

FROM OUR PRINCIPAL

We believe that:

- ◆ Learning is a partnership to be shared by the student, the school and their parents/care givers.
- ◆ Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- ◆ This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- ◆ Every endeavour should be made to make learning engaging for students.

Andrew Dickinson
Principal

COURSE SELECTION

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Parent wishes
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager
- School Counsellors
- The SACE Coordinator
- Personnel at other agencies

Information to help choose wisely is available from:

- This Curriculum Guide
- The Job Guide
- SATAC Guides
- Internet
- Tertiary Institution information
- Pamphlets and booklets in the Year 11 & 12 Study Areas

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the information evening and course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.





INTRODUCTION & CONTENT

Introduction and Contents	1-2
General Curriculum Information	3
Key Counselling Personnel.....	4
Year Subject Information.....	5-8

CHOOSING SUBJECTS

Carefully read the subject descriptors before selecting your units.

- ◆ We suggest you keep this Curriculum Guide for all of next Year so that you may refer back to this information in discussing study plans for next year and beyond.
- ◆ Progression to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.
- ◆ Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.
- ◆ Additional information is available to parents and students through an information evening. Parents can contact appropriate school personnel if they require any further information.
- ◆ Whilst there is a set curriculum pattern of required subjects at Years 8-10, some flexibility is possible to meet individual student needs.
- ◆ Students, with assistance from parents/ caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences. Students are issued with a computer printout of their choices.
- ◆ The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.
- ◆ Although every effort is made to accommodate all student preferences this is not always possible.
Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.
- ◆ Students, with support from parents, will have limited opportunities to make changes to the chosen course.

MIDDLE SCHOOL CURRICULUM

Our Middle School is structured to support students through adolescence and ensure that learning occurs in an environment that promotes enthusiasm, commitment and continuous improvement, so that students achieve their greatest potential.

WE OFFER:

- ◆ A broad and balanced curriculum across the 8 areas of study
- ◆ Extensive access to computers throughout the school
- ◆ Access to a broad range of sporting and other extra-curricular activities
- ◆ Celebration of student success
- ◆ A comprehensive pastoral care program and encouragement of student leadership and participation in decision -making.

CONTENTS



YEAR 8

All students have access to all learning areas, completing compulsory units from each of the 8 Learning Areas;

- The Arts
- English
- Health & Physical Education
- Humanities and Social Sciences (HASS)
- A Language other than English (LOTE)
- Mathematics
- Science / Agricultural Science
- Technologies

YEAR 9

All students will complete compulsory units from:

- English
- Mathematics
- Science
- Health and Physical Education
- History

Choice units will be selected from:

- Agriculture
- The Arts
- Geography
- Health and Physical Education
- Home Economics
- LOTE - Japanese [Full Year]
- Technologies

SENIOR SCHOOL CURRICULUM

YEAR 10

All students must complete units from:

- English [Full Year]
- Mathematics [Full Year] (Choose Mathematics or Mathematics A)
- Science [Full Year]
- History [Semester]
- Health and Physical Education [Semester]
- Personal Learning Plan [Semester]
- An additional 5 choice units [Semesters] must be selected.

PERSONAL LEARNING PLAN

The Personal Learning Plan is a compulsory SACE subject, usually undertaken in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan contributes 10 credits towards the SACE.

As it is compulsory, students need to achieve a 'C' grade or above.

YEAR 11

Compulsory Units: Students must achieve 'C' grade or better.

English (literacy) [Full Year] 20 credits

Mathematics (numeracy) [Semester] 10 credits

Research Project [Semester] 10 credits

Choice Units:

Choose an additional 9 semester units from the Stage 1 subject choices.

RESEARCH PROJECT

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). As it is compulsory, students need to achieve a 'C' grade or better.

Students will:

- Choose a topic; the topic may be linked to a SACE subject or course, or to a work-place or community context
- Learn and apply research processes and the knowledge and skills specific to their research topic
- Present their research and evaluate what they have learnt

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

YEAR 12

Choice Units:

- Four full year [20 Credit] subjects, or the equivalent to achieve an ATAR
- Three subjects for SACE completion



KEY PERSONNEL FOR COURSE COUNSELLING



Andrew Dickinson
Principal



Paul Hudson
Deputy
Principal



Derek Slater
Head of
Senior School



Liz Rankin
Head of
Middle School



Peter Phillips
ICT/Cross Curric-
ulum Coordinator



Ros Conboy
Special
Education
Coordinator



Cheryl Raso
Middle School
Counsellor



Dick Glacken
Senior School
Counsellor



Angela Koehler
Arts Coordinator



Ben Watson
Design &
Technology Coord



Jason Keep
VET Coordinator



Rebecca Bolton
Science &
Agriculture Coord



Jared Osborne
English
Coordinator



Layla Clarke
Aboriginal
Education Coord



Russell Wotton
HASS Coord



Ashley Dearlove
Health & Physical
Education Coord



Amy Hart
Mathematics
Coordinator



Kate Tetlow
Year 8 Year Level
Manager



Colleen Lowe
Year 9 Year Level
Manager



Angela Karatassa
Year 10 Year
Level Manager



Julie Peters
Year 11 Year
Level Manager



Sarah Hallworth
Year 12 Year
Level Manager



YEAR 8

ENGLISH IS COMPULSORY in Years 8, 9, 10 and Stage 1. Students must complete a full year at each year level.

EALD support is offered for those students who qualify for this support as one to one tutoring.

YEAR 8 ENGLISH FULL YEAR

An emphasis is placed on reading, listening, viewing and writing skills. Students read and view a range of texts such as novel, film, short stories, poetry, newspapers and magazines and respond to these in a variety of ways.

These responses can be personal, critical, informal and formal and may be presented in different forms, including oral, multi-modal and written. Literacy development is a focus and this includes the wider reading program, based on the Premier's Reading Challenge, in which all Year 8 students are expected to participate and which is a part of the assessment strategy. The Australian Curriculum will inform learning outcome design.

YEAR 8 MATHEMATICS 2 UNITS / FULL YEAR/COMPULSORY

Students will complete two semesters of Mathematics. The course builds upon and reinforces the mathematical skills students learnt in Primary school. A good knowledge of multiplication tables is desirable and will be further emphasised during the year. Computing skills in Excel will be embedded in the course work during the year.

A scientific calculator will be used in some topics after basic skills are acquired. These are on the Schools Book List.

Australian Curriculum Topics covered include:

Number and Algebra

- Number and place value
- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

Measurement and Geometry

- Using units of measurement
- Geometric reasoning

Statistics and Probability

- Chance
- Data representation and interpretation

Students in Year 8 study a full year integrated course of Science and Agriculture.

SCIENCE (COMPULSORY)

The science component is designed as an introductory course to expose students to Biology, Chemistry, Geology and Physics. Students work mainly in a laboratory environment and will learn to handle and use a range of scientific equipment. Working safely in a specialist setting is a priority for this course.

The topics studied cover the sub-strands of scientific understanding namely: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Topics studied include:

- Laboratory Safety and Skills
- Physical and Chemical Change
- Working with Scientific Data
- Elements, Compounds and Mixtures
- Cells
- Using Energy
- Rocks

Students will complete a range of assessment tasks.

AGRICULTURE

Agricultural Science is predominately a practical subject and is an introduction to Agriculture. Students will be required to work with and handle the farm animals as well as working in their own vegetable gardens.

Student may investigate the farm environment, garden crops, poultry, cattle, sheep and sustainable agriculture. Each student is required to prepare, plant and maintain the vegetable garden. Students are responsible for egg collection as well as feeding, watering and observing animal behaviour.

Students must ensure that they have appropriate clothing and footwear. Please contact the school if your child suffers any medical condition which might be triggered by dust or other materials in Agriculture. Students will complete a range of assessment tasks.

YEAR 8 SCIENCE & AGRICULTURE



YEAR 8 HUMANITIES AND SOCIAL SCIENCES

Students will focus upon the nature and significance of evidence using examples from the topics listed below. Students will be encouraged to problem-solve, take risks in their learning, participate in fieldwork and negotiate outcomes.

Year 8 Course Overview

The course is split into the sections: History and Geography

YEAR 8 HISTORY: (COMPULSORY)

1 SEMESTER

Students will study key skills related to historians at work and topics within the time-frame of the Ancient to Medieval World, including Medieval Europe or Vikings, The Black Death and Shogun Japan.

YEAR 8 GEOGRAPHY (CHOICE)

1 SEMESTER

Students will focus on two units of study: Landscapes and Landforms, and Changing Nations. Maps and mapping skills will be studied within these topics.

YEAR 8 JAPANESE

1 UNIT / 1 SEMESTER (COMPULSORY)

Through learning multiple languages students develop a capacity for learning that can be applied to other learning areas and wider community experiences. Using a range of written and spoken texts, students develop a range of communication skills which enable them to interpret and express thoughts, feelings and experiences in Japanese.

Students work in a social learning environment where they support each other's learning, and develop confidence, risk-taking skills, and self-esteem. Individual goal setting and progress supports a focus on ability as something that can be developed rather than "fixed".

Learning opportunities include whole class, small group, and individual activities, with a focus on Information Technology. IT learning opportunities include producing Japanese word processing, YouTube clips and animations, and interactive websites such as quizlet.com.

Students are assessed against a criteria relevant to a beginning level of study.

Differentiation of learning opportunities supports students with varying levels of prior knowledge, skills and abilities.

YEAR 8 DIGITAL TECHNOLOGIES

This course is undertaken by every Year 8 student for a term, developing their digital literacy. For one term students learn about computer systems, hardware fundamentals and data basics. Microsoft

Office products such as Word, PowerPoint, Excel and Publisher are explored for general ICT understandings. Students undertake a five week course in learning beginner level coding through visual programming environment of Scratch. Students will learn safe online behaviours by completing a module on cyber safety and digital reputations.

YEAR 8 TECHNOLOGIES

This course will encompass working in the following practical areas: Wood, Plastics, and Digital Technology.

Students will further develop their skills in the Australian Curriculum, in terms of Knowledge and understanding. Students will investigate the role and impact of technology on society. Students will have the opportunity to design, produce and evaluate their own solutions.

Processes and production skills: Students will: critique, explore and investigate materials and products, they will generate and develop their own ideas and plan, and produce their designed solutions. Underpinning all their studies will be a strong emphasis on OH&S and the importance of developing competent skills and producing high quality products.





YEAR 8 HEALTH & PHYSICAL EDUCATION 1 SEMESTER UNIT - COMPULSORY

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and well-being, movement and participation in physical activity. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. This course includes both theory and practical activity.

This course will cover the focus areas of alcohol and marijuana combined with the practical focus areas of Tee-Ball, Soccer, Netball, Table Tennis, Gymnastics and Fitness testing.

YEAR 8 HOME ECONOMICS

FOOD & NUTRITION - DESIGN & TECHNOLOGIES

Students will investigate and apply management skills and safety requirements to food preparation. Students will explore the Australian Guide to Healthy Eating model and apply its principles in the production of healthy food products.

TEXTILES - DESIGN AND TECHNOLOGIES

Students explore tools (sewing machines, irons) and fabrics to create and produce a practical article for a given purpose.

VISUAL AND PERFORMING ARTS

3 TERMS

Year 8 - The Arts aims to develop students':

- Creativity, imagination and technical, aesthetic and critical thinking and practices with increasing self-confidence through engagement in making and responding to art works.
- Curiosity about and skills in research and use of innovative arts practices and available technologies to express ideas and develop empathy.
- Aesthetic knowledge and communication: valuing and sharing experience, representing, expressing and communicating ideas about their individual and collective worlds to others in meaningful ways.
- Insights into and understanding of local, regional and global cultures, histories and Arts traditions through engaging with the worlds of artists, art forms, practices and

Students can apply for enrolment into the specialist sport Baseball program from 2018. Entry into the course will be determined by a skills and understanding assessment along with academic and behavioural eligibility criteria being met. This course will be taught over a full year and can be completed in subsequent years by successful participants. The course will develop high-level skills and understandings of Baseball and include the support of the Gawler Rangers Baseball Club and Baseball SA. Students will complete the compulsory HPE core requirements of the Australian curriculum within the course and therefore will study it in place of usual core classes. Students involved in the program will receive a specialist Baseball uniform and compete in a range of state based and possibly national competitions. The Baseball program will also award students with presentation nights, community engagement, visits to club and elite level facilities and access to a range of specialist guest coaching.

YEAR 8 – 10 SPECIALIST SPORT BASEBALL PROGRAM - FULL YEAR

SPECIAL EDUCATION

SPECIAL EDUCATION: LEARNING SUPPORT

At Gawler & District College B -12 Learning Support is provided across all year levels to assist students who are identified as a Student with a Disability or who have learning difficulties. Students with a Disability have been through a formal identification process with a School Psychologist or a specific community agency and meet one, or more, of the following categories:

- Autistic Disorder / Asperger's Disorder
- Intellectual disability
- Physical disability
- Sensory disability (hearing and vision)
- Speech and/or language disability

Support and reasonable adjustments are provided to students, where necessary, to allow them to participate in all curriculum areas and to assist them to achieve intended learning outcomes.

The Learning Support team provide students with:

- In class support - an additional teacher / SSO is timetabled into the subject class to assist students to work on activities set by the subject teacher.
- Small Group withdrawn support - a small group of students work on tasks set by their subject teacher in the Learning Support Room or another area, for example computer room or library with a member of the Learning Support Team.

Gawler & District College provide a wide range of subjects to cater for all learning needs and the Learning Support Coordinator is a part of the course counselling process to provide advice on the and the Learning Support Coordinator is a part of the course counselling process to provide advice on the appropriate subject courses for students.

SPECIAL CLASS INFORMATION MIDDLE SPECIAL CLASS

In Year 8 and 9 we offer:

- A broad and balanced curriculum across Learning Areas.
- Life skills embedded across all learning areas
- Access to a range of sporting and other extra-curricular activities

- Celebration of student achievements and success
- Encouragement of student leadership and participation in decision-making.
- A program linked to the Australian Curriculum topics and general capabilities
- Information Technology embedded across the curriculum.