

Bentleigh
Secondary College

2020 HANDBOOK

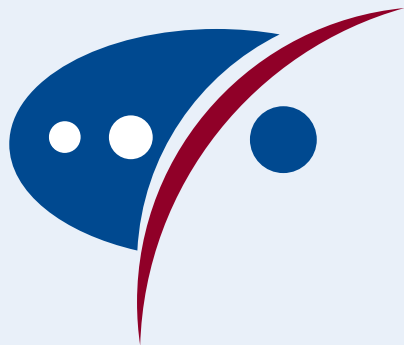
MIDDLE SCHOOL PROGRAMS

‘Being the best you can be’

BENTLEIGH SECONDARY COLLEGE

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Bentleigh Secondary College

‘Being the best you can be’

Welcome

The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it

— Michelangelo (1475-1564)

Bentleigh Secondary College places great emphasis on students working to achieve their very best, and on students challenging themselves. We all dream of things we want to accomplish during our lives. The difference between those whose dreams come true and those whose don't, can be summed up in one word, 'effort'. Effort is the demonstration of hard work and achievement. We believe that the college motto, "Being the best you can be" is something everyone in our school community must aspire to by raising their own expectations.

As a learning community, we set high standards for both staff and students and provide an inclusive learning environment which facilitates the best possible outcome for all students. Our curriculum is innovative and academically challenging. Our co-curricular programs offer outstanding opportunities in the performing arts, instrumental music, leadership, sustainable practices and sport. Positive relationships are the cornerstone of our inclusive college culture. These relationships are supported by our code of conduct which is based on the following principles: the right to learn, the right to be treated with respect and the right to be safe.

Bentleigh Secondary College has a strong commitment to promoting cooperation, tolerance, self-discipline and concern for others through active participation in the House Sport Program, music, sustainability and performing arts. Involvement in these activities enables students to develop relationships with students across a variety of year levels and encourages a sense of community. Students are also encouraged to be actively involved in decision making. College Captains, Students' Representative Council (SRC), Class Captains and House Captains are important participants in this process.

At Bentleigh Secondary College, we invite students on an educational journey where they can develop their potential in a supportive environment, challenge themselves to be the best they can be whilst fostering resilience and social awareness.



Ms Helene Hiotis
College Principal

Gifted and Talented Program

Bentleigh Secondary College is committed to delivering a learning experience that challenges all students. The Gifted and Talented Program is designed to nurture the development of students who are identified as having exceptional educational ability, to ensure they are provided with the opportunity to develop to their full potential. The program focuses on teaching students the same work as other classes in greater depth.

Students gain entry to the Gifted and Talented Program through a selection process. Grade 6 students are invited to apply to undertake the HAST selection test. Outstanding students will be offered a position in the program.

There is also an interview process and analysis of PAT data.



Sports Academy

The Sports Academy at Bentleigh Secondary College offers access to high performance training and coaching whilst participating in a rigorous and comprehensive academic program that opens up pathways into VCE. It is an elective for Years 8 and 9. The Year 7 Sports Academy program involves outside school hours classes and some withdrawal from normal classes.

Through the Sport Academy program students have the opportunity to be coached by a sport specific coach and have access to physio services and strength and conditioning services throughout the school day. This elective runs for the whole school year with 3 sessions per week.

****Note: There is a fee for the elective, payment of this fee must be made prior to acceptance.**

SPORTS OFFERED

PROGRAMS
Netball
AFL
AFLW
Soccer
Basketball

Active Lifestyle take care of all our training needs, students have access to a strength and conditioning coach that comes into the school and oversees all the training programs. Students learn the mechanics of movement that will allow them to perform exercises efficiently and effectively to enable them to get the most out of their training and their bodies. A large component of the strength and conditioning sessions is to ensure students learn about how their body works so they can take good care of it.

We are very excited to have MyPhysio East Bentleigh providing physiotherapy services for our athletes. MyPhysio will be working closely with our coaches in order to assess any injuries, determine the best course of treatment and advise time frames for return to full activity where required. They will also be providing pre-season injury screening tools and educational sessions. MyPhysio have introduced the Netball Knee program to reduce any injury risk and to develop strong, stable, efficient bodies.



Sport for Years 7 & 8

Sport Education in Year 7 and 8 involves student selection of specialised sports and participation on a weekly basis. Most sports involve competitive inter-school matches against other schools in the Kingston Division. Non-competitive movement based sports are also offered each term.

Students will select a different sport each term, practise and then play competitive matches for the remainder of the term. If their sport is successful in the weekly Kingston Division, students are able to progress to the Southern Metropolitan and State finals.



TERM BY TERM PROPOSED SPORT OPTIONS:

TERM 1:	TERM 2:	TERM 3:	TERM 4: ALL GALA DAY'S
Baseball Boys Softball Girls Cricket Volleyball Girls Volleyball Boys Tennis Boys Tennis Girls	AFL Soccer Boys Soccer Girls Badminton Girls Badminton Boys Netball Girls	Basketball Boys Basketball Girls Futsal Boys Touch Football Table Tennis Hockey Boys Hockey Girls	Ultimate Frisbee Softcrosse Lawn Bowls Super 8s Cricket Handball
<i>Non-competitive</i>	<i>Non-competitive</i>	<i>Non-competitive</i>	<i>Non-competitive</i>
1. Dance (Instructor) 2. Squash (Coach)	1. Cheerleading (Instructor) 2. Martial Arts (Instructor)	Minor Games (Capture the flag, Quidditch, Dodgeball etc) Fitness (Pilates, Yoga, Circuits, Spin classes etc)	1. Gymnastics (Instructor) 2. AFL 9's (Coach)

YEAR 7



Introduction

Moving from primary school to secondary school is a challenge, an opportunity and above all, a very exciting experience. The move is often from a small school to a larger school, where there are more subjects, teachers and facilities. At Bentleigh Secondary College, we manage and organise the transition to secondary school in a careful, respectful and thoughtful way.

Our motto is one that all of our community can aspire to:

‘Optimum Esse Vos Esse’
‘Being the best you can be’

To assist with the transition to a secondary school environment, the college has a dedicated Year 7 Learning Precinct. This precinct has specialist classrooms, an enclosed and secure locker area and staff offices. Many of the classes that are a part of the Year 7 curriculum are taught in the Year 7 Learning Precinct. This helps create a sense of belonging and security which is critical for a successful move from primary to secondary school.

Cybersafety is a key focus in Year 7 and external speakers from Optus Digital Insights and Cyber Busters help educate our students.

Transition

Every school has a careful plan about how to make the move from primary to secondary school as positive and supportive as possible. At Bentleigh Secondary College, our Transition Plan is based around the following:

THE TRANSITION CAMP

The Year 7 transition camp will be held early in Term 1. The camp is held in Marysville, and is an excellent opportunity for students and staff to get to know each other, build positive relationships and understand the importance of everyone working co-operatively.

PEER SUPPORT

The Peer Support program involves Year 10 leaders working with groups of Year 7 students to assist them with their transition to secondary college. Year 10 students lead activities that promote connectedness and foster the building of positive relationships between Year 7 students. In addition to these benefits, the program also allows Year 7 students to connect with Senior School students.

Year 10 students doing the sports coaching elective also work with Year 7 students during sport.

MINDFULNESS MEDITATION

As part of the college’s focus on Mindfulness Meditation, all Year 7 students participate in a program that introduces them to the practice. The Meditation and Indigenous Cultural Centre, located within the college grounds, provides the perfect environment for Year 7 students to engage in meditation, and learn how to improve their focus and better manage their emotions.

HOME GROUP SUPPORT

All students at Bentleigh Secondary College begin their school day by meeting in their home group. Each class has their own home group teacher, who works closely with them to support their academic progress and wellbeing. All Year 7 classes are allocated a home group teacher who also teaches them for at least one other class.



Learning Program

The timetable at Bentleigh Secondary College has 6 periods each day and runs on a two-week cycle.

THE PROGRAM FOR ALL YEAR 7 STUDENTS CONSISTS OF:

YEAR 7 LEARNING PROGRAM	
English	10 periods/cycle
Maths	10 periods/cycle
Science	6 periods/cycle
Humanities (History/Geography)	6 periods/cycle
LOTE	6 periods (Japanese or French)/cycle
Physical Education/Health	6 periods/cycle
Sport	4 periods/cycle
Art/IT	4 periods/cycle - <i>one semester each</i>
Textiles/Food Technology	4 periods/cycle - <i>one semester each</i>
Drama/Music	4 periods/cycle - <i>one semester each</i>
Total per cycle	60 periods/cycle

Curriculum

FLIP – Future Learners Inquiry Project

The focus learning inquiry project provides students with an opportunity to undertake exploration of an individual learning program within the faculties of English and Humanities. Students explore urban planning by investigating how city/town planners address the physical features, population dynamics and liveability of city/town designs and create

their own city/town and proposal. Presentation evening allows student to showcase their project and allows them to dress up as a character from their city/town. Students are assessed on inquiry based learning and encouraged to develop personalised learning goals and skills to become independent learners.

YEAR 8



Introduction

The Year 8 curriculum is designed to provide students with engaging learning experiences and skill consolidation as outlined by the Victorian Curriculum.

Positive relationships are enhanced in Year 8 through external speakers such as Click Against Hate, Power to Persist and the Bentleigh Buddies program.

The Year 8 curriculum provides students with the opportunity to study four elective subjects (two per semester), in addition to the core subjects of English, Mathematics, Humanities, Science, Language, Health and Physical Education and Sport.

Sports Academy is a full year elective on timetable.

Learning Program

THE PROGRAM FOR ALL YEAR 8 STUDENTS CONSISTS OF:

SEMESTER 1		SEMESTER 2	
English	10 periods/cycle	English	10 periods/cycle
Mathematics	10 periods/cycle	Mathematics	10 periods/cycle
Humanities	6 periods/cycle	Humanities	6 periods/cycle
Science	6 periods/cycle	Science	6 periods/cycle
Japanese/French	6 periods/cycle	Japanese/French	6 periods/cycle
Elective 1	6 periods/cycle	Elective 3	6 periods/cycle
Elective 2	6 periods/cycle	Elective 4	6 periods/cycle
Health and Physical Education	6 periods/cycle	Health and Physical Education	6 periods/cycle
Sport	4 periods/cycle	Sport	4 periods/cycle
Total per cycle	60 periods/fortnight	Total per cycle	60 periods/fortnight

Inquiry Based Learning (IBL)

During Terms 2 and 3, Year 8 students will use a more flexible approach to embark on a program of Inquiry Based Learning that will immerse them in an area of study. Students will develop their project plan that they use as the basis for their own inquiry.

Term 2 IBL will focus on enterprise education, with an external speaker running a workshop on starting up a Smoothie Bar. Over the course of the three week project, students will consider what goes into setting up a business during Maths, English and Humanities classes.

Term 3 IBL focuses on Sustainability, and is run with internal staff over a three week period, and also includes Science.

At the conclusion of both IBL projects, there is a night of presentations from the students where parents get the opportunity to engage with students regarding their project and celebrate their work.

Subject Selection Process

Year 8 students will study two electives per semester.

SELECTION RULES

1. Music Advanced and Sports Academy are full year subjects and count as two electives.
2. Students are required to select one elective from Arts and one elective from Technology.
3. Students are required to select a further two electives. These can be chosen from any of the learning areas (students are permitted to select additional electives from Arts and/or Technology).
4. Students will be required to nominate further preferences. Students may be allocated these preferences on the occasion that one of their first preferences is unavailable.

ELECTIVE SUBJECTS OFFERED AT YEAR 8

ARTS	TECHNOLOGY	OTHER
<i>Students must choose at least one Arts Subject</i>	<i>Students must choose at least one Technology Subject</i>	
Art	Design and Technology — Textiles	Music Advanced*
Drama	Design and Technology — Wood	Sports Academy - Netball - AFL - AFLW - Soccer - Basketball
Media	Design and Technology — Food	
Music	Information Technology	
Visual Communication and Design		

* Music Advanced is compulsory for those students in the Year 8 band.

Electives – Arts

STUDENTS MUST CHOOSE AT LEAST ONE ARTS ELECTIVE.

Art

This semester based elective focuses on the design, development and completion of a folio of highly finished, two dimensional artworks. Students will initially be given a range of starting points that involve an element of research, drafting and refinement of ideas as a foundation for folio work.

An understanding and consideration of aesthetic qualities will be developed as an important aspect of both the design and finish of artwork. A range of materials, tools, equipment and artistic processes will be explored as part of this elective. Students will be expected to maintain a sketchbook for ideas, designs and written annotations.

Areas of Study

- Dry Media – graphite, charcoal, conté, coloured pencil, water soluble pencil, oil pastel, soft pastel, fine liner, markers
- Wet Media – ink, acrylic, gouache, watercolour
- Research Report – selected Australian artist

Assessment Tasks

- (1) Wet Media – series of paintings
- (2) Dry Media – series of drawings
- (3) Responding to Art – written assessment task

Drama

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor–audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts.

Areas of Study

Exploring dramatic styles and practices, students will create, perform and analyse dramatic pieces. They will look at the way characters are presented to add depth to a performance. Students will also work with dramatic conventions and expressive skills in units of Italian Commedia del 'arte as well as create performances based on physical characterisations and gesture for performance.

Assessment Tasks

- (1) Group Performances
- (2) Research Tasks
- (3) Script Writing
- (4) Class Workshops

Media

This subject is an introduction to visual communication through popular media technologies. The major area of study is video production, involving a range of creative projects where students develop production skills and explore visual codes and conventions from a practical perspective. Other areas of study include digital photography, radio plays and print media.

Working in production teams, students work on a range of practical, creative projects. They write scripts or create storyboards before taking cameras out of the classroom to shoot footage for their projects. Students edit this footage; adding voice-overs, music, text, images and graphics as needed to create their projects. Finally, they will learn to enhance their products through the use of filters and refined editing techniques.

Areas of Study

- Film construction – learning filming techniques and conventions to construct effective media texts.
- Visual codes – constructing Silent Movies to learn visual literacy and narrative techniques.
- Audio Refinement – using creative projects focussed on audio and quality of audio. Projects may include mock TV commercials, instructional videos and radio plays.
- Literacy – script writing and concept development.
- Teamwork, group work and creative collaboration.
- Use and knowledge of Media Technologies and general IT.
- Print Design – through projects such as film posters or comic books.

Assessment Tasks

- (1) Media Bootcamp – intro to video production
- (2) Visual Literacy
- (3) Audio Refinement
- (4) Print Design

Electives – Arts

Music

The Year 8 Music class is designed to give students who are not learning an instrument a broad knowledge of music. This wide ranging subject is not necessarily a pathway into VCE music curriculum.

Areas of Study

The aim of this subject is to deliver a practical music education. This will include performance skills in guitar, piano, and African drums. It will also encompass aural (listening) skills, and knowledge of music throughout history.

Assessment Tasks

- (1) Ensemble performance tasks
- (2) Aural theory task
- (3) Solo performance task
- (4) Written task

Visual Communication and Design

Visual Communication and Design introduces students to the diverse approaches that can be used to communicate ideas and information visually. Students develop practical skills in drawing, researching, organizing and selecting information, and developing and refining ideas. These skills are developed over the semester as they work through the design process to produce a variety of visual communications.

Areas of Study

- Two Dimensional drawing – Design developments, orthogonal drawing, symbols.
- Three Dimensional drawing – both freehand and using technical drawing instruments.
- Illustrations.

Assessment Tasks

- (1) Design Process
- (2) Final Presentations
- (3) Analysis of Visual Communications

Electives – Technology

STUDENTS MUST CHOOSE AT LEAST ONE TECHNOLOGY ELECTIVE.

Design and Technology – Food

This subject focuses on the practical side of cooking. Students have the opportunity to learn about food preparation and presentation.

Areas of Study

- Food safety and kitchen hygiene
- Meal preparation
- Menu planning
- Food labelling and food additives
- International cookery
- Herbs and spices

Assessment Tasks

- (1) Production – Design Briefs
- (2) Folio Presentation
- (3) Evaluation of each practical lesson looking at flavour, colour, texture and appearance

Students MUST bring a container each week to take their products home

Design and Technology – Textiles

Areas of Study

This subject emphasises engagement in investigating, designing, creating, analysing and evaluating processes and products. Students enjoy the practical based/hands on format of the course where they learn to work independently and in groups to achieve set tasks.

As an introduction to the course, students design and produce a simple product as a skill building exercise. They then design and produce a pair of shorts, following the design process. All activities are documented in a folio.

Areas of Study

- Investigating and testing
- Generating design ideas
- Production tasks
- Evaluations
- Planning and managing

Assessment Tasks

- (1) Production – demonstration of practical skills whilst meeting the requirements of design briefs.
- (2) Folio Presentation – documenting investigating, designing, analysing and evaluating.

Design and Technology – Woodwork

This subject is a one semester elective which you can select for Semester 1 or 2. The aim is to extend students skills in investigating, designing, producing, analysing and evaluating a wooden product when working from a design brief.

Areas of Study

Students participate in a range of learning activities which include the following:

- Investigating issues and needs
- Developing design proposals and alternatives using CAD software
- Producing various wooden products demonstrating their practical skills
- Analysing and evaluating outcomes against set criteria

Assessment Tasks

- (1) Production – demonstration of practical skills meeting the requirements of design briefs.
- (2) Folio Presentation – documenting, investigating, designing, analysing and evaluating.

Information Technology

To keep in step with the ever-changing world of IT and the changing needs of students, this course offers a variety of software experiences.

Areas of Study

Students' progress by devising planned approaches to problem solving. This involves documenting the order of, and time allocation for individual tasks within extended projects. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes.

They use the equipment's operating system and software functions to manage their files. Students become more proficient in the use of Internet research tools to locate and download information from a range of sources, and they judge the quality of information, based on set criteria.

Assessment Tasks

- (1) Practical Tasks
- (2) Software Folio

Electives – Other

Music – Advanced

Advanced Music is a class specifically for students learning an instrument at Bentleigh Secondary College. To enhance their learning, it is compulsory for all students learning an instrument to choose this elective in Year 8. This subject may be the beginning of a pathway for students who are interested in continuing towards VCE music.

Areas of Study

During this class, students will learn composition techniques, performance skills and solo instrumental studies. The development of theory and aural (listening) skills will include studying AMEB grade 2 theory equivalent material. Students will also undergo regular concert band rehearsals as part of this subject.

Assessment Tasks

- (1) Ensemble performance tasks
- (2) Composition tasks
- (3) Theory and aural exams
- (4) Solo performance tasks



YEAR 9



Introduction

The Year 9 curriculum is designed to develop Life Skills, Leadership and Resilience. This is done through City Search, an increase in Leadership opportunities and external speakers running REACH workshops.

Learning Program

THE YEAR 9 CURRICULUM CONSISTS OF:

SEMESTER 1		SEMESTER 2	
English	9 periods/cycle	English	9 periods/cycle
Mathematics	9 periods/cycle	Mathematics	9 periods/cycle
Science	6 periods/cycle	Science	6 periods/cycle
Humanities	6 periods/cycle	Humanities	6 periods/cycle
Health and Physical Education	6 periods/cycle	Health and Physical Education	6 periods/cycle
Japanese	6 periods/cycle	Japanese	6 periods/cycle
Elective 1	6 periods/cycle	Elective 3	6 periods/cycle
Elective 2	6 periods/cycle	Elective 4	6 periods/cycle
Learning Journey/ Advance	6 periods/cycle	Learning Journey/ Advance	6 periods/cycle
Total per cycle	60 periods/fortnight	Total per cycle	60 periods/fortnight

The City Search Program

The City Search Program provides Year 9 students with the opportunity to develop a broader understanding of their home city of Melbourne.

The program involves students spending four days visiting significant sites within the city and investigating social and environmental issues that impact those who work, visit and live in Melbourne. Students are required to engage with the public to gather data, opinions and feedback on their selected issue, which they then share with their peers

through formal presentations. These student-led projects promote the development of 21st century skills, such as problem solving and critical thinking.

Student feedback consistently rates the City Search program as an enriching and engaging educational experience. Students value the opportunity to learn outside of the traditional classroom, and build their confidence, independence and resilience.

School For Student Leadership

The School for Student Leadership is a Victorian DET initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. There are three campuses in iconic locations across Victoria. The Alpine School Campus is located at Dinner Plain in the Victorian Alps. The Snowy River Campus is near the mouth of the Snowy River at Marlo in East Gippsland. The third site is adjacent to Mount Noorat near Camperdown in Victoria's Western District, and is called **Gnurad-Gundidj**. After consultation with the local aboriginal community, this name represents both the indigenous name of the local area and an interpretation of the statement "belonging to this place". It opened for students in Term 1, 2009.

Bentleigh Secondary College applies to send six Year 9 students to The School for Student Leadership each year. If successful, students spend a term at one of the campuses. They return to the college with a "Community Learning Project" they have developed and work on completing in the following term.

Students interested in attending the School for Student Leadership will be invited to submit an application and attend an interview for placement.

The application should outline:

- the student's interest in the placement
- the reasons why he/she would like to attend
- ideas for the Community Learning Project
- what he/she believes will be brought back to the college

Applications should also include supporting references.

Costs for the term are required to be paid upfront.

Applicants will be interviewed by an Assistant Principal, the Head of Middle School and the Head of Year 9.

This is an amazing and unique opportunity for the successful applicants. Students who have attended the School for Student Leadership have been very enthusiastic about their experiences. Further reminders, with application dates will be made in the newsletter and the student daily bulletin.

Subject Selection Process

Year 9 students will study two electives per semester.

SELECTION RULES

1. Students are required to select one Self Development subject which runs for Semester 1 and 2.
2. Students are required to select one elective from Arts and one elective from Technology.
3. Students are required to select up to four other electives. These can be chosen from any of the learning areas (students are permitted to select additional electives from Arts and/or Technology).
4. Sports Academy is a full year subject, equivalent to two electives.
5. Students will be required to nominate second preferences. Students may be allocated their second preferences on the occasion that one of their first preferences does not run.

ELECTIVE SUBJECTS OFFERED AT YEAR 9

SELF DEVELOPMENT	ARTS	TECHNOLOGY	SPORTS ACADEMY
			<i>Optional</i>
Learning Journey	Drama	Design and Technology – Textiles	Netball
Advance*	Media	Design and Technology – Wood	AFL
	Music	Design and Technology – Food	AFLW
	Art	Information Technology	Soccer
	Visual Communication and Design		Basketball

* Advance is capped at two classes (48 students).

Sample Program for a Year 9 student not doing Sports Academy:

English, Maths, Science, Humanities, Health & PE, Japanese, one of Advance or Learning Journey (all year), Sports Academy (all year) and two electives per semester.

Sample Program for a Year 9 student doing Sports Academy:

English, Maths, Science, Humanities, Health & PE, Japanese, one of Advance or Learning Journey (all year) and one elective per semester.

Learning Journey Program

Throughout the full year Learning Journey program, students will have the opportunity to lead a range of community-based programs. Each activity is based around giving students the chance to experience real-world learning outside the classroom environment.

The Learning Journey program has established strong community links, providing students with opportunities to engage and work with kindergartens and primary schools in the local area. These experiences are rewarding and

assist in the development of students' confidence and leadership skills. Examples of experiences offered through the Learning Journey program are: 'Community Leadership Through Mindfulness Meditation', 'Community Service', 'Healthy Body, Healthy Mind' and 'STEAM Entrepreneurs and Engineers.'

The aim of each unit is to help students develop their confidence, responsibility and awareness, while enabling them to engage in interesting and worthwhile activities.

Advance

Advance is a full year program that is partly funded by the Victorian Government. Advance students develop Leadership and Teamwork qualities in a range of settings and environments outside classroom walls.

The program sees students undertake the 'Bronze Duke of Edinburgh Award', which requires participation in recreational pursuits, voluntary community work and two overnight expeditions. The overnight bushwalks are usually considered highlights of the program. The students also participate in a week long camp at Bogong, undertaking a number of outdoor activities such as rock climbing,

abseiling, high ropes course, canoeing, mountain bike riding, orienteering and more. The 'Life Saving Victoria Bronze Medallion Award' is also a component of the course and allows the students to become competent swimmers whilst developing their life saving and resuscitation skills.

Assessment Tasks

- (1) Duke of Edinburgh completion
- (2) Participation
- (3) Life Saving Victoria – Bronze Award



Electives – Arts

STUDENTS MUST CHOOSE AT LEAST ONE ARTS ELECTIVE.

Art

Students explore a variety of approaches to art making in Year 9 Art. The subject focuses on developing their visual and analytical skills through a variety of mediums. Creative approaches to the subject matter are encouraged and students do not have to possess advanced artistic skills to benefit from the subject. A creative approach to art making is encouraged.

Areas of Study

Students use a multitude of resources as their starting point for creating artworks. They trial artworks throughout the design process developing their skills and techniques using a variety of mediums. They develop their drawing, painting and ICT skills whilst investigating given themes and topics. Students analyse and evaluate their own and others' artworks to produce informed written responses.

Assessment Tasks

- (1) Design Process
- (2) Folio of finished Artworks
- (3) Written Analysis



Drama

The emphasis in this unit will be placed on performance and communication skills. Students will explore play making techniques such as character development, physical theatre, script writing, naturalism and non-naturalism and how they can be used to develop performances. Students will be expected to actively participate in classes where new ideas and approaches are practised and discussed. Encouragement will be given to new writing, clear critical analysis of others' work, as well as developing some understanding of the history of dramatic ideas and placing them in the context of their times.

Areas of Study

- Script Writing.
- Performance Techniques.
- History of Theatre
(eg: Aboriginal and Greek Theatre styles).
- Modern Media Performance analysis and creation using modern technology.
- Application and understanding of Expressive Skills in performance.

Assessment Tasks

- (1) Group Performance
- (2) Solo Performance
- (3) Writing
- (4) Evaluation of Performance
- (5) Class Workshops

Electives – Arts

Media

This subject is an extension of Year 8 Media but can be taken independently. The emphasis in Year 9 Media is on creative collaboration and communication through media tools and techniques. Through practical, 'hands-on' projects, students learn to refine their media productions and to use creative visual techniques aimed at communication and expression.

There is a focus on visual literacy; the codes and conventions of narrative and visual media, such as how to frame images to get more affective footage and how to utilise editing to enhance that footage, creating continuity, flow and impact.

Students work collaboratively at all times in either pairs or production teams. Progressively, they develop their concepts through scripts or storyboards before taking cameras out of the classroom to shoot their footage. They will then edit this footage; adding voice-overs, music, text, images and graphics as needed, to create their projects. Finally, they will focus on enhancing their product through the use of filters and refined editing techniques.

Areas of Study

- Film construction – using video techniques and conventions to construct creative media texts.
- Visual codes – constructing Music Videos to learn advanced visual literacy and techniques.
- Narrative and Representation – using advanced media production techniques, codes and conventions.
- Literacy – script writing and concept development.
- Teamwork, group work and creative collaboration.
- Use and knowledge of Media Technologies.
- Tools of Persuasion – exploring media techniques of persuasion and influence.

Assessment Tasks

- (1) Advanced Media Bootcamp – introduction to creative video production
- (2) Visual Literacy
- (3) Narrative Construction
- (4) Script Development
- (5) Persuasive Text

Music

This subject has been developed to enhance student instrumental and performance skills. While this is a largely performance-based subject, it is not necessarily limited to students learning an instrument. This subject could be a stepping-stone for students wanting to continue to VCE music curriculum.

Areas of Study

The aim of this subject is to deliver a practical musical education. This will include instrumental performance skills determined by the student. It will also encompass theory and aural (listening) skills.

Assessment Tasks

- (1) Solo/Group performance tasks
- (2) Composition tasks
- (3) Written tasks
- (4) Theory and aural tasks



Electives – Arts

Visual Communication and Design

Visual Communication and Design introduces students to the diverse approaches that can be used to communicate ideas and information visually. Students develop practical skills in drawing, researching, organising and selecting information, and developing and refining ideas. These skills are developed over the semester as they work through the design process to produce a variety of visual communications.

Areas of Study

- Two Dimensional drawing – Design developments, orthogonal drawing, symbols.
- Three Dimensional drawing – both freehand and using technical drawing instruments.
- Illustrations.

Assessment Tasks

- (1) Design Process
- (2) Final Presentations
- (3) Analysis of Visual Communications

Electives – Technology

STUDENTS MUST CHOOSE AT LEAST ONE TECHNOLOGY ELECTIVE.

Design and Technology – Textiles

This subject emphasises engagement in investigating, designing, creating, analysing and evaluating processes and products. Students enjoy the practical based/hands on format of the course where they learn to work independently and in groups to achieve set tasks.

As an introduction to the course/skill building exercise, students design and produce a simple product. They then design and produce a garment of their own choice, developed from their design brief, following the heading “Party Wear”.

All activities are documented in a folio.

Areas of Study

- Investigating and testing
- Generating design ideas
- Production tasks
- Evaluations
- Planning and managing

Assessment Tasks

- (1) Production – demonstration of practical skills whilst meeting the requirements of design briefs
- (2) Folio Presentation – documenting, investigating, designing, analysing and evaluating

Design and Technology – Woodwork

This subject is a one semester elective which you can select for Semester 1 or 2. The aim is to extend students’ skills in the woodwork room where they work safely with a range of tools and equipment. They manage materials and processes to produce a wooden product when working from a design brief.

Areas of Study

Students participate in a range of learning activities which include the following:

- Investigating issues and needs.
- Developing design proposals and alternatives using CAD software.
- Producing various wooden products demonstrating their practical skills.
- Analysing and evaluating outcomes against set criteria.

Assessment Tasks

- (1) Production – demonstration of practical skills whilst meeting the requirements of design briefs
- (2) Folio Presentation – documenting, investigating, designing, analysing and evaluating

Electives – Technology

Design and Technology – Food

This subject focuses on the practical side of cooking. Students have the opportunity to learn about food preparation and presentation, using a variety of key foods.

Areas of Study

- Methods of cooking
- Food safety and hygiene
- Basic knife skills and cutting techniques
- Food presentation

Assessment Tasks

- (1) Practical Skills
- (2) Folio presentation and evaluation plans
- (3) Investigation assignment
- (4) End of semester examination

Information Technology

Students use ICT to manage individual and collaborative projects. They initiate and engage in real and virtual teams and collaborative problem solving in local and global environments.

Areas of Study

Students use a range of ICT tools and techniques to assist in monitoring, reflecting on and refining their thinking strategies when addressing complex issues and solving complex problems.

Students understand the need to protect data and they use ICT tools to protect their files and control access to them. They share ideas with others through a range of electronic media. They demonstrate and discuss appropriate ethical and social behaviours for users of ICT and analyse the impact of ICT in society.

Assessment Tasks

- (1) Practical Tasks
- (2) Software Folio



General Information

House System

Our House system is used as the basis for many intra-school competitions such as athletics, swimming, cross country, chorals, debating and Bentleigh's Got Talent. We have four houses, **Fawkner** (Red), **Dendy** (Green), **Wickham** (Gold) and **Hawker** (Blue). All students are allocated to a house. Our house names are based on those used by the two schools that were previously Moorabbin Technical School and Bentleigh High School.

From Moorabbin Technical School:

Hawker (Blue) – One of Australia's greatest airmen. He came from Moorabbin, went to Worthing Road Primary School, built and designed the 'Sopwith Talbot' and founded H.G. Hawker Engineering Company.

Wickham (Gold) – F.D. Wickham was the original owner of the land where Moorabbin Technical School stood (now Holmesglen TAFE) in 1853.

From Bentleigh High School:

Fawkner (Red) – Established the first settlement in Melbourne. Opened a store and hotel, issued the 'Melbourne Advertiser', one of Melbourne's first councillors.

Dendy (Green) – Came from England and purchased 5,120 acres south of the Yarra in 1841. The area purchased was the boundary by the bay, North Road, South Road and Boundary Road. Therefore the original owner of the land where Bentleigh High stood and we now stand.

Lockers

All students are issued with a locker and combination lock. Year 7 lockers are in the Year 7 Learning Precinct. Years 8-11 lockers are in Houses. The winning Houses choose their locker locations each year.

Library

The Library is open between 8:15am and 4:30pm.

The Library provides a wide range of print, audio-visual and electronic resources to assist students to complete their work requirements. The Library is a quiet study and research area and students have to respect the rights of others when using this wonderful facility. Students accessing the computer network must do so appropriately at all times.

Mobile, Camera Phones & Other Electronic Devices

Mobile/camera phones/other electronic devices are brought to the college at the owner's risk. The college does not have insurance cover for lost electronic devices. Phones are to be kept in lockers throughout the day.

Student Leadership

Students are provided with many opportunities to develop their leadership including Middle School Captains, Student Representative Council (SRC), Class Captains, House Captains, Sustainability Captain, Debating Captain and Environmental Officers. Students are encouraged to develop their public speaking skills through forums such as Whole School and Year Level Assemblies, Student Representative Council, and inter-school debating.

The Positive Education and Wellbeing Team

The team supports all students across the school in assisting with learning and social and emotional development domains. Support is intended to increase a student's learning opportunities and success with their studies.

A range of programs are offered to student's including mentoring, supporting students with learning differences, proactive social skills groups and managing challenges.

Our approach is strengths based and focuses on the student in a holistic and supportive way. All students are welcome to drop by our wonderful Mooroooboon Positive Education Centre.

Communication

A critical part of the home/school partnership

At Bentleigh Secondary College we value the partnership we have with our parent community, and the important role that communication plays in facilitating this.

Weekly newsletters are distributed via email to all parents from the Heads of Year Level. This newsletter provides parents with important information and reminders regarding upcoming events for the cohort. Whole school newsletters are regularly provided to the school community via Compass and can be located on the College website.

Parents are encouraged to familiarise themselves with the Compass portal, as it is the main communication used. Parents are able to monitor student progress and communicate with staff via the portal. A unique username and password is issued to parents as part of the enrolment process, which provides access to the Compass portal.

Year Level Assembly

Students will also attend a Year Level Assembly once a week during home group time, in the Performing Arts Centre (PAC).

Year 7 - Tuesday

Year 8 - Friday

Year 9 - Thursday

Student Reports and Parent Teacher Interviews

Cyclic Reports are released every five weeks. The report provides feedback on Effective Learning Behaviours (ELBs) and their progress in accordance with the Victorian Curriculum Standards. Students use this feedback to help set their learning goals.

There are numerous opportunities for parents to meet with teachers and discuss their child's progress.

- Year 7 Meet and Greet – late Term 1
- Years 7-12 Parent Teacher Interviews
12.00pm-8.00pm – early Term 2
- Year 11/12 Unit 4 Parent Teacher Interviews
3.30pm-5.30pm – early Term 3
- Years 7-11 Parent Teacher Interviews
12.00pm – 8.00pm – mid Term 3

Promotion Policy

ELIGIBILITY CRITERIA

In order for students to gain automatic promotion from one year level to the next, they must satisfy the following criteria.

1. Demonstrated personal learning qualities

- Positive commitment to the Bentleigh Secondary College principles underlying our Code of Conduct.

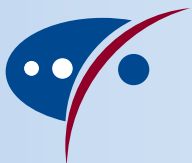
These are:

- The right to learn
- The right to be treated with respect
- The right to be safe
- Regular attendance and punctuality
- Positive relationships with staff and peers
- Positive contribution to curricular and co-curricular activities

2. Academic record

Satisfactory demonstration of ELBs in their reports.

NOTE: Students who do not meet these eligibility criteria may be required to present a case to the Promotions Committee. This will normally involve the student, parents, the Head of Year Level and an Assistant Principal.



Bentleigh
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“Being the best you can be”

2020 HANDBOOK
MIDDLE SCHOOL PROGRAMS