

JUNIOR SCHOOL SUBJECT HANDBOOK



2027



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Introduction

Our curriculum is designed to inspire curiosity, encourage creativity, and equip students with the knowledge and skills needed to succeed in a rapidly changing world.

At Salisbury High School, we are proud to offer a diverse range of subjects that cater to the unique interests, talents, and aspirations of our students. From challenging academic pathways to practical, hands-on vocational learning, our programs are thoughtfully designed to support learners at every stage of their educational journey.

As you explore the pages of this handbook, you'll discover a wealth of opportunities for intellectual growth and personal development. Whether you're passionate about STEM subjects, the Arts, languages, or humanities, there is a pathway to help you pursue your goals and develop your strengths.

Our dedicated staff are committed to creating a supportive and inclusive learning environment where every student is encouraged to thrive. Through innovative teaching practices, personalised support, and a strong focus on developing 21st-century skills, we empower students to reach their full potential and become confident, lifelong learners.

We encourage you to explore the subjects available, challenge yourself with new opportunities, and make informed choices that will support your future aspirations.

We look forward to supporting you on your learning journey at Salisbury High School.



SA Curriculum

At Salisbury High School we aim to provide “Pathways to Success”. This sets the context for all our students to thrive, prosper and be successful learners.

This section aims to provide clarity and guidance on the structure, content, and expectations of the curriculum during these pivotal years of secondary education.

The subjects offered in Years 7 – 10 are grouped within the 8 learning areas of the SA Curriculum. These are made up of a combination of compulsory subjects and elective choices.

Each learning area brings its own ways of thinking, working and making meaning, offering learners different lenses through which to explore ideas, experiences and problems. Together, they contribute to a richer and more nuanced understanding of human experience and the world.

The learning areas are:

- 1. English:** Engaging with language and literature through English empowers you to think critically and creatively, making meaning in our worlds. By connecting with others and exploring diverse perspectives, we build relationships and gain insights that deepen empathy, enrich our lives and support us in becoming more effective communicators.
- 2. Health and Physical Education (HPE):** Learning in Health and Physical Education strengthens our sense of self, relationships, and motivation to lead active, healthy and safe lives. Through Health and Physical Education, we develop movement competence to become confident in a range of physical activities. By becoming critical consumers of information, we take responsibility for our wellbeing and contribute to the wellbeing of those around us and our environments.
- 3. Humanities and Social Sciences (HASS):** Learning in Humanities and Social Sciences helps us understand our identity and place in the world by making connections across time and place. Exploring the diversity of human experiences, cultures, values, and environments fosters curiosity and critical insight, empowering us to collaborate and share, and embrace our role as responsible citizens.
- 4. Languages:** Languages fulfil our human desire to communicate and relate. They invite us to interpret, create and share our stories. Languages belong to people, cultures and places, and shape who we are. Learning through Languages opens our minds to diverse perspectives, understandings and ways of interacting. Through Languages we become more respectful and responsive communicators.
- 5. Mathematics:** Mathematics is a universal language that communicates across cultures and contexts. By thinking and working mathematically, we learn to recognise, explore, and describe patterns and connections we see in our world. This equips us to predict, problem solve and make sound decisions. In the process, we build resilience and reflective habits, enabling us to interpret and engage confidently with challenges in both familiar and unfamiliar settings.

6. **Science:** Scientific thinking and practices empower us to notice, explore and understand how our world works, fostering an appreciation of the dynamic interconnectedness of complex systems. By investigating phenomena and continually seeking answers to questions, science unites curiosity with creativity and enables us to critically engage with evidence, equipping us to contribute as informed citizens to a sustainable future.

7. **Technologies:** Technologies learning cultivates curiosity, creativity, and resilience by equipping us to think, make and innovate. Through applying design, systems, and computational thinking, we learn how people, technologies and environments shape one another. In Technologies we solve problems with empathy and imagination, acting ethically and collaboratively to create sustainable, preferred futures.

8. **The Arts:** The Arts spark imagination, curiosity, and wonder, enriching our lives with unique opportunities for self-expression and growth. The arts excite, confront, and make us feel something; they reflect our humanity. Through the arts, we explore perspectives of self and others, nurturing a sense of identity and belonging. The arts evoke powerful physical, emotional, and intellectual responses, inspiring us to think, act and communicate creatively as we challenge and celebrate our world.

In the SA Curriculum, dispositions are explicitly embedded within individual learning areas. Dispositions are tendencies to think, act or relate in certain ways. They express what we value and shape how we approach learning and life (for example, being curious or empathetic). Dispositions integrate the social, emotional, cognitive, and physical dimensions of self, and are vital for both living well and learning well.

English	HASS	HPE	Languages	Mathematics	Science	Technologies	The Arts
Curious	Curious	Resilient	Community-minded	Reflective	Curious	Creative	Confident
Empathetic	Empathetic	Resourceful	Empathetic	Resilient	Open-minded	Curious	Creative
Reflective	Responsible	Respectful	Reflective	Resourceful	Responsible	Empathetic	Empathetic
Resourceful		Responsible				Resilient	Self-aware

Nurturing dispositions in a highly intentional and contextualised way supports whole-person development. It makes dispositions part of learners’ identities, enabling them to learn and achieve during their school years and live purposeful, fulfilling lives beyond school.

Within each learning area, the SA Curriculum also identifies learning area specific capabilities, the signature ways of thinking and working that underpin disciplinary learning. These capabilities signal what we want learners to grow to be capable of over time. Engaging in these distinctive ways of thinking and working cultivates habits of mind and practices that lead to enduring understanding and authentic expertise. Through meaningful engagement and metacognitive reflection, learners strengthen their ability to apply these capabilities in new and unfamiliar contexts.

English	Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency		
HASS	Participating and contributing	Questioning and researching	Evaluating, analysing and interpreting	Forming perspectives and decision making	Communicating and sharing
HPE	Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement	
Languages	Self and social responsibility	Multilingual thinking	Intercultural communication		
Mathematics	Strategic problem solving	Developing understanding	Fluency and flexibility	Reasoning	
Science	Engaging and influencing with science	Noticing and questioning	Exploring scientifically	Reasoning with evidence	Communicating with purpose
Technologies	Thinking and innovation	Producing and implementing	Ethical practices	Local and global citizenship	Collaboration and management
The Arts	Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Ethical reasoning and action <i>(Media Arts, years 7 to 10 only)</i>	Embodied and applied practice

Content:

Throughout Years 7 to 10, students will engage with a broad and balanced curriculum that progressively builds upon their prior learning and prepares them for future academic and vocational pathways. The curriculum content is designed to be relevant, engaging, and aligned with the developmental needs and interests of students at each stage of their secondary education.

Expectations:

In line with the SA Curriculum, we want students in Years 7 to 10 to nurture and empower every learner to:

- achieve personal excellence.
- action their voice and agency.
- build on their strengths, interests, and motivations.
- feel safe, included, and valued.
- actively and positively contribute to society.

At Salisbury High School, we are committed to delivering a high-quality education that prepares students for success in further education, employment, and citizenship.



Year 7 Course Requirements

Compulsory / Core Subjects	Subject	Information about student choice	Subject Duration
	CARE	<p align="center">Compulsory Subject</p> <p>Students will be assigned to CARE groups. This personal development program supports students in the daily school life.</p>	<p align="center">Full Year (2 semesters)</p>
	English	<p align="center">Compulsory Subject</p>	<p align="center">Full Year (2 semester)</p>
	Humanities	<p align="center">Compulsory Subject</p>	<p align="center">Full Year (2 semesters)</p>
	Health and Physical Education	<p align="center">Compulsory Subject</p>	<p align="center">Full Year (2 Semesters)</p>
	Mathematics	<p align="center">Compulsory Subject</p>	<p align="center">Full Year (2 semesters)</p>
	Science	<p align="center">Compulsory Subject</p>	<p align="center">Full Year (2 semesters)</p>
	Digital Technology	<p align="center">Compulsory Subject</p>	<p align="center">One Term</p>
	Food and Nutrition	<p align="center">Compulsory Subject</p>	<p align="center">One Term</p>
	Language Option • Italian • Literacy	<p align="center">Compulsory Subject</p> <p>Students will study 2 semester of Italian OR selected students will complete 2 semesters of Literacy</p>	<p align="center">Full Year - Italian (2 semesters)</p> <p align="center">OR</p> <p align="center">Full Year - Literacy (2 semesters)</p>
Music	<p align="center">Compulsory Subject</p>	<p align="center">One Term</p>	
Visual Art	<p align="center">Compulsory Subjects</p>	<p align="center">One Term</p>	



Year 8 Course Requirements

	Subject	Information about student choice	Subject Duration
Compulsory / Core Subjects	CARE	Compulsory Subject Students will be assigned to CARE groups. This personal development program supports students in the daily school life.	Full Year (2 semesters)
	English	Compulsory Subject	Full Year (2 semester)
	Humanities	Compulsory Subject	Full Year (2 semesters)
	Health and Physical Education	Compulsory Subject	Full Year (2 Semesters)
	Mathematics	Compulsory Subject	Full Year (2 semesters)
	Science	Compulsory Subject	Full Year (2 semesters)
	Digital Technology	Compulsory Subject	One Term
	Introduction to Media Arts	Compulsory Subject	One Term
	Literacy Option	Specialist Subject Selected students will complete 2 semesters of Literacy	Full Year - Literacy (2 semesters)
Electives Selection	Arts Choices	Elective Subject Students can select 1 term length subjects to study within the Arts Learning Area.	One Term
	Design Technology Choice	Elective Subject Students select 1 term length subject to study within the Design/Food Technology Learning Area.	One Term
	Free Choices	Elective Subjects Students wanting to continue language can select a full year of Italian OR Students can select 4 term length subjects that they have not previously selected from Arts or Technology Learning Areas.	Full Year (2 semesters) 4 Term Options
	Reserve Option Choices	Reserve Elective Subjects In addition to the previous choices students select 2 term length backup options.	Half Year (1 semesters) 2 Term Options



Arts

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Art	Art	Art	Visual Art A/B	Visual Art A/B	Visual Art
				Art Practices (IL)	Art Practices (IL)
	Dance	Dance	Dance A/B	Dance (IL)	
	Drama	Drama	Drama A/B	Stage Production (IL)	Stage Production (IL)
Music	Music	Music	Music A	Music Experience A/B	Creative Arts (Music)
	Specialist Music	Specialist Music	Specialist Music A/B	Specialist Music – Bands (IL)	
	Introduction to Media Arts	Film & Cinematography	Film & Cinematography	Creative Arts (Media)	
		Animation	Animation		



7 Art

Length: 1 Term

CONTENT

This subject introduces students to the elements of art and colour theory. Students use this knowledge to create artworks and build on their skills. Students are introduced to First Nations art as a means of communication to inspire them in the creation of their own artworks.

Topics Include:

- Colour Theory
- Elements of Art
- First Nations Art

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

None

7 Music

Length: 1 Term

CONTENT

This is an introductory course which concentrates on a variety of music industry related topics. Students learn practical skills on drum, guitar, bass, and keyboard as well as vocals. Students learn basic music notation and will complete a short project of contemporary artists.

Topics Include:

- Practical skill basics
- Basic Music Theory
- Contemporary Music research

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

None

8 Art

Length: 1 Term

CONTENT

Students build on their knowledge of Colour Theory and how we use it to infer emotion in art. We also research the life, works and culture of Edvard Munch and Expressionism.

Topics Include:

- Colour Theory
- Expressionism
- Edvard Munch & The Scream

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

Year 7 Art



8 Dance

Length: 1 Term

CONTENT

Students participate in and experience hip-hop and other dance styles from popular culture with a focus on why people dance and the benefits that dance can bring to their lives.

Topics Include:

- Learning a class dance
- Creating Choreography
- Explore the elements of Dance
- Benefits of Dance research

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

Minimum C grade in Year 8 Dance

8 Drama

Length: 1 Term

CONTENT

The course explores and expands on the basics of drama and acting focusing on the importance of emotions, facial expressions and body language in communicating and telling a story and evoking empathy in an audience. It gives students the opportunity to create, rehearse and perform plays and acting for film, as well as reviewing and reflecting on their own and other's work.

Topics Include:

- Emotions Scenes/Video
- Elements of Drama
- Improvisation
- Theatre Sports

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

None

8 Introduction to Media Arts

Length: 1 Term

CONTENT

This course equips students with the skills to access, analyse, evaluate, create and act using media in informed, ethical and critical ways. Students explore how media messages are constructed, why they are made, who they are for, and how media influences individuals and society.

The course aligns closely with the Australian Curriculum: Media Arts (Year 8), the Australian Media Literacy Framework, and South Australian priorities around digital citizenship and online safety.

Topics Include:

- Media Literacy
- Fake News
- Media in Society
- Media Creation
- Film Making

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

None



8 Music

Length: 1 Term

CONTENT

This builds on the year 7 course with a focus on a variety of music industry related topics. Students learn practical skills on drum, guitar, bass, and keyboard as well as vocals as well as music notation and a short project on 1950s Music.

Topics Include:

- Practical skill development
- Informal performing
- Music Theory
- 1950s Music research

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

Completion of Year 7 Music to minimum C grade

8 Specialist Music

Length: 1 Term

CONTENT

This course builds on the initial skills learned in previous term with an emphasis on Ensemble performance and the practical application of the Musical elements.

Topics Include:

- Ensemble Performance
- Basic Music Theory
- Response and Reflection

ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

Suggested Prior Learning:

Successful completion of year 7 Music with B grade or higher. Own instrument highly recommended and attendance to school based Instrumental Music lessons.



Design Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
	Material Products – Wood	Material Products – Wood	Material Products – Wood	Material Solutions - Wood	Furniture Construction
	Material Products – Metalwork	Material Products – Metal	Material Products – Metal	Material Solutions - Metal	Material Solutions - Metalwork
			Introduction to Construction	Cert II Construction Pathways	Industry Connections (Construction Focus)
			Jewellery Design	Material Solutions - Jewellery	
	CAD Technologies	Engineering Technology	Engineering Technology		
			LEGO Design		



8 Material Products - Metal

Length: 1 Term

CONTENT

Students use the Design Cycle to create a range of projects with a metal focus. Students document their progress throughout the term in their Design Folio. At the end of the term students will produce a final take home project. Examples of projects include a metal spinning toy, metal box as well as tool tray.

Topics Include:

- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding & Developing a Project Using the Design Cycle

ASSESSMENT TYPES:

Assessment 1: Skill Development

Assessment 2: Creating a Major Product Using the Design Cycle

Assessment 3: Evaluation of Major Product

Suggested Prior Learning:

None required.

8 Material Products - Wood

Length: 1 Term

CONTENT

Students use the Design Cycle to create a range of projects with a timber focus. Students document their progress throughout the term in their Design Folio. At the end of the term students will produce a final take home project. Examples of projects include timber spinning toy and custom serving platter.

Topics Include:

- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding & Developing a Project Using the Design Cycle

ASSESSMENT TYPES:

Assessment 1: Skill Development

Assessment 2: Creating a Major Product Using the Design Cycle

Assessment 3: Evaluation of Major Product

Suggested Prior Learning:

None required.

8 CAD Technologies

Length: 1 Term

CONTENT

This course introduces students to the fundamentals of Computer Aided Design (CAD). The course is designed to build a solid foundation in 3D modelling. Students will learn to create and refine 3D models, prepare them for 3D printing.

Throughout the term, students will document their progress and discoveries in their Design Folio. By the end of the course, each student will have personalised 3D printed projects to take home.

Topics Include:

- Introduction to CAD
- 3D Modelling Techniques
- Understanding & Developing a Project Using the Design Cycle

ASSESSMENT TYPES:

Assessment 1: CAD Skill Development

Assessment 2: Minor Project

Assessment 3: Research Task

Assessment 4: Major Project Using the Design Cycle

Suggested Prior Learning:

None required.



Digital Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Digital Technology	Digital Technology	Digital Technology	Digital Technology	Game Development (IL)	
			Cyber Security Studies		
	Digital Design	Digital Design	Digital Design	Digital Design	
		Digital Photography	Digital Photography	Digital Photography A/B	



7 Digital Technology

Length: 1 Term

CONTENT

Students build on their prior knowledge by getting hands on with the MicroBit and learning more about being safe online. Students will also learn to program their own semi-autonomous robot and compete in a race against each other.

Topics Include:

- Scam Spotting
- Introduction to Hands on Programming
- Basic Electrical Circuits

ASSESSMENT TYPES:

- Online Quizzes
- Hands on Lab Work

8 Digital Technology

Length: 1 Term

CONTENT

Students will explore the basics of Artificial Intelligence (AI), including how AI systems work, along with the advantages, limitations, and ethical considerations associated with their use.

Students will also be introduced to the Microsoft MakeCode Arcade environment to develop an understanding of basic programming and game development concepts. They will design and create simple games while learning how key elements within the platform interact.

Topics Include:

- Introduction to AI
- Introduction to Game Development and Programming

ASSESSMENT TYPES:

- Application of AI
- Basic Game Development projects

Suggested Prior Learning:

None required.

8 Digital Design

Length: 1 Term

CONTENT

This course provides opportunities for all students utilise the latest online creative apps to create branding, digital and packaging design projects. A great emphasis is placed on creating polished results to real world specifications.

Topics Include:

- Design product packaging
- Design sublimation product

ASSESSMENT TYPES:

- Practical application
- Student evidence of practical application.
- Evaluation of practical application

Suggested Prior Learning:

None required.



English

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
English	English	English	English	English	English
				English as an Additional Language	English as an Additional Language
			Essential English	Essential English	Essential English
Literacy	Literacy		Essential English Literacy	Essential English (Literacy)	
		EAL Literacy	EAL Literacy		
			Creative Writing		

7 English

Length: 2 Semesters

CONTENT

The Year 7 English program helps students improve their skills in listening, reading, watching, speaking, writing, and creating. Students will listen to, read, watch, understand, think about, and perform different types of texts that aim to entertain, inform, reflect, and persuade. The texts come from various genres and types, and they explore themes from both real-life and fictional worlds. Teachers choose texts that include a variety of perspectives, including voices from Aboriginal and Torres Strait Islander cultures. Students will also learn to use language features better, like writing complex sentences, understanding new vocabulary, and using creative and persuasive language.

Topics Include:

- Narrative writing
- Analysing persuasive texts, such as campaigns and advertisements
- Reading and creating biographies and memoirs
- Reading short narratives and novels
- Analysing characters from film
- Experiencing poetry through songs written by First Nation creators

ASSESSMENT TYPES:

Students are assessed against the Australian Curriculum achievement standards and they interpret and create a range of imaginative, informative, and persuasive types of texts.

7 Literacy

Length: 2 Semesters

CONTENT:

Two literacy courses are offered: Additional Literacy, offered to students needing additional literacy support, or EAL Literacy, designed for students who do not speak English as their first language. An SSO or A Bilingual SSO (BSSO) will support in most classes. The literacy course is designed to support the development of reading and writing skills to build student confidence and competence across all subject areas.

Topics Include:

- Comprehension strategies
- Vocabulary development
- Morphology and phonics
- Grammar
- Punctuation
- Whole text development and cohesion
- Oracy and discussion skills

ASSESSMENT TYPES:

The Language and Literacy strands of the SA curriculum and the Literacy Progressions are used to formatively assess student work.

8 English

Length: 2 Semesters

CONTENT

The Year 8 English program helps students improve their skills in listening, reading, watching, speaking, writing, and creating. Students will listen to, read, watch, understand, think about, and perform different types of texts that aim to entertain, inform, reflect, and persuade. Students will also understand how texts are influenced by context, purpose, and audience. The texts come from various genres and types, and they explore themes from both real-life and fictional worlds. Teachers choose texts that include a variety of perspectives, including voices from Aboriginal and Torres Strait Islander cultures. Students will also learn to use language features better, like writing complex sentences, understanding new vocabulary, and using creative and persuasive language.

Topics Include:

- Adolescent fiction
- Poetry
- Short stories
- Film
- Digital texts

ASSESSMENT TYPES:

Students are assessed against the Australian Curriculum achievement standards and they interpret and create a range of imaginative, informative, and persuasive types of texts.



8 Literacy

Length: 2 Semesters

CONTENT:

Two literacy courses are offered: Additional Literacy, offered to students needing additional literacy support, or EAL Literacy, designed for students who do not speak English as their first language. An SSO or A Bilingual SSO (BSSO) will support in most classes. The literacy course is designed to support the development of reading and writing skills to build student confidence and competence across all subject areas.

Topics Include:

- Comprehension strategies
- Vocabulary development
- Morphology and phonics
- Grammar
- Punctuation
- Whole text development and cohesion
- Oracy and discussion skills

ASSESSMENT TYPES:

The Language and Literacy strands of the SA curriculum and the Literacy Progressions are used to formatively assess student work.



Food Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Hospitality	Food & Hospitality
		Food Innovation	Food Innovation	Food innovation	Food Innovation



7 Food and Nutrition

Length: 1 Term

CONTENT

Students will be introduced to safety practices in the kitchen and the use of technology to design, prepare and serve a variety of healthy foods. Practical applications will enable students to develop their culinary skills and knowledge and deepen their understanding of the use of technology in the kitchen.

Topics Include:

- Health and safety in the kitchen
- The Australian Guide to Healthy Eating
- Recommended Dietary Intake for 14-18 year old's

ASSESSMENT TYPES:

Design Brief:

- Research Task
- Food Order
- Time Management Plan
- Practical Application
Student Evidence
- Evaluation

8 Food and Nutrition

Length: 1 Term

CONTENT

Students will be presented with the various safety practices in the kitchen and the use of technology to design, prepare and serve a variety of healthy foods. Practical applications will enable students to develop their culinary skills and knowledge and deepen their understanding of the use and importance of technology in the kitchen.

Topics Include:

- Safe management practices of food, storage, serving and handling of food.
- Australian Guide to Healthy Eating – Healthy food choices
- Diet Analysis
- Recommended Dietary Intake for 14-18 year old's

ASSESSMENT TYPES:

Design Brief:

- Research Task
- Food Order
- Time Management Plan
- Practical Application
Student Evidence
- Evaluation



Health & Physical Education

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education A	Sports Studies (IL) A/B	Sport, Health and Physical Activity (IL)
			Specialist HPE	Physical Education A/B	Physical Education
			Child Studies	Child Studies A/B	Child Studies
				Health and Wellbeing A/B	Health & Wellbeing
			Outdoor Education A	Outdoor Education A/B	Outdoor Education
				Positive Education	
		SAASTA Connect	SAASTA (IL) & Aboriginal Studies – Stage 1	SAASTA (IL) – Stage 2	SAASTA (IL) – Stage 2



7 Health & Physical Education

Length: 2 Semesters

CONTENT

By the end of Year 7, students explore identity, emotions, and relationships, learning communication and safety skills for online and offline interactions. They analyse health information and propose strategies for personal wellbeing. In physical education, they master movement skills, promote inclusion and fair play, and collaborate effectively. This holistic approach equips students for academic, social, and physical success.

Topics Include:

- Fundamental Movement Skills
- Fitness
- Football Codes
- Nutrition
- Target Games
- Invasion Games
- Relationships & Sexual Health
- Pickleball

ASSESSMENT TYPES:

- Practical Checklists
- Group Presentations
- Practical & Theoretical Scenarios
- Activity/ Game Design
- Evidence Folio

8 Health & Physical Education

Length: 2 Semesters

CONTENT

By the end of year 8, students will delve into understanding themselves and others, mastering communication skills for online and offline interactions, and developing strategies for personal wellbeing. In physical education, they'll excel in movement skills while emphasising inclusivity and teamwork. This comprehensive approach ensures your child is equipped for success in academics, social dynamics, and physical activities.

Topics Include:

- Athletics
- Risky Behaviours
- Invasion games
- Net-Divided Games
- Cricket
- Netball (Activity Design)
- Relationships & Sexual Health
- World Games

ASSESSMENT TYPES:

- Practical Checklists
- Group Presentations
- Practical & Theoretical Scenarios
- Activity/ Game Design
- Evidence Folio



Humanities

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	History (compulsory)	Modern History	Modern History
			Aboriginal Studies (Stage 1)		
				Society & Culture	Society & Culture
			Civics, Citizenship, Economics & Business	Politics, Power & People	Politics, Power & People
				Philosophy	Philosophy
				Tourism	
				Women's Studies	Women's Studies
					Cultural Explorations (CD)



7 Humanities and Social Sciences

Length: 2 Semesters

CONTENT

Students study history from prehistory to the beginning of the Middle Ages. They explore the past, analyse evidence and draw conclusions about how people in the past lived. Students gain an understanding of the interaction between people and the environment, with a focus on water in the world. Civics and Citizenship allows students to understand the role of democracy and government, law and order, citizenship and diversity within Australian society.

Topics Include:

History (2 Terms):

- Investigating the Ancient past
- The Mediterranean World (Egypt, Greece or Rome)
- The Asian World (India or China)
- Geography (1 Term)
- Water in the World
- Place and liveability

Civics & Economics and Business (1 Term):

- Above can be integrated across terms, (Roman trade networks, Greek Government and Democracy, Egyptian slave laws)

ASSESSMENT TYPES:

Students are assessed against the Australian Curriculum Achievement Standards.

- Historical Knowledge
- Historical Skills
- Geographical Knowledge
- Geographical skills

8 Humanities and Social Sciences

Length: 2 Semesters

CONTENT

Students study history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). Students gain an insight into how the modern world began to take shape.

For Geography students do a unit on Landforms and landscapes. Civics and citizenship will allow students to gain an understanding of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy

Topics Include:

Possible focus areas for History include:

- The Great Plague
- Medieval Europe, Feudalism
- The Polynesian Expansion
- The Mongols
- Crime and Punishment
- The Magna Carta
- Feudal Japan
- Vikings
- The Khmer Empire
- The Ottoman Empire
- Renaissance Italy

ASSESSMENT TYPES:

Students are assessed against the Australian Curriculum achievement standards.

- Historical Knowledge
- Historical Skills
- Geographical Knowledge
- Geographical skills



Languages

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Italian (Compulsory)	Italian (Optional)	Italian	Italian	Italian (continuers)	
Aboriginal Language and Identity					



7 Aboriginal Language and Identity

Length: 2 Semesters

CONTENT

Aboriginal Language and Identity supports Aboriginal students to strengthen their connection to culture, language, and identity through culturally responsive learning experiences. Students will explore Kurna language, connection to Country, identity, reconciliation, and cultural pride, while also developing Literacy and Numeracy skills. The course is supported by the Aboriginal Education team to foster confidence, belonging, and leadership within the school community.

Topics Include:

- Introduction to Kurna language
- Connection to Country and cultural knowledge
- Identity, belonging, and self-determination.
- Reconciliation and cultural pride
- Literacy and Numeracy skill development

ASSESSMENT TYPES:

- Class participation and engagement
- Cultural reflection tasks
- Language activities and practical tasks
- Group discussions and presentations.
- Creative and project-based learning activities

Suggested Prior Learning:

No prior learning required. This subject is designed for Aboriginal students who wish to strengthen their connection to culture, language, and identity

7 Italian (Compulsory)

Length: 2 Semesters

CONTENT

Learning Languages develops overall literacy and is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Students develop the personal and social capability and become open minded as they recognise that people view and experience the world in different ways. The development of intercultural understanding is a central aim of learning languages. Students develop skills in listening, speaking, reading and writing through conversation, role-play and translations and aural comprehension.

Topics Include:

- Italian transportation system
- Shopping
- Asking for and giving directions
- Countries and nationalities

ASSESSMENT TYPES:

Students are assessed against the Australian Curriculum achievement standard.

8 Italian (Optional)

Length: 2 Semesters

CONTENT

Learning Languages develops overall literacy and is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Students develop the personal and social capability and become open minded as they recognise that people view and experience the world in different ways. The development of intercultural understanding is a central aim of learning languages. Students develop skills in listening, speaking, reading and writing through conversation, role-play and translations and aural comprehension.

Topics Include:

- Greetings
- Schooling
- Family
- Describing people and places and expressing likes and dislikes
- Students will also learn about the culture, geography and history of Italy

ASSESSMENT TYPES:

Students are assessed against the Australian Curriculum achievement standard.



Mathematics

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Mathematics	Mathematics	Mathematics	Advanced Mathematics	Mathematical Methods A/B	Mathematical Methods
			Mathematics A (Pre SACE)	Mathematical Methods C/ Pre- Specialist Mathematics D	Specialist Maths
			General Mathematics	General Mathematics A/B	General Mathematics
				Essential Maths (Vocational) 1/2	
			Essential Mathematics	Essential Maths (Numeracy) 1/2	Math Skills for Life (IL)
				Numeracy Development (IL)	



7 Mathematics

Length: 2 Semesters

CONTENT:

By the end of Year 7, students expand natural numbers, use prime factorization, and solve problems involving squares, roots, and integers. They perform all operations with fractions and decimals, and convert rational numbers and percentages for calculations. They model practical problems, use algebra to represent situations, and solve linear equations. They understand geometric concepts, conduct statistical investigations, interpret data, and use probability to predict outcomes.

Topics Include:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

ASSESSMENT TYPES:

- Inquiry investigations
- Tests (Open book)

EVIDENCE OF LEARNING:

- Collaborative Thinking Tasks
- Class books
- Mathematics
- Arrival tasks

8 Mathematics

Length: 2 Semesters

CONTENT:

By the end of Year 8, students recognize irrational numbers, apply exponent laws, and solve problems with integers and rational numbers. They use ratios, percentages, and rates in practical contexts, and handle linear expressions, equations, and inequalities. They apply metric units and Pythagoras' theorem in measurement, solve time zone problems, and identify shape congruency and similarity. Students conduct statistical investigations, analyse data distributions, and determine probabilities using tables, diagrams, and digital tools.

Topics Include:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

ASSESSMENT TYPES:

- Inquiry investigations
- Tests (Open book)

EVIDENCE OF LEARNING:

- Collaborative Thinking Tasks
- Class books
- Mathematics
- Arrival tasks



Science

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Science	Science	Science	General Science	Biology 1/2	Biology
			Pre SACE Science	Chemistry 1/2	Chemistry
				Nutrition A/B	
				Physics 1/2	Physics
				Psychology A/B	Psychology
					Integrated Psychology (IL)
				Scientific Studies A/B	Scientific Studies
					Science and Healthy Lifestyle (IL)



7 Science

Length: 2 Semesters

CONTENT:

By the end of Year 7, students explain how classification groups organisms and reveals patterns in biodiversity. They use models to show how energy and matter move through ecosystems, how Earth–Sun–Moon cycles cause predictable changes, and how forces affect motion. Students also apply particle theory to explain material properties and choose suitable methods to separate substances.

They investigate human impacts on ecosystems and suggest management solutions.

Students conduct careful, ethical investigations, analyse data, and build evidence-based explanations, showing responsibility and understanding science's role in society.

Topics Include:

- Living systems
- Earth and space systems
- Forces and energy
- Matter and materials

ASSESSMENT TYPES:

- Practical inquiry
- Investigations/Research
- Information Reports and Explanations
- SHE Tasks
- Tests (Open book)
- Class books and Science Starters

8 Science

Length: 2 Semesters

CONTENT:

By the end of Year 8, students explain that cells are the basic units of life and have specialised structures for specific functions. They understand how tissues, organs, and systems work together in multicellular organisms. Students investigate plate tectonics and how it shapes Earth and relate rock properties to their formation and uses.

They explore energy transfer and efficiency in systems, and describe matter as atoms, classifying substances as elements, compounds, or mixtures. Students identify physical and chemical changes and explain energy changes in reactions. They conduct accurate, ethical investigations, analyse data, and use evidence to form responsible conclusions about science in society.

Topics Include:

- Living systems
- Earth and space systems
- Forces and energy
- Matter and materials

ASSESSMENT TYPES:

- Practical inquiry
- Investigations/Research
- Information Reports and Explanations
- SHE Tasks
- Tests (Open book)
- Class books and Science Starters