Years 7-9

Curriculum Guide 2021

Sandringham **COLLEGE**

Contents

Sandringham COLLEGE

College Principal's message

At Sandringham College we recognise that every student is an individual. We set high standards, encourage hard work and support our students to achieve success.

This handbook provides you with an overview of the learning program that we offer for students in Years 7-9 at Sandringham College. It also provides you with an understanding of the vision, values and philosophy of our school.

Inside you will find a description of each subject. Whilst following the learning set out in the Victorian Curriculum, we have consciously been inclusive of student voice in selecting what we offer as a school.

At Year 7 and 8 we focus on building core skills in all subjects with a strong emphasis on Numeracy and Literacy. We know that a strong foundation in English and mathematics leads to increased success in future studies and life.

At Year 9 we encourage students to explore areas of interest by providing genuine opportunities for them to choose from a range of electives. We recognise that students are more likely to be motivated to learn when they study subjects in which they are interested.

We know that the partnership between teachers, students and parents is essential. This handbook allows you to work with your child in selecting subjects. It also enables you to support them at home with a clear sense of what they are studying at school and the choices that they have made.

Amy Porter
College Principal

Visions and values

Our commitment

- A focus on nurturing the whole person
- A culture of valuing creativity, curiosity and collaboration
- A passion for learning and teaching.

What we do

- We nurture the individual talents of our students
- We focus on programs that meet the needs of a diverse range of learners
- We challenge each other to excel in our pursuits
- We provide outstanding opportunities beyond the classroom to enrich learning.

How we do it

- We know our students
- We encourage our students to develop as young people as well as learners
- We ensure that student voice is heard in our classrooms
- We aim to ensure that all learning opportunities encourage improvement and growth.

Sandringham College

We are a two campus state school with a proud history of providing an outstanding education to students in our local community.

Our community not only expect high standards of academic achievement they also value artistry, creativity and leadership.

Parents and students choose our school because they recognise that as a community we work with respect and care, knowing and nurturing our students to be the best possible learners and young people that they can be.

As a school we are focused on providing a robust and innovative curriculum that challenges students to be curious learners.

We set high standards and expect our students to achieve their personal best in all that they do.

Sandringham COLLEGE

Overview

College aims and ethos

The Sandringham Bluff Road Campus offers students the opportunity to develop core skills and knowledge whilst beginning to explore areas of particular interest.

We provide a curriculum based on the Victorian Curriculum but tailored to meet the needs of our students. At the Bluff Rd Campus you will develop strong skills in Mathematics and English. At the same time your horizons will be broadened through the opportunity to explore new subjects and passions.

Our College embraces diversity and fosters tolerance. We respect the goals of all of our students. We honour their efforts and we take pleasure in their achievements. This means that when you come to Sandringham you know you can be yourself and yet be accepted and affirmed by your peers and teachers.

Finally, we at Sandringham recognise that Year 7 – 9 can be an exciting but challenging period in your life as you begin your journey to becoming a young adult. Accordingly, our extensive student support and student management structure is designed to give you every opportunity to succeed.

Vivienne McElwee
Assistant Principal
Head of the 7-9 Campus

Campus structure

Bluff Road Campus life revolves around your year level. Each year level has a Student Manager who looks after the students as well as pastoral care teachers who help with wellbeing and administrative tasks.

Students get together at frequent assemblies where important information is shared. At assemblies we also celebrate excellence in all areas – academic, sport, the arts, leadership and uphold the college values.

Challenge and extension

At Sandringham College, all students are challenged with the curriculum. We also recognise that some students are especially talented in certain areas because they:

• Learn in different ways to other students

• Are particularly creative in their ideas and approach to tasks

• Enjoy problem solving and applying ideas to different situations

• Are curious and enjoy experimenting with new concepts

• Enjoy a challenge

• Possess leadership skills.

The College offers a variety of programs and opportunities to cater for the needs of such students, including the SEAL program, the Dance Academy and the Sports Academy.

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Assessment and reporting

Within the Year 7 – 9 program, students will participate in a range of assessment activities and Assessed Learning Tasks (ALTs). For each subject students will receive feedback on two Assessed Learning Tasks per semester. These tasks will be graded using a percentage mark and will form the basis of the semester reports which will be made available via Compass.

If a student does not attain a grade of at least 50%, or they do not submit work that demonstrates the required understanding, teachers will request students either complete an equivalent task or resubmit the work.

Homework and study

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

• Supports and extends classroom learning

• Develops positive study habits

• Develops a responsibility for self-learning

• Develops organisation and planning skills

• Supports the links between home and school.

Regular and appropriate amounts of homework will be set at all year levels. In Years 7 and 8 students should do on average of three hours per week. In Year 9 students should do on average four hours per week. Work may be set during weekends and school vacations. Parents should encourage and support students to complete homework by providing a suitable environment that is free of distractions. It is also advised to monitor use of devices.

Homework Centre is run twice a week in the school library after school to support students and is staffed by teachers.

Literacy

Literacy in its many forms is essential for success across the curriculum and participation in the world. For this reason, the development of all students' literacy skills is a priority at Sandringham.

Literacy includes a wide and ever-changing range of skills and abilities, including reading and writing skills, thinking skills and the ability to be critical and to make decisions.

The College literacy program includes:

• 1 : 1 and small group assistance provided in the Advance Program designed to support students identified as needing additional assistance

• Incorporation of literacy strategies in all subjects

• Opportunities for students to extend and enhance their skills through literature extension classes, public speaking and debating.

Sandringham COLLEGE

BYOD program

Sandringham College operates a Bring Your Own Device (BYOD) program for all students.

Students are expected to attend school each day with a fully charged laptop device. Laptops are used in class by teachers to complement learning. They are also used by students at home to complete homework, prepare for and complete some assessments and ongoing study.

What device to buy

Before purchasing a digital device for your child there are a few minimum recommendations:

Device type: Windows / Mac laptop

- Weight: aim for under 1.5kg
- CPU: Intel Celeron N4100 or better (Intel i5 or equivalent Preferred)
- Screen size: 11 inches
- RAM 4 GB (8 GB preferred)
- Storage capacity: 128GB (Solid State Drive)
- Six hour battery life
- Wireless: dual-band (2.5GHz / 5GHz)
- Up-to-date security software – free from eduSTAR catalogue (ESET for macOS / SCEP for Windows)
- Latest Microsoft Office – free from eduSTAR catalogue for Windows and MAC
- Accessories: Protective case / cover, headphones, security lock / cable
- Insurance – 3 year accidental damage (strongly recommended) and theft (check if your home insurance contents policy will cover this).

The College recommend students use a PC, which is the most compatible with the college ICT infrastructure and the Department's software, unless the student has specific program needs with a MAC.

Every student can download the full Microsoft suite and Antivirus software through the Department of Education and Training.

The following devices are recommended by the ICT team (more details and pricing can be found on the JB HiFi BYOD Portal):

Good: Lenovo ThinkPad 11E. A robust touchscreen 2-in-1 device at a great price.

Better: Lenovo ThinkPad L390 Yoga or a Microsoft Surface Pro – both touchscreen 2-in-1 devices or a Macbook.

iPads

Year 9 students may continue to use a currently owned iPad for 2021. If a device purchase is required, please purchase a recommended device. iPads are not a BYOD option for other year levels.

Sandringham COLLEGE

School Wide Positive Behaviours (SWPB)

School Wide Positive Behaviours is a three-tiered systems approach to establishing the social culture, behavioural expectations and support structures needed for all students to achieve both social and academic success. It is based on concentrating on the benefits of positive behaviours, rather than the consequences of poor behaviour.

The main components of SWPB are:

• To set clear behavioural expectations

• The teaching of critical interpersonal skills, providing positive reinforcement for meeting and exceeding performance criteria

• The continuous collection and analysis of data for monitoring strategies, interventions, and student performance and behaviour

• The involvement of all stakeholders in decision-making processes and discipline practices

• Reducing and eliminating reactive, punitive and exclusionary strategies in favour of proactive, preventive, and skill-building orientation.

Teachers and students are explicitly taught what these expectations look like and are the key to success. Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. They are necessary skills for success in life. Expected behaviours should be modelled in every classroom, embedded in all school activities and demonstrated in the community. Students are rewarded for positive behaviour.

Tertiary Prevention
Specialised, individualised systems for students with high risk behaviour — 5%

Secondary Prevention
Specialised group systems for students with at risk behaviour — 15%

Primary Prevention
School and classroom wide systems for all students, staff and settings — 80% of students
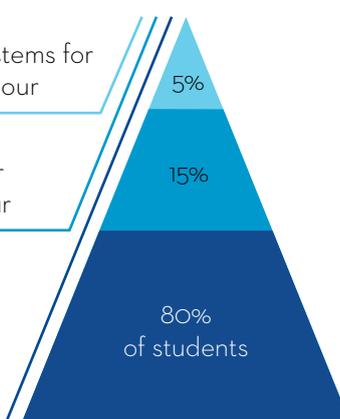
Sandringham College - Positive Behaviour Expectations						
	Learning Spaces	**Digital**	**Moving**	**On Campus**	**Community**	**Always**
Respect for self	Actively listen and ask for help whenever required	Be cyber safe	Arrive on time	Demonstrate integrity, patience and kindness	Represent the school with pride	Express and manage emotions appropriately
	Strive to achieve excellence	Report unsafe behaviour to a trusted adult	Enter and Exit class in a calm and orderly manner	Look after personal property by keeping locker clean, organised, and locked	Be a role model	Persevere using a growth mindset / Take care of physical and mental wellbeing
	Be organised	Use internet for learning	Model safe and respectful behaviours	Bring appropriate equipment to school	Get involved with community groups	Wear the correct uniform
Respect for others	Being polite, kind, caring and listening to others	Protect digital reputation and privacy of others and the college	Be patient when waiting	Keep your body to yourself	Be considerate of others on public transport and in the community	Support and look out for others
	Be inclusive of others and their right to learn	Interact positively on social media	Consider others personal space when transitioning to and from class	Interact safely and using good manners	Helping others when needed	Accept individual differences and treat everyone fairly
	Support and encourage learning	Use devices for educational purposes	Be aware of others personal space and property. No physicality "hands off" .	Sharing spaces and resources	Use appropriate language	Use manners and polite language
Respect for environment	Take care of the school's equipment and resources	Use the internet, compass and digital devices responsibly	Use designated pathways, entries and exits	Use bins and minimise waste	Follow transport safety laws and regulations	Reduce, reuse and recycle.
	Leave spaces clean and tidy	Maintain your own device by keeping it charged	Report issues or damage	Clean up after yourself	Respect privacy and property	Act locally, think globally
	Maintain appropriate noise levels	Minimise print wastage	Act safely in corridors and around lockers	Take responsibility for your behaviour	Sharing Resources	Be mindful of language and tone

Sandringham COLLEGE

SEAL program

The SEAL (Select Entry Accelerated Learning) program addresses the needs of those students who are of high intellectual potential and display a range of exceptional abilities across their studies.

The Sandringham College SEAL program extends students in English, Humanities, Mathematics and Science. It explicitly builds critical and creative thinking skills, and includes philosophical and independent inquiry and problem-solving at each year level. SEAL students participate in a range of extension and special extracurricular activities throughout the year and are expected to participate in at least one of the College's arts, sports, student voice or leadership programs.

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

Entry to the program at Year 7 level is by application and entrance exam.

English

In SEAL English, students engage with a range of challenging texts which enable students to engage in deep critical and creative thinking. They develop advanced skills in language use and literary interpretation through units on persuasive language, literary 'classics', and film. At each year level students learn advanced grammar and writing skills.

Humanities

SEAL Humanities builds a solid foundation in historical, geographical, economics, business and civics knowledge and skills whilst exploring concepts in greater depth key concepts in greater depth. SEAL Humanities students undertake extension investigations. Throughout Years 7 – 9, they are introduced to advanced humanities concepts which prepare them for accelerated studies in the senior years. The SEAL Humanities course also includes units on philosophical enquiry and national and global political matters.

Mathematics

In SEAL Mathematics, students work at an advanced level from Year 7. All topics are explored at greater depth, with an emphasis on problem-solving, logical thinking and critical evaluation of solutions. Classes are structured so that students experience both independent and cooperative work.

Science

SEAL Science builds a solid foundation in scientific knowledge and skills, whilst exploring key concepts in greater depth and detail to the mainstream course. SEAL Science students undertake extension investigations. Throughout Years 7 – 9, they are introduced to advanced scientific concepts which prepare them for accelerated studies in the senior years.

Sandringham COLLEGE

Beyond the classroom

At Sandringham College we aim to ensure that the whole school experience not only engages our young people in learning, but also develops in them a sense of community and active responsibility.

Opportunities abound for students to develop their sense of self, leadership skills, personal endeavour and a sense of commitment and responsibility to others.

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

Student management

To support the creation of a safe and orderly environment for learning, each student is linked to a pastoral care teacher, who is a member of a team led by a sub-school leader and the student managers.

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

Community participation

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

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

Student leadership

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

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

Students from all year levels can be a part of the Student Representative Council (SRC) which gives students the chance to voice considered ideas, alternate views and pressing concerns of the wider student body. Students also have the opportunity to take on leadership positions within their class group.

Libraries

Sandringham College has two fully equipped Libraries; one at each campus. Both Libraries offer a wide range of resources, including research databases, periodicals, and an extensive collection of fiction and non-fiction books. Virtual reality and other new technologies are also available for teachers and students to use.

Borrowing

Students may borrow up to six items at any one time, for a duration of two weeks. Exceptions are made where more items are required. Renewals are possible if items are required for longer periods.

Sandringham COLLEGE

Lunchtime activities

A comprehensive program of lunchtime activities is run throughout the week in our school Library. The Library is open for reading and research, maker space activities, craft workshops, chess and boardgames, and much more. Sporting activities are also organised through our house system. Some activities include:

• Craft – theme base

• Digitech maker space

• Jigsaw puzzles

• Virtual reality games

• Guest speakers / readers

• Card games

• Strategy games.

Information Literacy program

A comprehensive Information Literacy program is delivered by the Teacher Librarian. This ensures students finish school as information literate adults, able to distinguish between true and misinformation, and able to research topics for personal and academic purposes. Digital literacy is an integral component of this program, since much of today's information is accessed via digital technologies.

Co-curricular

Sandringham College offers a range of rich and diverse co-curricular activities in which students are encouraged to participate. Some of the possible options include:

• Writing competitions

• Instrumental music tuition

• Concert band

• Sandringham reading challenge

• Dance concerts

• Lunchtime activities

• Bayside Youth Arts Expo

• Debaters Association of Victoria (D.A.V) debating competition

• Robotics

• Great Victorian Bike Ride.

College production

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

In recent years students have had the opportunity to be in 'The Wiz', 'The Wedding Singer', 'Beauty and the Beast' and 'Matilda the Musical'. Students act, dance, sing and play in the band. Students work as members of the stage crew, part of the technical crew and work back stage in costume and makeup.

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COLLEGE

Sport

Students at the Year 7 – 9 Campus and the Holloway Rd Campus are able to participate in the full-range of summer and winter sports.

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

The swimming and athletics carnivals are also popular college events. Talented students have gone on to compete successfully in State Swimming and Athletics Championships.

Camps

All students are able to experience a wide range of camps, tours and outdoor activities.

The Year 7 transition camp is an important introduction to Sandringham College and provides an opportunity for students to spend time getting to know the whole year level and the accompanying staff.

Bi-annual overseas language tours to Noumea have proven to be very popular for the students studying French. Students have also participated in the self-directed, personal development program World Challenge. In this program they volunteer with the local community, trek and discover the culture of another country.

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

Assemblies

Sandringham College holds school assemblies every fortnight. These assemblies might be Campus based, Year level or even College-wide.

Assemblies aim to create, nurture and sustain a sense of community. They serve to develop a positive school ethos that affirms our values and identity. Our assemblies are often centred around these College values and also acknowledges acts of kindness, as well as our school-wide positive behaviour program. This often involves the celebration of achievements and the modelling of positive behaviours.

School assemblies also provide the opportunity for sharing of important information, delivering special programs and may give students the opportunity to develop their confidence through public speaking, celebration of external achievements and sharing their ideas with others.

Year Level assemblies focus on specific needs for those year levels, including organisational skills, homework, Leadership or Wellbeing focused programs.

Sandringham COLLEGE

Year 8 Respect program

One of the College's key goals is to work with families to develop young people of great character. The Year 8 Respect program is a part of our work around this goal and is designed to guide and support students as they are emerging as young adults.

The Respect program consists a series of seminars and workshops delivered by guest speakers and by members of the College teaching team. Through the program students are encouraged to grow in their respect for self and others, develop positive self-management of behaviour, cultural awareness and understanding of what it means to be good men and women in the 21st Century.

Elements of the course include:

• Rock and Water – workshops for all students

• Resilience Workshop – 1.5 hours workshop for all students

• Respectful Relationships workshops throughout the year

• Ethical behaviour workshops for all students

• Study Skills workshops throughout the year.

Year 9 Djeembana program

The world is changing rapidly; as members of our global community students need to be resilient, connected and creative problem solvers who are active citizens. The Djeembana program builds knowledge and understanding through real world problem-solving and utilises and extends skills learnt in core subjects.

Djeembana focuses on contemporary issues and includes ideas and themes such as global citizenship, ethics, entrepreneurship and respectful relationships. Students will be immersed in these ideas by being exposed to diverse perspectives and information from a wide range of sources. They will further explore these themes and ideas during excursions, expert lectures and through working with peers and teaching staff. Students will use 21st century skills to think deeply about an area of personal interest upon which they will focus. This focus will form the basis for a personal inquiry project which will extend students' ability to communicate, research, collaborate and connect ideas. Newly formed understandings will be shared with the school community at the end of the project.

"If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, rather teach them to long for the immensity of the sea."

Antoine de Saint-Exupery

Music Program

The Music Program at Sandringham College aims to expose students to the many benefits of participating in an exciting and engaging music education. It is internationally recognised that when receiving a music education, students develop the ability to think critically and creatively to solve problems to be self-motivated and have self-discipline. The music program encourages students to collaborate with others in making music at a high level, socialising with peers while developing confidence in presenting and performing within the school and the wider community.

Instrumental Tuition

Sandringham College offers Instrumental tuition to all students on the following instruments:

• Flute
• Clarinet
• Saxophone – Alto, Tenor and Baritone
• Trumpet
• Trombone
• French Horn
• Euphonium
• Tuba
• Guitar – Classical, Electric and Acoustic
• Electric Bass Guitar
• Percussion
• Drums
• Piano
• Voice – classical, musical theatre or contemporary.

Ensembles

As an ensemble-based program, students learning an instrument are required to attend regular rehearsals. Students are placed in an ensemble appropriate to their instrument or on their teacher's recommendation. Students taking instrumental lessons perform regularly and contribute in the following ensembles:

• Novice Band
• Woodwind Ensemble
• Concert Band
• De Ja Groove (Jazz/Contemporary Ensemble)
• Guitar Ensemble
• Specialist Vocal Ensemble
• Percussion.

Instrumental Tuition Scholarships 2021 and 2022

In an attempt to build the instrumental and ensemble program, Sandringham College is offering instrumental tuition scholarships to students in years 7 and 8 on the following instruments:

• Flute
• Clarinet
• Alto Saxophone
• Tenor Saxophone
• French Horn
• Trumpet
• Trombone
• Euphonium
• Percussion.

Scholarship students will receive free instrumental lessons on their allocated instrument for two years with the ability to extend if offered. Subsidised instrument rental of $100 per year to cover maintenance and costs.

To be eligible for a music scholarship students must:

• be in years 7 or 8
• pass the music aptitude test (Selmer test. No prior music knowledge necessary)
• commit to learning an instrument for a minimum of 2 years

Parents of students in years 7 and 8 that are currently learning an instrument listed above and would like to have a chance at having a scholarship are encouraged to apply.

Sandringham COLLEGE

Curriculum at a glance Years 7 – 8

During the Middle School years, Sandringham College provides a sequential curriculum that meets the needs of all students.

The program offers a range of experiences in sufficient breadth and depth so that students can continue their education through to Year 12 and beyond. In Years 7 and 8 Sandringham College provides each student with a comprehensive and balanced education. Each student experiences a program based on the Victorian Curriculum.

Years 7 - 8 Core Subjects

English (SEAL English)	Mathematics (SEAL Mathematics)	Science (SEAL Science)	French /Chinese
Health and PE	Humanities (SEAL Humanities)	Sport	Year Level/Campus Assemblies

The Academies

Dance Academy	Sports Academy

The Arts and Technology

Art Year 7	Digital Technology Year 7	Visual Communication and Design Year 8	Design and Technologies – Food Year 8
Drama Year 7	Design and Technologies – Wood Year 7	Music Year 8	STEAM Year 8

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Curriculum at a glance Year 9

At Year 9, students experience a combination of compulsory and elective units. Within this, students have the opportunity to choose electives each semester.

Electives are selected from across the domains and students are encouraged to consider a range of studies. Year 9 is a time where students begin to develop a strong awareness of areas of interest and strength. Providing students with the opportunity to explore a variety of electives supports them to engage in learning, try new subjects and begin to articulate their direction for their senior studies.

Students spend a period of time in the Djeembana program. This program provides them with the opportunity to explore big ideas, to enhance their skills in the areas of critical and creative thinking, to engage in deeper thinking about ethics and to think about what it means to be Australian in the 21st Century.

Year 9 students with a passion for languages can extend their skills and knowledge through choosing to study either French or Chinese Second Language for a whole year as a part of the elective program.

Year 9 Core Subjects

English (SEAL English)	Mathematics (SEAL Mathematics)	Science (SEAL Science)	Djeembana Program (Block)
Humanities (SEAL Humanities)	Health and PE	Elective Units x 3 each semester	Year Level/Campus Assemblies

Year 9 Electives

Art	Design and Technologies – Food	Photography
Dance	Forensic Science	Design and Technologies – Wood
Dance Academy (Select Entry)	Languages – French or Chinese	Sport Academy (Select Entry)
Digital Technology	Media	Theatre Production
Drama	Music	Visual Communication and Design
English Literature	Outdoor and Environmental Studies	

Sandringham COLLEGE

Years 7 – 9 Core subjects

English

At Sandringham College, English is fundamental to all students' learning experience. Strong literacy skills are the foundation for success across the curriculum.

A confident command of English is central to the way in which students understand, critique and engage with their world economically, socially and culturally as adults.

The study of English follows the guidelines of the Victorian Curriculum. It aims to develop students' writing, reading, speaking and listening skills. Students develop reading comprehension, analytical and critical thinking skills through engagement with a wide range of text types, including classic literature, contemporary writing, multi-media and non-fiction texts. Students will develop oral literacy through discussion, debate and speech making. Written literacy will be built through regular opportunities to engage in narrative, persuasive and analytical writing tasks.

The course consists of the following four areas:

1. To foster an appreciation of literature from a wide range of stimuli:

- Novels, poetry, and short stories
- Issues and media analysis
- Plays, film and media.

2. To develop an understanding of writing purpose and audience in the following modes:

- Creative
- Informative
- Persuasive
- Analytical language development.

3. To develop skills which will enable students to communicate effectively through the following:

- Comprehension
- Argument assessment
- Vocabulary extension
- Language and oral exercises.

4. To encourage the development of confidence and competence with spoken English through:

- Discussion and reporting
- Interviews
- Debates
- Speech making.

Sandringham COLLEGE

Mathematics

All students in Years 7 – 9 will study Mathematics in both semesters.

In Year 7 and 8 students study number, algebra, measurement, geometry, statistics and probability at different stages of the Victorian Curriculum course.

Mathematical tasks are designed to develop the following skills:

• Questioning, flexibility, reasoning, creativity and reflection

• Cooperative and communication skills through group work

• A positive attitude towards Mathematics

• Competent and confident users of technology.

The Year 9 Mathematics course continues to develop and extend student skills in number, algebra, measurement, geometry, statistics and probability.

The program will be selected from the Victorian Curriculum topics:

• Number and algebra: indices, algebraic applications, business mathematics, linear equations and graphs, simultaneous equations and quadratic functions and parabolas

• Measurement and geometry: Pythagoras' theorem, trigonometry, geometry, measurement

• Statistics and probability.

Through their studies in mathematics, students learn to:

• Understand different forms of measurement in one, two and three dimensions and and their application to real life situations

• Further their algebraic skills and use of algebra in real life problem solving activities

• Collect and analyse statistical data

• Efficiently use calculators as an aid to solving problems

• Communicate and report on the mathematical processes used in problem solving.

The use of scientific calculators and the development of knowledge of computer applications is an important part of the year 9 mathematics course.

Numeracy

All students in years 7 - 9 particpate in an individualised numeracy program, Mathsquad, once a week. This program is designed to embed and enhance numeracy skills to support students' mathematical applications.

Homework

To complement work completed in class, students will be required to:

• Complete class exercises / activities

• Revise work and prepare for assessment tasks

• Complete projects and investigation tasks.

Sandringham COLLEGE

Science

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world.

It provides students with insights into the way science is applied and how scientists work in the community. It helps students make informed decisions about scientific issues, careers and further study.

The program addresses the four strands: chemical science, physical science, earth & space sciences and biological science; each with its characteristic scientific knowledge and ideas.

Through their studies in science, students learn to:

- Use scientific skills and conceptual knowledge to further their understanding

- Apply the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions

- Develop flexibility, curiosity, critical reflection, respect for evidence and ethical considerations

- Recognise and understand the strengths and limitations of science

- Be able to interpret and communicate scientific ideas effectively

- Appreciate the dynamic role of science in social and technological change.

Sandringham COLLEGE

Humanities

The study of humanities encourages and challenges students to consider their place within the world around them, assisting them to become critical and insightful thinkers and active thoughtful citizens.

Learning in the humanities is aimed at fostering an appreciation of past and present cultures, and the ways that people interact with their environments. At Sandringham College our core focus is on developing skills in questioning, research, analysis, evaluation, the effective use data and evidence and the ability to communicate ideas. Study in the humanities equips students with essential knowledge and skills that enable them to be better able to understand and engage with the world in which they live and to be equipped to respond to the changing landscape in which they live.

Students in year 7 to 9 study a combination of History, Civics, Business/Economics and Geography in different contexts at each year level.

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Through their studies in the humanities, students learn to:

- Analyse a range of factors that influence identities and attitudes to diversity

- Evaluate a range of factors that sustain democratic societies

- Analyse ways that they can be active and informed citizens

- Analyse the causes and effects of historical events and developments and explain their significance

- Evaluate different interpretations of the past using evidence to formulate opinions about these interpretations

- Identify and evaluate forms of evidence and data and use these to inform their analysis and communication of ideas

- Develop an understanding of respect for places, people, cultures and environments throughout the world

- Develop a deep geographical knowledge of their own locality, Australia, the Asia region and the world

- Develop the ability to think geographically, using geographical concepts

- Competently, critically and creatively use methods, skills and terminology to understand and communicate about the world around them

- Be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

Sandringham COLLEGE

Health and Physical Education

Health and physical education aims to improve student's motor skills and fitness in a broad range of activities.

Whilst improving their skills and health, students learn the importance of health promotion, of co-operative behaviour and participation. Activities involving running, jumping, throwing and catching, hitting, kicking, aquatics (swimming at Year 7) and creative movement (gymnastics, dance and trampolining) are experienced. Students are provided with a variety of opportunities to meet challenges and to develop positive social skills.

Students in Years 7 and 8 also participate in weekly inter-school sport where they develop additional skills, sport specific knowledge and skills, teamwork and fair play.

In the health education component of the course students study a variety of units covering:

• Respectful relationships
• Personal health
• Peer pressure
• Self esteem
• Self concept
• Anti-bullying
• Drug education
• Individual and community health
• Sun smart behaviour
• Human sexuality (Puberty)

Sandringham COLLEGE

Languages: French and Chinese

Through studying either French or Chinese, students are able to communicate in a language other than English.

They develop their knowledge of vocabulary such as family, school, likes and dislikes, pets, food and hobbies. Students study grammar and text types, comparing these to English, and are able to apply this knowledge to their other studies. A key component of studying a language is to understand the culture of the language studied, and students are offered many opportunities to experience culture through excursions, food events, film viewings and Languages Week.

The study of languages is compulsory for Year 7 and 8. At Year 9 students may elect to continue with Languages.

The study of languages addresses two strands: communicating and understanding. Communicating encompasses socialising, informing, creating, translating and reflecting. Understanding encompasses systems of language, language variation and change, and the role of language and culture.

Through their studies in the languages, students learn to:

• Communicate in the specific language they are learning

• Understand the relationship between language, culture and learning

• Develop intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives

• Recognise and understand the differences and similarities between different language systems (such as grammar, syntax, phonetics and semantics)

• Understand themselves as communicators

• Develop proof-reading and self-correction skills

• Acquire knowledge of the different text types

• Develop confidence speaking to and presenting in front of their peers

• Develop metacognitive skills such as self-reflection, self-assessment and problem solving skills.

Sandringham COLLEGE

Years 7 – 8 Arts & Technology

Art

The Year 7 and 8 art program aims to promote artistic expression and cultivate the creativity that lies within each individual student.

While developing the confidence in their own abilities, students learn about the formal characteristics of art making and develop their 'art language'. Students use their knowledge of the elements and principles of art to produce artworks. Students investigate the artwork of famous artists throughout history and they learn to analyse and appreciate the aesthetic qualities of such work.

The Year 7 and 8 art program also includes an introduction to visual communication and design. Students explore design concepts and trial solutions to design problems. They develop skills in two and three dimensional drawing, researching, understanding, organising and selecting information in a visual diary then developing and refining ideas for final presentations. They will study technical and freehand drawing, illustration techniques, typography and will be introduced to the elements and principles of design.

Students study art for one semester in Year 7 and one semester in Year 8.

Design and Technologies – Food

This course provides students with the opportunity to gain skills in preparing and cooking food.

Studies in this subject include interpreting and using a recipe, weighing and measuring, safe food handling and hygiene, and understanding of a range of cooking methods and techniques.

Students develop their understanding of the nutritional characteristics of food and they work from a design brief to develop food products.

Through this course, students will:

• Create design ideas for food products

• Think about sustainability as it relates to producing food products

• Learn to use appropriate technical terms related to food production

• Learn to use a range of technologies and techniques in the production of food products

• Develop and apply project management skills

• Work independently and safely produce food products based on a design concept.

Students will study this subject for one semester in Year 8.

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Design and Technologies – Wood

Design thinking underpins learning in design and technologies. The Year 7 program aims to encourage students to become critical users of technologies, and designers and producers of designed solutions.

In Design and Technologies students begin to develop an understanding of the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

Students use design thinking to generate design ideas to provide solutions to an identified problem or need. They examine and investigate needs and opportunities to create designed solutions for sustainable futures.

Students consider the economic, environmental and social impacts of technological change. They research and select appropriate materials and make sustainable decisions about designed solutions and processes. They develop an understanding of how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, legal, aesthetic and functional factors that inform the design processes. They also develop skills to communicate their solutions to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

In Year 7, students learn how to safely use, tools and equipment during the production process. They learn about qualities of materials and the importance of adopting safe work practices. Students plan and manage time and resources and evaluate and make judgments throughout a design process.

Digital Technology

The aim of the Digital Technology curriculum is to explore what technology can do, how it works and how it functions.

This course is about developing a thinking pattern that allows students to use the skills and processes that are taught. It prepares students for the future and assists them to gain an understanding of how to successfully use digital technology in their education and future work life.

In this course students will explore a wide variety of different topics including:

- Algorithms – what are they and how they are used in digital technology
- Data – how to input and successfully interpret data and represent data in different ways
- The Internet – how information is transferred between devices
- Coding – an introduction to basic coding using a variety of Apps and robots, as students develop their skills they develop their coding language skills.

Students will improve their digital literacy and increase their understanding of what it means to be a safe digital citizen. They will develop a vocabulary of different terms such as: authenticity, decomposition, iterations, functional requirements and social contexts of digital technology.

Students will study this subject for a semester in Year 7.

Sandringham COLLEGE

Drama

Drama assists students to develop confidence, self-esteem and creative risk-taking.

Students enhance their knowledge and understanding in applying and analysing the elements, skills, processes and styles of drama. There is a focus on practical workshops that train students in developing acting skills, particularly in terms of voice, movement and character development.

Students devise their own performances and they interpret theatrical texts; both of these aspects develop literacy and enable students to gain a deeper understanding of how script can be constructed and conveyed for specific purposes.

Students apply production roles, such as acting, directing, sound design, costume design and props design, to engage audiences and create meaning.

Through their studies in drama, students will learn to:

• Work collaboratively to create outcomes

• Effectively research and apply knowledge and understanding to practical and written work

• Apply critical analysis to their own work and the work of others

• Apply creative thinking in a classroom and performance context.

Students will study this subject for a semester in Year 7.

Sandringham COLLEGE

Music

In music students focus on developing practical skills using various contemporary instruments such as guitar and keyboard.

Students are engaged through practical activities using instruments and technology in every lesson. Through class activities, students develop skills in theory, performance, composition, improvisation and listening. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.

They use music terminology and symbols to recognise, describe and notate selected features of music. Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions.

Students develop the ability to read and write basic notation and apply that knowledge on guitar, keyboard and percussion instruments in a group context by covering Pop and Rock songs. They also discover what it takes to compose music for computer games by developing soundtracks on Bandlab and Garageband.

Students will study this subject for a semester in Year 8.

STEAM

This subject centres on collaborative workshops where students gain practical hands-on experience with new technologies and processes to design and build projects.

Students apply science, technology, art and mathematics ideas to critically and creatively solve problems and build things. The aim is to grow 'creative students and citizens' through the process of experimenting in a structured learning environment. The aim is to foster a growth mindset and encourage students to develop traits such as creativity, curiosity, open-mindedness, persistence, social responsibility, and teamwork, as well as a desire to learn.

Students will be introduced to a range of core concepts underpinning the functionality and design of many familiar technologies used today. A range of new and emerging technologies will be used, such as 3D printers, laser cutting, Virtual Reality and robotics, to design and produce solutions to real-world problems. Students will consider existing and potential impacts of their innovations on themselves, society and the environment to prepare them to be ethically and critically aware inventors and problem solvers.

Students will study this subject for a semester in Year 8.

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Years 9 electives

Art

In Year 9 students develop their artistic skills and express ideas in the design, creation and presentation of 2D and 3D artworks.

Students use a range of topics as inspiration for drawing, painting and / or sculpture. While the emphasis is on practical work, students also research contemporary and traditional artists, view artworks first-hand where possible and continue to develop their art language.

Students will demonstrate the ability to engage in independent and collaborative project tasks.

Through this course, students will:

- Learn to develop and express ideas through the design process

- Develop a deeper understanding of visual arts techniques, materials, processes and technologies

- Use visual arts languages, theories and practices to apply a judgment

- Develop a respect for visual arts as social and cultural practices

- Begin to develop an understanding of arts industry practices

- Develop skill in analysing, interpreting and evaluating their own art work and the work of professional artists.

Dance

In this subject students explore dance as a means of expression and communication while developing confidence, critical and creative thinking and self-esteem.

The students develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, learn, rehearse and perform and appreciate as they engage with dance practice and practitioners in their own and others' cultures and communities. Students use the elements of dance to explore choreography and performance and to practice choreographic, technical and expressive skills. Students respond to their own and others' dances using movement and other forms of communication to critically and analytically respond.

Through this course, students will:

- Improvise to find new movement possibilities and explore personal style by combining elements of dance

- Manipulate combinations of movement to explore creative possibilities to communicate choreographic intent

- Practice and refine technical skills to develop proficiency in genre and style-specific techniques

- Structure dances using movement motifs, choreographic devices and form

- Learn, rehearse and perform dances using genre and style-specific techniques and expressive skills to communicate a choreographer's intent

- Evaluate their own choreography and performance, and that of others to inform and refine future work

- Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making.

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Design and Technologies – Food

Year 9 Food Technology provides students with the opportunity to develop their independent practical skills and gain knowledge in key food preparation skills, materials and equipment.

Students will look closely at diet, fast foods and lifestyle diseases undertaking design tasks to make nutritious food choices. They will gain greater understanding of how to prepare and select healthy and nutritious foods in an efficient, economical and sustainable manner.

Through this course, students will:

• Learn to create design ideas for food products

• Begin to think about sustainability as it relates to producing food products

• Learn to use appropriate the technical terms related to food production

• Learn to use a range of technologies and techniques in the production of food products

• Develop and apply project management skills

• Work independently and safely produce food products based on a design concept.

Design and Technologies – Wood

Design thinking underpins learning in design and technologies. The Year 9 program aims to strengthen students' critical awareness as users of technologies, and designers and producers of designed solutions.

In year 9 students apply design thinking processes to identify needs and opportunities for which they will design solutions.

Following an investigation of a need, problem or opportunity, students will develop a design brief that sets the parameters of a design project. They will examine the economic, environmental and social impacts of technological change and make sustainable decisions about designed solutions and processes.

Students evaluate design ideas, processes and solutions against comprehensive criteria for success, recognising the need for sustainability. They also make judgements on how the characteristics and properties of materials, tools and equipment can be combined to create designed solutions.

Students develop project plans to plan and manage projects, taking into consideration time, cost, risk and production processes. They document all research, investigations and marketing communications for a range of audiences. Students also learn how to safely test, select and justify the use of appropriate technologies and processes to make their designed solutions. They will learn to use technologies skilfully and safely to design and produce designed solutions for the intended purpose.

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Digital Technology

The Year 9 Digital Technology subject has a specific emphasis on preparing students for an evolving digital world through the analysis, design, development and evaluation of several digital products both independently and collaboratively.

Students will develop an understanding and appreciation for the role of planning in any development process, ensuring that quality digital products are the result of good planning practices.

Understanding the significance of collaboration in the information technology industry through team programming, the sharing of ideas, and the development of digital solutions is also a key aspect of this course.

Through this course, students will:

• Design and develop a range of digital products, with a specific emphasis on real-world skills that can be applied practically

• Develop a strong understanding of the role planning has in the design and development of digital products

• Understand how to engage both actively and effectively as a member of a global online community

• Develop an ability to test their created solutions through the identification of errors and debugging

• Develop an understanding of a digital system and the representation of data.

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Drama

In this unit, students continue to develop their acting skills for performance via practical training and through studying a range of dramatic elements.

Students engage in workshops that specifically explore conventions of naturalism and non-naturalism. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. They plan, direct, produce, rehearse and refine performances by using the elements of drama, narrative and structure. Drama is conceived, organised, and shaped by aspects of and combinations of role, character and relationships, situation, voice and movement, space and time, focus, tension, language, ideas and dramatic meaning, mood and atmosphere and symbol. Students work collaboratively to produce devised theatre pieces based on these skills. There are direct links with industry practice, enabling students to engage with the wider world of drama making, through specific performance projects.

In their devised work, students will incorporate specific skills and processes of drama practice including: acting, directing, scriptwriting, dramaturgy, designing, applying their ideas, producing, managing and critically analysing creative choices. Students will view performance works in order to refine their capacity to evaluate meaning.

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English Literature

This is an elective study for students with strong literacy skills seeking to further their study of literary texts.

In electing to study literature a student will be required to delve more deeply into a body of texts which include novels, plays, short stories and poetry to extend their powers of interpretation and analysis of texts and to broaden the scope of the students reading experience and recognition of literary texts.

Students analyse, interpret and evaluate the typical features of a particular form of text and how it reveals views and values in the text. Students produce a written analysis of the ways in which changing the form of a text may alter the ways in which its messages are conveyed. Students will respond imaginatively to texts in the style and genre of the author.

Central to this course is the development of each students' ability to plan, write and present orally, and in writing, a creative interpretation of the text that reflects an insightful series of comments on contemporary society.

Forensic Science

This unit introduces students to the ways in which forensic scientists analyse evidence for criminal and other legal proceedings.

Students undertake chemical, physical and biological tests on hair, fibres, fingerprints, soil etc. These analyses, along with observation and research, will be used to make hypotheses and draw conclusions.

Through this course, students will:

- Analyse how models and theories have developed over time and discuss the factors that prompted their review

- Explain the role of DNA in forensic methodologies

- Develop questions and hypotheses that can be investigated using a range of inquiry skills

- Independently design and improve methods of investigation

- Explain how they have considered reliability, precision, safety, fairness and ethics in experiments and conclusions

- Select evidence and develop and justify conclusions

- Construct evidence-based arguments and use appropriate scientific language.

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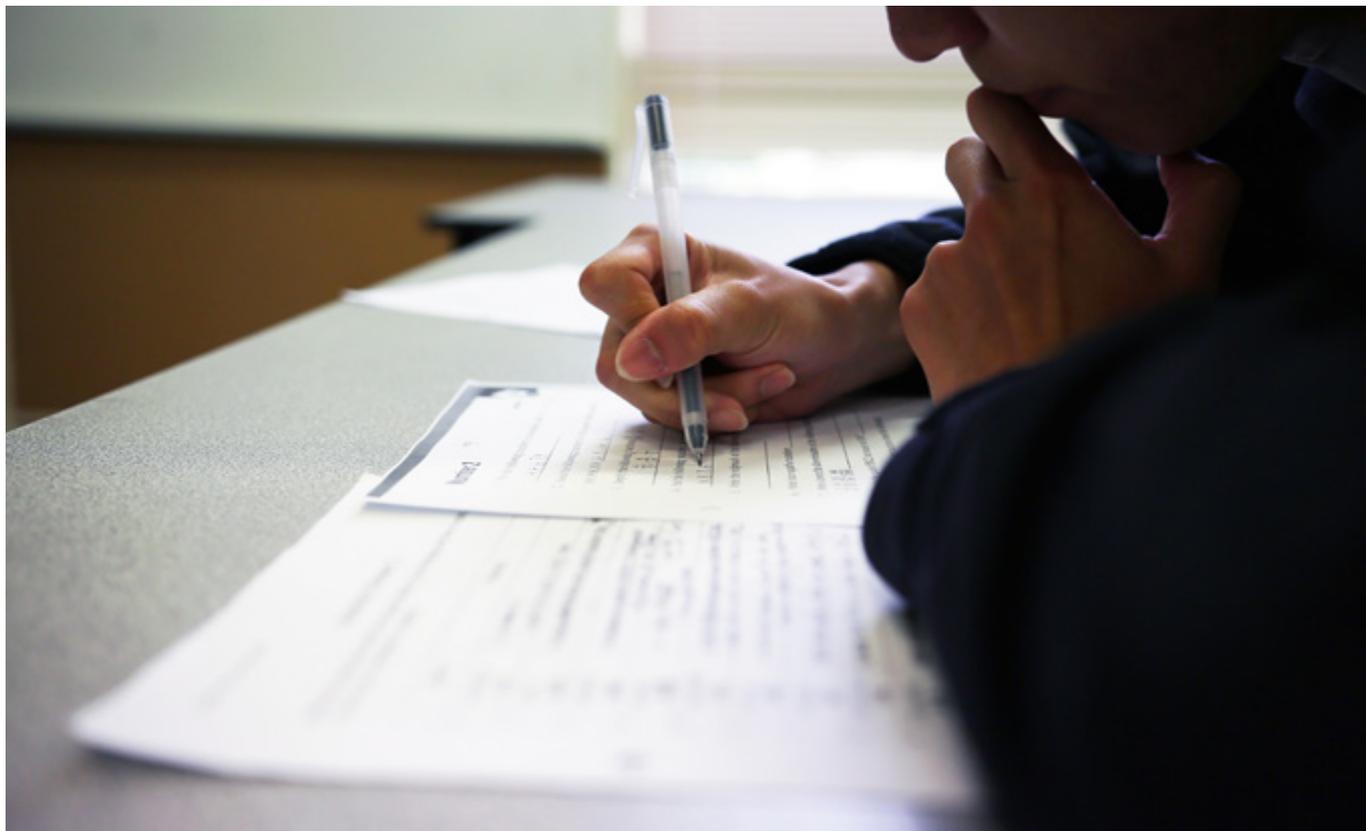
Languages

Chinese

The Year 9 Chinese programme is a continuation of Year 8 Chinese.

During this year of study, students will explore a range of topics including their schools, community, changes in life and weather. By the end of Year 9, students have developed use of voice, tone-syllables and understanding of the function of Pinyin.

In addition, they will be able to better understand the key features of the Chinese writing system and its differences to the English writing system. Students will be able to apply appropriate conventions and knowledge of stroke orders and component form and function and how words are formed to learning and using the character system. They will have a more advanced understanding of the word order of Chinese sentences and the layout and construction of Chinese texts in comparison to their English equivalents. Students will use print and online dictionaries to increase their access to Chinese text and to develop their own personal vocabularies.

French

In continuing their French studies at Year 9, students become increasingly confident language learners.

Students develop their communication skills within a highly motivated cohort. They will improve their speaking, listening, reading and writing skills through the use of authentic texts and meaningful tasks relevant to student interests. They study a range of topics including daily routines, household tasks, past and future events, cities and towns, and French markets and recipes. Students reflect on their own cultural identity through the study of French culture, and also develop an understanding of the global significance of the French language.

A Study Tour is run every two years to Noumea in New Caledonia (offered to Year 9 and 10 students) and students are supported to pursue options such as exchange to France or French speaking countries.

PLEASE NOTE: Languages (Chinese and French) are studied for a year and students need to complete 2 semesters of their chosen language. Completing two semesters of Languages at Year 9 prepares students for subsequent studies in Year 10 and VCE.

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Media

In this unit students will learn basic video production skills including correct use of the camera and sound recording equipment.

They will explore the techniques used by film-makers such as the use of lighting, sound and framing conventions as well as learning how to conduct and shoot an interview. They will also develop skills in editing and post production, using Premier Pro. Students will critically analyse a variety of media products, strengthening their understanding of production techniques and the relationship between the media and the audience. They will work in small groups to complete a documentary, exploring a topic of their choice.

Through this course, students will:

• Learn to analyse how values and alternative viewpoints are portrayed in the media

• Evaluate how technical and symbolic elements are manipulated to make representations and meaning

• Evaluate how social, institutional and ethical issues influence the making and use of media artworks

• Apply design and production to the media artworks they make.

Music

The aim of the Year 9 music program is to introduce a range of music activities that will enhance student skills and theoretical knowledge through performance, rehearsal and practice.

The course also provides students with an appropriate industry skill base and is good preparation for Year 10 and VCE music performance subjects.

Through this course, students will:

• Learn to interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles

• Demonstrate a developing personal voice and technical control, expression and stylistic understanding

• Use general listening and specific aural skills to enhance their performances

• Use knowledge of the elements of music, style and notation to compose, document and share their music

• Aurally and visually analyse works and performances of different styles

• Evaluate characteristics from different musical styles.

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Outdoor and Environmental Studies

Year 9 Outdoor and Environmental Studies is scaffolded for students to be successful in VCE Outdoor and Environmental Studies.

In this elective, students will learn to engage with outdoor environments in a more sustainable manner through adopting minimal impact practices. Students will participate in a camp which will expose them to learning the fundamental skills of Trangia cooking, safe use of equipment and use of local outdoor resources. The course offers students the opportunity to participate in a variety of outdoor experiences such as surfing, bushwalking, camping and mountain biking.

Through this course, students will:

• Develop an understanding of the ways humans interact with, and relate to, outdoor environments

• Think about their own impact on the environment and about sustainability practices that might reduce their impact and the impact of others

• Participate in active outdoor activities to develop experiential knowledge of outdoor environments.

• Learn the types of outdoor environments.

It is college policy that OES students elect VCE OES 1&2 in Year 10 and VCE OES 3&4 in Year 11 so as to minimise time away on camps in Year 12.

Photography

This unit focuses on both practical and theoretical aspects of photography.

Students learn how to use a digital SLR camera and to use aperture to control depth of field, and shutter speed to control motion. They are also introduced to Photoshop.

Students have the opportunity to take photographs and communicate meaning through their images. They learn how to generate ideas and to make photographs that demonstrate their personal interpretation of the world. They investigate the imagery of other photographers working in a range of photographic styles and use these as a basis for their own work. Students continue to build their knowledge of the ways in which artists use art elements and principles to create aesthetic qualities, and experiment with composition and framing. They also complete exploratory tasks to build their visual analysis and writing skills.

Through this course, students will:

• Learn to develop and express ideas through design processes

• Develop a deeper understanding of visual arts techniques, materials, processes and technologies

• Use visual arts languages, theories and practices to apply a judgment

• Develop a respect for photography and art as social and cultural practices

• Begin to develop an understanding of arts industry practices

• Develop skill is analysing, interpreting and evaluating their own photographic work and the work of professional artists.

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Theatre Production

This elective enables students to undertake collaborative project-based learning; students craft extended performance work based on exploring one or more theatrical styles in depth and interpreting text to convey dramatic action and meaning in production.

They undertake research and practical learning in various areas of stagecraft, including direction, acting and design. Students watch and analyse a professional theatre performance to assist them in developing their ability to understand aesthetic choices, identify theatrical styles and evaluate intended meaning.

Through this course, students will:

- Develop and sustain different roles and characters to realise engage audiences

- Develop design interpretations of devised and scripted drama to engage audiences

- Perform devised and scripted drama in different forms, styles and performance spaces

- Plan, design, direct, produce, rehearse and refine performances

- Evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.

Visual Communication and Design

In this unit, students will explore a range of drawing skills and processes and experiment with design techniques.

Students build skills in two and three dimensional drawing, incorporating the use of ICT, to produce and analyse final design outcomes. They follow the design process, explore concepts, develop ideas and reflect upon their design decisions. Students develop their own design briefs and create designs through individual projects.

They record their process in a visual diary to produce final outcomes such as posters, illustrations and packaging. They continue to explore the language of visual literacy through the use of the design elements and principles.

Through this course, students will:

- Analyse and evaluate the visual communications they make and view

- Develop briefs and visualise, generate and develop ideas in response to audience needs

- Use a range of visual communication design skills, techniques, conventions and processes in a range of design fields

- Manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.

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Dance Academy

Sandringham College Dance Academy is a selective entry pre-professional dance training program for talented students.

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

Students in Years 7 – 9 will be able to participate in the specialised dance training program that includes classical ballet, contemporary, jazz and strength & conditioning classes. Students are taught by teachers and ex-professional dancers who have the expertise, knowledge and skills to train highly skilled, technically proficient, artistic and versatile dancers as they prepare for a career within the creative arts industry.

Dance Academy is run during school hours, as well occasional after school classes accommodate the academic schedules of our students.

The Dance Academy program is designed to lead into VCE Dance and VCE/VET Dance subjects with year 10 Dance Academy students beginning unit 1/2 VET dance alongside academy technique classes.

Dance Academy aims:

• To provide a high quality academic program and specialised dance training for talented dance students

• To offer a high quality physical conditioning program to help develop strong, healthy and efficient dancers within a safe and supportive environment

• To provide the highest possible training delivered by industry professionals and to give students every opportunity to establish a career within the creative arts industry

• To provide counselling, support and consultation to students with regards to their training, physical and mental health, academic success, career pathways and time and stress management

• To provide students with a wide range of opportunities.

Sport Academy

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

Athlete Development Elective

Within the long-term athlete development program students undertake a physical preparation program focusing on the concept of 'training to train'. They acquire skills and knowledge within the context of a holistic enhanced sporting program. Students have access to guest speakers and sporting role models.

Students who elect to do this subject will be considered as a member of the Sandringham Sports Academy and will have access to the specialist coaching in various sports before, during and after school.

The program offers the following:

• Basketball and / or Netball coaching

• Clinics in AFL, Rugby and Soccer

• Strength and conditioning

• Nutrition and wellbeing.

The Sandringham College Sports Academy aims to develop the knowledge, understanding and skills to enable students to:

• Acquire, apply and evaluate sporting skills, concepts and strategies to respond confidently and competently as emerging athletes

• Engage in and enjoy regular physical education based experiences

• Analyse their own strengths and areas for growth in both competitive and non-competitive sports pursuits.

Training in specific sports such as basketball or netball will run before or after school. This training is complemented by classroom based theory and practical activities aligned to the Victorian Curriculum. As students show an aptitude for sports, the curriculum will provide a high degree of extension and challenge.

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Map labels: Moira Ave, Vincent St, Abbott St, Bluff Rd, Marchant St, Sandringham Rd, Lawson Parade, Frances St, Lansell Ave, Clements St, Noyes St, Sydenham St, Marshall Ave, Highland Ave, Bay Rd, Bay Rd, Medhurst St, Bluff Rd, Miller St, Holloway Rd, George St

Sandringham College 7-9 Campus

Sandringham College 10-12 Campus
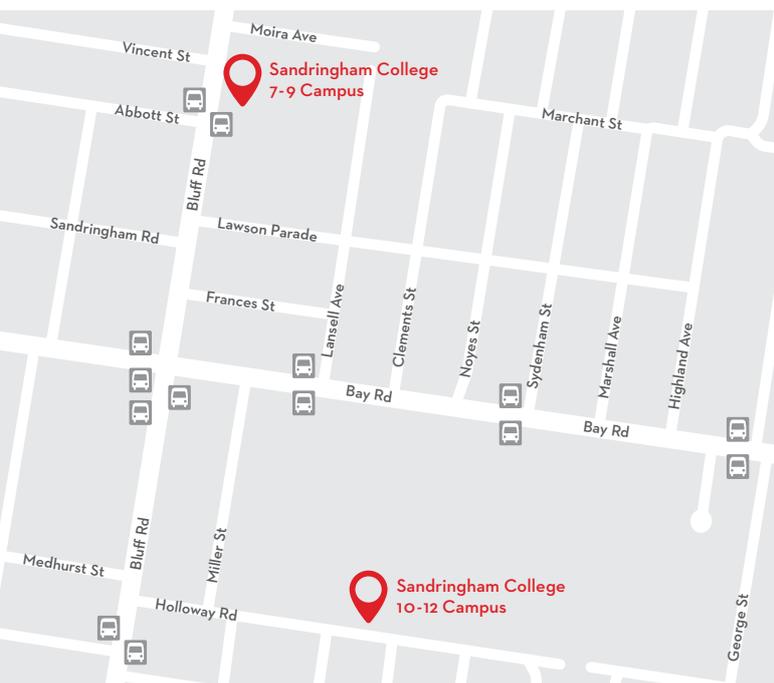
Sandringham College

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