

LYNDHURST SECONDARY COLLEGE



2024 Year 7 & 8 Subject Handbook

*Empowering students for
learning and life*

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Principal's Message

The purpose of this handbook is to support and guide current Year 9 students with important subject and pathway choices.

At Lyndhurst Secondary College, we focus on empowering students to have an active voice in their subject choices and pathways. This helps to ensure that they are engaged in their learning and can be studying areas of interest for them. We recognise that not all learners may enjoy the same subjects or have the same pathways they are working towards, so we work with students to develop the kinds of subjects that they want to study. These are the subjects you will find offered in this handbook.

We look forward to meeting with students as part of the Course Counselling process where subject preferences are entered into our systems for the following year.

We thank students for their preparation in this process, as well as staff, parents and carers for the support of our Lyndhurst learners.



Ms Eloise Haynes

College Principal

Learning at Lyndhurst Secondary College

At Lyndhurst Secondary College, we empower students for learning and life.

Our curriculum across Years 7 to 12 is designed to meet the following core principles:

- Meet the academic and social needs of all learners.
- Empower learners to have voice and agency in their learning.
- Build successful, lifelong learners.
- Create work-ready, employable people.

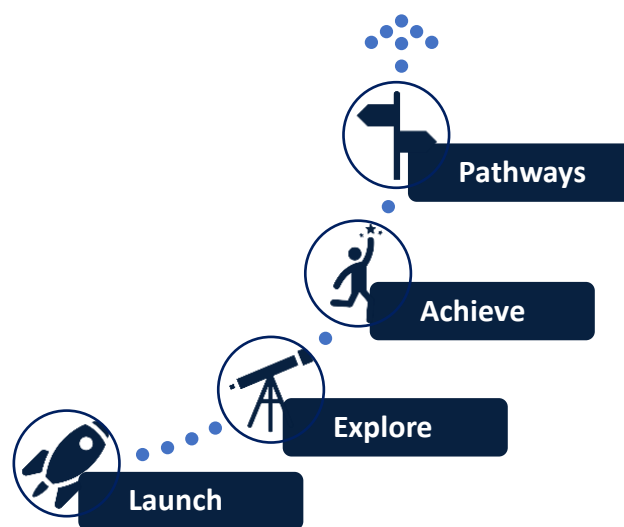
We have a vision of a successful Lyndhurst Learner looks like further in our Graduate Profile. This identifies the skills and dispositions of a successful graduate of Lyndhurst.



To enable all learners the best opportunities to succeed, we understand that learning opportunities need to develop alongside our young people. Therefore, our curriculum structure gradually releases responsibility over the years, moving from a structure of core curriculum with minimal choice, to a fully customised, individual pathway. This enables students to take more control and responsibility for their learning as they progress through the stages, all with the guidance of support of their parents/carers and our staff.

Our college structure and associated curriculum is based on three distinct sub school stages, each with their own identity and focus. By moving successfully through these three stages, we aim for all learners to be able to move into the fourth phase where they attain and enter their desired pathways. These four phases together form our school-wide philosophy for learning over the years:

- Launch (Years 7 and 8)
- Explore (Years 9 and 10)
- Achieve (Years 11 and 12)
- Pathways (post-secondary schooling)



Launch (Year 7 & 8) Overview –



Launch (Years 7 and 8):

Define: launch (verb) - To start or set something in motion. To send forth.

The focus for this sub school stage is on welcoming students into the Lyndhurst Learning Community and setting them in motion for a positive learning experience.

Our curriculum structure in the Launch stage is largely pre-determined to ensure all learners can experience subjects across the eight learning areas from the Victorian Curriculum.

Even our Year 7 and 8 learners have the opportunity to have a voice in their learning, choosing their Arts and STEM (Science, Technologies, Engineering, Maths) subjects based on areas of interest within these learning areas.

In addition, students will either undertake a subject in the area of Language or Literacy, additional to their English/EAL studies. Students and their parents/carers will be given a recommendation based on their literacy levels determined by testing conducted as part of their transition program.

Our literacy subject is offered to students whose literacy levels indicate a need for additional support. This support will help students not only in English, but across all their other subjects as all involve a need for literacy. The curriculum is based on the key skills of:

- Comprehending a variety of texts through listening, reading, and viewing
- Composing a variety of texts through speaking, writing, and creating

Launch (Year 7 & 8) Curriculum Structure

In 2024, a typical learning program for learners in Engage (Year 7 & 8) is structured as follows:

Subject	Semester 1	Semester 2
Launch	1 period	
English/EAL	4 periods	
Mathematics	4 periods	
Science and STEM	4 periods	
Health and Physical Education	3 periods	
Sport	1 period	
Humanities or Boost	3 periods	
Languages or Boost	1 period	
Arts - Performing	2 periods	-
Arts - Visual	-	2 periods
Technologies – Design	2 periods	-
Technologies - Digital	-	2 periods

	Core curriculum		Guided choice		Free choice
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More information about the guided choice and free choice options is outlined below:

<p>Mathematics</p>	<p>LSC runs SNIP program within the area of Mathematics. Under this program, students are placed in classes based on their ability levels. It aims to provide tailored instruction and it supports to maximize learning outcomes of students.</p> <p>Various types of assessments are used to determine the proficiency levels of students. This includes pre-tests on Essential assessment, NAPLAN data, PAT data and teacher judgements. Based on these, students are grouped into different mathematics classes. Each group then receives instruction that is tailored to their specific needs. Advanced students may delve into more complex problems within the topics, while students 'at-level' receive instruction aligned with grade-level standards. Emerging classes focus on providing additional support and foundational skills to students who are below the expected standards.</p> <p>Throughout the year, students' progress is regularly assessed to ensure that they are appropriately placed. The program is flexible, allowing for students to move between groups if their abilities change over time. This ensures that students receive the most appropriate instruction that aligns with their abilities, fostering a more personalized learning experience at all stages.</p>
<p>Boost</p>	<p>Boost is a literacy intervention program designed for students in Years 7 and 8 whose current literacy levels indicate that they would benefit from some extra support and targeted instruction.</p> <p>It is a structured subject that is delivered in a smaller group setting, or with an extra teacher, to allow for more personalised teaching and learning.</p> <p>After participating in a range of diagnostic assessments, identified students join a Boost class which will cover modified Humanities content with an explicit focus on building and enhancing reading, writing, spelling, speaking, and listening ability.</p> <p>Students engage in a wide range of enjoyable and creative tasks, with a particular emphasis on hands on learning, and continue in the Boost program until they have consolidated their skills and gained more confidence.</p>
<p>Sport</p>	<p>Students participate in 4 different sports over the year (1 per term), choosing from various options. Student preferences will be collected in the term prior (apart from Term 1, which will be collected in week 1). Allocations will appear on students' Compass schedules.</p>

Subject Choices

Learning Area	Subjects
Arts – Performing	Drama
	Music
Arts – Visual	Media
	Visual Arts
English or EAL	EAL
	English
Health and Physical Education (PE)	Health
	Physical Education
	Sport
Humanities or Boost	Boost
	Humanities
Languages or Boost	Boost
	Hindi
Mathematics	Mathematics
Science	Science & STEM
STEM	Systems Engineering / Digital Technology
	Food Technology
	Product Design (Textiles)
	Product Design (Wood)

Arts – Performing

Drama

Subject Description	Students develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions. Students plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning. They perform scripted drama using a range of performance styles, maintaining commitment to role.					
Assessment	<ul style="list-style-type: none"> • Performance • Reflection Task 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Drama	Pre-VCE Drama	VCE Drama	Drama Club
Teacher Contact	Ms. Veronica Thay					

Music

Subject Description	Students learn, rehearse, and perform contemporary music on the Piano, Guitar, Bass and Drums in Modern Band class. Students explore digital music composition and arrangement through Band Lab Music making software to analyse and create music using this software as well as analysing their compositions. A range of musicianship skills are workshopped during rehearsals to ensure students learn good performance techniques, rehearsal and performance etiquette as well as analysing live performances and professional videos.					
Assessment	<ul style="list-style-type: none"> • Performance • Digital Composition • Research Task 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Music	Pre-VCE Music Performance	VCE Music Performance	VCE Music Performance
Teacher Contact	Ms. Alyce Yeoman					

Arts – Visual

Media

Subject Description	Students analyse technical and symbolic elements used in media artworks. They develop and refine media production skills to produce media artworks within different institutional contexts for different audiences.					
Assessment	<ul style="list-style-type: none"> • Poster • Analytical Task 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Media Arts	Pre-VCE Media	VCE Media	VCE Media
Teacher Contact	Ms. Georgina Gaitanis					

Visual Arts

Subject Description	Students experiment with materials, techniques and processes using a range of art forms to explore a variety of ideas and themes with their artworks. They develop skills in planning and designing art works and documenting artistic practice with various tasks.					
Assessment	<ul style="list-style-type: none"> • Practical tasks • Research task 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Visual Arts	Pre-VCE VCE Art Making and Exhibiting	VCE Art Making and Exhibiting	VCE Art Making and Exhibiting
Teacher Contact	Ms. Georgina Gaitanis					

EAL / English

EAL

Subject Description	The EAL subject is for learners of English who come from a non-English speaking background. Students in EAL are supported in their English learning with a sharp focus on deepening their communication skills with their wider community. In Year 7 and 8, students learn about the use of language to persuade, to inform and entertain, and to explore and analyse.					
Assessment	Students are assessed across all modes of communication: Reading and Viewing, Speaking and Listening, and Writing. Forms of assessments include: <ul style="list-style-type: none"> • Persuasive writing, • Creative writing and • Essay writing along • A variety of activities and tasks throughout each unit. 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			English as an Additional Language	Unit 1 and 2 Bridging English as an Additional Language	Unit 1 and 2 English as an Additional Language	Unit 3 and 4 English as an Additional Language
Teacher Contact	Ms. Rachel Morante					

EAL / English

English

Subject Description	The study of English helps to create confident communicators, imaginative thinkers, and informed citizens. Students engage with a variety of texts for enjoyment and learning. They listen to, read, view, interpret, evaluate, write, and perform a range of spoken, written and multimodal texts designed to entertain, inform, and persuade. In Years 7 and 8 the units of work are Exploring Argument, Crafting Texts, Reading and Exploring Texts (a novel and a film) and active participation in our Independent Reading Program.					
Assessment	A wide range of tasks designed to demonstrate and evaluate reading, writing, listening, speaking, and viewing skills.					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			English Amazing Anime	Pre-VCE English Pre-VCE VM Literacy Book Club	VCE English VCE VM Literacy	VCE English VCE VM Literacy
Teacher Contact	Ms. Melissa Freis					

Health and Physical Education

Health

Subject Description	The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to use positive action to enhance their own and others' health, safety, and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.					
Assessment	CAT's/SAT's covering a topic covered each term.					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Health	Health and Human Development	VCE Health and Human Development	VCE Health and Human Development
Teacher Contact	Ms. Georgia Punton					

Health and Physical Education

Physical Education

Subject Description	The Year 7 and 8 curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.					
Assessment	Participation, game sense, teamwork, skill development and sportsmanship.					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Sport and Rec Personal Fitness Physical Education	Outdoor Education Physical Education Sports Coaching Lifestyle Fitness	VCE Physical Education VCE Outdoor Education	VCE Physical Education VCE Outdoor Education
Teacher Contact	Ms. Georgia Punton					

Health and Physical Education

Sport

Subject Description	Year 7 and 8 sport allows students to participate in a sport of their choice, which is linked to the school's interschool sport component. Students develop their skills, knowledge, and game sense throughout that particular sport. Students participate in their sport to help master, refine, and practice those skills identified in the given sport.					
Assessment	Participation, game sense, teamwork, skill development and sportsmanship					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Sport and Rec Personal Fitness	Sports Coaching Lifestyle Fitness		
Teacher Contact	Ms. Georgia Punton					

Humanities

Humanities

Subject Description	<p>By the end of Level 8, students explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. They analyse features of Australian democracy and explain features that enable active participation. They explain how Australia’s legal system is based on the principle of justice and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view, and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.</p>					
Assessment	<p>Assessment includes but is not limited to:</p> <ul style="list-style-type: none"> • Research projects • Case Studies • Source analysis (including documents and cartoons) • Written response to prompts • Research project 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Australia @ War Making & Breaking the Law Running a Business Financial Literacy	Business Management Legal Studies History Geography Exploring Society	VCE History VCE Business Management VCE Legal Studies	VCE History VCE Business Management VCE Legal Studies
Teacher Contact	Ms. Sugantha Samuel					

Languages

Hindi

Subject Description	<p>The Hindi Language Program provides instruction in all four language skills – reading, writing, speaking, and listening, empowering student to become confident and effective users of the language. Students studying Hindi will develop their Hindi vocabulary and confidently communicate with more people around the world. Students enjoy activities that provide exposure to the rich culture of India as well as opportunities to explore the cultural context of the language, including crafts, yoga, music, and dance.</p>					
Assessment	<p>Assessments in Hindi include but are not limited to:</p> <ul style="list-style-type: none"> • Oral presentations, • Creative posters, • Class discussions, and • Letter writing. <p>Students also plan and participate in whole school events including Hindi festivals.</p>					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Hindi World Languages	Hindi World Languages	VCE Hindi	VCE Hindi
Teacher Contact	Ms. Shally Khana					

Mathematics

Mathematics Year 7

Subject Description	<p>In Level 7, students work on three main strands of Mathematics, namely, Number and Algebra, Measurement and Geometry, and Statistics and Probability. Under Number and Algebra strand, students understand the concepts of Number and Place values, Real Numbers, Patterns and Algebra, and Linear and Non-Linear Relationships. They solve the real-life problems related to these concepts with and without the use of technology.</p> <p>Under measurement and Geometry, students learn about units of measurement, and apply formulas for calculating areas of triangles, rectangles and related shapes, and volumes of cubes and rectangular prisms. They use simple combinations of transformations, with and without technology, to create geometric patterns and identify line and point symmetry, apply parallel line and transversal angle properties, angles sum in triangles and quadrilaterals.</p> <p>For Statistics and probability, students construct sample spaces for simple experiments involving chance and assign probabilities to outcomes. They use data from primary and secondary sources to investigate issues of interest and employ data displays such as dot plots and stem and leaf plots to compare data sets and calculate measures of centre and simple measures of spread to analyse and interpret the data.</p>					
Assessment	<ul style="list-style-type: none"> • Online Post-test (individualised and moderated to suit everybody) • Mathematical Investigations 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Core Maths Numeracy	Pre-VCE General Maths Prep Pre-VCE Maths Methods Prep Essential Maths	VCE VM Numeracy Foundation Maths General Maths Maths Methods	VCE VM Numeracy General Maths Maths Methods
Teacher Contact	Ms. Hiba Vodehra					

Mathematics

Mathematics Year 8

Subject Description	<p>In Level 8, students work on three main strands of Mathematics, namely, Number and Algebra, Measurement and Geometry, and Statistics and Probability. Under Number and Algebra strand, students understand the concepts of Number and Place values, Real Numbers, Patterns and Algebra, and Linear and Non-Linear Relationships. They solve the real-life problems related to these concepts with and without the use of technology.</p> <p>Under measurement and Geometry, students learn about units of measurement, and convert between units for area and for volume, and solve problems involving duration using 12-hour and 24-hour time, within a given time zone. They develop and use formulas for calculating perimeters and areas of quadrilaterals and circles, and volumes of prisms, and solve related measurement problems. Students use congruence and transformations to establish properties of plane shapes related to sides, angles, and symmetry, and solve related problems.</p> <p>For Statistics and probability, students use the logical connectives ‘not’, ‘and’, ‘or’ and ‘either ... or’ to relate events to probabilities, and use Venn diagrams and two-way tables to calculate probabilities. They develop an understanding that probabilities range from 0 to 1 and that the sum of probabilities for events in a sample space is 1. Students investigate and use various techniques for collecting data, including random sampling. They use digital technology to explore the variability of proportions and means in random samples drawn from a given population, and investigate the effect of individual data values, including outliers, on the measure of centre (average).</p>					
Assessment	<ul style="list-style-type: none"> • Online Post-test (individualised and moderated to suit everybody) • Mathematical Investigations 					
Possible Pathways	Year 7	Year 8	Year 9 Core Maths Numeracy	Year 10 Pre-VCE General Maths Prep Pre-VCE Maths Methods Prep Essential Maths	Year 11 VCE VM Numeracy Foundation Maths General Maths Maths Methods	Year 12 VCE VM Numeracy General Maths Maths Methods
Teacher Contact	Ms. Hiba Vodehra					

Science

Science & STEM

Subject Description	<p>In this subject, students learn topics relating to the biological, chemical, and physical sciences and create projects relating to these topics.</p> <p>In year 7, students identify and classify living things and explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences. They predict the effect of environmental changes on feeding relationships between organisms in a food web. They distinguish between different types of simple machines and predict, represent, and analyse the effects of unbalanced forces, including Earth’s gravity, on motion. They model how the relative positions of Earth, the Sun, and the Moon affect phenomena on Earth. They describe and apply techniques to separate pure substances from mixtures. They investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems.</p> <p>In year 8, students use examples to illustrate how light forms images. They use a wave model to explain the properties of sound. They use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation. They analyse the relationship between structure and function at cell, organ, and body system levels.</p>					
Assessment	<ul style="list-style-type: none"> • Projects • Practical reports • Tests 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Core Science Science 2 Medical Science Forensic Science Space Science	Pre-VCE Biology Pre-VCE Chemistry Pre-VCE Physics Pre-VCE Psychology Food Science Environmental Science	VCE Biology VCE Chemistry VCE Physics VCE Psychology	VCE Biology VCE Chemistry VCE Physics VCE Psychology
Teacher Contact	Mrs. Nimalini Maheswaran					

STEM

Systems Engineering / Digital Technology

Subject Description	<p>In systems engineering / Digital technology, students are actively engaged in the processes of analysing problems and opportunities, designing, developing, and evaluating, students will gain hands on experience in constructing some simple machines. Students will learn the fundamentals of wiring, soldering of electrical circuits to construct electrical systems. Students will also get the opportunity to develop skills in 3D modelling and using the 3D printers. Students will learn how to combine both electrical and mechanical systems to construct these machines. By doing these projects students will learn how to design, plan, build and test a machine.</p>					
Assessment	<ul style="list-style-type: none"> • Projects, including practical construction of items. • Design brief • Research tasks 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Teacher Contact	Mr. Andrew Dingey & Ms. Hayley Muxworthy					

STEM

Food Technology

Subject Description	<p>In Food Technology students will gain theoretical and practical experience in food safety, preparing a range of recipes and general knowledge about food that will help them throughout their lives. Students will gain an understanding of how to read recipes, tools of the trade, describing and analysing food and food preparation terms. Practical recipes are a range of different foods from baked goods to main meals. Students will develop skills that can be easily applied to other areas of cooking.</p>					
Assessment	<ul style="list-style-type: none"> • Food Safety Assessment • Workbook • Practical Activities – Preparing recipes 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
		Food Studies	Food Studies	Pre-VCE Food Studies Food Science VET Hospitality	VCE Food Studies VET Hospitality	VCE Food Studies VET Hospitality
Teacher Contact	Ms. Hayley Muxworthy & Ms. Dana Brown					

STEM

Product Design (Textiles)

Subject Description	<p>Students will begin learning about textiles and the design process and how it relates to them.</p> <p>Students can build on what they know already or learn the basics. This will include design drawing skills, hand and machine sewing, and how to use or modify and draft a pattern to construct a textiles product for an intended purpose.</p> <p>This subject will require students to use design skills and problem-solving skills as they work with a range of materials and equipment.</p>					
Assessment	<ul style="list-style-type: none"> • Projects, including practical construction • Design brief • Research tasks 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Product Design (Textiles)	VCE Product Design	VCE Product Design	VCE Product Design
Teacher Contact	Ms. Hayley Muxworthy					

Product Design (Wood)

Subject Description	<p>In Product Design, Woodwork, students will develop the necessary skills to produce a variety of projects. Students investigate, design and manufacture products while acquiring knowledge of timbers and allied materials. Students gain skills at using woodworking hand tools and are also introduced to machines such as drills and sanders.</p>					
Assessment	<ul style="list-style-type: none"> • Projects, including practical construction • Design brief • Research tasks 					
Possible Pathways	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Product Design (Wood)	Pre-VCE Product Design VET Building and Construction	VCE Product Design VET Building and Construction	VCE Product Design VET Building and Construction
Teacher Contact	Mr. Gavin Ellis & Ms. Hayley Muxworthy					

General Advice – Choosing Subjects

Choosing subjects is an important decision. The choices that students make now can help set up a strong and supportive pathway to a successful future.

Some general advice and reminders when thinking about subjects to choose includes:

- Make sure you have read the Subject Handbook thoroughly.
- Don't choose subjects because your friends are choosing them – your subject choices might mean you are in the same subject, but not the same class!
- Don't choose subjects based on the teachers listed as contacts – they may/may not be the teacher of the subject next year!
- Encourage your parents/carers to read the booklet so you can have conversations about pathways and subject choices.
- Students will make their sport selections during Sport or Launch lessons.