Korumburra Secondary College

“Developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community”
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Visual Communication and Design

Senior School

Years 10

Year 11

Year 12

School Map
Principal’s Welcome

Korumburra Secondary College has a proud history of providing quality learning experiences for students within the local area. It provides a preparation for further tertiary studies beyond school and for a wide range of workplaces.

Our students go into the world with enthusiasm and skills. Our experienced and talented staff are focused on knowing the students as learners and helping them achieve their personal best and fulfilling our motto to ‘Aim High.’

Korumburra Secondary College prepares students with a comprehensive curriculum that ensures essential academic achievement and applied learning competency, including strong foundations in literacy and numeracy, science and the humanities. In addition, it has exciting, creative programs in the arts and technologies.

Senior students can undertake a range of pathways, including VCE, VET and VCAL. Korumburra Secondary College offers every student a challenging, supportive and enjoyable learning environment.

We welcome you into our learning community.

Abigail Graham  John Wilson
Principal         Assistant Principal
Contacting the School

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ms Abigail Graham</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mr John Wilson</td>
</tr>
<tr>
<td>Middle School Co-ordinator</td>
<td>Mrs Linda Jennings</td>
</tr>
<tr>
<td>Year 7 Co-ordinator</td>
<td>Ms Susan Lloyd</td>
</tr>
<tr>
<td>Year 8 Co-ordinator</td>
<td>Mr Sam Hughes</td>
</tr>
<tr>
<td>Year 9 Co-ordinator</td>
<td>Mrs Rebecca Anthony</td>
</tr>
</tbody>
</table>

School Address: Jumbunna Rd
Korumburra VIC 3950

Mailing Address: Private Bag 2
Korumburra VIC 3950

School Phone: 03 5655 1566

School Facsimile: 03 5655 2673

School Email: korumburra.sc@edumail.vic.gov.au

School Website: www.korumburra.vic.edu.au

Term Dates for 2015

<table>
<thead>
<tr>
<th>Term</th>
<th>Commences</th>
<th>Finishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Thursday 29th January</td>
<td>Friday 27th March</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 13th April</td>
<td>Friday 26th June</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 13th July</td>
<td>Friday 18th September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 5th October</td>
<td>Friday 18th December</td>
</tr>
</tbody>
</table>

Regular General Office hours are 8.30am to 4.00pm.
About the School

Korumburra Secondary College has been providing Quality Education in a Caring Community for the students from Korumburra, Bena, Loch, Poowong, Nyora, Kardella, Jumbunna, Moyarra and the many surrounding townships for over 50 years.

With an enrolment of around 410 students and 65 teachers and support staff, the college provides a diverse range of educational opportunities for our students to eventually enable them to access tertiary education, as well as apprenticeships and careers in local businesses. Throughout its history, the College has a strong emphasis on developing personal and social skills through the encouragement of cooperation, self discipline and caring for others. The college expects that students will be committed to a high level of achievement, to work to the best of their ability, be active in and responsible for their learning and show care and respect for college, teachers, other students and the environment. In 2012 we introduced the Positive Behaviours Program for the explicit teaching of respectful behaviour.

Korumburra Secondary College is co-educational and enrols students from years 7-12, aiming to provide a challenging and sequential curriculum that is responsive to the Australian Essential Learning Standards (AusVELS) for year 7-10, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL).

Twice a year students are assessed not only by teachers, but through the On Demand testing provided through the VCAA (Victorian Curriculum and Assessment Authority). This provides students and teachers with a clear picture of student progress, strengths and areas for improvement or modification. This assessment tool, along with teacher recommendation supports counselling for accelerated learning in Years 7 – 9 and advancement into VCE units early in Years 10-12.

2014 was the first year all students had the opportunity to lease netbooks to support their learning. Classrooms are fitted with interactive data projectors designed to engage students in learning through the use of technology.

A Learning Assistance Program (LAP) enabled by parents and community volunteers, is available to students who may have difficulty settling into secondary schooling or may have social needs. The Literacy and Numeracy Intervention Program (LINK) provides intensive instruction for students identified through assessment who need foundational literacy and numeracy skills.

Year 10 students who are seeking a VCAL certificate are introduced to Foundation VCAL Units in Year 10 three days per week, and attend Coal Creek for one day as an employee, as well as one day of theory lessons.

The college offers a variety of alternative experiences which include the South Gippsland School Music Program (SGSMP); athletics, swimming and cross country events; interschool sport; Outdoor Education courses; school drama performances; ‘A Night to Remember’ – a display of student performances; community service and many extra-curricular activities at lunchtimes. Selected students in Year 9 also have the opportunity to attend a Student Leadership School.

Learning beyond the classroom is also an integral part of our learning program.

A very experienced team of Education Support Officers support our students who are funded for extra care.

Student welfare is carefully monitored and addressed proactively by our Assistant Principal, Sub School Coordinators, School Nurse, Chaplain and visiting specialists.

Our College will conduct a review of our programs and processes in 2014 and set a new Strategic Plan for the next four years. However, our focus will continue to be on strengthening student
learning growth, numeracy and literacy skills, as well as improving VCE/VCAL results. Integral to this is the development of personal and social skills to enable our students to be active, resourceful and respectful citizens in our local and broader community.

Purpose
The College purpose of developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community encapsulates the key elements of a contemporary learning organisation which develops the knowledge and skills for our students to be successful learners now and in the future.

School and Sub School Structure
Sub Schools provide smaller communities in a larger school structure. At Korumburra Secondary College we have two Sub Schools:

Middle School – Years 7, 8 and 9
Senior School – Years 10, 11 and 12
School Charges Policy – Years 7 to 9, 2015

We have a strong commitment in providing a broad range of curriculum choices that allow your child to prepare themselves well for further study and employment. The range of experiences given to our students in Year 7, 8 & 9 provide a valuable basis for the future choices that your child will need to make to gain the best possible education.

KSC is committed to providing a high quality learning environment for all students. We believe that this makes a significant contribution to our students educational outcomes and enjoyment of their secondary school experience.

Over recent years, KSC has been working hard to expand the range of resources available to students and to upgrade and improve the standard of the College facilities and grounds to meet the expectations of our students and the school community.

The College receives much of its funding through Government grants, however, these grants alone are not sufficient to provide the quality of facilities and programs we regard as essential for your child. To assist the College to bridge the gap between government funding and actual costs, the following charges applies to all students.

There are two main types of financial contributions, both of which have been discussed and approved by our School Council.

1. Building fund contribution
2. Subject Materials Charges

The general school contributions are used to supplement and enhance the schools buildings and renovations and upgrading school facilities. Our Music room has been carpeted, painted and refurbished. Their payment is voluntary; however, our school welcomes your contribution as this will significantly increase our resources.

The subject material charges are used to cover the costs of materials used and consumed by students in a particular subject. Since students use these materials they need to pay this amount.

The business manager will be pleased to discuss any difficulties with you, in confidence, financial assistance, and payment by instalments. The College also offers EFTPOS, BPAY and Centrepay arrangements or over the phone by CREDIT CARD.

Students that require the payment of a subject materials charge will be expected to pay this. If due to financial difficulties payment in full or part thereof is not possible it is recommended that an application for student assistance be made.
College Uniform

College Uniform Policy

Guiding Principles

By having a compulsory uniform the College aims to:

- promote a positive image of our school in the community;
- encourage a sense of pride and belonging amongst our students; and
- identify our students as belonging to the College.

Expectations

All students of Korumburra Secondary College are expected to wear full school uniform every day. The uniform must be worn to and from school, at lunchtime and recess, and on all school excursions. The manner in which the uniform is worn reflects pride in the College, and therefore we ask that the uniforms be:

- clean;
- in a state of good repair;
- appropriately fitted; and
- worn without non-uniform garments being visible (only plain white t-shirts are acceptable to be worn under the school polo top).

Implementation

If, for any reason, a student attends school out of uniform, they must report to the Year Level Coordinator to obtain a uniform pass before going to class.

Specifications

Hats

Students are encouraged to be ‘sun smart’ by wearing a hat for outside activities, especially during terms 1 and 4. Hats must not be worn inside or taken to classes. Sunscreen is available from the Middle School and Senior School Offices. Students are also encouraged to carry their own sunscreen.

Runners

Runners are only to be worn during Physical Education or Sports lessons, or for lunchtime sport.

Jacket

Only the college jacket is to be worn at school and to or from school.

Summer Uniform

Summer Uniform is white or royal blue polo shirt, summer skirt or dress, pants or shorts, socks, windcheater. **Tights are not to be worn with summer skirt.**

Winter Uniform

Winter Uniform is white or royal blue polo shirt, white skivvy, winter kilt, Navy pants or shorts, navy tights (girls), socks (boys), windcheater.

Scarves

Scarves must be navy. Other scarves, bandannas or headbands are not to be worn.

Labelling Items

We ask families to clearly label all items with a permanent marker.
Shoes
Black Leather School Shoes - lace up or buckle, or black pull on boots - ankle length. Note: sandals or runners of any type are not permitted. Shoes can be purchased from Burra Sports and Cycles and Leongatha Shoe Gallery.

Correct Shoes

Incorrect Shoes

Socks
White plain or sports socks. Black socks may be worn only with long pants.
# Uniform Price List

## College Uniform Price List – All Students

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt</td>
<td>White or Royal with School Logo</td>
<td>$29.00 - $32.00</td>
</tr>
<tr>
<td>Shorts</td>
<td>Navy Blue</td>
<td>$30.00 - $35.00</td>
</tr>
<tr>
<td>Windcheater</td>
<td>Navy Blue V-neck Windcheater with School Logo</td>
<td>$41.50 - $45.00</td>
</tr>
<tr>
<td>Winter Jacket</td>
<td>Navy Blue Waterproof Jacket with School Logo</td>
<td>$52.00 - $56.00</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black Lace Up School Shoes or T-Bar Buckle Up</td>
<td>Student to Purchase</td>
</tr>
<tr>
<td>Scarves</td>
<td>Plain Navy</td>
<td>$9.00</td>
</tr>
<tr>
<td>Anklet Sock</td>
<td>White</td>
<td>$6.00</td>
</tr>
<tr>
<td>Hat</td>
<td>Navy Blue Brimmed Hat</td>
<td>$8.00</td>
</tr>
</tbody>
</table>

## College Uniform – Girls

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Dress</td>
<td>Junior Navy, Skye and White Check</td>
<td>$63.00 - $64.00</td>
</tr>
<tr>
<td>Summer Skirt</td>
<td>Junior Navy, Skye and White Check</td>
<td>$52.00</td>
</tr>
<tr>
<td>Winter Kilt</td>
<td>Junior Navy, Skye and Grey Check</td>
<td>$78.00</td>
</tr>
<tr>
<td>Slacks</td>
<td>Navy Pants – Girls Style</td>
<td>$38.50 - $41.50</td>
</tr>
<tr>
<td>Knee High Socks</td>
<td>White</td>
<td>$6.50</td>
</tr>
<tr>
<td>Tights</td>
<td>Navy</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

## College Uniform – Boys

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pants</td>
<td>Navy Pants – Boys Style</td>
<td>$34.00 - $38.50</td>
</tr>
</tbody>
</table>

## College Uniform – PE / Sports

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt</td>
<td>Royal Blue Panelled Polo with School Logo</td>
<td>$35.00</td>
</tr>
<tr>
<td>Shorts</td>
<td>Navy Sports Short with School Logo</td>
<td>$24.50 - $27.50</td>
</tr>
<tr>
<td>Rugby Top</td>
<td>Navy, Skye and White with School Logo</td>
<td>$59.00 - $63.50</td>
</tr>
<tr>
<td>Shoes</td>
<td>Runners</td>
<td>Student to Purchase</td>
</tr>
</tbody>
</table>

## Supplier

Bux Wear operates a Uniform Shop at the College and is located between the R1 and R2 portables near the quadrangle. The Uniform Shop is open on Tuesdays from 12.30pm to 5.30pm.
At School

Structure of the Day

The school year is divided into four terms, with the first two terms referred to as Semester One and the last two terms as Semester Two. A school day is divided into 6 lessons (periods) of 48 minutes, giving a total of 30 periods for the week.

Students should be at school no later than 8.45am every day. Students are expected to be punctual for all classes.

Bell Times

<table>
<thead>
<tr>
<th>USUAL - BELL TIMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockers</td>
<td>8:55</td>
</tr>
<tr>
<td>Form Assembly</td>
<td>9:00</td>
</tr>
<tr>
<td>Begin Period One</td>
<td>9:05</td>
</tr>
<tr>
<td>End Period One</td>
<td>9:53</td>
</tr>
<tr>
<td>Begin Period Two</td>
<td>9:54</td>
</tr>
<tr>
<td>Recess</td>
<td>10:42</td>
</tr>
<tr>
<td>Lockers</td>
<td>11:07</td>
</tr>
<tr>
<td>Begin Period Three</td>
<td>11:11</td>
</tr>
<tr>
<td>End Period Three</td>
<td>11:59</td>
</tr>
<tr>
<td>Begin Period Four</td>
<td>12:00</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:48</td>
</tr>
<tr>
<td>Lockers</td>
<td>1:38</td>
</tr>
<tr>
<td>Begin Period Five</td>
<td>1:43</td>
</tr>
<tr>
<td>End Period Five</td>
<td>2:31</td>
</tr>
<tr>
<td>Begin Period Six</td>
<td>2:32</td>
</tr>
<tr>
<td>End Period Six - students dismissed for the day</td>
<td>3:20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSEMBLY DAY - BELL TIMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockers</td>
<td>8:55</td>
</tr>
<tr>
<td>Form Assembly</td>
<td>9:00</td>
</tr>
<tr>
<td>Begin Period One</td>
<td>9:05</td>
</tr>
<tr>
<td>End Period One</td>
<td>9:49</td>
</tr>
<tr>
<td>Begin Period Two</td>
<td>9:50</td>
</tr>
<tr>
<td>Recess</td>
<td>10:34</td>
</tr>
<tr>
<td>Lockers</td>
<td>10:59</td>
</tr>
<tr>
<td>Begin Period Three</td>
<td>11:03</td>
</tr>
<tr>
<td>End Period Three</td>
<td>11:47</td>
</tr>
<tr>
<td>Begin Period Four</td>
<td>11:48</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:32</td>
</tr>
<tr>
<td>Lockers – Move to Gym for Assembly</td>
<td>1:22</td>
</tr>
<tr>
<td>Begin School Assembly</td>
<td>1:27</td>
</tr>
<tr>
<td>Begin Period Five</td>
<td>1:55</td>
</tr>
<tr>
<td>End Period Five</td>
<td>2:37</td>
</tr>
<tr>
<td>Begin Period Six</td>
<td>2:38</td>
</tr>
<tr>
<td>End Period Six - students dismissed for the day</td>
<td>3:20</td>
</tr>
</tbody>
</table>
Lockers
Lockers are allocated on the first day of school. Students need to provide a strong padlock to keep their books and equipment safe and secure. Combination Padlocks can be purchased on the booklist through Campion Education.

Sick Bay
Students who become ill at the College should report to Sick Bay, located in the Secondary Teachers Assistant office. A medical form is required to be filled in by parents at enrolment. Parents are asked to keep this record up-to-date by informing the College of any significant injuries or illnesses which occur. Any student who is taking medication should report to the Sick Bay and leave the medication in the care of the First Aid Attendant. The College has a responsibility to send sick students home or seek medical advice. Families are strongly urged to have Ambulance cover.

Travelling To and From School
Students walking to and from school must use the walking path. Students riding their bicycles or scooters to and from school must wear a bike helmet and can store their bicycles and scooters in the Bike Bay in the quadrangle. Students must not ride their bicycle or scooters on school grounds.

Canteen
The School Canteen provides healthy and nutritious food at reasonable prices. Our Canteen Managers work full time and appreciate the assistance of parent volunteers each day. Volunteers are rostered on their preferred day and are needed about six times per year. Parents who volunteer are greatly appreciated.

Student Wellbeing Support
Some students may have difficulty settling into secondary college, making friends, coping with the workload, or dealing with personal problems. For this reason the college provides a school chaplain. Students are able to make appointments to talk to the School Chaplain through their Coordinator. Everything that students discuss with the School Chaplain remains confidential unless there is concern for student safety.

Parents who have concerns about their children and who need further guidance or advice should ring the college and ask to speak to the Year Level Coordinator. The School Chaplain also has a variety of resources, available for parents to borrow. Many of these offer advice on teenage parenting.

Additional Study Assistance
Two English Help and two Maths Help classes are offered to all students Monday to Thursday each week. Students can attend these lunchtime sessions to gain one on one assistance with their work or to catch up on work missed through absence or illness.
Enrichment Program

The Enrichment Team is responsible for planning extracurricular programs that enrich the lives of students at the college. We aim to provide alternative opportunities for students to support their academic programs in the classrooms. These include:

**School Production**
The school will hold its production of “A Night to Remember” during the second last week of Term 3. The production will be a showcase for some of the best talent we have in this school. Performers include rock bands, singers, dance ensembles, comedy acts, school bands, gymnastic performances and many more.

**Competitions**
Competitions from outside organizations regularly correspond with schools. We aim to provide as many opportunities for students to participate in activities that will extend them. These are published regularly on the Enrichment Noticeboard and in the Community News bulletin.

**School Magazine**
This is an annual record of student experiences and which is compiled with the support of students and teachers. This is paid for in School Fees.

**Student Leadership**
Giving students the chance to improve their leadership skills is a priority of the Enrichment Department. Some examples our students’ involvement include: Peer Support, Peer Mentoring, World Vision and Coastal Ambassadors Program.

**Peer Support**
Peer Support is a mentoring program in which all Year Seven students and a select group of Year Ten students participate. The students participate in a variety of activities to develop their organizational skills and have fun participating in a range of team building games. The program runs throughout Semester 1.

**Lunchtime Activities**
Some activities that are planned for students at lunchtime include:
- Board Games
- Sporting Activities & Competition
- Theatre Sports Competitions
- Chess Club
- Drama Performances
- Rock Bands / Music Performances
- Movies
- Treasure Hunts

**Student Representative Council (SRC)**
The SRC is a forum for elected students to be heard on issues that affect them. It is a well organised body, led by Year 12 students that plays a pivotal role in the organisation of student fund raising, student activities and a voice on College committees.

**Gifted Education**
Schools provide for all different ranges of abilities and we are constantly working to offer openings to students by extending their talents. This may be done as small group, class work or whole school activities. We are also successfully involved in a range of gifted programs such as Tournament of the Minds and Model United Nations Assembly.

**Publicity**
Giving students a sense of pride in their achievements can be accomplished by regularly reporting to local papers and beyond. Community Bulletin is also a vital form of communication that we use to ‘trumpet’ student successes.
Communication Between School and Home

Reports and Parent/Teacher/Student Conferences
Written reports and parent/teacher conferences are provided at the end of Term 1 and 3. All parents and students are encouraged to attend the school for the conferences. We see it as very helpful for the student to attend the conference with the parent/s as the discussion taking place is about them. Receiving positive feedback is rewarding, as is discovering ways to change and improve performance.

School Newsletter
‘Community News’, the school newsletter, is available each fortnight to parents via email, facebook or can be downloaded from the College’s website at www.korumburra.vic.edu.au. The Newsletter helps to keep our school and the broader community in touch with activities occurring at Korumburra Secondary College.

School Website
Our Web Page, www.korumburra.vic.edu.au has important information for students and parents also.

Student Management Tool
Korumburra Secondary College has introduced a communication tool that works within and beyond the school. Our Student Management Tool is the primary service for communication between school and home and is an excellent source of information and data for students, parents and teachers. By notifying the school of your email address as well as your mobile phone number, we are able to work together in collaboration to support student learning growth on a day to day basis. This communication portal provides access to session by session roll marking, messaging student and parents, data base for curriculum outlines, including homework and assessment tasks as well as the ability for student to submit work. This portal is constantly being further developed to meet the needs of our school community.
Curriculum

Korumburra Secondary College offers a varied and challenging curriculum designed to cater for differing student needs. This curriculum aims to focus student learning on the learning process itself - learning how to learn, while enabling students to develop knowledge and skills as an independent person and as a team member. Our curriculum encompasses the AusVELS curriculum which is set out in three linked main strands or areas:

Physical, Personal and Social Learning:
Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

Discipline-based Learning:
Students learn the knowledge, skills and behaviours in the Arts, English, Humanities, Mathematics, Science and other languages.

Interdisciplinary Learning:
Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

The AusVELS framework acknowledges the global changes and directions that will shape the future of today's young people by delivering a curriculum that develops the whole person.

Young people need a broad range of knowledge, social, personal and thinking skills to be successful. The AusVELS standards will enable young people to develop through their schooling and will prepare them for their final years of study in the:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- Vocational Education and Training (VET) which can be undertaken as part of either VCE or VCAL
Homework

Regular homework is a valuable component of the learning process and provides parents an opportunity to participate in their child's education.

Regular homework assists with the development of good study habits. The learning students do at home provides an extension of the school based training, enabling students to consolidate ideas covered in class. Some types of different types of homework your child may be asked to complete are listed below.

<table>
<thead>
<tr>
<th>Homework Type</th>
<th>Homework Activities Include</th>
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</table>
| Practice Exercises provide students with the opportunity to apply new knowledge or to review and reinforce newly acquired skills. | • Completing Mathematics exercises  
• Practising spelling works  
• Practising words of phrases learnt in a Language Other Than English (LOTE)  
• Reading for pleasure  
• Writing essays and other creative tasks  
• Practising and playing musical instruments  
• Practising physical education skills |
| Preparatory homework provides opportunities for students to gain background information so they are better prepared for future lessons | • Reading background material for history  
• Reading English texts for class discussion  
• Researching topics for class work  
• Collecting newspaper articles  
• Revising information about a current topic |

**Homework Guidelines**
1. All students should record homework in their Student Planner.
2. Students will receive homework in all subjects on a regular basis.
3. Homework should be submitted/completed by the due date.
4. Parents/guardians are encouraged to check and sign the Student Planner each week.
5. The following is suggested as an appropriate amount of time to spend on homework at each Year Level: Homework will generally be between 30 and 60 minutes per day.
6. Communication regarding homework also occurs through the Student Management Tool portal.

Instrumental Music Program

Korumburra Secondary College students have the opportunity to learn a musical instrument and to participate in our extensive music program which is part of the South Gippsland Schools Music Program. (SGSMP)

The SGSMP provides instrumental lessons and tuition in bands to approximately 450 students across South Gippsland. The schools involved are: Korumburra, Leongatha, Mirboo North, South Gippsland and Wonthaggi Secondary Colleges. The program is staffed by trained music teachers who implement appropriate courses of study in both classroom and instrumental programs.

High priority has been given to developing performing groups including concert bands, big band and Celtic band and opportunities to enjoy the benefit of shared music performance.

Students have one ½ hour lesson on their chosen instrument per week, as well as a 1 hour band rehearsal. The cost to students is approximately $230 per year for lessons and band. A recruitment evening is held early in Term 1 for students and parents. There is no expectation that students have a musical background before joining the program.
Further details and an opportunity to register interest is available on the flyer inserted in the enrolment package during Transition Week in September.
Year 7 Curriculum

Art

Aim
• To appreciate the development of art over the centuries.
• To show how art appreciation relates to contemporary art knowledge.
• To increase knowledge of media and art techniques.

Areas of Study
• Practical projects based on basic principles and elements of art.
• Practical art will be divided into areas of drawing, painting, 3D and print making.
• Research projects based on art styles and specific artists.

Assessment
Completion of work required in folio and research topics.

PERIODS PER WEEK: 2

Classroom Music

Aim
To provide a wide range of musical experiences with a balance of composing, performing and listening.

Areas of Study
Students are involved in group and individual musical activities in listening, creative and practical areas which should equip them to be actively involved in music and to understand the elements of music.

Assessment
Students are expected to participate in activities in a positive and constructive manner and maintain and submit a workbook covering music theory and class work.

PERIODS PER WEEK: 2 periods for one semester.
English

Aim
The Year 7 English course at Korumburra Secondary College aims to further develop students’ competencies in reading, writing, speaking and listening. A range of texts, including novels, short stories, films, television, plays and poetry will be studied for enjoyment, interpretation and reflection. Students will be guided through numerous writing workshops to develop their familiarity with more complex sentence structures and writing styles. Listening and speaking activities will require students to participate in and contribute to class activities, listen attentively to teachers and peers and present both informal and formal oral tasks to small groups and the class as a whole. Students will also be encouraged to extend their reading habits through the Ribit programme and complete tasks designed to improve language skills, expression and vocabulary.

Areas of Study
The curriculum is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

Language: knowing about the English language
Literature: understanding, appreciating, responding to, analysing and creating literature
Literacy: expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:
- **New Directions**- designed to help them become integrated into their class, their college and their community
- **Language and literacy**- continued emphasis on improving students’ use and control of the mechanics of language including spelling and expression for both formal and informal contexts.
- **RIBIT**-(Reading in Bed Is Terrific)- a library based programme designed to encourage students to read different text types and reflect on more challenging themes and ideas.
- **Writing Folio**- On-going activities throughout the year which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies**- over the course of the year, students will study a range of different texts as a class or in small (literacy) groups- as determined by the nominated teacher-endeavouring to develop their comprehension skills an ability to respond to different characters, themes and issues in both a creative and more analytical manner.

In completing the units of study listed above, students will also participate in learning activities designed to specifically develop their skills as critical thinkers and learners, working in groups as needed to develop productive habits of mind, aimed at promoting co-operation and 'peer-teaching'

Assessment
1. **Response to Texts.** Students complete at least two written responses to two different texts.
2. **Writing.** Students submit at least two finished pieces of writing; at least one piece being in a persuasive style.
3. **Speaking and listening.** Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
4. **Language and Grammar.** Students complete a systematic study of language and grammar, using the course text *National English Skills 7*, participating in numerous activities assessing their cumulative knowledge.

PERIODS PER WEEK: 5
Humanities

Humanities is a unique subject for Year 7 students. It is a combination of Geography, History, Economics and Civics & Citizenship. Humanities is special because it is usually taught by the same teacher students have for English. This is designed to provide students with continuity with a teacher to help provide a smoother transition from primary school.

Aim
For the student to develop:
- An understanding of how the past relates to the present.
- Knowledge and understanding of the important needs people have, such as community, food, shelter, beliefs, values and cooperation.
- Organisational skills.
- Research skills.

Areas of Study
Students will study five topics. They are:
- Ancient civilisations- a geographical and historical study of ancient Egypt.
- Mapping skills- a unit designed to develop the essential Geography skills of direction, map-reading and atlas reading.
- Civics and citizenship- an analysis of what makes a good citizen, followed by a period of hands-on volunteer work as part of a ‘Community Service Unit’.
- Economics- a practical study of buying and selling.
- My Place- a broad historical study of Australia and its people, based on Nadia Wheatley’s picture book, ‘My Place’. This unit is closely tied with the study of ‘My Place’ in English.

In completing the units of work listed above, students will work both independently and in groups to complete a variety of different activities. In studying Humanities, students are encouraged to try and present information in new and creative ways, while still maintaining historical and geographical accuracy.

Assessment
- Workbooks
- Research projects
- Mapping skills test

PERIODS PER WEEK: 3

Health Education

Aim
To assist Year 7’s to develop life skills such as self-discipline, co-operation and self-confidence. To develop skills and knowledge related to their health during adolescence.

Areas of Study
Students will be taught skills related to communication, decision making, problem solving and goal setting. Students consider personal development issues such as the changes they will experience as adolescents and health issues related to lifestyles.

Assessment
Students maintain an organised workbook and complete a project for each unit of work covered.

PERIODS PER WEEK: 2
Learning to Learn

Aim
The aim of this unit is to teach and reinforce good habits and protocols in order for students to develop lifelong learning, self management, thinking and communication skills. Students will also develop knowledge of and effective use of Information Technology tools to assist the gathering and presentation of information.

Areas of Study
Students will study 4 key Habits of Mind
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Managing Impulsivity
- Questioning and solving problems

Students will also develop their skills in using a wide range of Information Technology programs and Web.2 tools

Assessment
Students are assessed through a variety of activities including:
- Workbooks and Digital portfolios
- Information Technology skills
- Research Projects
- Oral Presentations and participation in group activities

PERIODS PER WEEK: 2

Physical Education

Aim
To enable students to:
- enjoy physical activity
- be introduced to a wide variety of sports and activities
- develop their knowledge and practice of safety in sport and recreational activities
- improve their physical fitness and social efficacy
- develop their initiative, self confidence, co-operation, responsibility, leadership and sportsmanship

Areas of Study
This subject explores a variety of physical activities through instruction and practice.

Assessment
Students participate in physical activity classes which involve
- Learning new skills
- Developing existing skills
- Discussions about physical activities

Students are expected to be fully involved in the practical classes and to participate to the best of their ability. This includes wearing appropriate sports uniform (see uniform list). It is expected students wear a hat when undertaking any activity outdoors. If ill or injured, students participate where possible in an alternative manner, eg: umpire, referee, and statistician. Students need to supply a note if they are ill or injured.

PERIODS PER WEEK: 2
Mathematics

Aim
Students acquire mathematical knowledge and skills, ways of thinking and gain the confidence to use mathematics in many situations.

Areas of Study
Topics studied include simple arithmetic, fractions, introduction to algebra, geometry, measurement, statistics and co-ordinate graphs.

Work Required
- To maintain and keep an up to date a workbook containing all set exercises and worksheets.
- To complete a minimum weekly Mangahigh task.
- To complete additional homework as required.

Assessment
- Topic tests.
- Problems solving work.
- Bookwork.

PERIODS PER WEEK: 5

Science

Aim
The aim of Science education is to offer students a valuable way of exploring and understanding their world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps students to make informed decisions about scientific issues, careers and further study.

Topics
1. Safety & Common Substances
2. Separating Mixtures
3. Classification
4. Forces & Motions
5. Astronomy
6. Energy & Natural Resources
7. Interactions – Food Chain & Webs

Work Required
- Workbook - students will maintain an organised notebook
- Research assignment/Project - one per topic (where appropriate)

Assessment
- Tests - one per topic (where appropriate)
- Assignments
- Selected exercises from Workbook

PERIODS PER WEEK: 3
**Sport Education**

**Aim**
To enable students to:
- enjoy extra physical activity and sporting competitions
- link and practice sports that may be offered in the interschool sports program
- develop knowledge and practice of safety in sport and recreational activities
- improve physical fitness and social skills
- develop, initiative, self confidence, co-operation, responsibility, leadership and sportsmanship
- provide opportunities for participation in associated sporting skills such as leading warm ups, running skill drills, refereeing, scoring, set up competition draws, designing round robins etc.,

**Areas of Study**
Students have the opportunity to participate in a number of different sports on a three week rotation. Skill development will be a focus, culminating in a round robin competition. They will work with students across their year level to support social and team skills.

**Assessment**
Students are assessed on their practical participation, effort, skill, development and ability to work co-operatively.

PERIODS PER WEEK: 2 periods for one semester.

**Materials Technology**

All Year 7 students complete one term of each of the following materials subjects.  
**Home Economics, Textiles, Metalwork and Woodwork.**

**Aim**
- To develop skills and understanding in each of the four areas.
- To introduce students to a variety of tools and equipment within each of the four areas.
- To learn safe work practices in each area.
- To produce a range of models or goods.

**Areas of Study**
- Designing  
- Investigating  
- Producing  
- Evaluating

**Assessment**
All students are expected to complete all four areas of study above in each of the materials subjects and produce a range of products/models. Students complete an investigation assignment and are expected to evaluate the work produced. Some products the students will complete are:- Key Ring/ Pin Cushion/Bag/Pencil Box/Sculpture/Dish & Spoon/Candle Holder and weekly food products such as scones, soup, desserts.

PERIODS PER WEEK: 4 per term for each materials subject.
Year 8 Curriculum

Core Subjects

English

Aim
The Year 8 English course at Korumburra Secondary College continues to promote opportunities for students to extend their reading, writing, speaking and listening skills and features more challenging and unfamiliar works and ideas in accordance with the demands of AusVels. Students also develop a critical understanding of the print and electronic media. Classwork is directed towards ensuring that students become both confident and competent in writing and oral skills are further developed through a range of formal and informal activities. Students are expected to work effectively as individuals and co-operatively with others.

Areas of Study
The curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

Language: knowing about the English language
Literature: understanding, appreciating, responding to, analysing and creating literature
Literacy: expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:
- **Language and literacy** - continued emphasis on improving students' use and control of the mechanics of language including spelling, punctuation features, more complex sentence structure and written expression for both formal and informal contexts.
- **Superstar Reading Programme** - a library based programme designed to encourage students to read different text types and reflect on more challenging themes and ideas.
- **Writing Folio** - On-going activities throughout the year which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies** - over the course of the year, students will study a range of different texts as a class or in small (literacy) groups - as determined by the nominated teacher - endeavouring to develop their comprehension skills an ability to respond to different characters, themes and issues in both a creative and more analytical manner.
- **Creating and Presenting - Survival Unit** - (one semester only) Numerous text types-both visual and print- focused on the theme of survival against the odds-resulting in various written and oral responses.

Assessment
1. **Response to Texts**. Students complete at least two written responses to two different texts.
2. **Writing**. Students submit at least two finished pieces of writing in different forms and styles.
3. **Speaking and listening**. Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
4. **Creating and Presenting** - Students submit at least two responses (one may be in oral format) in response to the theme study **Survival**
5. **Language and Grammar**. Students complete a systematic study of language and grammar, using the course text *National English Skills 8*, participating in numerous activities assessing their cumulative knowledge.

PERIODS PER WEEK: 5
Mathematics

Aim
Students should acquire mathematical knowledge and skills, understand and appreciate the nature of mathematical thinking and gain confidence to use mathematical reasoning in many situations

Area of Study
Topics include:
- Arithmetic (including fractions, decimals, percentages)
- Directed Number
- Algebraic simplification and indices
- Linear equations and graphs
- Geometry
- Ratio
- Measurement

Work Requirements
- To maintain and keep an up to date Work Book containing all set exercises and worksheets
- To undertake extension work when directed
- Problems and skills practice assignments including Mangahigh activities

Assessment
- Topic assessment including tests
- Extension tasks
- Problem solving work, homework sheets, skills assignments

PERIODS PER WEEK: 5

Science

Aim
To investigate aspects of the environment that have an impact on the student's lives; and to develop their understanding of how the body functions.

Content
1. Cells & Microscopes
2. State of Matter, Elements & Compounds
3. Plants & Animals
4. Rocks & Geology
5. Chemical Change
6. Energy – Forms & Changes

Work Required
- Workbook - students will maintain an organised notebook
- Research assignment/project - one per topic (where appropriate)

Assessments
- Tests - one per topic (where appropriate)
- Assignments - written to satisfy Work Requirement 2
- Selected exercises from Workbook

PERIODS PER WEEK: 4
Physical Education

Aim
PE aims to enable students to:
• enjoy physical activity
• be introduced to a wide variety of sports and activities
• develop their knowledge and practice of safety in sport and recreational activities
• improve their physical fitness and social efficiency
• develop their initiative, self confidence, co-operation, responsibility, leadership and sportsmanship

Content
PE explores a variety of physical activities through instruction and practice which involves:
• Learning new skills
• Developing existing skills
• Discussions about physical activities
• Students will explore the links between physical activity and health and the barriers that need to be overcome to ensure a healthy lifestyle is achieved. Physical Education and Health Education curriculum in integrated.
• Learning the rules of the games being played, being prepared to take on roles such as coach, umpire, team manager, organiser, scoring.

Assessment
• Students are expected to be fully involved in the practical classes and to participate to the best of their ability. This includes wearing appropriate sports uniform (see uniform list). It is expected students wear a hat when undertaking any activity outdoors during terms 1 & 4. If ill or injured, students participate where possible in an alternative manner, e.g. umpire, referee, statistician. Students need to supply a note if they are ill or injured.

To satisfactorily achieve at the expected standard, students need to:
• Participate in the majority of practical classes
• Demonstrate the required standard of effort and achievement. Effort is based on the level of co-operation and participation. Achievement is based on the level of knowledge of rules, procedures, technique, responsibility and skill improvement.

PERIODS PER WEEK: 2 practical sessions for the entire year
2 extra sessions for one semester, one focusing on PE Theory and one focusing on Fitness Testing and Training Methods
Health Education

Aim
Students will develop life skills such as self-discipline, co-operation and self confidence, develop skills and knowledge related to their health during adolescence and into the future. Physical Education and Health Education curriculum are integrated.

Content
- Students further develop their study of the physical, emotional and social changes that occur as a result of adolescence and their increasing independence.
- Family, peer and community expectations on the development of their own personal identity and values will be explored.
- Particular focus is given to discussing risk-taking behaviours such as poor nutrition, drug taking and dangerous activities. Students will be given skills to develop harm minimisation strategies that lead to healthy, safe & fulfilling lives.
- The health concerns of young people will be considered and students will explore strategies that are designed to improve their health. In particular, how the influences on personal and family food selection and activity levels can affect their overall health and well being.

Assessment
Students maintain an organised workbook and complete project/s for each unit of work covered. These projects are graded as assessment tasks. Tasks are varied and include IT presentations, posters, role plays, individual work, research, tests, and presentations.

PERIODS PER WEEK: 2

Humanities

Content
The AUSVEL's based course will help students develop their understanding of society and the environment. The course will build on the Year 7 Humanities course and lead into further studies. Historical topics studied include medieval History, The Black Death and the Angkor/Khmer Empire (c.802 – c.1431). Geographic studies include the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. Students also explore how and why, over time, human and physical interactions produce changes to the characteristics of regions. Economic studies analyse how scarcity, opportunity, production costs and resource allocation influence the Australian economy.

In each topic students will be involved in problem solving, research, oral and written presentation, individual and group work, and self-evaluations. Some units of work may involve class excursions.

Assessment
The outcomes for each unit are contained in the Work Requirements and Assessment tasks and will include:
- Projects
- Oral presentations
- Written presentations
- Homework
- Workbook
- Subject Tests
- Fieldwork Reports

PERIODS PER WEEK: 3
Art

Aim
The art activities are designed to continue the student's experimentation, adaptation and discovery, whilst developing their technical and aesthetic skills. Students gain an understanding and appreciation of a variety of artworks and artists.

Areas of Study
Creating and Making:
• Focuses on ideas, skills and techniques involved in creating and making a variety of artworks.

Exploring and Responding:
• Focuses on developing an understanding of artworks and expressing personal and informed judgements.

Assessment
• Folio of documented artworks
• Research into artworks and artists
• Visual Diary

PERIODS PER WEEK: 2

LOTE - Italian

Aim
This subject aims to give students sufficient knowledge in Italian so that they may:
• Be effective writers and speakers in the language
• Be able to make comparisons between Australian and Italian culture

Areas of Study:
• Counting to 100
• General introductions
• Telling the time and date
• Definite and indefinite articles, singular and plural
• Identifying objects at school and home
• Identifying parts of the body
• Identifying family members
• Talking about the weather
• Talking about food; likes and dislikes
• Talking about sport

Work requirements:
• To maintain a workbook of class exercises
• To complete set reading tasks

Assessment
• Written tests
• Short story
• Pompeii assignment
• Food assignment
• Photostory presentation

PERIODS PER WEEK: 4
Classroom Music

Aim
Students take part in a wide range of musical experiences focusing on soundscape and genre with a balance of listening, interpreting, composing and performing. Students are involved in small group work and individual musical activities including guitar, keyboard, vocal, tuned and un-tuned percussion.

Work Requirements
- Class Exercises
- Classroom Performances

Assessment
- Listening Activities
- Creative Composition
- Performance
- Assignments

PERIODS PER WEEK: 2 for one semester.
Technology Subjects – Year 8 Electives

Students will choose one elective per semester from the technology area. Electives in the Technology area are also offered at the Year 9 Level so that students can further develop skills in a preferred area or complete a study in a different area of interest from a wider range of domains/subject areas. (See the Year 9 section in this Handbook).

Textiles

Students develop their design and construction skills to produce set practical projects using fabric and related textile materials. Theory relates to fabrics, their sustainability, construction techniques, tools and equipment and safety issues.

Work Requirements:
- 3 projects: a bag, a t-shirt and one other project.
- Workbook: showing the design process and theory notes.
- Assignment.

Assessment
- Finished practical projects: design, construction and quality of stitching.
- Evaluation of completed projects.
- Workbook: theory completed.
- Assignment.

PERIODS PER WEEK: 2 for one semester

Information Systems

Aim
This unit of work introduces students to the uses of information technology. Students produce information products using a variety of techniques, to meet the needs of an intended audience. Students will be introduced to the use of computers for the production of such products. Students will plan, develop and evaluate their work.

Areas of Study
- Types of information.
- Uses of information in society.
- The computer as a production tool.

Assessment
- Completion of set projects
- Exercises
- Word processing exercises

PERIODS PER WEEK: 2 for one semester.
Metalwork

Aim
To further develop an understanding and appreciation of working with metals and plastic. Students will increase their knowledge and skills in the use of tools and processes in a safe, co-operative workshop environment.

Areas of Study
- Safety in the workshop
- Researching and Designing project ideas
- Constructing quality projects following correct procedures
- Self assessment and evaluation of projects

Assessment
- Completion of various projects
- Maintaining a neat workbook

PERIODS PER WEEK: 2 for the semester

Home Economics

Aim
This unit aims to develop in students an understanding of basic nutrition and to enhance skills and confidence in a kitchen environment. The course includes management, digestion and nutrition.

Areas of Study
- Kitchen Management
- Digestion
- Nutrition

Assessment
- Practical Classroom work
- A nutrition project

PERIODS PER WEEK: 2 for one semester

Woodwork

Aim
Students develop design and construction skills to produce set practical projects using timber. Students will increase their knowledge and skills in the use of tools and processes in a safe, co-operative workshop environment.

Areas of Study
Theory relates to different timbers, construction techniques, tools, machinery, sustainability of materials and safety in the workshop.

Assessment
- 2 projects: cross-halving joint and storage unit with shelves.
- Workbook completed: showing the design process and theory notes.
- Finished practical projects: design, construction and quality of finish.
- Evaluation of completed projects.
- Assignment.

PERIODS PER WEEK: 2 for one semester
Year 9 Curriculum

The Year 9 Course at Korumburra Secondary College is based on a system of:

**CORE** and **ELECTIVE** subjects.

All subjects are organised on a Semester basis with most Core subjects running for the year.

**CORE SUBJECTS**

- Art
- English
- Humanities – *one semester of Geography and one semester of History*
- Health Education
- Mathematics
- Science
- Physical Education

**ELECTIVE SUBJECTS**

Elective subjects provide students with the opportunity to extend their interests in the curriculum. They provide the opportunity for students to:

- Expand their skills or
- Extend themselves academically
- Prepare for future VCE subjects
- Try something new that they may like to continue on with, in the future.

Elective subjects run for one semester and have three periods per week. Therefore, students are placed in two elective subjects per semester resulting in four of the elective subjects being completed in one calendar year.

Students choose six subjects from the offering in order of preference. Every attempt is made to place students in their first four choices but timetable restrictions do not always allow this to occur.

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Core Subjects

English

Aim
The Year 9 English course at Korumburra Secondary College establishes the necessary grounding for students preparing for senior level study of the language. The content aims to enable students to speak, listen, read, view and write with purpose, enjoyment and confidence. Students are provided with further opportunities to become effective communicators through their control of language and understanding how it varies according to purpose, audience and context. Students gain broad knowledge of a variety of texts, developing a critical appreciation of their various codes and conventions, relating them to their own experiences and society as a whole. The skills of critical thinking and evaluating are also extended through numerous tasks. Students are expected to become independent and active learners, willing to explore more challenging themes and ideas and work effectively with the whole class, both individually and in groups.

Areas of Study
The curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

*Language*: knowing about the English language

*Literature*: understanding, appreciating, responding to, analysing and creating literature

*Literacy*: expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:

- **Language and literacy**- continued emphasis on improving students' use and control of the mechanics of language including spelling, punctuation features, more complex sentence structure and written expression for both formal and informal contexts.
- **Bookmarks Reading Programme**- a library based programme designed to encourage students to read different text types and reflect on more challenging themes and ideas.
- **Writing Folio**- On-going activities throughout the year which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies**- over the course of the year, students will study a range of different texts as a class or in small (literacy) groups- as determined by the nominated teacher-endavouring to develop their comprehension skills an ability to respond to different characters, themes and issues in both a creative and more analytical manner.
- **Creating and Presenting**- **Gothic Horror**- Numerous text types-both visual and print- focused on the genre of horror- particularly through the ages-resulting in various written and oral responses.

Assessment Tasks
1. **Response to Texts**. Students complete at least two written responses to two different texts.
2. **Writing**. Students submit at least two finished pieces of writing in different forms and styles.
3. **Speaking and listening**. Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
4. **Creating and Presenting**- Students submit at least two responses (one may be in oral format) in response to the theme study **Survival**
5. **Language and Grammar**. Students complete a systematic study of language and grammar, using the course text *National English Skills 8*, participating in numerous activities assessing their cumulative knowledge.
Art

The art activities are designed to continue and extend the student's experimentation and discovery of art materials, whilst developing their technical and aesthetic skills. Students gain an understanding and appreciation of a variety of artworks and artists from a range of cultures.

Areas of Study
Creating and Making:
- Focuses on ideas, skills and techniques involved in creating and making a variety of artworks.

Exploring and Responding:
- Focuses on developing an understanding of artworks and expressing personal and informed judgements.

Assessment
- Folio of documented artworks
- Research into artworks and artists
- Visual diary

PERIODS PER WEEK: 2

Geography

Geography emphasises the development of a series of Geographical ideas and skills through the study of Natural Disasters such as Earthquakes, Volcanoes, Bushfires and Cyclones. Skills and ideas which are developed are Mapping, Geographic language, Spatial and Graphical presentation, as well as written analysis of data.

Assessment
- Mapping Assignment
- Unit Tests
- Annotated Visual Display
- Planning Exercise
- Workbook and class work

PERIODS PER WEEK: 4

History

History focuses on the cohesion and diversity existing in our society through the study of the history and culture of Australia from 1788 to the late 1940’s. Special emphases are placed on the role played by women, immigration trends, the family, laws and rebellion.

Areas of Study
- European colonisation of Australia and convict settlements
- The Gold Rush and Bush Ranger era
- Federation
- World Wars and Australia’s involvement

Assessment
- Workbook
- Research Project – Photo story on First Fleet
- Class Exercises
- Essay

PERIODS PER WEEK: 2
Health Education

Students will expand on their knowledge of how they are changing and developing into young adults, and the associated responsibility that comes from making informed choices at this important time in their life. In particular, the focus is on peer, family and community expectations and the vital role these groups play in influencing a young person’s sense of right and wrong, personal values, communication skills, positive self image, as they clarify their own set of cohesive personal values and their place in the community. Emphasis is placed on giving students the tools to develop strategies to minimise harm and to protect their own and others' health with the overall aim to provide young people with the skills to lead a healthy and fulfilling life.

Areas of Study
- Social and cultural factors that influence personal identity including family, peers, media, community roles, and the law
- Strategies for being assertive in protecting their own and others health
- How the different roles, rights and responsibilities of relationships can affect their health and well-being
- Strategies for supporting themselves and others when experiencing difficulties health issues
- The concept of risk, challenge and safety and how informed choices can balance these through harm minimization strategies
- Nutrition and fitness and how these contribute to their overall well being and that of the community

Assessment
- Workbook
- Minor tasks on each topic
- Major task on each topic
- Interpersonal development Skills

PERIODS PER WEEK: 2

Physical Education

Students will further consolidate skills and knowledge learnt in previous years. In addition, students will identify and evaluate principles of training which aid in the improvement of performance for a wide range of activities and sporting pursuits. Students will examine the set plays and coaching strategies that can be applied in competition to improve performance. Working in teams is a major focus where students initiate, maintain and manage positive social relationships with a range of people. PE is fundamental to the development of positive social relationships so that individuals become linked to society, develop a sense of belonging and learn to live and work with others.

Areas of Study (may include)
- Team Work
- Soccer
- Baseball
- Fitness
- Flag Football
- Touch Rugby
- Athletics
- Hockey
- Volleyball
- Tennis
- Badminton
- Target Sports

Assessment
- Practical work-development of skills, application of rules, safety etc
- Peer teaching
- Interpersonal Skills
- Participation in lessons
- Skill improvement demonstrated in class
- Knowledge of rules
- Fitness Tests

PERIODS PER WEEK: 2
Mathematics

Aim
Students will further develop their understanding of mathematics and its applications in the real world. They will be introduced to new topics that extend their thinking and problem solving skills. Topics included are Algebra, Linear Equations and Graphs, Pythagoras, Measurement, Trigonometry and Probability.

Assessment
• Topic Assessments
• Projects
• Problem solving work, homework sheets, skills assignments.

Future Pathways in Mathematics

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<tr>
<th>Year 10</th>
<th>Year 11</th>
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<td>VCAL Numeracy</td>
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<td>Year 10</td>
<td>Foundation (VCE)</td>
<td>General Maths (VCE)</td>
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Year 10

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<td>Option to complete Yr 12 Further Maths</td>
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<td>Maths Methods CAS (Unit 1 &amp; 2)</td>
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<td>Specialist Maths (Unit 3 &amp; 4)</td>
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PERIODS PER WEEK: 5

Science

Science aims to teach students how to investigate aspects of science which occur in everyday situations in order to help students to better understand their environment and themselves.

Topics
• Co-ordination of Living Systems
• Ecosystems
• Atomic Structure & Radioactivity
• Chemical Reactions & Acids and Bases
• Plate Tectonics
• Energy Transfers
• Forensic Science

Assessment
• Tests - one per topic (where appropriate)
• Selected exercises from Workbook
• Assignments

PERIODS PER WEEK: 4
Electives Subjects

Advance CFA

Advance aims to help students develop leadership, teamwork and community service through practical activities related to the Country Fire Authority (CFA).

Areas of Study
- Leadership, team building and decision making.
- CFA in the community eg. Fire prevention, fire in the natural environment, fire fighting, equipment and training drills, fire behaviour and suppression, communication systems.

The course will involve school-based activities and excursions. It will be supported strongly by the local CFA.

Assessment
- Workbook – consisting of a collection of notes, exercises, reflections, handouts.
- Completion of 5 units including:
  - Community investigation
  - Community participation skills development
  - Recognised training (first aid)
  - A project in association with the CFA
  - Reflection and celebration

Students need to display a positive attitude towards community involvement and voluntary work to fulfil the aims of Advance.

NB: There will be a cost of approximately $125 per student to participate in this subject.

Drama Workshop

Aim
Whether you’re a budding actor in waiting or simply enjoy a challenge working from the ‘page to the stage’, this course provides an opportunity for students interested in all things dramatic. You will participate in a variety of activities to develop their skills for creating, developing and refining works for presentation to a live audience. Working closely with others will also allow you explore ideas through the use of mime, improvisation, role and character development. The use of dramatic elements such as tension, focus and space and climax are explored as well as the basics of stagecraft such as sound, props, lighting and costume to enhance dramatic meaning. Yes, there is theory involved; some journal/reflective work, an assignment on different performance styles as well as learning about the history of theatre in various cultural contexts. Students will be expected to play an active role in the preparation and presentation of numerous performances including ‘A Night To Remember’.

Areas of Study
- Improvisation
- Role and Characterisation
- Stagecraft
- Playbuilding
- Scriptwriting/analysis

Assessment
- Group Performance Tasks
- Reflective Journal
- Performance Styles assignment
- Scripted Performance
English-Public Speaking with Confidence

Aim
Keen to develop your skills presenting in public? Want to feel even a little more comfortable speaking in front of a crowd? Hoping for a career in which speaking confidently is an essential requirement? Whichever your response, keep reading! This unit cannot promise that you will never again feel nervous, speaking in front of others but it will provide you with some strategies to turn the fears and worries all speakers have into positives, ultimately freeing your imagination and empowering your delivery. Students will participate in a range of both formal and informal oral activities including discussion groups, debating and individual presentations, performed in a safe and supportive learning environment. Students will practice the art of effective communication including active listening; they will learn to develop an argument logically and use a variety of persuasive techniques, including appropriate humour. Members of this class will be given opportunities to speak to a variety of audiences outside the classroom setting. Whether you’ve never said anything in public before or want to improve further, this unit will give you the skills to take centre-stage with confidence.

Areas of Study:
- Active listening
- Empowered speaking
- Voice and gesture
- Reasoning and argument

Assessment
- Impromptu speech
- Prepared Speech
- Panel Forum
- Formal Debate

Film and Film Making

Aim
This unit is designed for students interested in the art of film and film-making. The course will allow students to extend their knowledge and understanding of filmic language, techniques and genres as well as recognise and appreciate the various conventions used within the industry. Students will also be provided the opportunity to use numerous ICT and production equipment to prepare and present their own short films, developing their familiarity and understanding of camera technique. Students will develop their understanding of how films are made and their particular affect. The unit will also include assessment of various animation techniques and a study of the more recent ‘anti-hero’ genre. Students will be expected to comment critically on numerous films, both orally and in writing, complete numerous practical exercises and participate actively in the production of at least two short films. There will be an opportunity for students to negotiate some features of the course in accordance with their preferred learning styles and level of familiarity with the set task.

Areas of Study:
- Understanding of genre and filmic codes and conventions
- Filmic technique (camera/lighting)
- Storyboarding, production and editing
- Animation
- History of film

Assessment
- Film analysis and evaluations
- Production of original film
- Practical tasks
- Research assignment
Food in the Fast Lane

Aim
• To further develop knowledge, skills and techniques introduced in Years 7 & 8.
• To discuss health and nutrition in relation to the Healthy Eating Pyramid, Dietary Guidelines and Target for Healthy Eating.
• To look at the function of nutrients in the body and nutritional requirements throughout the lifespan.

Areas of Study
• Health and Nutrition
• Lifespan requirements
• Food selection models

Assessment
• Diet Analysis Project
• Participation in class
• Designing a menu for a specific age group
• Evaluation of products

Food for the Fast Lane attracts a compulsory levy of per semester. This levy covers the purchase of food consumables used as class materials. The levy must be paid prior to the student commencing the subject. Without prior payment, students will be required to select another subject.

Garment Construction

Garment Construction provides students with the opportunity to develop their interest and skill in constructing garments for themselves.

Areas of Study
• Pattern use
• Material choices
• Clothes for specific use e.g. sleep, casual, sports wear
• Zip and button hole applications

Assessment
• Practical Skills
• Investigation
• Productions
• Evaluations

History of Sport

History of Sport will trace physical education and sport from ancient to modern times. It will help students understand the historical foundations of play and sport. Students will study the origins of the Olympic Games and the modernisation of sport. How Australian culture has been influenced by sport, will also be investigated.

Areas of Study
• Historical knowledge and understanding of sport from ancient to modern times.
• Interpret and analyse the significance sport held for people during different historical periods.
• Interpret and identify differences between modern sports and their earlier counterparts.

Assessment
• Inquiry Based Learning Project
• Student Workbook
• Theory Tasks
Introduction to Fabric Art
Introduction to Fabric Art provides students the opportunity to develop their interest and skill in some of the Textile Art areas.

Areas of Study
- Tie-Dye
- Patch work / quilting
- Hand stitching and embroidery
- Appliqué
- Bag making
- Garment Embellishment

Assessment
- Practical Skills
- Productions
- Investigation
- Evaluations

Italian

Aim
The study of Italian will increase the students’ understanding of the Italian language with regard to grammar, culture and conversation.

Areas of Study
- Listening and Speaking – students will participate in various activities designed to enhance their language skills.
- Reading – students will practise reading passages from set texts and demonstrate understanding by completion of a variety of tasks.
- Writing – students will complete written exercises, based on written models, to extend their skills in communication and grammar.

Assessment
- Written topic assessment
- Cultural assignment
- Oral topic assessment

Latin

Aim
The study of Latin will increase the students’ ability to read Latin language with confidence. Students will learn grammar and language structure that will greatly enhance their English skills. This unit will also give insight into life in the early Roman Empire. The translation and history of this unit will challenge and extend students.

Areas of Study
- Development of a comprehensive Latin vocabulary
- Understand and translate Latin into English
- Investigation of daily life, family structure and customs of the Roman people

Assessment
- Written topic assessment
- Cultural assignment
- Oral topic assessment
ICT Office Management

Aim
Students will develop skills using ICT to plan, develop and present a range of information in an appropriate format, for an intended audience.

Areas of Study
Students will develop skills in information processing using:
- MS Office Suite
- MS Word
- MS Publisher
- MS Excel
- MS Access

Assessment
- Completion of set tasks
- Completion of assignment/project

ICT Gamemaker

Aim
This unit enables students to create their own computer games (mazes and platforms), using the visual drag and drop tools of Game Maker. Students will learn how to control the behaviours of game objects through event driven, action based environments.

Areas of Study
- The use of image editing software to create and modify products
- The use of sound fillers and their enhancement of game effects
- The range of games and how to make a game more engaging for players/audience
- The use of variables and control structures in the making of games

Assessment
- Completion of set tasks
- Completion of assignment/project

Multicultural Australian Foods

Aim
To increase student awareness of the different nationalities present in Australia and elsewhere and to develop an appreciation for a variety of multicultural foods and dishes.

Areas of Study
- How the multicultural population has influenced food habits and food trends
- Menu planning
- Meal preparation and presentation

Assessment
- Participation in class
- Homework
- Major Assignment – International influences on Australian foods

Multicultural Australian Foods attracts a compulsory levy of per semester. This levy covers the purchase of food consumables used as class materials. The levy must be paid prior to the student commencing the subject. Without prior payment, students will be required to select another subject.
Music
In this subject students will develop their skills as musicians and performers through participating in Class Band, Group Prac and Songwriting. Students will perform individually, as members of small groups and as a class during class time, lunchtime concerts and at other concerts which are part of the College Music Program. Students will refine and develop their music theory skills, music analysis skills and performance skills.

Assessment
- Demonstrating the ability to rehearse appropriately in a group and individually
- Ability to perform in front of others.
- Demonstration of musicality in performance
- Completing the required written and aural tasks throughout the semester

Outdoor Education
Students will explore natural forest, coastal and aquatic environments. Emphasis will be placed on analysing human interactions through developing awareness of how our behaviour can have an environmental impact. Practical skills will be developed in navigation, first aid, bushwalking and canoeing. Students will examine the concept of adventure in their outdoor activities as well as analyse the perceived and actual risks in the different environments.

Aim
- To develop skills and knowledge that enhance the safe participation in a variety of outdoor recreational activities.
- Improve individual ability to work in teams to achieve personal and team goals.
- To gain awareness of natural environments and impacts of human interactions.

Assessment
- Complete physical tasks, excursions and extended recreational experiences.
- Complete class theory tasks and research tasks.
- Maintain an organised and complete student workbook.

NB: This subject incurs additional costs of approximately $200 and a deposit of $100 must be paid before the Semester begins to ensure a place in this class.

Physical Education – Healthy Lifestyles
This subject focuses on physical activities that can be maintained for life. Staying active, lifelong physical activity, planning for regular physical activity, physical activity for specific groups of life spans, influences on physical activity, first aid and physical activity for health are all topics that will be investigated. Students will undertake an analysis of community facilities and the involvement in community programs. Physical activities will include: Yoga, Aerobics, Pilates, Meditation, Power Walking/Jogging, Swimming, Tennis, Golf, Girls Team Sports, Weight Training and Personal Grooming.

Areas of Study
- Participate in sports, games and recreational activities that maintain regular participation in physical activity.
- Analyse positive and negative outcomes of a range of personal behaviours and community actions.
- Identify health services and products provided by government and non-government bodies.
- Work collaboratively, negotiate roles and delegate talks to complete complex tasks in teams.

Assessment
- Complete physical tasks, maximising opportunities to learn new skills.
- Devise a movement sequence for one of the listed activities.
- Complete theory tasks including research talks, assignments and lesson plans.
Extension Science

Students will have the opportunity to investigate and explore in depth, scientific topics from the areas of chemistry, physics and biology. Students will investigate and research topics of scientific interests, both new and emerging sciences. Throughout the semester, students will be developing their scientific knowledge, vocabulary and understanding through exploration and classroom discussions.

Aim

To increase student understanding of scientific techniques, research and developing practical investigations.

Assessment

- Investigations
- Research Projects
- Practical Reports

Technology Metal

Students will design and construct projects from metal using traditional hand and power tool processes in a safe cooperative workshop environment. Projects undertaken will reflect the ability and background understanding of each student. The course includes creative design, construction and joining processes, oxy and arc welding and finishing techniques. Students will pay for all construction materials. Students wishing to study Design & Technology in VCE are advised to take Metal during Year 9 and 10.

Assessment

- Investigating practical and theoretical areas
- Designing projects using pictorial and orthogonal drawing.
- Production of various projects made from metal.
- Evaluation of completed works

Technology Wood

Students will be expected to complete a minimum of two projects. One of those projects is a prescribed task. Students wishing to study Design and Technology - Wood in VCE would be well advised to complete Wood in Year 9 or 10.

Students must pay for all wood required for projects.

Areas of Study

- Cabinet making
- Wood turning
- Timber jointing
- Timber finishing
- Costing of materials
- Design

Assessment

- Practical work (at least two projects)
- Workbook - log book - to include drawings of projects, cost sheets, sequence of operations, and an evaluation of one product.
- An investigation into some aspects of the timber industry using the internet.
Visual Communication and Design

Visual Communication and Design leads to VCE Visual Communication & Design (Years 11 & 12). It is recommended to students wishing to develop their drawing, design and computer aided design skills.

There are three main parts to this subject:
- Graphic Art and Design - advertisements, creative lettering, product design, packaging, book illustration, posters etc.
- Technical Drawings - plan and elevations; isometric and perspective drawing.
- Computer Aided Design – design tasks using photoshop and photoshop elements.

Areas of Study
Topics will be selected from the following:
- Orthographic Drawing
- Product Design and Development
- One & Two Point Perspective Lettering
- Introduction to Airbrush
- Isometric Drawing
- Computer Aided Design – Photography
- Design for CD/DVD cover
- Perspective Room

Assessment
Students are expected to fulfil the assessment requirements by producing:
- Technical drawing
- Worksheets
- Design tasks
- Computer aided Design Task

Senior School

Our college also offers an extensive program to meet individual needs in Years 10, 11 and 12.

If you would like a copy of our Senior Handbook please contact the General Office.

Years 10
- Preparation year for VCE studies. Students are encouraged to look to career paths and interests
- Work Experience occurs for two weeks and aims to broaden career understanding
- Foundation VCAL available
- VCE Units 1 & 2 studies available
- ‘Headstart’ Program is used as a tool for preparation for success in VCE

Year 11
- First year of VCE/VAL studies
- VET study available
- ‘Headstart’ Program is used as a tool for preparation for success in Year 12

Year 12
- Our highlight year for secondary education
- Year 12 students are our school’s leaders and their position is acknowledged with privileges
- Close relationships with teachers encourage students success
- VCE study centre encourages friendship, peer support and collaboration when learning
- Senior leadership of the school is encouraged
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