigo aims to provide a dynamic learning culture that promotes respect, integrity, personal excellence, innovation and resilience.

We aim for:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- It's not about how well you do, but about how hard you try
- Diversity in our curriculum, in each other and in our community
- Open and honest communication between all members of our college community
- A commitment to social justice and a passion to protect and improve our community
- Whole school literacy
- Skills based curriculum

Weeroona College Bendigo is committed to offering a comprehensive curriculum based on Victorian Curriculum.

The College has some unique offerings including:

- A Science, Technology, Engineering and Mathematics (STEM) cross curriculum focus at Years Seven and Eight, with opportunities to continue this through an extensive electives program at Years Nine and Ten.
- An excellent and ever growing music program, with concert bands and an ensemble. Students have many opportunities to perform at community events.
- A strong Languages program with Chinese and AUSLAN from Years 7 –10, supported by international trips, organised every second year.
- A sports program where our students have opportunities to compete, as the Weeroona Warriors, in a broad range of activities.

A guaranteed and viable curriculum based on Victorian Curriculum is important to the school, and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

A systematic curriculum planning process has been developed by the school which allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- a mechanism for the continuous improvement process
- a benchmark for quality that is based on skills based rubrics
- assessment moderation and peer review occur and feedback is provided on courses
- an internal assessment of courses ensuring consistency of design and approach
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school plans

Our intention is to ensure quality course development and design by having a focus on literacy outcomes of all students.

Our lessons are based on the Weeroona Lesson Model to ensure consistency of delivery and expectations for all students and teachers.

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

The Humanities curriculum aims to ensure that students develop:

Civics and Citizenship

- a lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

Economics and Business

- enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.

History

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

Geography

- a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical methods and skills
- the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

The Arts curriculum aims to ensure that students develop:

- Knowledge, understanding and appreciation of Visual Arts, Music, Drama, Media and Visual Communication practices in cultural and social contexts.
- Knowledge and experience of arts techniques, materials, processes and technologies.
- Creative, critical and reflective thinking, problem-solving skills and an ability to express aesthetic judgement using Arts language.
- Confidence, curiosity, imagination, innovation and enjoyment through an engagement with Arts practices.

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Technologies aims to develop the knowledge, understanding and skills to ensure that students to:

- become critical users of technologies, and designers and producers of designed solutions
- can investigate, generate and critique designed solutions for sustainable futures
- use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

WE CREATE BRILLIANCE

WEERONA COLLEGE BENDIGO

WCB

R

RESPECT

I treat everyone with respect and value differences in others. -- I am a positive role model in everything that I do.

- I personally wear my uniform and care for my environment
- I encourage others to share their ideas
- I am a positive role model in everything that I do
- I respond positively to feedback from my teachers to help me improve my learning and behaviour
- I treat everyone with respect and value differences in others.

I

INTEGRITY

I take responsibility for my actions and the rewards/consequences that come with them and I participate in all learning and personal development activities.

- I manage my time effectively
- I am prepared to think about my strengths and limitations to support my learning and development
- I take responsibility for my actions and the rewards/consequences that come with them
- I participate in all learning and personal development activities
- I complete all my learning tasks as required
- I contribute to all class activities

P

PERSONAL EXCELLENCE

I will challenge myself to do my best and work hard to achieve my goals.

- I set goals that mean I will challenge myself to do my best
- I work hard to achieve my goals and meet learning targets
- I always come to class on time and ready to learn
- I take advantage of every opportunity and am willing to try new things
- I accept challenges and persist when things get tough

I

INNOVATION

I am willing to seek new experiences, taking every opportunity to solve problems and apply creativity in my learning.

- I teach others or I help to coach others
- I am a team player
- I look for patterns to solve problems
- I connect and collaborate
- I follow creativity
- I look for new and creative ways to further develop my knowledge
- I think outside the box
- I use technology to deepen my learning

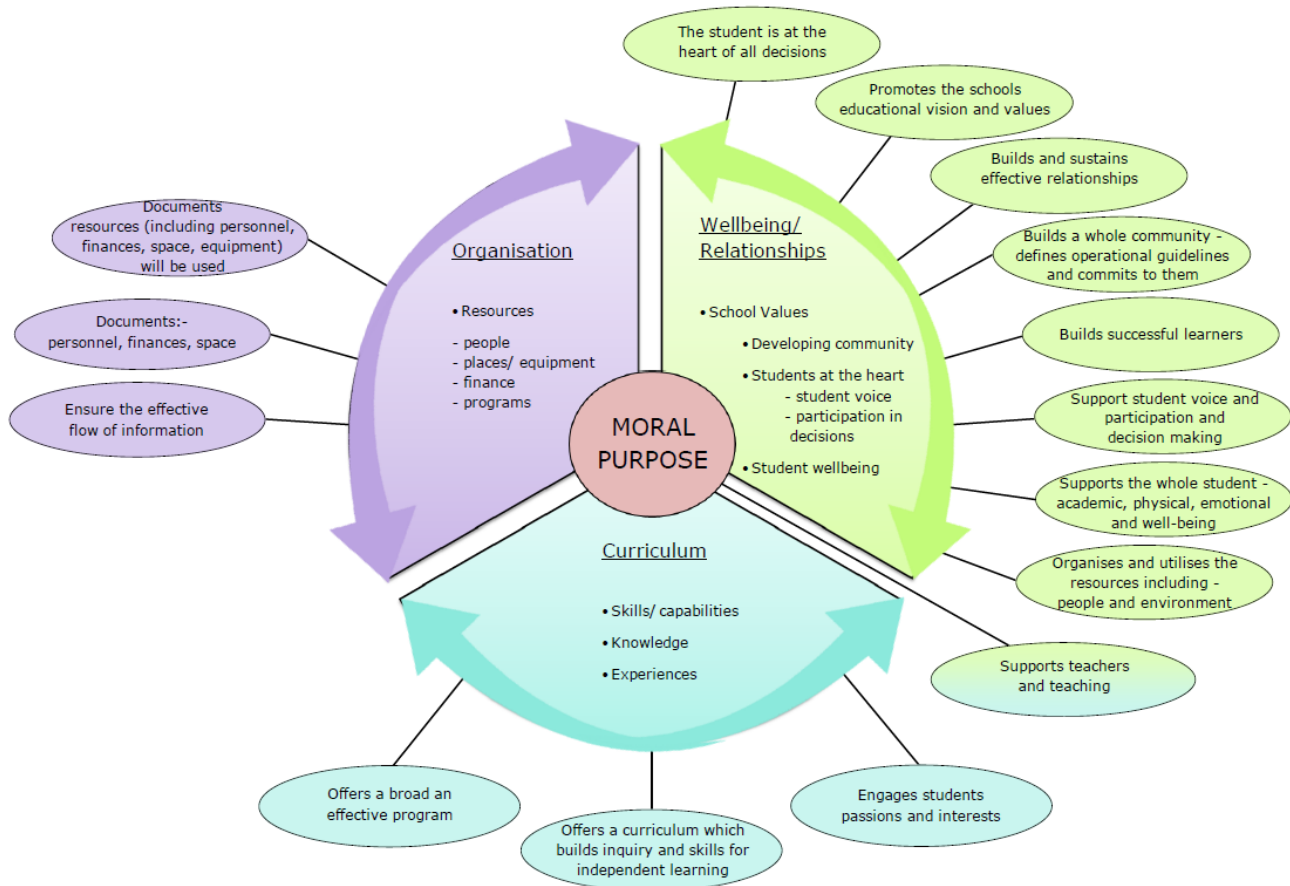
R

RESILIENCE

I accept challenges and persist when things get tough.

- I learn from difficult and challenging situations in spite of mistakes
- I am prepared to seek new experiences and take opportunities
- I persevere
- I am resilient, think rationally and look on the bright side
- Take feedback and implement
- I bounce back
- I may fail before succeeding

Weeroona College Bendigo an Effective Community of Learners



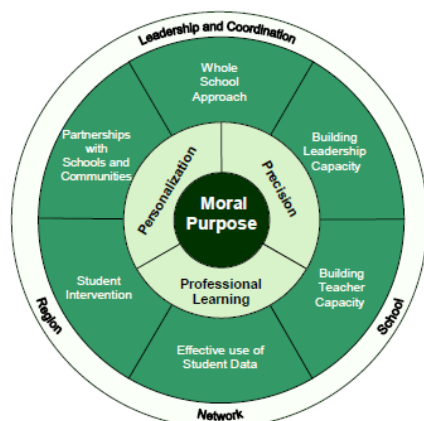
Framework for Improving Literacy Outcomes Weeroona College Bendigo

Literacy is a critical factor in improving a student's ability to learn and achieve personal and vocational goals. To be literate is to be able to understand information through listening, reading and viewing and to present information through speaking, writing and images. It is the foundation upon which learning and communication is built and therefore every teacher is a teacher of literacy and has a responsibility to explicitly address the literacy requirements of the learning domains they teach. Literacy is integral to learning for all students, no matter what their year level or the learning domain.

Literacy Teaching & Learning in Victorian Schools (Paper No. 9 August 2006) suggests that teachers should use a variety of teaching practices and approaches. They need to explicitly teach reading, comprehension, writing, spelling and oral language, engage their students in meaningful literacy activities and make connections across domains and between school and out of school literacy practices.

The aim of this framework is to support the teaching of literacy at Weeroona College Bendigo and will be guided by our Literacy Improvement Plan.

The Breakthrough Framework (adapted from Fullan, Hill & Crevola. Breakthrough. 2006) steers our framework.



The core components are **personalisation, precision and professional learning.**

Personalisation places the learner at the centre and is tailored to the students learning and motivational needs.

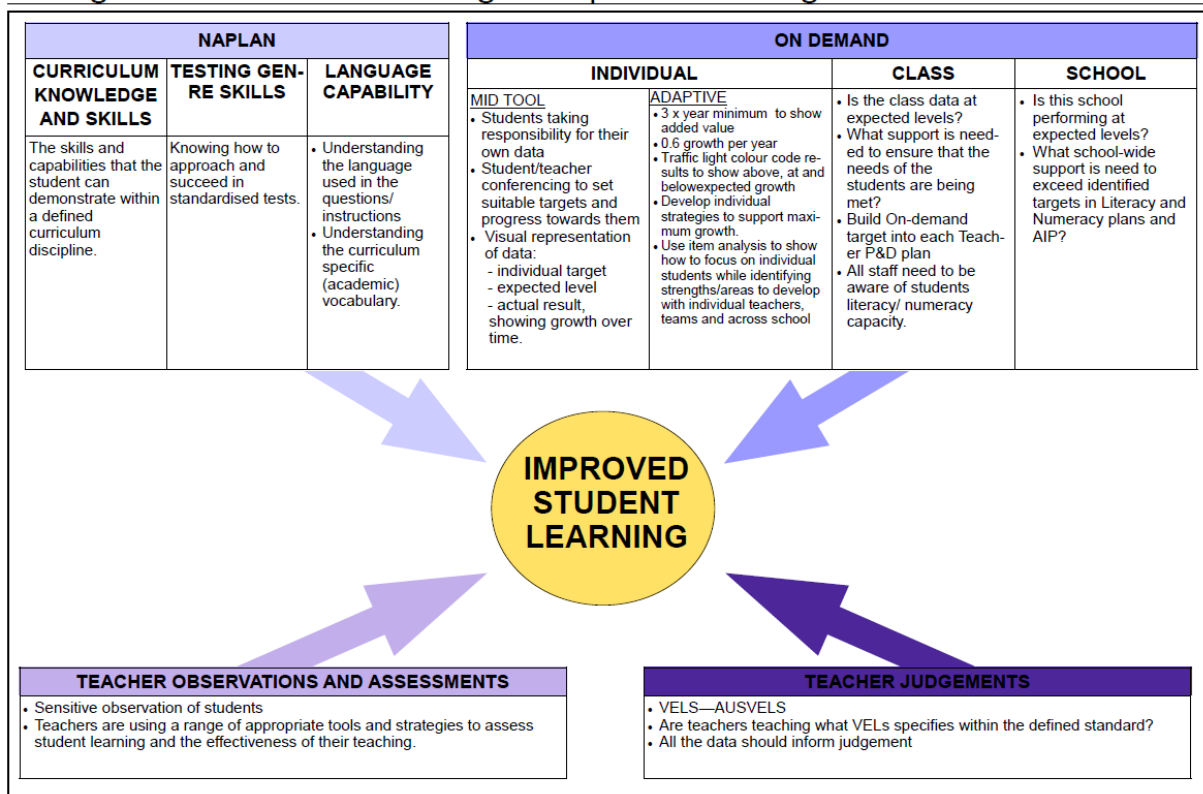
Precision focuses on accurate information/data on individual progress which is built into daily practice.

Professional Learning ensures focused, ongoing learning for each and every teacher.

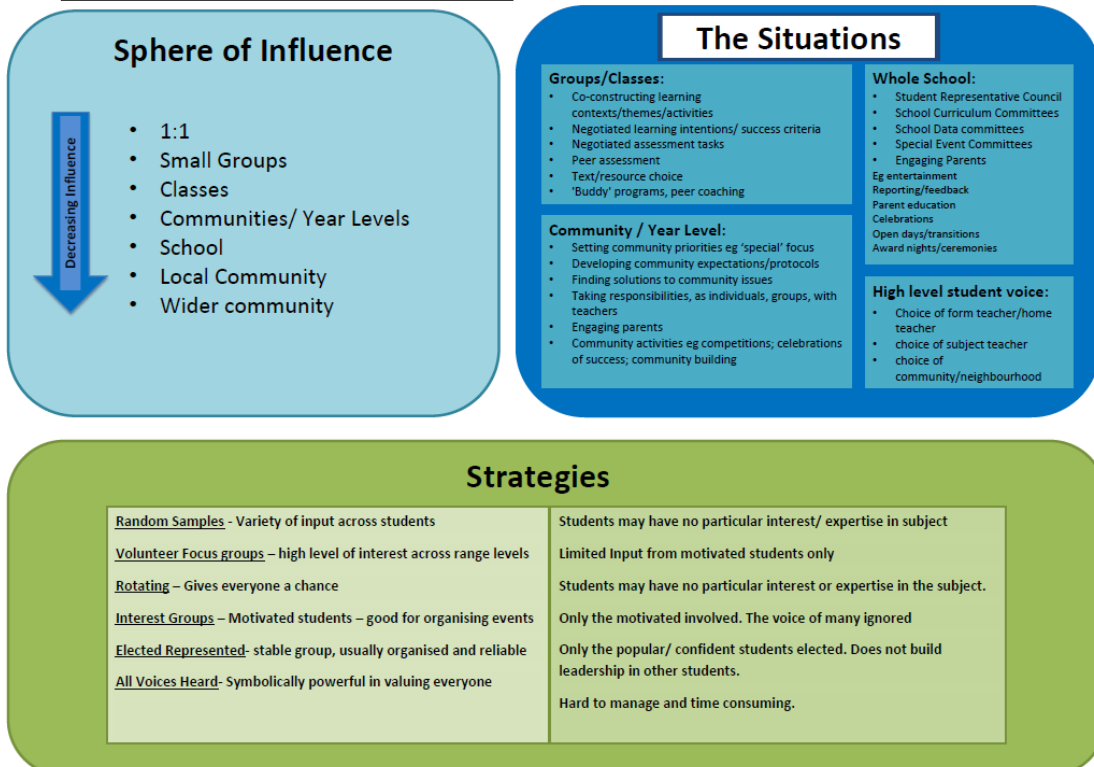
These core components are interwoven by **moral purpose**. This ensures continual seeking of best practice that *raises the bar for all as it closes the gap.*

The next layer of the diagram represents the 6 components under which quality teaching and learning takes place. All 6 components are integral and collectively work towards improved outcomes for students. The plan for regional literacy improvement on the following pages is developed using these 6 components. It identifies region, network and school responsibilities. Finally, Leadership and Coordination is fundamentally collegiate, with an emphasis on strong, instructional leadership between professionals across the region, networks, schools and classrooms. *Schools have a moral and intellectual responsibility to learn from other schools and contribute what they know to others.*

Using data to inform teaching to improve learning outcomes @ WCB

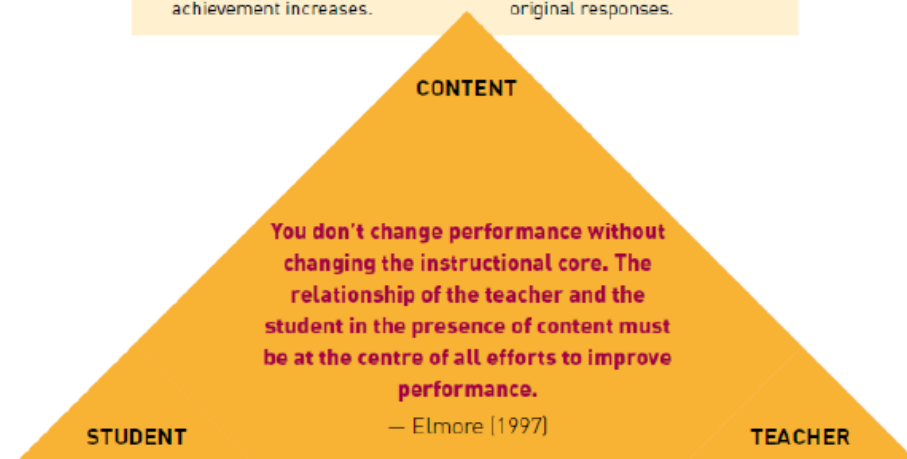


Student Voice - Making It Happen @ WCB



Quality of Teaching Depends Upon a Focus on the Instructional Core

- When the tasks students are set are both challenging and differentiated then the level of student learning and achievement increases.
- When the more precise the use of academic vocabulary and skill development then students produce more creative and original responses.



- When the teacher sets high levels of expectation of behaviour, utilises structures and protocols, and has an appropriate level of pace in the lesson then student engagement and learning increases.
- If students have a high degree of voice in what and how they learn which generates ownership of learning then student performance will increase.
- When students are grouped in a purposeful way and collaborative skills are used then student learning increases.
- When technology is purposefully integrated into the teaching and learning process then student engagement and independence are increased and deeper levels of thinking occur resulting in improved student outcomes.

- When students are provided with personal and concrete expectations and feed about their performance then they know the next level of work.
- When data is used to inform student learning, then the greater the opportunity for personalisation.
- When the language of learning intentions is consistently applied and translated into learning outcomes then students have more direction and clarity about their learning and outcomes are enhanced.
- When the teacher uses a range of questioning techniques, including wait time and persistent higher order questioning then the level of student understanding is both challenged and deepened.
- The more respectful the quality of relationships between teacher-teacher, teacher-student, student-student then the more positive are the opportunities for learning to occur.
- When teachers work collaboratively to plan, deliver and assess the teaching and learning and the curriculum, then the capacity for personalisation is increased.

Taken from the Bendigo Education Plan Teaching and Learning Declaration

Structure of the school Day

Before school Yard Duty	Advisory	Change Over	Session 1	Change Over	Session 2	Lunch	Session 3	Recess	Session 4	Bus Duty
BF 1 8:40 – 9:00	9:00 – 9:16	9:16 – 9:20	9:20 - 10:30	10:30 – 10:35	10:35 – 11:45	11:45 – 12:10 12:10 – 12:35	12:35 – 1:45	1:45 – 2:05	2:05 – 3:15	City 3:15 – 3:30 Country 3:15 – 4:00
BF 2 8:50 – 9:00	Attendance marked		Attendance marked		Attendance marked		Attendance marked		Attendance marked	

Weeroona Lesson Model (WLM)

Phase	Purpose	Factors that will influence the Learning Processes
Introduction	<p>THE HOOK Capturing the attention of students</p>	<p>PACE Ensuring that the learning activities progress at an effective pace</p> <p>HIGH EXPECTATIONS The learning tasks challenge and encourage each student</p> <p>HIGHER ORDER THINKING/ QUESTIONS The learning tasks and questions used by teachers and student engage the learners in high order thinking</p>
	<p>LEARNING INTENTION AND SUCCESS CRITERIA Making clear the learning goals and how the success of the learning is to be measured</p>	
	<p>THE LINK Drawing on students prior knowledge and showing where the learning might lead</p>	
The Teaching and Learning Processes	<p>EXPLICIT TEACHING Providing explicit instruction to support the learning</p>	<p>CO-OPERATIVE LEARNING Curiosity is enhanced when students work collaboratively to develop both social and academic skills</p> <p>GENERATING STUDENT INQUIRY/ CURIOSITY The teaching focuses on developing the students curiosity and inquiry</p> <p>DEVELOPING SKILLS FOR INDEPENDENT LEARNING Student learning is enhanced when it is set at the right level & where the student develops & exercises increased responsibility for their learning</p>
	<p>EMBEDDING THE UNDERSTANDING Engaging the student in higher order thinking to reinforce the learning</p>	
	<p>DIFFERENTIATING THE LEARNING Enriching and deepening the learning at a level appropriate to the student ability</p>	
Conclusion	<p>ASSESS, REVIEW, REFLECT Assessment and reflection for, as and of learning</p>	<p>USING I.C.T. ICT is a powerful tool for engaging students interests and to access and facilitate rich learning experiences</p> <p>USING STUDENT PASSION AND INTERESTS High levels of student engagement in their learning is likely to lead to high levels of achievement</p>
	<p>PREPARE FOR THE NEXT LEARNINGS Set the scene and create expectations and interest for the next lesson</p>	

Weeroona Lesson Model Planning Template

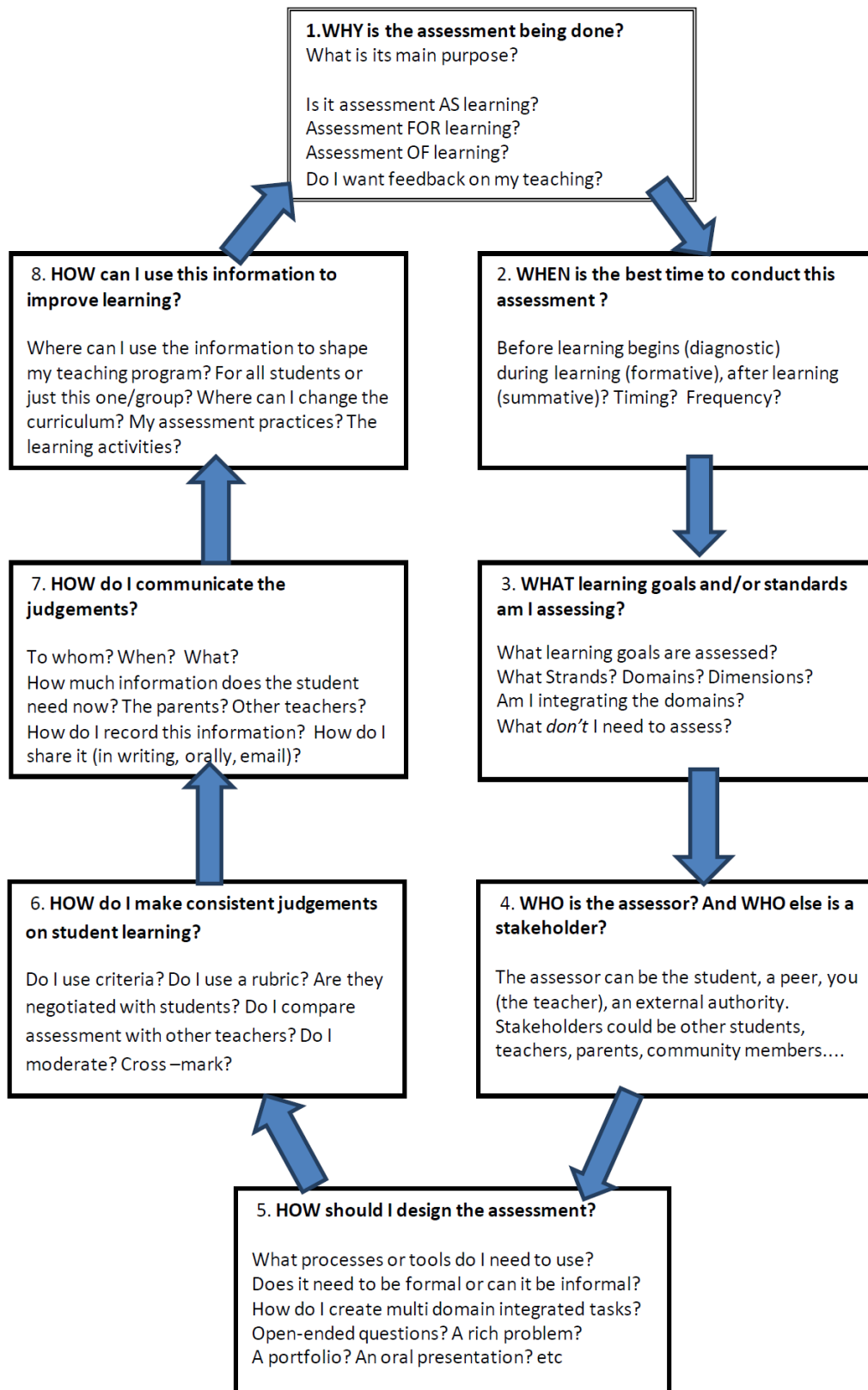
	Hook	Learning Intention	Success Criteria	Links	
Introduction	<p>THE HOOK</p>				<p>PACE</p> <p>HIGH EXPECTATIONS</p>
	<p>LEARNING INTENTION AND SUCCESS CRITERIA</p>				
	<p>THE LINK</p>				
The Teaching and Learning Processes	<p>EXPLICIT TEACHING</p>		Higher order questions, co-operative group activities, student curiosity		<p>HIGHER ORDER THINKING/ QUESTIONS</p> <p>CO-OPERATIVE LEARNING</p> <p>GENERATING STUDENT INQUIRY/ CURIOSITY</p> <p>DEVELOPING SKILLS FOR INDEPENDENT LEARNING</p>
	<p>EMBEDDING THE UNDERSTANDING</p>				
	<p>DIFFERENTIATING THE LEARNING</p>				
Conclusion	<p>ASSESS, REVIEW, REFLECT</p>				<p>USING I.C.T.</p> <p>USING STUDENT PASSION AND INTERESTS</p>
	<p>PREPARE FOR THE NEXT LEARNINGS</p>				

Weeroona Lesson Model (WLM) – an Instructional Model for our classrooms

Phase Of Lesson		Essential Elements	Plan
Beginning Of lesson	<p>THE HOOK/DO NOW</p> <p>Grab student’s attention and put them in a receptive frame of mind.</p> <p>1-5 minutes</p>	<p>Stimulate interest and curiosity (eg. using visual aids)</p> <p>Present a purpose for learning</p> <p>Connect learning to real world experiences</p> <p>Foster positive relationships with and between students</p>	<p>How will you hook your students into the lesson?</p> <p>How will you get them started?</p>
	<p>LEARNING INTENTIONS</p> <p>Make the learning Intentions and Success Criteria clear to students</p> <p>2-5 minutes</p>	<p>Use student friendly language</p> <p>Establish learning goals: write them on the board for students to see</p> <p>Make assessment and performance requirements clear(WILF)</p> <p>Show examples of EXPECTED student performance (work samples)</p>	<p>What are your learning intentions (WALT) and success criteria (WILF) in student friendly language?</p>
	<p>ACTIVATE/REVIEW</p> <p>Activate prior knowledge and review relevant prior learning.</p> <p>5-10 minutes</p>	<p>Opportunities for students to demonstrate their current level of understanding through verbal and non verbal means.</p> <p>Review/connect to prior learning</p> <p>Use questioning techniques.</p> <p>Brainstorm</p> <p>Key words/academic vocabulary elicited/taught/displayed.</p>	<p>How will you activate prior knowledge and review relevant prior learning?</p>
Presentation	<p>TEACHER INPUT</p> <p>Explicitly teach the CONCEPT</p>	<p>Provide clear explanation, definition, rule (short & sharp).</p> <p>Provide examples</p> <p>Use students previous experiences as basis for explaining concepts</p> <p>Information presented visually, and or concrete examples.</p> <p>Concept represented in multiple ways.</p> <p>Explicit teaching of vocabulary OR quick review of relevant vocabulary previously taught.</p>	<p>How will you teach the concept?</p>
	<p>TEACHER INPUT</p> <p>Explicitly teach and model the skill</p>	<p>Steps provided as a scaffold</p> <p>Examples provided</p> <p>Information presented visually</p> <p>Model/articulate your inner thought processes to students as you demonstrate a working model</p>	<p>How will you teach the skill?</p> <p>What are the steps?</p>

		Modeling that is short and purposeful	
	<p>CHECK FOR UNDERSTANDING</p> <p>Monitor whether students have 'got it' before proceeding.</p> <p>If not, the concept or skill should be re-taught before guided practice begins.</p>	<p>Well distributed questioning/checking for understanding.</p> <p>Wait time.</p> <p>Higher level questions.</p> <p>Ask for justification (evidence) and clarification from students.</p> <p>Adjustments made due to feedback if necessary</p> <p>Challenge misconceptions.</p> <p>Have students paraphrase and summarise.</p>	How will you check for understanding?
Guided Practice/ Differentiation	<p>DEVELOPMENT AND ENGAGEMENT</p> <p>Work is personalised according to students individual learning needs.</p> <p>Differentiation occurs within the classroom.</p>	<p>Tasks, activities or exercises provide well scaffolded opportunity for students to apply the knowledge or skill.</p> <p>Clear instructions, clear time frame, and clear expectations.</p> <p>Range of tasks that appeal to different learning styles and ability levels</p> <p>Effective use of eLearning tools and programs.</p>	What activities or tasks will you ask students to undertake?
	<p>FEEDBACK AND INDIVIDUAL SUPPORT</p> <p>Move around the room to determine the level of mastery, and to provide feedback and individual support as needed.</p>	<p>Teacher identifies students needing additional support/guided practice</p> <p>Teacher moves around the room</p> <p>Teacher provided comments/written feedback on work</p>	<p>Which student do you anticipate will need additional support?</p> <p>How will you provide it?</p>
Independent Practice/ Differentiation	<p>APPLICATION</p> <p>Ask your students to apply the concept or skill in different contexts.</p>	<p>May happen within the same lesson or a future lesson.</p> <p>Must occur on a repeating schedule so that learning is not forgotten.</p> <p>May be homework, or individual or group work in class.</p> <p>Teacher makes connections- explains who this knowledge/skill can be applied/transferred to other learning contexts.</p>	What independent practice will students undertake?
Review/ Reflection	<p>REVIEW</p> <p>Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying key points and tying them together.</p>	<p>Reinforce major points of lesson</p> <p>Students give feedback on what/how they have learned</p>	How will you review the lesson and get students to reflect on their achievements?

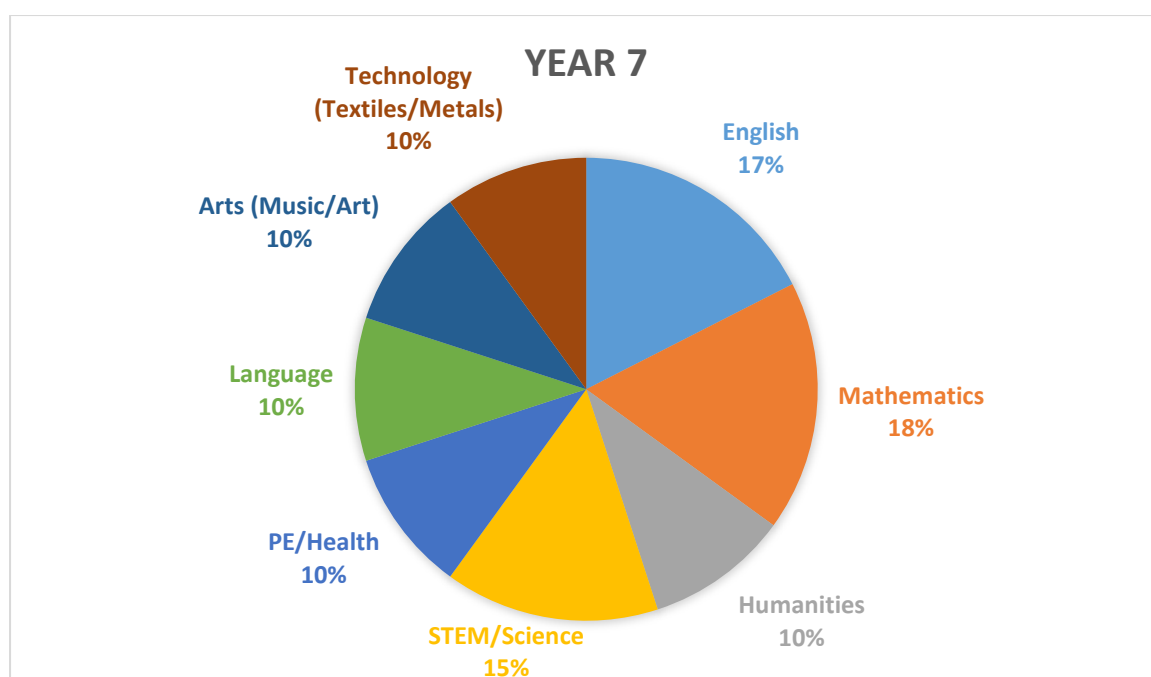
Key Questions for Assessment Planning Decisions



Time allocation across the 8 learning areas:

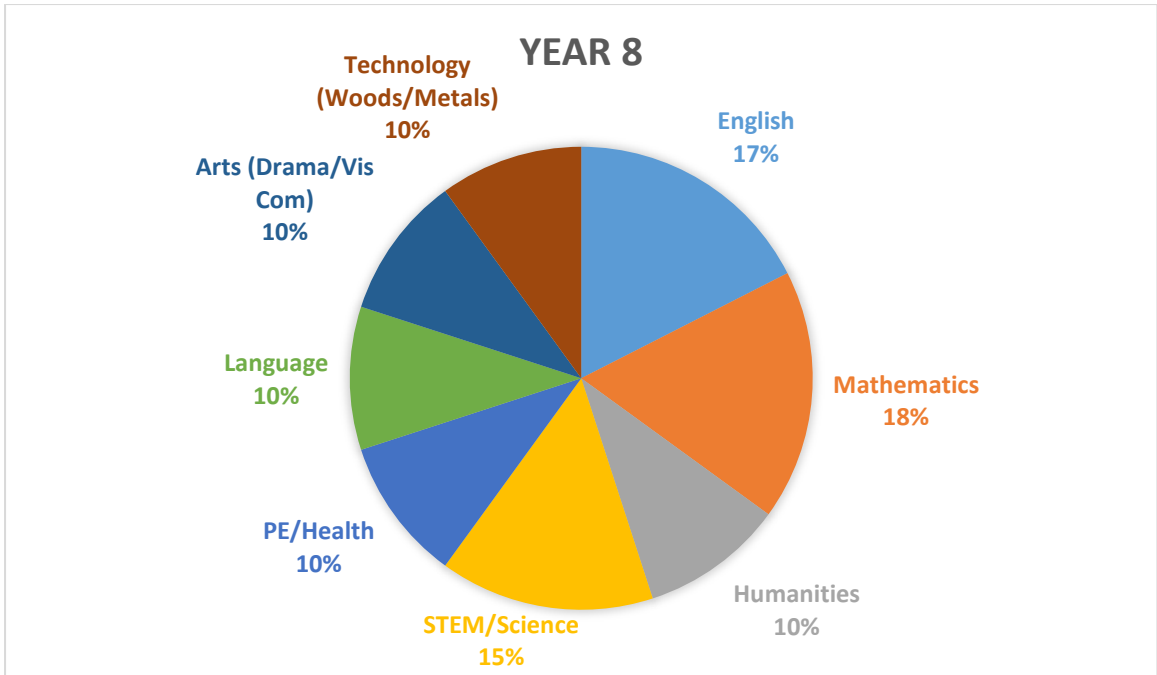
Year 7

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Humanities	4	280	10%
STEM/Science	6	420	15%
PE/Health	4	280	10%
Language	4	280	10%
Arts (Music/Art)	4	280	10%
Technology (Textiles/Metals)	4	280	10%
	40	2800	100%



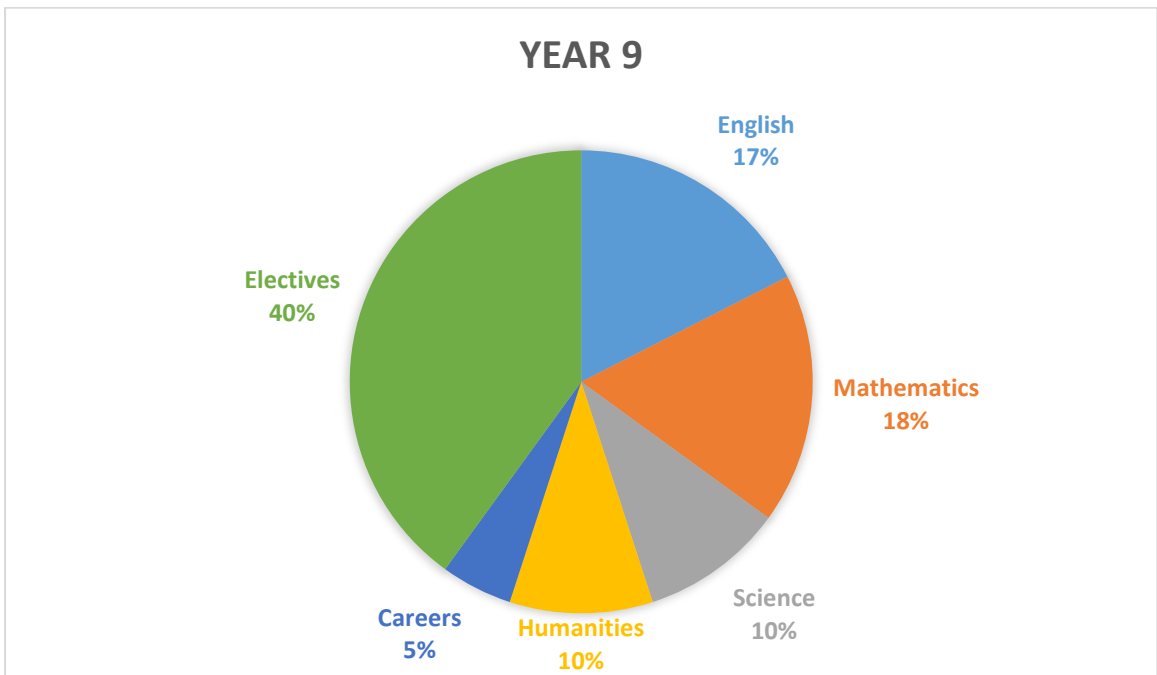
Year 8

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Humanities	4	280	10%
STEM/Science	6	420	15%
PE/Health	4	280	10%
Language	4	280	10%
Arts (Drama/Vis Com)	4	280	10%
Technology (Woods/Metals)	4	280	10%
	40	2800	100%



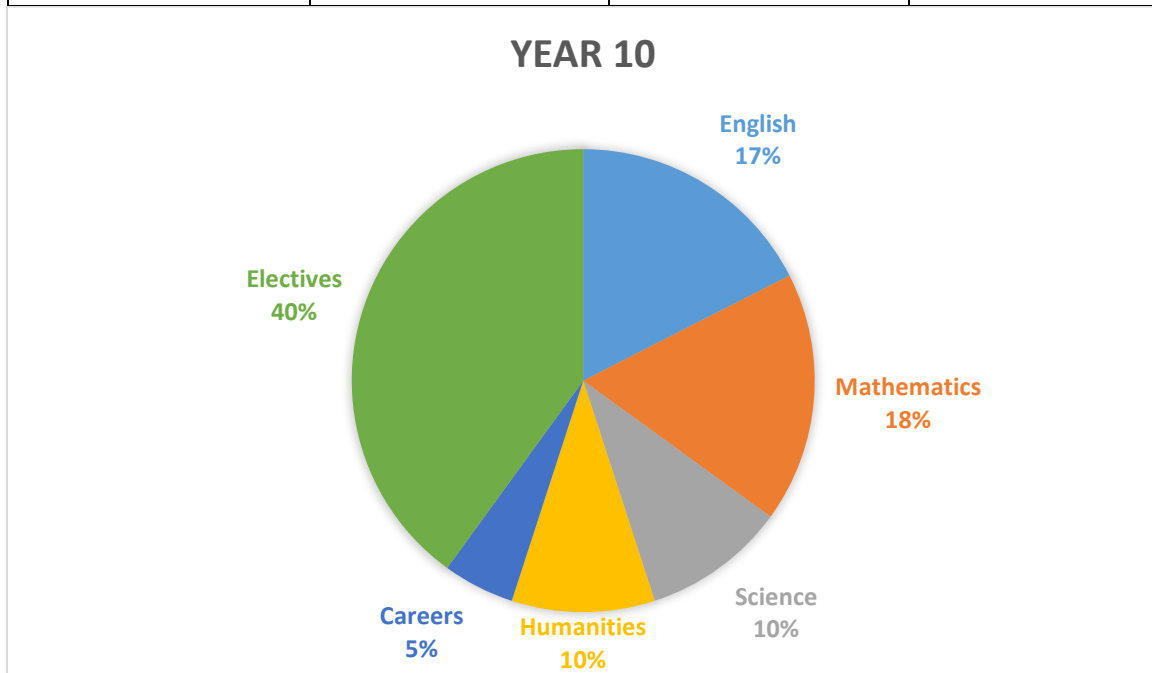
Year 9

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Science	4	280	10%
Humanities	4	280	10%
Careers	2	140	5%
Electives	16	1120	40%
	40	2800	100%



Year 10

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Science	4	280	10%
Humanities	4	280	10%
Careers	2	140	5%
Electives	16	1120	40%
	40	2800	100%



Higher Order Thinking



Evaluation

Make and defend judgements based on internal evidence or external criteria

evaluate debate justify judge reflect

Synthesis

Compare component ideas into a new whole or propose alternative solutions

construct create design
develop inquire plan propose
synthesize

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalisations

analyse compare contrast
differentiate question respond
summarise

Application

Apply knowledge to actual situation

apply calculate choose collaborate
compose demonstrate explore
experiment predict interpret manipulate
model modify perform rehearse relate
sequence show solve translate use

Comprehension

Demonstrate an understanding of the facts

classify describe discuss
explain express estimate
paraphrase

Knowledge

Remember previously learned information

define identify list locate
name order outline recall
recognise represent select

Science Scope and Sequence

2020 Outline	1	2	3	4	5	6	7	8
Year 7	Safety/Equipment (3 lessons) Separating Mixtures Sand/Salt/Iron filings prac	Simple Machines Machine research poster	Rules Governing Machines	Classification	Food Webs	Earth's Resources	Earth in Space	Human Endeavour
Year 8	EM Spectrum Eye dissection prac Solar Cookers	States of Matter Measuring Density prac	Elements and compounds/c hemical reactions Iron Filings prac Rockets	Cell, growth and cell reproduction Osmosis prac	Body Systems Organ Donor Task	Rock cycle Volcano/rock cycle poster/diorama	Sound	Human Endeavour Mould activity
Year 9	Ecosystems Designer animal	Climate Change Modelling for the future ???	Body Balance Diabetes research task	Atomic Structure Flame colours or metal properties	Acids and Bases Acid reactions with metals/carbonates together	Dynamic earth/plate tectonics	Electric Circuits/Magnetism	Human endeavour
Year 10	Chemical Reactions and Bonding Rusting of iron	Motion and Forces Car collision investigation	Inheritance Kiwi DNA	Exam Prep Exam	Evolution Frog selection activity	GATTACA	Forensics Personal Profile	Exam Prep Exam
RED = Assessable activity	GREEN = STEM task	BLUE = Capabilities						

Assessment - 50% test
- 25% bookwork
- 25% activity

English Year 7

	Term 1		Term 2		Term 3		Term 4
Week 1	Writing Sample	Week 1 Reporting Cycle 2 Due	Writing Sample – letter Text Production - Persuasive Frontloading: persuasive structure/features	Week 1	Thematic Study: Journeys - Poetry Writing Sample - letter	Week 1 Reporting Cycle 6 Due	Genre Study: Heroism, Courage and Survival
Week 2	Written & Spoken Texts Frontloading: Letter and recount structure/features On Demand testing	Week 2	Text Production - Persuasive	Week 2	Thematic Study: Journeys - Poetry Poetry Folio Writing Reading and Viewing	Week 2	Genre Study: Heroism, Courage and Survival Novel Study Writing Sample - letter Reading and Viewing Writing
Week 3	Written & Spoken Texts	Week 3	Text Production - Persuasive Persuasion - NAPLAN conditions. Writing Critical and Creative Thinking Capability	Week 3	Media Texts Frontloading: persuasive techniques and influence of media	Week 3	Multimodal Text - Inanimate Alice Frontloading: Multimodal presentation techniques
Week 4	Written & Spoken Texts Recount	Week 4	NAPLAN Preparation Week	Week 4	Media Texts	Week 4	Multimodal Text - Inanimate Alice

Week 5	Written & Spoken Texts	Week 5	NAPLAN Week	Week 5	Media Texts	Week 5	Multimodal Text - Inanimate Alice
Week 6 Reporting Cycle 1 Due	Written & Spoken Texts Oral Presentation - Show Bag. <i>Speaking and Listening Writing</i>	Week 6 Reporting Cycle 3 Due	Thematic Study: Journeys Frontloading: analysis techniques	Week 6 Reporting Cycle 5 Due	Media Texts A Current Affair episode – presentation <i>Reading and Viewing</i>	Week 6 Reporting Cycle 7 Due	Multimodal Text - Inanimate Alice
Week 7	Text Production - Narrative Frontloading: narrative structure/features	Week 7	Thematic Study: Journeys	Week 7	Genre Study: Heroism, Courage and Survival Frontloading: novel analysis techniques	Week 7	Multimodal Text - Inanimate Alice Digital fiction production <i>Reading and Viewing Writing</i>
Week 8	Text Production - Narrative	Week 8	Thematic Study: Journeys	Week 8	CAMPS WEEK	Week 8	Texts in Context – Jim Crow & The Titans Frontloading: extended response structure/features
Week 9	Text Production – Narrative Narrative - NAPLAN (SAT) conditions.	Week 9 Reporting Cycle 4 Due	Thematic Study: Journeys	Week 9	Genre Study: Heroism, Courage and Survival	Week 9 Reporting Cycle 8 Due	Texts in Context – Jim Crow & The Titans
Week 10		Week 10	Thematic Study: Journeys Novel analysis	Week 10	Genre Study: Heroism, Courage and Survival	Week 10	Texts in Context – Jim Crow & The Titans Film analysis and extended response. <i>Ethical Capability</i>
		Week 11	Thematic Study: Journeys - Poetry Frontloading: poetry structure/features			Week 11	Activity Week

Year 8

	Term 1		Term 2		Term 3		Term 4
Week 1	<i>Writing Sample – Imaginative</i>	Week 1 Reporting Cycle 2 Due	Text Analysis – Reading Unit <i>Writing Sample – Imaginative</i>	Week 1	Text Analysis – <i>Racism</i> <i>Writing Sample – Imaginative</i>	Week 1 Reporting Cycle 6 Due	Persuasion in Advertising <i>Writing Sample – Imaginative</i>

Week 2	Literacy Skills Frontloading: language conventions	Week 2	Text Analysis – Reading Unit	Week 2	Text Analysis – <i>Racism</i>	Week 2	Persuasion in Advertising
Week 3	Literacy Skills	Week 3	Text Analysis – Reading Unit <i>Writing Reading and Viewing</i>	Week 3	Text Analysis – <i>Racism</i> Character development SAT <i>Reading and Viewing Ethical Capability</i>	Week 3	Persuasion in Advertising Annotated analysis and presentation <i>Reading and Viewing Speaking and Listening</i>
Week 4	Literacy Skills	Week 4	Debating Frontloading: debating structure and presentation techniques	Week 4	Thematic Text Study – Growing Up Frontloading: text response essay	Week 4	Film as Text: <i>Stand by Me</i> Frontloading film analysis essay structure
Week 5	Literacy Skills	Week 5	Debating Formative – debate prep.	Week 5	Thematic Text Study – Growing Up	Week 5	Film as Text: <i>Stand by Me</i>
Week 6	Literacy Skills	Week 6	Debating Debate	Week 6	Thematic Text Study – Growing Up	Week 6	Film as Text: <i>Stand by Me</i>
Reporting Cycle 1 Due	<i>Writing</i>	Reporting Cycle 3 Due		Reporting Cycle 5 Due		Reporting Cycle 7 Due	
Week 7	Text Analysis – Reading Unit Frontloading reading comprehension skills and writing skills.	Week 7	Debating Debate <i>Speaking and Listening</i>	Week 7	Thematic Text Study – Growing Up	Week 7	Film as Text: <i>Stand by Me</i> <i>Writing Reading and Viewing</i>
Week 8	Text Analysis – Reading Unit	Week 8	Text Analysis – <i>Racism</i> Frontloading: Character analysis/development	Week 8	CAMPS WEEK	Week 8	
Week 9	Text Analysis – Reading Unit	Week 9	Text Analysis – <i>Racism</i>	Week 9	Thematic Text Study – Growing Up Text response essay <i>Writing Reading and Viewing</i>	Week 9	Reporting Cycle 8 Due
		Reporting Cycle 4 Due					

Week 10		Week 10	Text Analysis – <i>Racism</i>	Week 10	Persuasion in Advertising	Week 10	
		Week 11	Text Analysis – <i>Racism</i>			Week 11	Activities Week

Year 9

	Term 1		Term 2		Term 3		Term 4
Week 1	Writing Sample: Persuasive	Week 1 Reportin g Cycle 2 Due	Writing Sample: Persuasive Text Production – Narrative Frontloading: narrative structure/feature s	Week 1	Classic Text – Shakespeare Presentation of a Scene <i>Reading and Viewing Speaking and Listening</i> Writing Sample: Persuasive	Week 1 Reportin g Cycle 6 Due	Comparative Analysis – Wonder Writing Sample: Persuasive
Week 2	Thematic Analysis and Literacy Skills– Adversity Frontloading: Text Response features/structure s	Week 2	Text Production - Narrative	Week 2	EXAM prep	Week 2	Comparative Analysis – Wonder
Week 3	Thematic Analysis and Literacy Skills– Adversity	Week 3	Text Production - Narrative - NAPLAN (SAT) conditions. <i>Writing Critical and Creative Thinking</i>	Week 3	EXAM	Week 3	Comparative Analysis – Wonder Comparative analysis essay <i>Writing Reading and viewing</i>
Week 4	Thematic Analysis and Literacy Skills– Adversity Writing Folio	Week 4	NAPLAN Preparation Week Language Conventions	Week 4	Genre Study - Aboriginal Identity Frontloading: text response structure/feature s	Week 4	Text Analysis – Lyrics & Poetry Frontloading PowerPoint/we b design
Week 5	Thematic Analysis and Literacy Skills– Adversity	Week 5	NAPLAN	Week 5	Genre Study - Aboriginal Identity Reportin g Cycle 5 Due	Week 5 Reportin g Cycle 7 Due	Text Analysis – Lyrics & Poetry
Week 6	Thematic Analysis and Literacy Skills– Adversity	Week 6 Reportin g Cycle 3 Due	Evolution of Language	Week 6	Genre Study - Aboriginal Identity	Week 6	Text Analysis – Lyrics & Poetry

Week 7	Thematic Analysis and Literacy Skills– Adversity Text Response Essay <i>Writing</i> <i>Reading and viewing</i>	Week 7	Evolution of Language	Week 7	Genre Study - Aboriginal Identity	Week 7	Text Analysis – Lyrics & Poetry Lyrical Text Analysis Presentation <i>Writing</i> <i>Speaking and Listening</i>
Week 8	Text Production - Persuasive Frontloading: persuasive structure/features	Week 8	Evolution of Language Oral Presentation <i>Speaking and Listening</i>	Week 8	CAMPS WEEK	Week 8	Visual Literacy – Animation Frontloading: Blooms Taxonomy
Week 9	Text Production - Persuasive Persuasion - NAPLAN (SAT) conditions.	Week 9	Classic Text – Shakespeare Frontloading: scripted presentations	Week 9	Genre Study - Aboriginal Identity Essay – text response/analysis <i>Writing</i> <i>Reading and viewing</i>	Week 9	Visual Literacy – Animation Reporting Cycle 8 Due
		Week 10	Classic Text – Shakespeare	Week 10	Comparative Analysis – Wonder Frontloading: Comparative essay structure	Week 10	Visual Literacy – Animation <i>Writing</i>
		Week 11	Classic Text – Shakespeare			Week 11	Activities Week

Year 10

	Term 1		Term 2		Term 3		Term 4
Week 1	<i>Writing Sample-Persuasive</i>	Week 1 Reporting Cycle 2 Due	Persuading an Audience <i>Writing Sample-Persuasive</i>	Week 1	Comparative Analysis <i>Writing Sample-Persuasive</i>	Week 1 Reporting Cycle 6 Due	Classic Text Analysis <i>Writing Sample-Persuasive</i>
Week 2	Text Analysis – short stories	Week 2	Persuading an Audience Oral Presentation <i>Speaking and Listening</i>	Week 2	Comparative Analysis	Week 2	Classic Text Analysis Text Response essay <i>Reading and Viewing</i> <i>Writing</i>
Week 3	Text Analysis – short stories Formative – analysis, inference, annotation	Week 3	Text Analysis – Animal Farm Frontloading: text analysis features/structures	Week 3	Comparative Analysis	Week 3	Study Skills Unit Frontload: essay writing skills

Week 4	Text Analysis - short stories Summative - Narrative Continuation <i>Reading and Viewing Writing</i>	Week 4	Text Analysis – Animal Farm	Week 4	Comparative Analysis Essay – Film as Text Response <i>Reading and Viewing Writing</i>	Week 4	Study Skills Unit
Week 5	Texts in Context – Media Texts	Week 5	Text Analysis – Animal Farm	Week 5	Classic Text Analysis Frontloading: text analysis features/structures	Week 5	Study Skills Unit
Week 6	Texts in Context – Media Texts Persuasive – Letter to the Editor	Week 6	Text Analysis – Animal Farm	Week 6	Classic Text Analysis	Week 6	Study Skills Unit Essay plan <i>Writing</i>
Week 7	Texts in Context – Media Texts	Week 7	Text Analysis – Animal Farm	Week 7	Classic Text Analysis Formative – socio/historical context short answer	Week 7	EXAM PREPARATION
Week 8	Texts in Context – Media Texts Political Cartoon Analysis SAT <i>Reading and Viewing Writing</i> <i>Critical and Creative Thinking Capability</i>	Week 8	Text Analysis – Animal Farm <i>Reading and Viewing Writing</i>	Week 8	CAMPS WEEK	Week 8	END OF YEAR EXAMS
Week 9	Persuading an Audience	Week 9	MID-YEAR EXAM WEEK Exam preparation	Week 9	Classic Text Analysis	Week 9	
		Week 10	MID-YEAR EXAM WEEK	Week 10	Classic Text Analysis	Week 10	
		Week 11	WORK EXPERIENCE WEEK			Week 11	

Rubrics

Can be found on OneNote