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SUBJECTS

In Years 7 and 8 Sandringham College provides each student with a comprehensive and balanced education. Each student experiences a program based on the Victorian Curriculum. Student learning is based on a 3 I’s model, comprising independent, interdependent and instructional learning.

During the week, each student will be involved in the study of:

- ENGLISH
- HUMANITIES (History/Geography/Economics)
- MATHEMATICS
- SCIENCE
- LANGUAGE (French and Indonesian)
- PASTORAL CARE (Year 7)
- HEALTH and PHYSICAL EDUCATION
- TEAM SPORT/ interschool competitions

In addition, over the two year period the following semester length subjects will be studied for either one or two semesters:

THE ARTS

- Art
- Ceramics
- Drama
- Music
- Visual Communication Design
- HEALTH

TECHNOLOGY

- Food
- Information, Communication & Technology
- Textiles
- Wood
CURRICULUM

Students undertake these core subjects in Year 7 and 8.

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<tr>
<th>English</th>
<th>Mathematics</th>
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<td>SEAL English</td>
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<td>SEAL Science</td>
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<td>SEAL Humanities</td>
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NOTE: SEAL IS SELECT ENTRY ACCELERATED LEARNING

Students gain experience in all Arts and Technology subjects during Year 7 and 8. Each subject runs for a semester (3 electives per semester) plus Drama or Music.

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<td>Visual Communication Design</td>
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Science Academy
Sports Academy (by application only)
SEAL PROGRAM

The SEAL (Select Entry Accelerated Learning) Program addresses the needs of those students who are of High Intellectual Potential and display a range of exceptional abilities across their studies.

The Sandringham College SEAL program extends and accelerates students in English, Humanities, Maths and Science. It explicitly builds critical and creative thinking skills, and includes philosophical and independent inquiry and problem-solving at each year level. SEAL students participate in a range of extension and special extra-curricular activities throughout the year and are expected to participate in at least one of the College’s Arts, Sports, Student Voice or Leadership programs.

Sandringham College’s SEAL program is structured to cater to the differing needs of exceptional students.

Entry to the program at Year 7 level is by application, exam and interview. Entry at Year 8 level is subject to place availability and by application to the SEAL coordinator at the end of Year 7.

English

In SEAL English, students engage with a range of challenging texts which extend them beyond the standard Year 7 & 8 course. They develop advanced skills in language use and literary interpretation through units on persuasive language, literary ‘classics’, Shakespeare and film. At each year level students learn advanced grammar and writing skills and enter the ICAS English competition.

ASSESSMENT

» Class participation
» Written text responses
» Oral presentations
» Language analysis tasks
» Persuasive and creative compositions

Humanities

SEAL Humanities builds a solid foundation in historical and geographical knowledge and skills, whilst exploring key concepts in greater depth and detail to the mainstream course. SEAL Humanities students undertake extension investigations. Throughout Year 7 & 8, they are introduced to advanced Humanities concepts which prepare them for accelerated studies in the senior years. The SEAL Humanities course also includes units on philosophical enquiry and national and global political matters.

ASSESSMENT

» Class participation
» Extended research assignments
» Geographic investigations
» Oral presentations
**SEAL PROGRAM**

**Maths**

In SEAL Maths, students work at an advanced level from Year 7. After a Term 1 foundation review, students begin the Year 8 level Mathematics course and continue to work at an accelerated pace. There is an emphasis on problem-solving, logical thinking and both independent and cooperative work. Year 7&8 SEAL Maths students will have the opportunity to enter national and international Maths Competitions.

**ASSESSMENT**

» Class participation  
» Extended assignments  
» Tests  
» Group problem-solving tasks

**Science**

SEAL Science builds a solid foundation in scientific knowledge and skills, whilst exploring key concepts in greater depth and detail to the mainstream course. SEAL Science students undertake extension investigations. Throughout Year 7 & 8, they are introduced to advanced scientific concepts which prepare them for accelerated studies in the senior years.

**ASSESSMENT**

» Class participation  
» Practical investigations and report-writing  
» Extended assignments  
» Tests  
» Group problem-solving tasks
IPAD PROGRAM

The iPad program allows for the opportunity to challenge, excite and connect students with the world around them. We can facilitate the acquisition of skills that are highly sought after in further education and employment such as collaboration, creative problem solving and reflective thinking.

The iPad program supports the Sandringham College 3 i’s instructional model. Within the school curriculum it develops both independence and the ability to collaborate with others on projects within and beyond the classroom.

DET research on 1:1 devices has found that students with 1:1 access are:
- more motivated and engaged in learning
- better organized, which improved literacy and numeracy outcomes
- better able to collaborate and think analytically

With such easy access to the Internet there is also an increased need for students to understand and conform to accepted codes of practice. Students need to be aware of theirs and others’ rights in their digital environments. Sandringham College will work with students and parents to help prepare students for this online world and to discuss appropriate ethical and social behaviours for users of ICT.

We continue to deliver a strong core curriculum that focuses on basic skills and knowledge. A balance is required. Students continue to work on key skills and understandings whilst the use of technology is woven through the curriculum and used when required and appropriate.

CHALLENGE AND EXTENSION

At Sandringham College, all students are challenged with the curriculum. We also recognise that some students are especially talented in certain areas. They
- learn in different ways to other students
- are particularly creative in their ideas and approach to tasks
- enjoy problem solving and applying ideas to different situations
- are curious and enjoy experimenting with new concepts
- enjoy a challenge
- possess leadership skills

The College has a variety of programs and opportunities to cater for the needs of such students, including the SEAL Program, Science Academy and Sports Academy.
STATE, NATIONAL, AND INTERNATIONAL COMPETITIONS

Students are supported and encouraged to enter competitions in:

- Art and Design
- English
- Language (Indonesian and French)
- Mathematics
- Robotics
- Science
- Dance
- Debating
CO-CURRICULAR AND CHALLENGE ACTIVITIES

- Writing Competitions
- Instrumental Music Tuition
- Concert Band
- Sandringham Reading Challenge
- Dance Concerts
- Chamber Ensemble, Guitar Ensemble, Percussion Ensemble
- Lunchtime activities - Musical Ensembles and performances
- Bayside Youth Arts Expo
- Debaters Association of Victoria (D.A.V) debating competition
- Great Victorian Bike Ride
- Literary Magazine

COLLEGE PRODUCTION

Sandringham College has an outstanding reputation in the Performing Arts. Every year the annual College Musical sees students from across the College, from all year levels, working collaboratively to create a professional production that is enjoyed by sold out audiences.

In recent years students have had the opportunity to be in ‘Little Shop of Horrors’ and Beauty and the Beast’. Students act, dance, sing and play in the band. Students work as members of the stage crew, part of the tech crew and work back stage in costume and makeup.

Last year’s Musical, ‘The Drowsy Chaperone’ was a great success and involved many Year 7 and 8 students.
LITERACY

Literacy in its many forms is essential for participation in the world. For this reason, the development of all students’ literacy skills is a priority at Sandringham. Literacy includes a wide and ever changing range of skills and abilities, including reading and writing skills, thinking skills and the ability to think critically and to make decisions.

The College Literacy Program includes:

- Silent Sustained Reading. Most days, after recess, students and staff spend 20 minutes reading
- 1:1 and small group assistance provided by trained volunteer parents, managed by the Literacy Coordinator
- incorporation of literacy strategies in all Domains
- opportunities for students to extend and enhance their skills through literature extension classes, public speaking and community learning.

Silent Sustained Reading

“I THINK THE READING PROGRAM IS A GREAT IDEA AS IT PROVIDES A PERIOD OF TIME EVERY DAY FOR STUDENTS TO CATCH UP WITH THEIR FAVOURITE BOOKS! IN MY CLASS THERE IS A WIDE VARIETY OF BOOKS BEING READ BY STUDENTS, RANGEING FROM BRIDGET JONES’ DIARY TO GREAT EXPECTATIONS BY CHARLES DICKENS.”

- YEAR 10 STUDENT
HOMEWORK AND STUDY

Homework benefits students by complementing, consolidating and extending classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. Homework is integral to most subjects and:

- Supports and extends classroom learning
- Develops positive study habits
- Develops a responsibility for self learning
- Develops organization and planning skills
- Supports the links between home and school

Regular and appropriate amounts of homework will be set at all year levels. In Years 7 and 8 students should do on average one hour per weeknight, in Years 9 and 10 students should do on average one and a half hours. Work may be set during weekends and school vacations.

Homework Club is run weekly in the school library after school.

LUNCHTIME ACTIVITIES

A comprehensive program of lunchtime activities is run throughout the week.

The Library is open for reading and research. Sporting activities are also organised. The Chess Club meets weekly.

The Year 7 and Year 8 Dance Clubs also run regularly in the Dance Studio. Older Dance students work with our Dance teacher to teach the groups contemporary dance.
At Sandringham College we aim to ensure that the whole school experience not only engages our young people in learning but also develops in them a sense of community and active responsibility.

Opportunities abound for students to develop their sense of self, leadership skills, personal endeavour and a sense of commitment and responsibility to others. These opportunities are then made available at the VCE Campus.

Our enrichment and extension programs encompass student leadership, enterprise education, camps and excursions, the arts, student forums and community involvement. These programs are led by teachers with a real commitment to fostering students’ all round growth.

**STUDENT LEADERSHIP**

Student Leadership - Student Voice is a prioritised initiative at Sandringham College. Students in years 7 and 8 will have opportunities to take part in a range of activities aimed at developing skills that will assist them to positively navigate and develop relationships with their peers and the wider community.

Under the guidance of the Student Leadership Team, year 7 and 8 students are offered a range of leadership opportunities which will allow them to confidently identify and act upon student focused concerns. By taking part in public speaking competitions and leadership programs and conferences on offer, students are given the chance to build personal confidence and a greater understanding of the needs of others.

Students from all year levels can be a part of the SRC which gives students the chance to voice considered ideas, alternate views and pressing concerns of the wider student body.

Students also have the opportunity to take on leadership positions within their form group.

**COMMUNITY PARTICIPATION**

Sandringham College is very much a part of its community. Sandringham students have a variety of opportunities to contribute to the improvement of their community.

We expect all Sandringham College students to contribute to their community. This can take a variety of forms, from assistance with primary school events, to fundraising, volunteer activities or environmental duties within the school.

**STUDENT REPRESENTATIVE COUNCIL**

The SRC on the Year 7-10 Campus plays an increasing role in the life of the school. On the Senior Campus students have a similar role to play as part of the Student Union.

Student Representatives develop skills in clarifying values, setting goals and priorities, developing team, meeting and decision making skills.

**PUBLIC SPEAKING**

College students are actively encouraged and supported to participate in a number of public speaking events and competitions such as:

- Classroom Debating
- Inter school debating
- Inter-school Speech Competitions
- Spelling Bees
- Annual Year Level Speech Competitions
SPORT

Students at the Year 7-10 Campus and the Senior Campus are able to participate in the full-range of summer and winter sports. Students can also participate in surfing competitions.

All Year 7 & 8 students play in a weekly team sport in competition with other schools in the area. Students can choose to join a team and train to participate in the Round Robin competitions. In recent years a number of individuals and teams have progressed through to finals at state and national levels.

The Swimming and Athletics Carnivals are also popular College events. Talented students have gone on to compete successfully in State Swimming Championships.

In year 9 students can also choose Dance as an elective. They work with a dance teacher and a VCE dance student to put together routines for the College dance productions. Students learn Jazz, Commercial, Hip Hop and Contemporary dance styles.

CAMPS

Year 7-10 and Senior Campus students are able to experience a wide range of camps, tours and outdoor activities.

The Year 7 and Year 8 Camps, Year 9 Challenge Camp, and Year 10 Study Camp are major aspects of the College camping program. Bi-annual overseas LANGUAGE tours to Noumea and Indonesia have proven to be very popular for the students studying French or Indonesian. In Years 11 & 12, Performing Arts students have the opportunity of going to overseas to perform. Students have also participated in the self-directed, personal development program World Challenge, which saw them spend a month in China in 2016. They volunteered with the local community, trekked and discovered the culture of China.

These activities are designed to enhance tolerance, independent living/thinking skills, leadership and teamwork.
Student Care

**STUDENT MANAGEMENT**

To support the creation of a safe and orderly environment for learning, each student is linked to a form teacher, who is a member of a team led by an Engagement and Pathways Leader and the Year 7, 8, 9 or 10 Student Managers.

Student care is also provided through the Student Wellbeing Coordinator at the campus.

**PEER SUPPORT**

Year 7 students are assisted in settling into their new environment by a team of Year 10 Peer Support Leaders who are trained to provide care and mentoring.

**PEER HELPING**

The Sandringham 7-10 Campus has implemented the innovative Peer Helper Program. The Senior Campus has the Supportive Friends Program.

Young people will often first turn to their peers for advice and support when dealing with a difficult issue or problem.

These programs have trained students in Years 8, 9, 10, 11 and 12 in the skills necessary to help their peers. As one Peer Helper said:

‘Before, when a friend asked me for help, I told them what to do. Now I help them look at the options.’
At Sandringham College, the English course aims to continue to develop students’ abilities to speak, listen, read and write effectively with confidence, purpose and enjoyment. It aims to teach an awareness of the ways in which language varies according to context, purpose and audience.

Through the study of a selection of texts including written and multimodal texts, students complete a variety of activities. These include reading, discussing, interpreting, analysing and responding creatively and analytically. Students are encouraged to be independent workers and to take responsibility for continually improving the quality of their work. Students learn that planning, drafting and editing are important aspects of the writing and speaking process.

Class room orals lead into the Year 7 and 8 Speech Competitions. The Year 7 and 8 Spelling Bees are also a highlight.
MATHEMATICS

Students study Number, Algebra, Measurement, Geometry, Statistics and Probability at different stages of the Victorian Curriculum course.

Mathematical tasks are designed to develop the following skills:

- questioning, flexibility, reasoning, creativity and reflection
- cooperative and communication skills through group work
- a positive attitude towards Maths
- competent and confident users of technology.

Assessment

» Classwork
» Problem Solving tasks
» Investigation tasks
» Tests
SCIENCE

In Year 7 and 8 our students are encouraged to develop their skills as scientists. They undertake studies in the key areas of Science developing a knowledge base that enhances their understanding of the world around them.

Our students study:

- Biological Science
- Chemical Science
- Environmental Science
- Physical Science

Each of these sciences is broken down further covering specific topics.

Within their science classes, students learn safety in the laboratory, develop data collation, observational, analytical and reporting skills.

Assessment

- Practical Work
- Tests
- Research projects
- Classwork
HUMANITIES

History

In Year 7 students study History from the time of the earliest human communities to the end of the ancient period. Students explore the mysteries of this period including Aboriginal, Egyptian and Indian Societies. In Year 8 the focus will cover ideas about life in Medieval times, Vikings, the Events of 1066, the Feudal System and Japan under the Shoguns. All students will be challenged to critically analyse evidence and use skills such as chronology, continuity and change, historical sources as evidence and identify cause and effect relationships.

Assessment

- Bookwork - class activities and notes
- Tests
- Common assessment tasks
- Investigations and research

Geography

In Geography students draw on the concepts of change, place, interconnection, scale and sustainability to investigate the topics of water, settlement and liveability. Students will continue their studies in Geography to draw on concepts of environment, change and sustainability to investigate the topics of landforms and urban settlements. Basic Geographical skills are also introduced such as the principles of mapping and land management techniques. At both year levels students will undertake a field trip, in Year 7 they investigate pollution and landforms and endangered species in Year 8.

Assessment

- Bookwork
- Tests
- Common assessment tasks
- Investigations and research
LANGUAGES

FRENCH AND INDONESIAN

The study of a language has two dimensions, communicating in a language other than English and intercultural knowledge and language awareness.

Our Language courses are designed to develop the four language skills of listening, speaking, reading and writing in French or Indonesian. They also aim to increase the students’ awareness and appreciation of cultural, geographical and historical aspects of Indonesian or French speaking countries. These skills are developed through various classroom activities using a range of multimedia and ICT devices.

Topics covered include: greetings, giving information about oneself, numbers, expressing likes and dislikes, describing home, people and daily routine, pastimes and hobbies, food and school.

Work requirements may include: workbook exercises, role-plays, oral presentations, participation in general conversation, listening and reading comprehension tasks, topic and end of unit tests, projects and assigned work.

Assessment

» Classwork
» Presentations
» Tests
PASTORAL CARE

The transition of students from Grade 6 to Year 7 is a priority at Sandringham College.

The Year 7 Pastoral Care program was implemented to support this priority.

The aims of the program are to develop confidence and build self-esteem, as well as foster a sense of belonging within a caring environment.

The students meet with their Form Teacher, who is also their Pastoral Care teacher, once a day as well as devoting one period a week to activities designed to promote team building, familiarisation, resilience, study skills and homework organisation. The Year 10 Peer Support Leaders assist with the operation of this program. The program also includes guest speakers and excursions.
HEALTH AND PHYSICAL EDUCATION

Health and Physical Education aims to improve student’s motor skills and fitness in a broad range of activities. Whilst improving their skills and health, students learn the importance of health promotion, of co-operative behaviour and participation. Activities involving running, jumping, throwing and catching, hitting, kicking, aquatics (swimming at Year 7) and creative movement (gymnastics, dance and trampolining) are experienced. The students are provided with a variety of opportunities to meet challenges and to develop positive social skills.

Students study a variety of units covering:

- Relationships
- Personal Health
- Peer Pressure
- Families
- Self Esteem
- Self Concept
- Anti-Bullying
- Environmental Health
- Drug Education
- Individual and Community Health
- SunSmart Behaviour
- Sexuality issues

Assessment

- Choreographing a dance
- Tests
- Assignments
- Group work
- Workshops
- Analysis of practical sessions
The Arts

ART

Our aim for the Art program is to promote artistic expression and cultivate the creativity that lies within each individual student. While developing the confidence in their own abilities, students learn about the formal characteristics of art making. Students use their knowledge of the elements and principles of Art to produce both two and three dimensional artwork in the areas of painting, drawing and sculpture. Students also investigate the artwork of famous artists throughout history.

Assessment

» Visual Diary with research work and idea drawings

» Final artwork
DRAMA

Students study Drama for one semester in both Year 7 and Year 8.

The course assists students to develop self-confidence, creativity, thinking skills and relationships. The students enhance their expressive skills, particularly in terms of voice and movement.

In Year 7 and 8 Drama students explore a range of historical theatrical contexts and look at Melodrama, Ancient Greek Theatre and Elizabethan Theatre. Students also explore the use of masks and puppetry in theatre. They use a range of stimulus items to assist them to create original theatre pieces.

Assessment

» group based performance
» research tasks
MUSIC

In the Music program, students spend time in class exploring the concepts of rhythm, melody, instruments, style or genre and they learn to read music notation, all with the intent to apply this to exploring how music works, playing an instrument and composing music. The program also develops musical listening skills and exposes students to a variety of music that is outside of their normal listening regimes.

Performance is an important part of the program, and we explore various ways of performing students work. Using our College recording studios we are able to create recordings of the students performances. We use our digital facilities to explore composition and produce collaborative projects as well as including more traditional performance opportunities.

Students are encouraged to experience music through participation in the Instrumental Music Program and College Ensemble Program to enhance the musical learning experience. The involvement of learning and rehearsals in this subject helps students to develop skills in leadership, team work, research, independence and the ability to work co-operatively.

Assessment

» Performances
» Composition using instruments and Garage Band
» Theory and aural tasks
» Analysis tasks
» Research on various styles of music
INSTRUMENTAL MUSIC

The aim of the Instrumental Music program is to ensure that ALL Sandringham College students are given the opportunity to experience playing a musical instrument. Students can experience and explore their own personal musical growth in small group lessons and then apply that knowledge in regular school based ensemble rehearsal and performances.

Students can elect to play one of the following instruments from the beginning of the year:

- Flute
- Clarinet
- Saxophone
- Trumpet
- Trombone
- French Horn
- Euphonium
- Tuba
- Guitar
- Bass Guitar
- Percussion
- Drums
- Piano
- Strings (Violin, Viola, Cello – numbers permitting)
VISUAL COMMUNICATION DESIGN

Visual Communication Design is offered in Year 7 as a semester unit. It develops skills in two and three dimensional drawing, researching, understanding, organizing and selecting information in a visual diary then developing and refining ideas for final presentations.

Students explore and develop solutions to design problems. Areas of study include technical and freehand drawing, an introduction to the elements and principles of design and some computer graphics work.

Assessment

» 3D isometric projection
» Design brief development
» Final design visual communication using various mediums
CERAMICS
This is a semester unit offered in Year 8. Students are introduced to working with clay in a specialist room. The semester long course will develop an understanding and refining of clay construction and decoration techniques to create hand-built ceramic pieces. Ideas for these are first developed as drawings utilising art elements and principles and exploring themes in sketchbooks.

Students learn to use tools, materials and their workspace in a safe and co-operative manner.

Assessment

» Research and designs
» Final ceramic pieces
FOOD TECHNOLOGY

This course provides students with the opportunity to gain skills in preparing and cooking food, including reading a recipe, weighing and measuring, safe food handling & hygiene and an understanding of a range of cooking methods and techniques. In Year 8 students extend their understanding of the nutritional characteristics of food and working from a design brief.

Aims

- Enhance personal development by developing useful living skills
- Develop an awareness of the relationship between nutrition and health
- Develop an understanding of kitchen safety and personal and kitchen hygiene
- Familiarise students with the kitchen and its appliances
- Teach basic food preparation and presentation techniques
- Prepare a range of nutritional dishes
- Work cooperatively and independently on assigned tasks.

Assessment

- Bookwork – class activities, notes and evaluations
- Weekly class productions
- Investigations and research tasks
TEXTILES

At Years 7 and 8, Textiles introduces students to basic cutting, seaming and machine skills. Students work with a range of fabrics and undertake decoration using fabric paint and dyes and appliqué work.

Design and cooperative team skills are developed through design projects. In Year 7 this involves the designing and decoration of a pair of boxer shorts and in Year 8 using a variety of techniques in designing and creating a pencil case and a cushion cover.

Textiles also involves research, analytical and presentation skills as students investigate a range of diverse materials and styles of clothing.

Assessment

» Research tasks
» Classwork
» Presentations
WOOD

A key aim of Years 7 and 8 Wood is to develop student enjoyment of technology. They are introduced to the safe use of hand tools and small machines, and are involved in designing, investigating, manufacturing and evaluating models and products.

Wood develops problem-solving skills as the students design and create their products. Products include pencil cases and bookends, a moneybox, jewellery box and a noughts and crosses game.

Assessment

» Design and creation of products
Digital Technology

INFORMATION, COMMUNICATION & TECHNOLOGY

In Digital Technologies, students analyse problems and opportunities, design, develop and evaluate digital solutions, and create and share information that meets a range of current and future needs. Students learn to safely and ethically use information systems to create digital solutions.

Assessment

» Research project
» Design and production of digital products
The Sports Academy

ATHLETE DEVELOPMENT ELECTIVE

In the Year 7 and 8 Sports Academy program, students will undertake an elective in Long Term Athlete Development. This program will focus on building the physiological and psychological capabilities of all students.

Within the Long Term Athlete Development program, the students will undertake a physical preparation program focusing on the concept of ‘training to train’. They will acquire skills and knowledge within the context of a holistic enhanced sporting program. Students will have access to guest speakers and sporting role models.

Students who elect to do this subject will be considered as a member of the Sandringham Sports Academy and will have access to the Specialist Coaching in various sports both during and after school. This elective is non-sport specific, catering for all students.

ASSESSMENT:

» Participation in group and individual training activities
» Development of personal fitness program
» Knowledge of course
» Physical testing
The Dance Academy

This speciality program will offer students high quality dance training in a range of styles, whilst simultaneously providing a rigorous academic program. All dance classes will be scheduled to accommodate the academic schedules of our students. Students will therefore be able to continue their external dance training with a private provider of their choice. We aim to work with local dance schools to provide the best outcomes for our students.

The Sandringham College Dance Academy aims to support, develop and nurture talented dance students who are hardworking, self-aware, confident and creative.

Students will be taught by teachers and ex-professional dancers who have the expertise, knowledge and skills to train highly skilled, technically proficient, artistic and versatile dancers as they prepare for a career within the creative arts industry.

Students will undertake a rigorous conditioning program which will incorporate Pilates and the Ballet Torque pre-recognition conditioning program, which includes stretch and conditioning as well as various modern dance techniques specifically designed for young dancers. Exercise programs will be designed to stimulate muscles, on an individual basis, and to support young dancers to engage the correct muscles or muscle groups in the correct order. The conditioning program will assist students to develop the correct posture and alignment (aplomb) required for dance.

Program aims:

- To provide a high quality academic program and a specialised dance training program for talented dance students
- To offer a high quality physical conditioning program to help develop strong, healthy and efficient dancers within a safe and supportive environment
- To provide the highest possible training delivered by industry professionals and ex-professional dancers, teachers and choreographers and to give students every opportunity to establish themselves within the creative arts industry
- To provide counselling, support and consultation to individual students with regards to their training, physical and mental health, academic success, career pathways and time and stress management
- To provide students with a wide range of performance and audition opportunities.
The Science Academy

SCIENCE ACADEMY VISION

The Science Academy is an innovative program that offers an engaging and challenging curriculum across all sites. It aims to promote academic rigour, independent learning and a passion for Science. The Science Academy will provide real world science for students in Year 7 through to VCE with a range of activities designed to challenge and engage.

This will be achieved by:

- working with students in the primary and secondary setting
- working with experts and community groups
- investigating and researching real life science projects

Programs offered through the Science Academy.

Year 7

During core Science in Semester 1, students will gain skills and knowledge in preparation for an immersion program that runs in Semester 2. All students will also be offered the opportunity to participate in ecological activities which relate to the local environment.

Year 8

Students can participate in robotics during year 8. They will work with Year 10 mentors and a Science Academy staff member. Students will participate in science competitions, selected on the basis of student interest and ability.

Years 9 and 10.

Students in Years 9 and 10 can elect to undertake additional challenging activities including extended research tasks, enhanced science electives, mentoring junior students and participating in Primary Science activities as part of the electives program. They also develop their skills in Science through connections to current scientific research through guest speakers, excursions, incursions.
Assessment and Reporting

Assessment is a central part of the learning experience. It is designed to improve the learning of all students. It recognises and encourages achievement and improvement and supports students to take increasing responsibility for their learning.

Student progress and achievement is reported in three key areas:

- Achievement in completing the set work and assessment tasks
- Advice as to how a student can improve their work
- The development of work habits which are important to successful learning.

INTERIM REPORTS

Interim reports are issued at the Parent/Teacher Interviews at the end of Term 1 and Term 3. They provide a general indication of progress and achievement.

SEMESTER REPORTS

Semester reports are issued at the end of Term 2 and Term 4. These provide a more detailed description of progress including feedback on what the student has achieved and recommendations for further progress/improvement.

ASSESSMENT TASKS

Every subject has a set of tasks that students undertake. These tasks cover the range of understanding and skills of the subject and challenge students to apply learning in new and unfamiliar contexts.

WORK HABITS

Student attitude and approach to learning is assessed and reported on. The habits include:

- Organised and prepared for class
- Punctual submission of homework
- Class behaviour and positive approach to all tasks.