SALISBURY EAST HIGH SCHOOL

MIDDLE SCHOOL SUBJECT HANDBOOK 2026

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Learning Together, Achieving Together

WELCOME TO MIDDLE SCHOOL

Our Middle School provides a supportive, inclusive environment where students are encouraged to become successful learners, confident and creative individuals, and active, informed citizens. We aim to create a positive learning culture that nurtures personal growth, independence, and a love of learning.

At our school, students in Years 7–10 follow the Australian Curriculum, which outlines clear learning expectations for all young Australians. In South Australia, this curriculum is delivered through the SA Curriculum Framework, which ensures learning is relevant, engaging, and responsive to the needs of our local students and community.

In our Middle School students build a strong foundation of knowledge, skills, and understanding that prepares them for senior school and beyond. As students progress through middle school, they are offered increasing choice and flexibility to explore their interests, strengths, and future career pathways.

In addition to subject content, the curriculum also focuses on the development of General Capabilities and Dispositions for Learning encompassing skills, behaviours, and mindsets that are vital for success in a changing and complex world.

General Capabilities include:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
- ICT Capability

These capabilities are integrated across all subjects to help students become confident communicators, ethical thinkers, and responsible global citizens.

Dispositions for Learning are the positive habits, attitudes, and mindsets that shape how students approach challenges and opportunities. These include:

- Curiosity
- Persistence
- Resilience
- Collaboration
- Reflection
- Responsibility

We explicitly teach and promote these dispositions to help students become motivated, self-aware, and engaged learners.

By balancing academic learning with personal development we ensure that by the time students move into senior school, they are ready to make informed subject choices, set meaningful goals, and confidently pursue their future pathways.
If you would like further information about subject selection, please don't hesitate to contact the school. We look forward to supporting you and your child throughout their middle school journey.

For more information on the Australian Curriculum, please visit the Australian Curriculum website: Home | V9 Australian Curriculum

http://www.australiancurriculum.edu.au
Should you require further information around subject selection please contact the school.

THE ARTS

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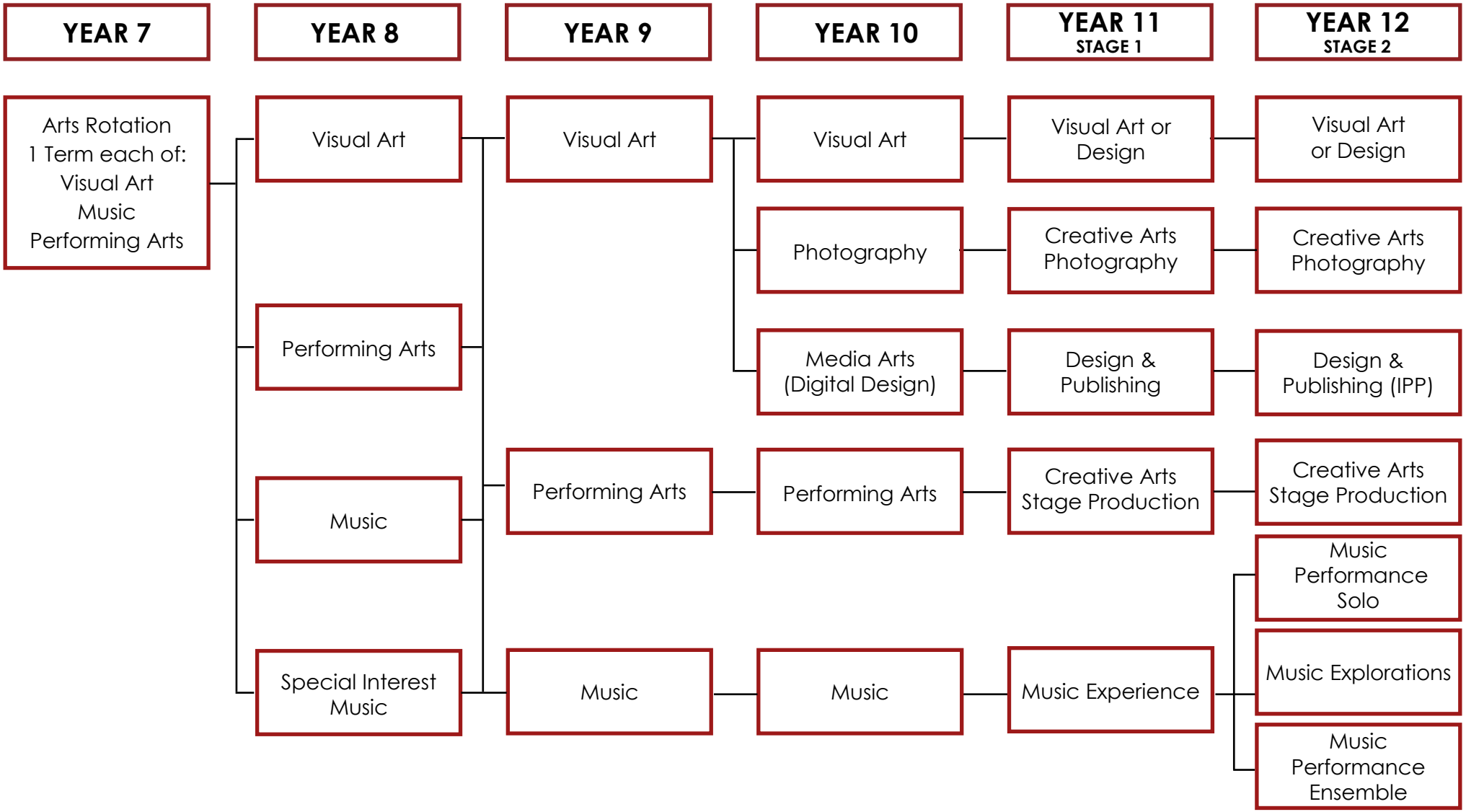

YEAR 7 MUSIC
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 7 Music is designed to provide students with exposure to a broad range of practical and theoretical music concepts. Students develop their understanding of rhythm, pitch, ensemble and collaboration skills through a range of practical exercises on percussion instruments and the ukulele. Students will explore how musicians use the elements of music to create compositions and performances. They also develop their understanding of a broad range of musical instruments.

Year 7 Music prepares students for entry into the Year 8 Special Interest Music class.

ASSESSMENT

- Instrument skill development: Percussion and ukulele
- Instrument Profile
- Elements of Music Journal

SPECIAL REQUIREMENTS: None

YEAR 8 SPECIAL INTEREST MUSIC
LENGTH: 2 Semesters
CREDITS: Not applicable
RECOMMENDED BACKGROUND: None

Special Interest Music is designed for students with a strong interest in Music, however prior experience in music or an instrument is not required. Students in this program must select music for a full year (two semesters).
Students work in collaboration with their class teacher to select an instrument to specialise in. Students are also provided with a thirty minute Instrumental Music lesson each week with a teacher who specialises in their instrument in addition to their classroom music lessons. As a part of classroom music, students contribute to rehearsals and prepare for performances in the wider SEHS community. Students will also engage in a range of activities designed to develop their understanding of music theory concepts, compositional techniques and the application of the elements of music in a range of musical styles.

ASSESSMENT

Ensemble assessment through contribution to Arts Showcases

- Music Literacy: Music theory tests
- Music Literacy: Composition tasks
- Music Literacy: Song analysis

SPECIAL REQUIREMENTS: Special Interest Music student numbers are capped at one class (approximately 25 students). If student interest exceeds class capacity, the Music staff will run a selection process will occur. All students participating in Year 8 Music must participate in a lesson with an Instrumental Music teacher. These lessons are provided by SEHS and are free of charge. Instrument hire is available for students participating in Special Interest Music.

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YEAR 8 MUSIC
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 8 Music provides an opportunity for students to further explore a range of practical and music literacy concepts, however does not allow students to specialise on an instrument, or engage in instrumental music lessons. Students will engage in a range of practical activities that develop their knowledge of skills and techniques to play the drum kit and guitar. Students will explore the use of rhythmic notation to communicate the rhythms used in performances and will use Bandlab to compose using this notation. Students will explore how popular music has developed over time and will learn to play songs in this style.

ASSESSMENT

- Instrument skill development: drum kit and ukulele
- Music literacy: Bandlab MIDI composition
- Music literacy: The evolution of popular music

SPECIAL REQUIREMENTS: None

YEAR 9 MUSIC
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

As a part of their classroom music, students contribute to rehearsals as a member of their class ensemble to prepare for performances in the wider SEHS community. Students will also engage in a range of activities designed to develop their understanding of music theory concepts, compositional techniques and the application of the elements of music in a range of musical styles. Students apply their knowledge of a range of music theory concepts and work collaboratively to create and notate arrangements for class performances and will reflect on their development of skills and knowledge.

ASSESSMENT

Ensemble assessment through contribution to Arts Showcases

- Music Literacy: Music theory tests
- Music Literacy: Composition tasks
- Music Literacy: Song analysis

SPECIAL REQUIREMENTS All students participating in Year 9 Music must participate in lessons with an Instrumental Music teacher. These lessons are provided by SEHS and are free of charge. Instrument hire is available for students participating in Special Interest Music.

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YEAR 7 PERFORMING ARTS
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Performing Arts explores elements of both Dance and Drama. Students will explore how artists use performance as a means to express their responses to global issues and ideas. Throughout their studies in Performing Arts students will:

- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance

ASSESSMENT

- Elements of Dance and Drama
- Drama: Performance
- Dance: Performance

SPECIAL REQUIREMENTS: None

YEAR 8 PERFORMING ARTS
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Performing Arts explores elements of the Dance and Drama curriculum. Students will explore how artists use performance as a means to express their responses to global issues and ideas.

- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, techniques linked to Dance and Drama.
- Present their responses to thematic material through performance.

This course provides opportunities for students to specialise in the fields of set production, sound and lighting, and make-up and costumery.

ASSESSMENT

- Review of a performance
- Dance: Collaborative Composition
- Drama: Collaborative Composition

SPECIAL REQUIREMENTS: None

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THE ARTS

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YEAR 9 PERFORMING ARTS
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students will explore how artists use performance as a means to express their responses to global issues and ideas. Throughout their studies in Performing Arts students will:

- Examine how artists use performance to explore and communicate their personal, cultural and social worlds using performances from a range of cultures, times and places.
- Develop an understanding of role and character in performance.
- Develop techniques in presentation, expression and techniques linked to Dance and Drama.
- Present their responses to thematic material through performance.

This course provides opportunities for students to specialise in the fields of set production, sound and lighting, and make-up and costumery.

ASSESSMENT

- Elements of Performing Arts
- Collaborative Composition of Major Performance Piece (Arts Showcase)
- Reflection of Performance Task

SPECIAL REQUIREMENTS: None

YEAR 7 VISUAL ART
LENGTH: 1 Term
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: none

Students studying Year 7 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design. They will develop painting, drawing and construction skills (sculpture). They will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered mediums.

Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

ASSESSMENT

- Elements of Visual Art folio
- Artist study
- Major practical

SPECIAL REQUIREMENTS: None

YEAR 8 VISUAL ART
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students studying Year 8 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design. They will develop painting, drawing and construction skills (sculpture).

Students will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered mediums.

Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork, and will expand and develop their art vocabulary. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

ASSESSMENT

- Folio development
- Artist studies
- Major work/s

SPECIAL REQUIREMENTS: None

YEAR 9 VISUAL ART
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students studying Year 9 Visual Art will have the opportunity to develop their knowledge in the elements of Art and principles of Design. They will develop painting, digital, drawing and construction skills (sculpture). They will work as an artist to create their own artworks based on their understanding of the work of other artists using a range of hand rendered and digital mediums. Topics include Pop Art, Paper Mache, Reduction Lino Printing and Media Arts.
Students will complete a range of formative tasks in preparation for the execution of a major piece, which will be either a 2D or 3D final artwork. Students' work will be exhibited as part of the SEHS Arts collaborative Arts showcase events.

ASSESSMENT:

- Folio development
- Artist studies
- Major work/s

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

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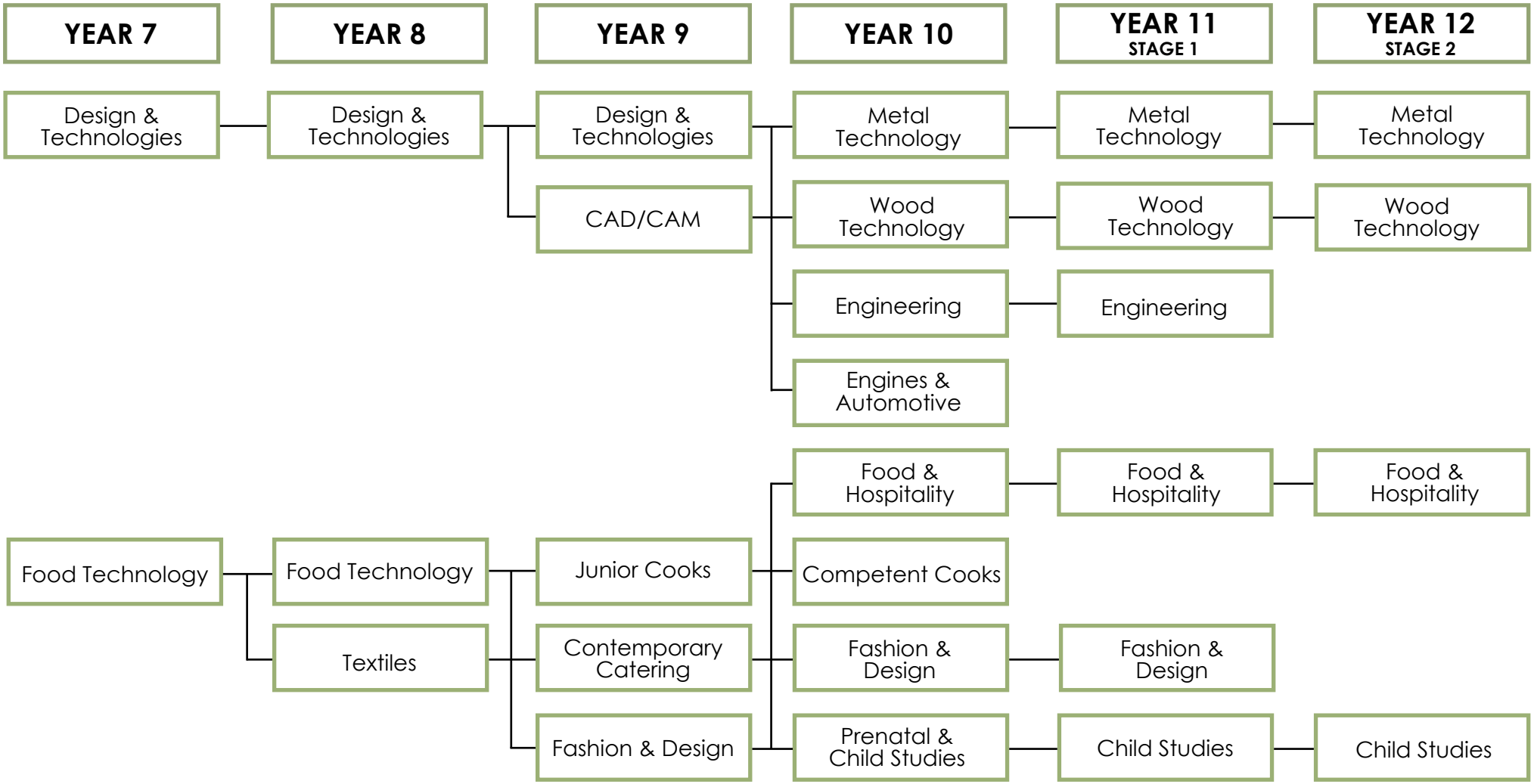

DESIGN AND TECHNOLOGY

FOOD TECHNOLOGY AND TEXTILES OPTIONS

YEAR 7 FOOD TECHNOLOGY
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

This is an introduction Food Technology. Students will explore the essentials of nutrition, food safety, and culinary skills through hands-on cooking activities. From learning to read recipes to preparing delicious and healthy meals, this course fosters creativity and practical knowledge. By the end of the course, students will have a solid foundation in food preparation and the confidence to cook in teams.

Some of the topics covered will include:
- Food safety and Hygiene
- Granola Essential Skills Task
- Healthy Pizza, Muffin Task

ASSESSMENT
- Group practical tasks
- Design briefs
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 8 FOOD TECHNOLOGY
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

This course will build on the cooking skills learned in year 7. Students will have more opportunities to create larger, challenging meals using a range of cooking techniques and technology. Students will need to use design skills and problem solving to create their own meals and recipes in response to challenges and contexts provided. If you love cooking and learning about food and being healthy this is a great course for you.

Some of the topics covered will include:
- Sweet & Savory baking
- Healthy Lunchbox
- Eat a rainbow
- Pasta Party

ASSESSMENT
- Group practical tasks
- Skills folio
- Design briefs
- Evaluation

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

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YEAR 7 DESIGN AND TECHNOLOGY
LENGTH: 1 Semester
Credits: Not Applicable
RECOMMENDED BACKGROUNDS: None

This course introduces students to the exciting world of wood, metal, and plastics through hands-on projects and theoretical learning. Students start with comprehensive safety training, ensuring a solid foundation in workshop safety and machine handling. This course emphasizes creativity, practical skills, and a thorough understanding of safety and technology principles.

Some of the topics covered will include:
- Introduction to safety in the workshop
- Tools of the trade
- Wooden Peg (Woodwork)
- Key Tag (Plastics-CAD)

ASSESSMENT
- Design Folios
- Product design/creation
- Evaluation

SPECIAL REQUIREMENTS: None

YEAR 8 DESIGN AND TECHNOLOGY
LENGTH: 1 Semester
Credits: Not Applicable
RECOMMENDED BACKGROUNDS: None

This course introduces students to the exciting world of wood, metal, and plastics through hands-on projects and theoretical learning. Students start with comprehensive safety training, ensuring a solid foundation in workshop safety and machine handling. This course emphasizes creativity, practical skills, and a thorough understanding of safety and technology principles.

Some of the topics covered will include:
- Introduction to Safety in the Workshop
- Tools of the trade
- Wooden Peg (Woodwork)
- Key Tag (Plastics-CAD)

ASSESSMENT
- Design Folios
- Product design/creation
- Evaluation

SPECIAL REQUIREMENTS: None

DESIGN AND TECHNOLOGY

YEAR 9 CONTEMPORARY CATERING
LENGTH: 1 or 2 Semesters
CREDITS: Not applicable
RECOMMENDED BACKGROUND: None

This course is ideal for students who are passionate about the food and hospitality industry, particularly those who aspire to participate in catering real events. You will have the opportunity to learn how to prepare a variety of dishes. However, it is essential that you already possess strong cooking skills and feel confident working in a kitchen environment.

Some of the topics you will cover:
- Different catering styles; finger food, canapes and buffet
- Menu and hospitality business design
- Celebration and Party foods
- Catering for dietary needs (allergies, vegan and cultural)
- Event catering (birthday parties, business lunch and meetings)

ASSESSMENT
Students will undertake a range of assessment types including:
- Practical group work
- Design briefs
- Evaluation
- Folio with evidence of planning and catering for at least one school event

All Food Technology courses contain theory components

SPECIAL REQUIREMENTS: None

YEAR 9 JUNIOR COOKS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

This course is great for students who are interested in food and enjoy cooking but know they need to master the basics first. This course is ideal for students who want to learn more about cooking for themselves, healthy eating and where food comes from.

You will cover a range of topics in Junior Cooks related to all things food, some may include:
- Healthy Fast food
- Farm to Plate (where does food come from?)
- Savory Baking - Pastries, Breads and Doughs
- Weird & wonderful ingredients
- Multicultural foods
- Native ingredients

ASSESSMENT
All Food Technology courses contain theory components
You will undertake a range of assessment types including:
- Analysis of current food issues
- Design briefs
- Evaluation on practical
- Skills folio

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

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YEAR 8 TEXTILES AND SEWING
LENGTH: 1 Semester
Credits: Not Applicable
RECOMMENDED BACKGROUNDS: None

This course is great for students who enjoy hands-on learning, designing and making things. Students will be introduced to the basics of using a sewing machine and hand-stitching techniques. Students will learn about different fabrics and fibres and how they are used to create everyday items.

Students will have the opportunity to make some of the following items:

- Felt monsters
- Small toys
- Pencil cases
- Phone/earphone pouch
- Scrunchies/accessories
- Heat Bags

ASSESSMENT

- Design briefs
- Skills visual folio (photos and videos of techniques)
- Product evaluation

SPECIAL REQUIREMENTS: None

YEAR 9 DESIGN AND TECHNOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students have the opportunity to collaborate and build on skills previously developed. Students will also have opportunity to work independently on designing and producing items which may include small furniture. Students will be exposed to a broader range of machinery and fabrication techniques.

ASSESSMENT

- Product design
- Design folio
- Product Investigation

SPECIAL REQUIREMENTS: None

DESIGN AND TECHNOLOGY

YEAR 9 FASHION AND DESIGN
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In this course students have the opportunity to design and create items using a range of fabrics by hand and using a sewing machine. Students will learn basic sewing skills and techniques.

Some of the projects students may do include:

- Construct a mini pouch with a zip and lining
- Design and construct an apron with applique and a pocket
- Design and create an applique cushion that would be suitable as a prototype for a home decorating store such as H&M
- Make a draw string bag using recycled fabric to be used to hold your sewing requirements in class
- Select and make a personal item such as: boxer shorts, tank top.

ASSESSMENT

- Submitting a design brief folio of evidence of planning and construction processes used to complete the article.
- Writing an evaluation to reflect on the processes used and their outcome.
- Researching Ethical fashion Brands.
- Gaining an awareness of fast fashion and sustainability issues through research tasks

SPECIAL REQUIREMENTS: None

YEAR 9 DESIGN AND TECHNOLOGIES (CAD/CAM)
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students will be exposed to computer aided design and manufacturing including laser cutting, CNC router and 3D printing. Students will have the opportunity to design solutions and products using CAD/CAM manufacturing techniques.

ASSESSMENT

- Product design
- Product Investigation
- Design folio
- Evaluation

SPECIAL REQUIREMENTS: None

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DIGITAL TECHNOLOGIES

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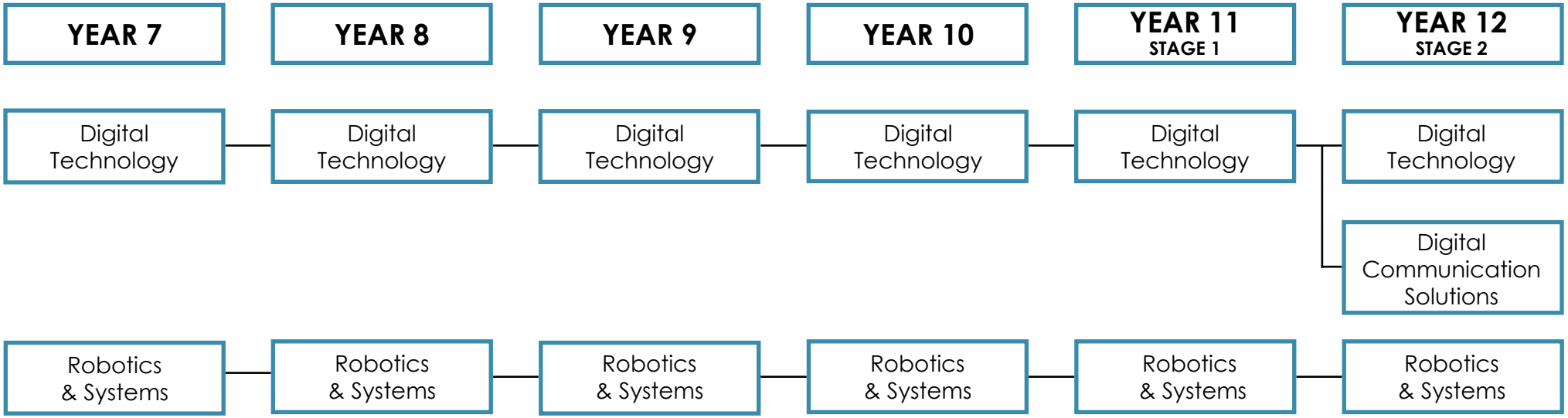

DIGITAL TECHNOLOGIES

YEAR 7 ROBOTICS AND SYSTEMS
LENGTH: 1 Term
RECOMMENDED BACKGROUND: None

Students will engage in VEX Robotics and engineer solutions to identified problems. Students learn a variety of engineering concepts and explore basic building concepts. Students create solutions to solve VEX IQ STEM lap problems. Students use the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness.

ASSESSMENT

- AI Tutor conversation
- VEX STEM labs folio

SPECIAL REQUIREMENTS: None

YEAR 8 ROBOTICS AND SYSTEMS
LENGTH: 1 Semester
RECOMMENDED BACKGROUND: None

Students engage in VEX Robotics to engineer solutions to identified problems. Students will learn a variety of engineering concepts and explore mechanical advantages. Students will be faced with VEX IQ STEM lab problems and collaboratively create solutions to overcome them. Students will follow the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness.

ASSESSMENT

- System Analysis
- Design Folio for VEX challenges

SPECIAL REQUIREMENTS: None

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DIGITAL TECHNOLOGIES

Learning Together, Achieving Together

YEAR 9 ROBOTICS AND SYSTEMS
LENGTH: 1 Semester
RECOMMENDED BACKGROUND: None

Students engage in VEX Robotics to engineer solutions to identified problems. Students will learn a variety of engineering concepts and explore mechanical advantages. Students will be faced with VEX IQ STEM lab problems and collaboratively create solutions to overcome them. Students will follow the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness.

ASSESSMENT

- System Analysis
- Design Folio for VEX challenges

SPECIAL REQUIREMENTS: None

YEAR 7 DIGITAL TECHNOLOGY
LENGTH: 1 Term
RECOMMENDED BACKGROUND: None

Students will develop and modify creative digital solutions, decompose real-world problems and evaluate alternative solutions against user stories and design criteria. Topics covered are:

Data with Micro:bits

- Students use Micro:bits to gather, analyse, develop understanding of data collection, interpretation, and application.

Website Design

- Using basic HTML and CSS, students design a small multi-page website

Robotics with VEX Aim:

- Students will learn to program VEX AIM robots to complete a mission to Mars.

There is an emphasis on computational thinking, and approaching problems methodically and creatively. This subject aims to equip students with the digital literacy and problem-solving skills essential for future success.

ASSESSMENT

- Data Analysis spreadsheet
- Website

Folio

- Vex's Mission to Mars

SPECIAL REQUIREMENTS: None

DIGITAL TECHNOLOGIES

YEAR 8 DIGITAL TECHNOLOGY
LENGTH: 1 Semester
RECOMMENDED BACKGROUND: None

During the semester, learning focuses on further developing understanding and skills learned in previous years. Students will have the opportunity to plan and create a range of digital solutions through the following topics:

- Website Design - students will evaluate websites and make improvements with their deeper knowledge of HTML, CSS & Design Principles.
- Python Programming - Students will complete a series of mini tasks introducing concepts such as branching, loops and functions.
- Data Science - Students will gather and analyse data, developing their understanding of data collection, interpretation, & application.
- VEX CTE/AIM - Students will create a digital solution by programming diverse VEX robotics systems using block or Python code. This task is crafted to replicate real-world robotic factory scenarios.

ASSESSMENT

- Website Development Folio
- Python Folio of learning
- Data Analysis and visualisation tool
- VEX CTE Folio of learning

SPECIAL REQUIREMENTS: None

YEAR 9 DIGITAL TECHNOLOGY
LENGTH: 1 Semester
RECOMMENDED BACKGROUND: None

During the semester, learning focuses on further developing understanding and skills learned in previous years. Students will have the opportunity to plan and create a range of digital solutions through the following topics:

- Website Design - students will evaluate previous websites and make improvements with their new deeper knowledge of HTML, CSS & Design Principles.
- Python Programming - Students will complete a series of mini tasks introducing concepts such as branching, loops and functions.

Data Science - Students will gather and analyse data, developing their understanding of data collection, interpretation, & application.

4. VEX CTE/AIM - Students will create a digital solution by programming diverse VEX robotics systems using block or Python code. This task is crafted to replicate real-world robotic factory scenarios.

ASSESSMENT

- Website Development Folio
- Python Folio of learning
- Data Analysis and visualisation tool
- VEX CTE Folio of learning

SPECIAL REQUIREMENTS: None

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ENGLISH

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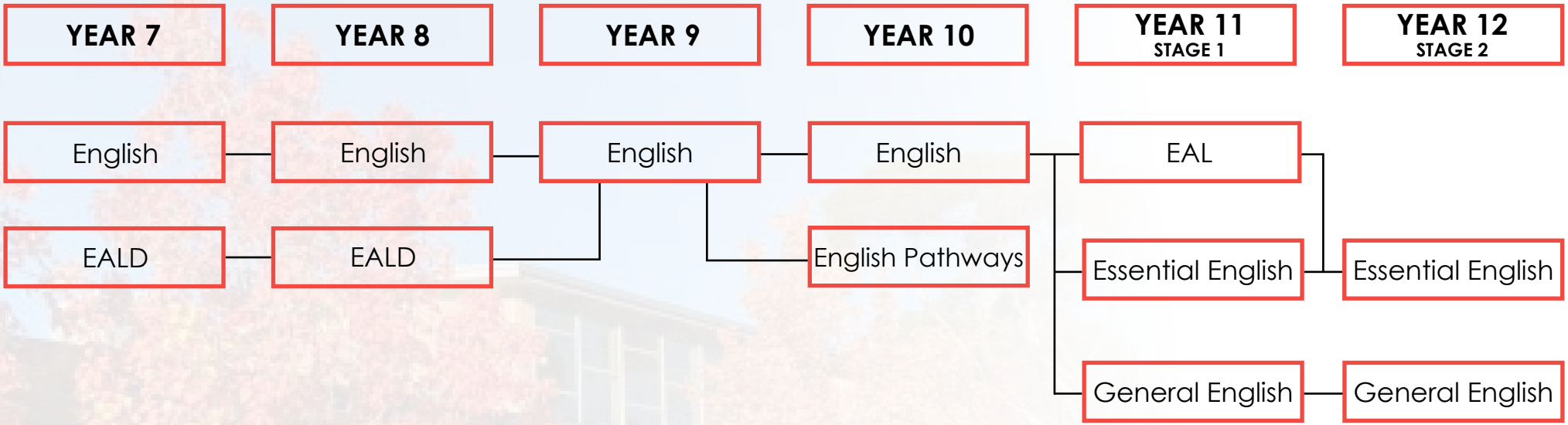

ENGLISH

YEAR 7 ENGLISH
LENGTH: 2 Semesters
RECOMMENDED BACKGROUND: None

In this class, the focus will be on building skills in listening, reading, viewing, speaking and creating. Students will have the chance to interpret, create, evaluate, discuss and perform, while engaging with a wide range of texts, including novels, documentaries, films, short stories, articles, online media, etc. Final grades will be based on a range of formative and summative tasks.

STUDENTS WILL:
- Participate in class discussions and debates
- Analyse a range of texts for stylistic and language features
- Create a range of texts using appropriate stylistic and language features for a target audience
- Analyse and give feedback on each other's writing

ASSESSMENT
- Narrative
- Group presentation
- Novel study folio
- Intertextual film study

SPECIAL REQUIREMENTS: None

YEAR 8 ENGLISH
LENGTH: 2 Semesters
RECOMMENDED BACKGROUND: None

In this class, the focus will be on continuing to build skills in listening, reading, viewing, speaking and creating. Students will have the chance to interpret, create, evaluate, discuss and perform, while engaging with a wide range of texts, including novels, documentaries, films, short stories, articles, online media, etc. Final grades will be based on a range of formative and summative tasks.

STUDENTS WILL:
- Participate in class discussions and debates
- Analyse a range of texts for stylistic and language features
- Create a range of texts using appropriate stylistic and language features for a target audience
- Analyse and give feedback on each other's writing

ASSESSMENT
- Narrative
- Podcast
- Novel study response
- Intertextual film study

SPECIAL REQUIREMENTS: None

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ENGLISH

Learning Together, Achieving Together

YEAR 9 ENGLISH
LENGTH: 2 Semesters
RECOMMENDED BACKGROUND: None

In this class, the focus will be on reinforcing skills in listening, reading, viewing, speaking and creating. Students will have the chance to interpret, create, evaluate, discuss and perform, while engaging with a wide range of texts, including novels, documentaries, films, short stories, articles, online media, etc. Final grades will be based on a range of formative and summative tasks.

STUDENTS WILL:
- Participate in class discussions and debates
- Analyse a range of texts for stylistic and language features
- Create a range of texts using appropriate stylistic and language features for a target audience
- Analyse and give feedback on each other's writing

ASSESSMENT
- Speculative fiction narrative
- Debate
- Novel study analytical response
- Intertextual analytical video

SPECIAL REQUIREMENTS: None

YEAR 7and 8 EALD
LENGTH: 1 or 2 Semesters
RECOMMENDED BACKGROUND: None

Students are selected for this class based on results from their LEAP Levelling in writing, NAPLAN and PAT-R results. This is an intensive English class with a focus on building skills in reading, writing and speaking. This class will identify and bridge learning gaps in English to enable students to meet the year level of proficiency in Standard Australian English.

STUDENTS WILL:
- Build confidence in reading comprehension, writing skills and speaking to others in English
- Develop spelling, grammar and punctuation knowledge of the English language
- Draw on and make connections with their home language and English to develop proficiency in SAE

ASSESSMENT
- Folio of reading, writing and speaking tasks

SPECIAL REQUIREMENTS: None

SAASTA CONNECT

SAASTA CONNECT
LENGTH: 1 Semesters
RECOMMENDED BACKGROUND: None

Through the SAASTA Connect program students have the opportunity to develop the general capabilities of the South Australian Curriculum through a focus on Aboriginal Culture and Identity, Aboriginal and non-Aboriginal perspectives through history as well as learning new skills through physical activity. All curriculum materials are aligned to the South Australian Curriculum. Students will be encouraged to attend and participate positively in cultural and sporting activities. SAASTA Connect regularly reinforces key performance indicators (KPIs) including regular attendance, good behaviour and learning about your culture.
SAASTA Connect is a curriculum program for year 7 to 9 Aboriginal students aiming to do SAASTA in years 10, 11 and 12.

STUDENTS WILL:
- Healthy living
- Cultural identity
- Aboriginal language
- Traditional sports
- Respectful relationships

SPECIAL REQUIREMENTS: None

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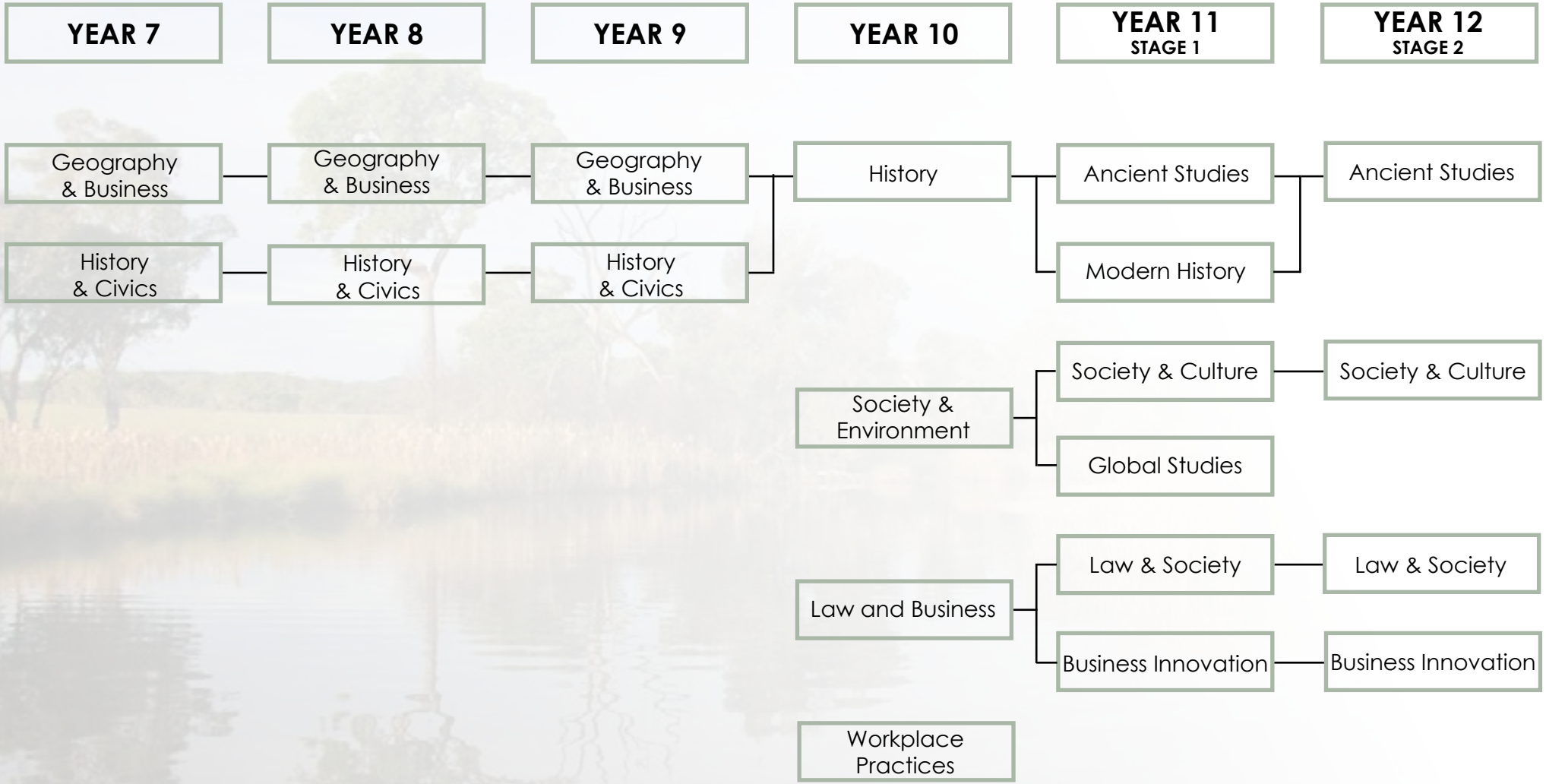
HUMANITIES

Learning Together, Achieving Together



HUMANITIES

YEAR 7 HISTORY AND CIVICS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In the first semester, students undertake studies into ancient societies, including archaeological discoveries throughout time. They will learn how to evaluate a range of sources and interpret information to explain the role of groups and individuals in society. Students also undertake studies in Civics and Citizenship where they learn about the features of democracy and Australia's federal system of government. Students will develop skills in research and critical thinking.

TOPICS

- Early First Nations People of Australia
- Australian Civics and Citizenship
- Ancient Egypt, Rome and/or Greece

ASSESSMENT

- Source Analysis
- Empathy/Creative Task
- Research Task

SPECIAL REQUIREMENTS: None

YEAR 7 GEOGRAPHY AND BUSINESS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In semester two, students learn about the importance of water in the world and investigate factors that influence where people choose to live. They learn skills in mapping and how to collect data. Students also undertake studies in Business and Economics where they investigate the nature of work and how consumers and producers interact. Students will develop skills in research, source analysis, critical thinking and geographical data collection.

TOPICS

- Water in the World
- Business and Economics
- Place and Liveability

ASSESSMENT

- Mapping and Field Study skills
- Report
- Comprehension

SPECIAL REQUIREMENTS: None

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HUMANITIES

Learning Together, Achieving Together

YEAR 8 HISTORY AND CIVICS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In the first semester, students investigate aspects of medieval history throughout the period of 650-1750 CE. They will undertake two in-depth studies in which they will develop historical knowledge and understanding of the nature of change in medieval societies. Students will also undertake studies in Civics and Citizenship, where they study the responsibilities and freedoms of Australian Citizens. Students will develop skills in research, critical thinking and source analysis to present historical arguments and explanations.

TOPICS
- Vikings
- Civics and Citizenship - elections and law making
- Medieval Europe

ASSESSMENT
- Source Analysis
- Empathy/Creative Task
- Research Task

SPECIAL REQUIREMENTS: None

YEAR 8 GEOGRAPHY AND BUSINESS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In semester two, students learn about the creation and value of landscapes and landforms around the world and how they change as a result of erosion, weathering and natural disasters. They also investigate the nature of migration and why populations move and change. Students also undertake studies in Business and Economics, where they investigate consumer rights and business marketing. Students will develop skills in research, critical thinking, mapping and geographical data collection and representation.

TOPICS
- Landforms and Landscapes
- Business and Economics - Australian Markets
- Changing Nations

ASSESSMENT
- Mapping and Field Study skills
- Report
- Comparison Task

SPECIAL REQUIREMENTS: None

HUMANITIES

YEAR 9 HISTORY AND CIVICS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In the first semester, students study the making of the modern world from 1750 to 1918, with a focus on Australian history. Students develop historical understanding through key concepts including continuity and change, empathy and cause and effect. They evaluate the reliability and usefulness of primary and secondary sources, as well as investigate the significance of historical people and events from a range of different perspectives. Students will also undertake studies in Civics and Citizenship where they learn about different Australian political parties.

TOPICS

- Making and Transforming the Australian Nation (1750–1914)
- Civics and Citizenship - Australian Political Parties
- World War I (1914–1918)

ASSESSMENT

- Source Analysis
- Empathy/Creative Task

SPECIAL REQUIREMENTS: None

YEAR 9 GEOGRAPHY AND BUSINESS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMEND BACKGROUND: None

In semester two, students study environmental geography by learning about biomes and food security. They will then spend time learning about the geographies of human interconnections with a focus on tourism, trade and technology. Students learn about cause and effect and develop geographical skills through data collection and analysis. They develop mapping and field study skills and learn how to evaluate and represent data in different ways. Students also undertake studies in Business and Economics where they will learn about managing financial risks and rewards

TOPICS

- Biomes and food security
- Business and Economics - financial risks and rewards
- Geographies of interconnections

ASSESSMENT

- Research Task
- Mapping and Field Study skills
- Comparison Task

SPECIAL REQUIREMENTS: None

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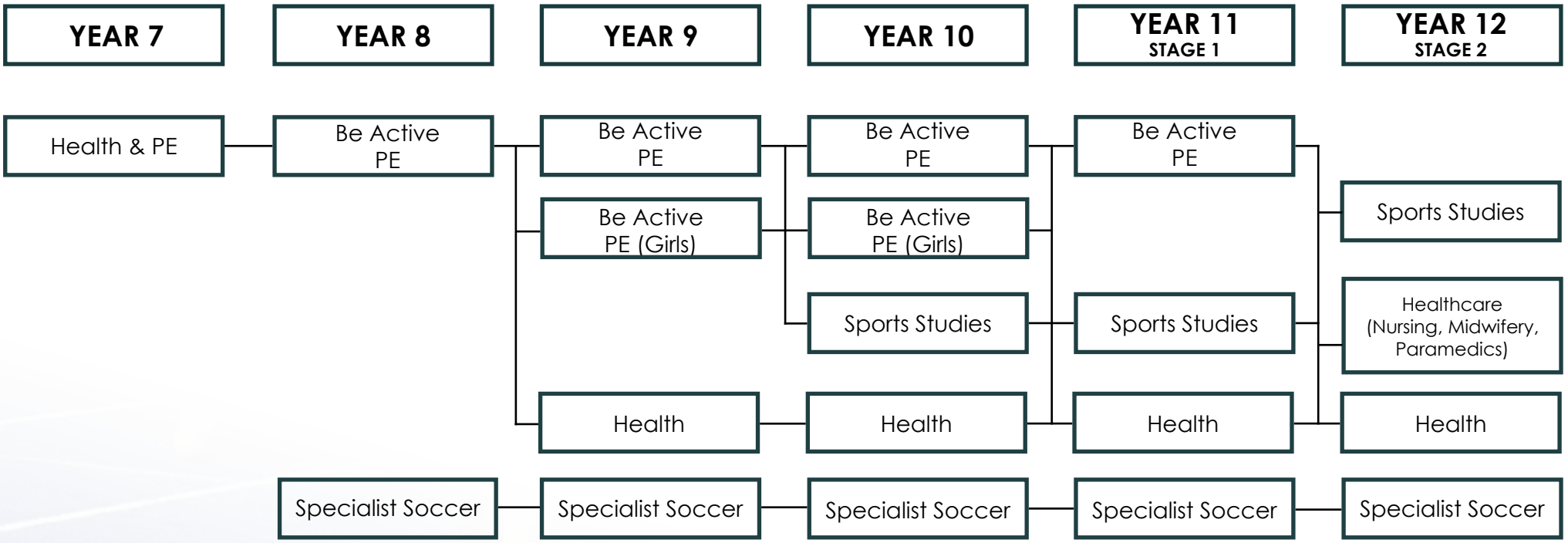
HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together



HEALTH & PHYSICAL EDUCATION

YEAR 7 HEALTH AND PHYSICAL EDUCATION
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Year 7 HPE will focus on active participation in a range of sports and games. The subject focusses on the physical and mental benefits of active lifestyles, as well as working through scenarios to help decision making as the students move towards adulthood.
Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing, Rock and Water and positive education are embedded in a highly supportive environment.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 8 BE ACTIVE PE
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE will focus on active participation and decision making in a range of sports and games. The subject focusses on personal, social, and community health, as-well-as movement and physical activity.
Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

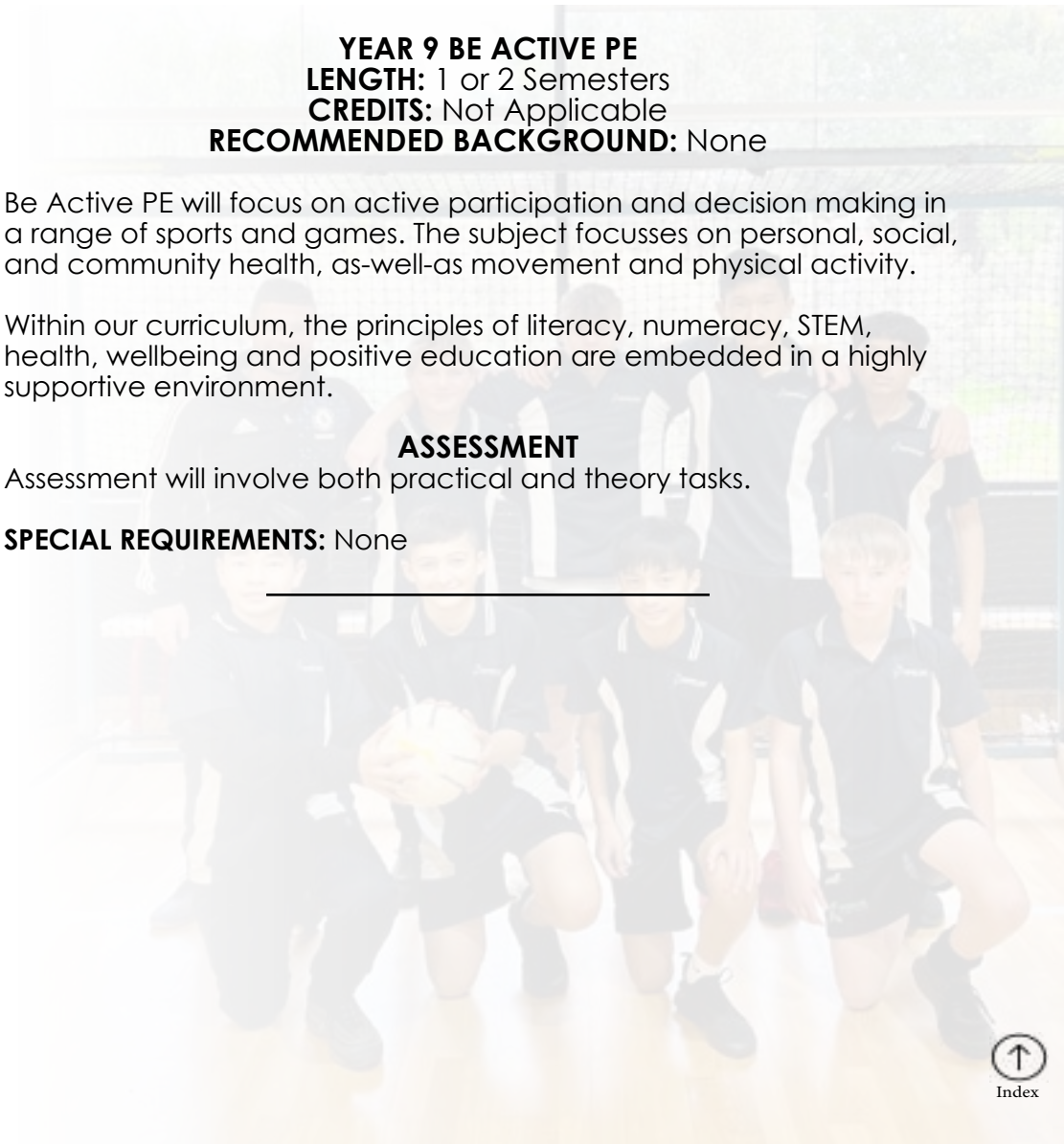
YEAR 9 BE ACTIVE PE
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE will focus on active participation and decision making in a range of sports and games. The subject focusses on personal, social, and community health, as-well-as movement and physical activity.

Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None



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HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together

YEAR 8 BE ACTIVE GIRLS
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE will focus on active participation and decision making in a range of sports and games. The subject focusses on personal, social, and community health, as-well-as movement and physical activity. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 9 BE ACTIVE GIRLS
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Be Active PE will focus on active participation and decision making in a range of sports and games. The subject focusses on personal, social, and community health, as-well-as movement and physical activity. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: None

YEAR 8 SPECIALIST SOCCER
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Please see Special Requirements

Aligned with the South Australian Curriculum and the Football Federation Australia National Curriculum, our popular Specialist Soccer Program takes a holistic approach to continue developing and assisting students to reach their full potential in a fun, active and highly engaging setting.

This subject focusses on sport-specific theory, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 8, there is a clear focus on the development of literacy skills; and STEM, including data collection and analysis using innovative ICTs in order to improve the playing ability of the student and others.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: Participants have usually been selected in previous years, however, new candidates wishing to apply will require a high-level interest in soccer as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science. Students will need to apply for their position and will be selected at the discretion of the Specialist Soccer teacher.

HEALTH & PHYSICAL EDUCATION

YEAR 9 SPECIALIST SOCCER
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Please See Special Requirements

Aligned with the Australian Curriculum and the Football Federation Australia National Curriculum, our popular Specialist Soccer Program takes a holistic approach to continue developing and assisting students to reach their full potential in a fun, active and highly engaging setting.

This subject focusses on sport-specific theory, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 9, there is a clear focus on the development of literacy skills; and STEM, including data collection and analysis using innovative ICTs in order to improve the playing ability of the student and others.

ASSESSMENT
Assessment will involve both practical and theory tasks.

SPECIAL REQUIREMENTS: Participants have usually been selected in Year 7 or engaged in the Year 8 program, however, new candidates wishing to apply will require a high-level interest in soccer as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science. Students will need to apply for their position and will be entered at the discretion of the Specialist Soccer teacher.

YEAR 9 HEALTH (COMPULSORY)
LENGTH: 1 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students will learn about a variety of health-related topics including: relationships & sexual health, mental health, body image, social media, child protection curriculum, and positive education. Students will be able to apply knowledge and understanding to make informed decisions about personal and community health scenarios.

ASSESSMENT
Assessment will involve theory tasks.

SPECIAL REQUIREMENTS: This subject is compulsory at Year 9 level. Although all topics are considered essential, students may elect to opt-out of certain topics with consent from parents or caregivers for sensitivity purposes.

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LANGUAGES

Learning Together, Achieving Together

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
Japanese	Japanese	Japanese	Japanese	Japanese	Japanese

LANGUAGES

YEAR 7 JAPANESE
LENGTH: 1 Term
RECOMMENDED BACKGROUND: None

In year 7, students will develop their intercultural understanding through learning about topics of interest in Japan and comparing them to Australia. Students will learn to express and share information in Japanese about themselves and their personal lives, detailing the things that matter to them. Year 7 Japanese is created with a hands-on approach so that students can be active participants in learning. Such activities include water calligraphy, interactive games, origami folding, and more!

STUDENTS WILL
- Learn to introduce themselves in Japanese
- Compare Australian and Japanese Culture
- Learn to recognise the Hiragana alphabets in written texts

ASSESSMENT
- Self introductions (name, age, nationality, where you live, family members)
- Australian and Japanese cultural comparison

SPECIAL REQUIREMENTS: None

YEAR 8 JAPANESE
LENGTH: 1 Semester
RECOMMENDED BACKGROUND: None

In year 8 Japanese, students will build upon and further develop their intercultural understanding through studying Japanese food, people and places. The units have a focus on language learning to promote the development of communicative ability in specific situations, such as at a restaurant, in a self-introductory conversation, or when travelling in Japan as a tourist. Students will also begin their journey with Japanese scripts, with the target of memorising the 46 characters in the Hiragana phonetic alphabet.

STUDENTS WILL
- Learn to order food and ask for directions in Japanese
- Compare Australian and Japanese Culture
- Memorise the Hiragana alphabets in written texts

ASSESSMENT
- Family and friends tree
- My city slideshow
- Hiragana belt level

SPECIAL REQUIREMENTS: None

YEAR 9 JAPANESE
LENGTH: 2 Semesters
RECOMMENDED BACKGROUND: None

In year 9 Japanese, students interact with others to share information, ideas, opinions and experiences. They create a range of texts in Japanese, using a variety of sentence structures and new particles to create more complex sentences. Students will read and analyse a range of English and Japanese texts, showing their understanding of relationships between language, culture and identity. Students will revise Hiragana alphabet characters before moving on to learn all 46 Katakana alphabet characters.

STUDENTS WILL
- Learn to describe physical features and their hobbies
- Compare Australian and Japanese culture
- Recount their experiences on an excursion in Japanese

ASSESSMENT
- Animal adoption poster
- Text analysis
- Comparison task
- Excursion recount
- Oral presentation

SPECIAL REQUIREMENTS: None

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MATHEMATICS

Learning Together, Achieving Together

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
General Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics A & B	Essential Mathematics
		Essential Mathematics	Essential Mathematics	Essential Mathematics	
				Financial Futures (Semester 2 only)	
			Advanced Mathematics	Specialist Mathematics	Specialist Mathematics
				Mathematical Methods 1, 2 & 3	Mathematics Methods

MATHEMATICS

YEAR 7 GENERAL MATHEMATICS

LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

ASSESSMENT

- Tests
- Investigations

SPECIAL REQUIREMENTS: Scientific Calculator Required

YEAR 8 GENERAL MATHEMATICS

LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They also deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments.

Students explain issues related to the collection of data and the effect of outliers on means and medians in that data.
Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

ASSESSMENT

- Tests
- Investigations

SPECIAL REQUIREMENTS: Scientific Calculator Required

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MATHEMATICS

Learning Together, Achieving Together

YEAR 9 GENERAL MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain the similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions.

Students find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.
They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

ASSESSMENT

- Three tests
- One investigation

SPECIAL REQUIREMENTS: Scientific Calculator Required

YEAR 9 FINANCIAL FUTURES
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In addition to a full year of Year 9 Mathematics, discover the world of financial literacy with our engaging Financial Futures course. This program is designed to equip you with essential financial knowledge and skills that will benefit you throughout life. From understanding the basics of banking and budgeting to exploring careers, property investment, and the share market, you will gain practical insights and hands-on experience.

Through interactive lessons and the innovative Banqer High platform, you will simulate real-life financial decisions and develop a strong foundation in managing money. Learn about the importance of personal risk insurance, how to make informed investment choices, and strategies to secure your financial future. Whether you are planning to buy your first home, invest in the stock market, or simply want to make smarter financial decisions, this course will prepare you for a financially secure and successful future.

ASSESSMENT

- Online quizzes
- Modeling tasks

SPECIAL REQUIREMENTS: Scientific Calculator Required

MATHEMATICS

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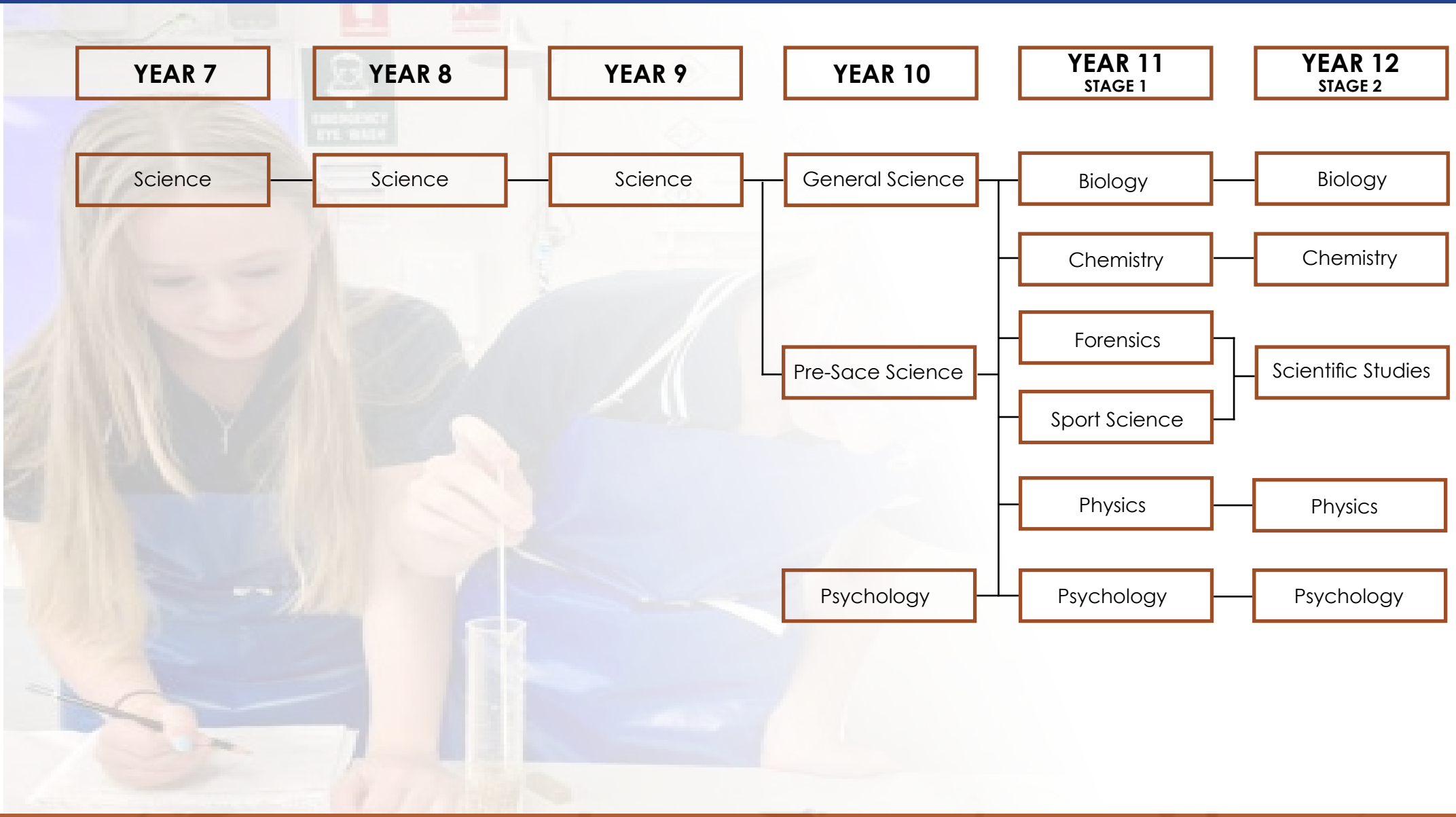
SCIENCE

Learning Together, Achieving Together



YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
Science	Science	Science	General Science	Biology	Biology
				Chemistry	Chemistry
				Forensics	Scientific Studies
			Pre-Sace Science	Sport Science	
				Physics	Physics
			Psychology	Psychology	Psychology

SCIENCE

YEAR 7 SCIENCE
LENGTH: 2 Semesters
RECOMMENDED BACKGROUND: None

Students show their science knowledge in four areas:
- Biology: Describe how living things are organised and how matter and energy move through ecosystems.
- Chemistry: Use the particle theory to explain properties and learn how to separate mixtures.
- Earth and Space: Model movements of the Earth, sun, and moon and explain their effects.
- Physics: Explain how forces affect how objects move.

Students explore how science connects to society by:
- Identifying different factors that can develop and change scientific knowledge.
- Explaining how science impacts people and communities.
- Understanding how science communication shapes opinions, rules and laws.

Students build science inquiry skills by:
- Planning and conducting safe, repeatable experiments.
- Identifying ethical and cultural issues.
- Organising and presenting data clearly.
- Presenting and analysing data to find trends and relationships.
- Identifying possible errors.
- Using evidence to support conclusions.
- Communicating clearly using correct scientific language.

ASSESSMENT
- Practical reports
- Science as a Human Endeavour (SHE) tasks
- Collaborative work
- Tests per topic

SPECIAL REQUIREMENTS: None

YEAR 8 SCIENCE
LENGTH: 2 Semesters
RECOMMENDED BACKGROUND: None

Students show their science knowledge in four areas:
- Biology: Explain how cell parts work and how body systems are structured and function.
- Chemistry: Sort types of matter and determine the difference between physical and chemical changes.
- Earth and Space: Understand plate tectonics and explain how rocks form and their features.
- Physics: Compare forms of energy and show how energy is transferred and transformed.

Students explore how science connects to society by:
- Analysing how factors develop and change scientific knowledge.
- Understanding how science decisions are made and their impact on people and communities.
- Analysing how science communication influences opinions, rules, and laws.

Students build science inquiry skills by:
- Planning and conducting safe, repeatable experiments.
- Describing ethical and cultural factors.
- Using equipment accurately to collect data.
- Presenting and analysing data to find trends and relationships.
- Identifying errors and assumptions.
- Using evidence to support ideas and evaluate claims.
- Communicating clearly using correct scientific language.

ASSESSMENT
- Practical reports
- Science as a Human Endeavour (SHE) tasks
- Collaborative work
- Tests per topic

SPECIAL REQUIREMENTS: None

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SCIENCE

Learning Together, Achieving Together

YEAR 9 SCIENCE
LENGTH: 2 Semesters
RECOMMENDED BACKGROUND: None

Students show their science knowledge in four areas:

- Biology: Explain how body systems respond to changes and describe sexual and asexual reproduction.
- Chemistry: Describe chemical reactions by looking at how atoms rearrange and conserve mass.
- Earth and Space: Explain how Earth's systems interact and affect the carbon cycle.
- Physics: Study how energy is conserved and use wave and particle models to explain how energy moves.

Students explore how science connects to society by:

- Explaining the role of peer review and publishing in building scientific knowledge.
- Exploring how science, technology, and engineering work together.
- Examining how science and society influence each other.

Students build science inquiry skills by:

- Planning and conducting safe, repeatable experiments.
- Describing ethical and cultural factors.
- Using equipment accurately to collect reliable data.
- Analysing and interpreting data to identify trends and relationships.
- Analysing errors and assumptions.
- Using evidence to support ideas and evaluate claims.
- Communicating clearly using accurate scientific language and content.

ASSESSMENT

- Practical reports
- Science as a Human Endeavour (SHE) tasks
- Collaborative work
- Tests per topic

SPECIAL REQUIREMENTS: None

GET IN TOUCH

SENIOR LEADERS

MS SUE SHEPHERD
Principal

MR JULES PECK
Deputy Principal

MS KATE MCKINNA
Head of Middle School

MS SHAYNANNE HARRISON
Curriculum & Pedagogy

MR PETE PHILLIPS
Timetabler, VET and Pathways

Ms LAUREN CAVANAGH
Senior Inclusive Education Coordinator

MIDDLE SCHOOL COORDINATORS

MS EMMA BAKER
Year 9 Coordinator

MS MADIE CAMERON
Year 8 Coordinator

MR DAMON ARGY
Year 7 Coordinator

CURRICULUM LEADERS

MS SHARI BRAY
HASS, AIF & EIF

MS KATIE BURDEN
Digital Technologies and STEM

MR EVAN YARWOOD
Design and Technology

MS EMILY FAULKNER
Aboriginal Education & EALD

MR COREY OTTEY
Health and Physical Education

MS JAIME MEAD
The Arts

MR MARIN POLJAK
Englieh/Literacy & LOTE

MR MATT SCHERWITZEL
Math & Numeracy

MS BETHANY SCHLEIN
Science

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