



Eltham
High School



Year 7 Curriculum Handbook

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Principal's Welcome.

Dear Parents/Guardians,

Welcome to Eltham High School. It is with great pleasure that I introduce our school, which has been working with the community since 1926.

Eltham High School is highly regarded as an educational institution. Its reputation as an outstanding academic school is well recognised within the community and education circles. The co-curricular opportunities offered to our students across a range of areas including the Performing and Visual Arts Programs and the Elite Sports Program are outstanding. Engagement with student leadership initiatives is sustained across all areas and levels of the school.

In the last 98 years, Eltham High School has established a tradition through its strong commitment to the areas of:

Pursuit of Excellence

Individuality

Creativity

Social and Environmental Responsibility

Respect for Diversity

Integrity

Eltham High School is a school with high expectations where you feel safe to be yourself and challenged to think critically, to work independently and in teams, to show leadership and to achieve success along many pathways.

Our school motto "*Deeds Count*" provides the framework to encourage and support students not to just dream, but also to take action in order to bring their dream to reality. Having the dream is only the start; exercising the deeds to realise the dream completes the process.

The tradition we have established continues today through the excellent work of our current staff, a team of very experienced teachers and support personnel that I am very proud to lead.

The Principles of Teaching and Learning at Eltham High School include:

Building positive relationships;

- Catering for diversity;
 - Focusing on intellectual quality;
 - Encouraging creativity and student involvement, voice;
 - Solving problems; developing teamwork and links to the community; and
 - Using varied assessment for learning.
-

Principal's Welcome.

Our students are consistently offered a broad range of opportunities that provide innovative and exciting educational experiences. Strong emphasis is placed on students learning from each other.

Student welfare and well-being is the foundation of our school. This is enhanced by the building of positive relationships between all sectors of our community and supported by a sub-school structure with a number of co-ordinators at each level; main group of teachers at Year 7; Transition Co-ordinator; Student Welfare Co-ordinator; Careers Co-ordinator; Additional Needs Co-ordinator; First Aid Officer and a series of support personnel.

Eltham High School is an outstanding school in a range of areas, including:

Academic Excellence:

- A high performing school;
- VCE results across all studies consistently place Eltham High School amongst the top schools in the State;
- In 2023, of all the Year 12 students who applied for a tertiary course, 97% were offered a place of their choice at a University, TAFE or Independent Training College;
- Students gain places in tertiary courses in medicine, science, law, business, health science, technology, the media, humanities, the arts and sport.

Innovation:

- Leading innovation in curriculum and school organisation;
- Linking students and experiential learning with their community;
- An inquiry based framework from Years 7 to 12.

Leadership:

- Creating responsible citizens to lead in the 21st Century;
- Developing students as leaders through a wide range of training and responsibilities.

Teamwork:

- Great relationships: students and staff working together to achieve their best;
- Strong parent and community support enhancing student outcomes.

Principal's Welcome.

Our Elite Sports and strong Interschool Sport Programs are offered to students across all age groups. Our extensive Music Program, acclaimed as the best school bands program in Australia, provides not only the opportunity for students to learn an instrument but also to represent our school and community nationally and internationally. The outstanding Performance Program in Drama continues to deliver acclaimed student performances at a national level. The annual Arts and Technology Exhibition further supports the creative talents of both our students and our staff, as does the outstanding Student Writing Program.

For more detailed information about our curriculum programs and school, a series of documents are available on our website under the Enrolment tab. Should you wish any other specific information please do not hesitate to contact the school, either by telephone, email or in person.

Ms Melissa Hughes (Junior School/Transition Leader) or any of the Junior School Co-ordinators will be available to answer any queries that you may have. I am also very happy to discuss broader aspects of our school with you. We can be contacted at the school number and/or email address.

Finally, I encourage you to reflect on your aspirations for your child. Eltham High School supports the development and success of confident, innovative, creative and responsible citizens for the 21st Century. I invite you to become part of our dynamic learning community.

Yours Sincerely,



Vincent Sicari

Principal



The What, How, and Why of Eltham High School.

Why do we do what we do?

Because we believe in developing the next generation of ethical, moral, happy and respectful citizens who have the skills to be resilient and be optimistic about the future. Through their creative talents, their ability to think critically, their voice, their compassion, their courage and their determination, they will make their mark on the world and leave it a better place than what they found it.

How do we achieve this?

By providing opportunities to our students that challenge them to be continuous learners. Developing strong, positive relationships with them and the home. Developing our teachers to be the best they can be.

What is it we do?

We provide an outstanding holistic education for our young people.



Curriculum Vision.

Eltham High School is a learning community with high expectations of its students, staff, and parents. We have a commitment to achieving high quality learning outcomes for all students, through a consistent and rigorous student learning program that provides challenge and agency.

Our vision is to develop creative students who are active seekers, users, and creators of their own knowledge; who have a strong sense of responsibility toward society and the environment and who act with integrity and show that 'Deeds Count'. Students at Eltham High School are supported to become self managed learners and who display resilience and a growth mindset to tackle new challenges with confidence and perseverance.

The whole school curriculum outlined in this document highlights the provision of a broad based curriculum that suits the needs of a range of learners and develops students as 21st century thinkers, problem solvers, and creators.

Eltham High School is committed to a guaranteed and viable curriculum that creates consistency and certainty for both teachers and students. At the same time the vision for curriculum is to develop active learners who engage with real world problems and contextual learning.

The Victorian Curriculum and VCE/VET Studies form the basis of curriculum structures at Eltham High School. These curriculum structures are organised to developmentally progress student learning using a continuum of learning skills and knowledge. It is expected that all students at Eltham High School have the same access to high quality teaching and learning through this curriculum, and will be provided with an opportunity to achieve the same outcomes during the school year. At the same time, the school is committed to differentiating and personalising learning based on the recognition of student strengths and areas for growth. Teachers are encouraged to use evidence informed practice to move students from their individual point of need and design engaging curriculum to support the diverse learning needs of every classroom.

A core aspect of this is the provision of cross curricular opportunities and integrated learning models, as well as engagement with additional programs that create real world links and learning applications. Eltham High School is committed to both valuing the knowledge and skills within each learning discipline, and creating genuine links between these areas, to break down barriers between subjects and provide interdisciplinary learning opportunities that mirror real life learning for students.

The intention of the curriculum structure and focus at Eltham High School is to develop curious, committed, lifelong learners who are ready to engage in the 21st century workforce as well rounded, global citizens.



Curriculum Vision.

Eltham High School graduates can be found in all areas of the community: local, national and international. They appear in the media, on the sports fields and in Olympic stadiums; they are working on the frontiers of science in Australia and overseas. They work in the law, medicine and education. They are also delivering services in the local community, running their own businesses: making a difference to our world.

At Eltham High School the curriculum is carefully structured to progressively develop students' knowledge, skills and habits for learning. This means that the curriculum moves through three clear stages:

Junior School

In Junior School the curriculum is designed not only to ensure that students have strong foundations in key knowledge across all areas, but also to ensure that the process of transition from primary to secondary school is a success. This includes a team teaching approach to key learning areas through the Integrated Studies program, a focus in all subjects on skills that will support their learning and the development of habits that will lead to growing independence as they progress into later years. •

Middle School

In Year 8, students enter Middle School as confident, capable learners and the curriculum is designed to continue the process of developing and extending their skills and knowledge across all learning areas. In Year 9, the structure of the curriculum changes significantly and students have access to a very wide range of elective options. Rather than being an add-on or extension to a 'core' curriculum, the elective program in Year 9 is designed to be central to their learning. In this program students are encouraged to choose widely and explore the diversity of learning opportunities available to them as the move up through the school.

Senior School

In Year 10, students enter Senior School with a focus on their course of study through the final years of Secondary School and beyond. Strong programs in VCE and VET ensure that students have access to a wide range of Senior School pathways with a very wide range of subjects on offer. Many students undertake VCE units of study during Year 10 as part of the Enhancement program. This allows students access to additional units of study as well as the possibility of university level extension programs.

Curriculum Vision.

Inquiry Based Learning

The educational environment has changed. Students no longer require teachers to simply focus on dispensing knowledge. Instead, teachers must guide students as they acquire the skills to efficiently and critically make meaning from the information that surrounds them. At Eltham High School, we follow an Inquiry Based Learning Process in order to support students to develop strong skills in critical thinking, collaboration, researching, reasoning, communication and information technologies. Students do this by connecting ideas across discipline areas.

Inquiry Specific Subjects

Year 7 Integrated Studies

Every student undertakes this inquiry program in Year 7. Within this program the students' Science, English and Humanities subjects are extended through in-depth research and learning. The program has four units, approximately one per term. Each unit engages with a five-stage research model that includes both shared and individual research tasks.

UNIT 1 – Focuses on introducing students to Inquiry Based Learning. Students look at the qualities of influential thinkers such as David Unaipon, John Flynn and Edith Cowan who have helped shape Australia as we know it today.

UNIT 2 – Challenges students to consider controversial issues that face our communities. Students use the Eltham High School inquiry approach to research a range of engaging controversial local and global issues.

UNIT 3 - Whilst learning about Sustainability students engage with the wider community when they attend the City Experience Camp. Students develop sustainable solutions to problems that they identify at home.

UNIT 4 – Students investigate what it means to be a global citizen. Students evaluate the economic, cultural and environmental impact actions can have on our lives and the lives of others.

Year 9 Cornerstone Elective Program

Cornerstone Studies are designed for Year 9 students to continue to develop their inquiry skills. These subjects allow students to engage with fundamental or 'cornerstone' ideas and concepts that will provide an important foundation and support for many areas and concepts that they will encounter in VCE. Cornerstone subjects are not limited to a particular discipline or learning area but instead cut across and make connections between and across disciplines.

Example subjects:

- Strong Women, Big Ideas
- History of Our Land
- Philosophy and Pop Culture
- Ideas That Changed the World
- The Digital World
- What Is Art?
- Social Media Decode



Curriculum Vision.

Year 10 Exploring Big Ideas

This subject looks at the value of research in society and the manner in which it is conducted and communicated. It is a semester long elective offered to Year 10 students. Students select an area of research and they are then required to refine their question, develop a methodology, collect primary data, analyse and present the data in both a written 'thesis' and through a formal 'thesis defence'. This subject focuses on developing rigorous academic skills around writing, referencing and communicating. This course is a recommended prerequisite to the VCE Extended Investigation subject.

VCE Extended Investigation

This subject is a Units 3/4 sequence subject. The subject is assessed via a final research thesis, defence of work, coursework and critical thinking test. Students must develop and undertake a significant research question on a topic of their choice and interests.



Co-curricular Programs.

Eltham High School is able to extend students and harness their passions through the co-curricular program. This program is closely connected to the learning which occurs in classrooms across all areas of the school and students are highly engaged with the co-curricular program from Junior School right through into their senior years.

Some of the many opportunities to excel include:

- Unique Music Program
- Drama and theatre Programs
- Elite sports
- TOP Arts, Design, Sound
- National Youth Science Forum
- In-2-Science Mentors Melbourne University
- Sister schools in both Malaysia and Indonesia
- Brain STEM Innovative Challenge - Swinburne University

Competitions include:

- Maths
- Music
- Chess
- Debating
- Language
- Eisteddfods
- Tournament of Minds
- Local, statewide, national and international sporting competitions

Performance opportunities include:

- Music festivals
 - Drama festivals
 - Local Performances
-

Co-curricular Programs.

Formal leadership opportunities include:

- Student Buddy Program
- Senior Leadership Program
- Student Mentors
- Subschool Leaders
- Year 9 School for Student Leadership Program
- Principal's Advisory Group
- Harmony Team - Social Justice Group

Camps/Tours offered at Eltham High School include:

- Space Camp USA
- Language and Art tours to France and Indonesia
- World Team Challenge: Asia
- Year 7 City Experience
- Year 8 Surf Experience
- Iga Warta Flinders Ranges Camp
- Year 9 'Challenge the Individual' Camp
- Music tours: National & International destinations
- Ski Camp
- Rock-2-Reef and Rock-2-Top Tours
- Senior years Art & Design Enrichment Tour
- Year 11 Study Camp

Music Program.

The Instrumental Music Program at Eltham High School is nationally renowned for its excellence and is recognised as one of the finest of its type in Australia. With four Wind Ensembles, three String Ensembles, three Jazz Bands, a Choir and various Chamber Ensembles, students have the opportunity to be involved in a variety of musical experiences. Each year approximately 120 Year 7 students take up the opportunity to learn an Orchestral Instrument for the first time as part of our Instrumental Music Program.

Vision

The vision for Eltham High School's Music Program is to promote a life-long love for music and the creative process. At Eltham we believe in educating the whole child and by providing an Instrumental Music Program we ensure that your child is given every opportunity to develop in all dimensions of educational and human experiences. Instrumental Music at Eltham provides students the opportunity to expand their educational horizons and to take part in the rich and vibrant cultural life of our school.

As parents and as teachers, we know that education is the way to shape the future. Music education is an important tool for accomplishing this goal. Balanced alongside the development of the musical and technical skills of playing and performing, the Instrumental Music Program at Eltham High School encourages students to become creative thinkers, build strong friendships, socialise with students in other year levels and develop the confidence to perform publicly. We emphasise the importance of developing leadership skills and involvement in team environments, while increasing self-confidence and a strong sense of ownership and belonging.

The Instrumental Music Program is a very important part of the school curriculum and is viewed as an integral part of a student's educational development. It is certainly not a coincidence that many of the cultural leaders and strongest academic students in the school are also students involved with the Music Program.



'Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything'

- Plato

Music Program.

The Instrumental Music Program at Eltham High School is nationally renowned for its excellence. Our Music Department receives incredible support from the school community and leadership, allowing us to provide expert instruction in a wide variety of instruments, as well as outstanding opportunities for our students to develop their musicianship and skills in an extensive ensemble program.

All of our ensembles are built around a strong sense of community, dedication and pride. The success of all ensembles in the Music Program is largely due to the dedication and trust demonstrated by the students, who support the Ensemble Directors throughout every rehearsal and performance. Each year they achieve outstanding results at the various music eisteddfods and festivals in Victoria. One example of the outstanding ensembles in our program is the Symphonic Band, which is the most senior of our four Wind Ensembles.

Students involved in the Music Program will be provided with many life changing opportunities. Our ensembles participate in regular regional, interstate and overseas tours. Previous tours include the United States of America, Japan, China, Sydney, Queensland, Adelaide, Hobart and various Victorian Regional Cities.

In 2014, the Symphonic Band and Stage Band toured Washington, New York and Chicago. As part of this tour students had the opportunity to perform with some of the world's greatest composers and educators, as well as attend concerts by the New York Philharmonic Orchestra, Chicago Symphony Orchestra and The United States Air Force Band.

In December 2017, the Symphonic Band & Stage Band toured Japan. As part of that tour they had the opportunity to work with members of the Tokyo Philharmonic Orchestra, The Osaka University of Music, Shinonoi High School, Hirokazu Fukushima and Manabu Inoue.

'Where words fail, music speaks'

- Hans Christian Andersen



Music Program.

Instrumental Music Program Structure

Being part of this Program involves:

Learning a woodwind, brass, percussion or string instrument; and playing in one of our 'core ensembles'. For Year 7 students this would typically mean being a member of our Training Band or Training Strings.

Instrumental lessons are scheduled during school hours and are rotated through a student's timetabled periods to ensure students do not miss the same subject each week.

Instruments Available:

Woodwind Instruments: Flute, Oboe, Clarinet, Bassoon, Alto Saxophone and Tenor Saxophone.

Brass Instruments: Trumpet, French Horn, Euphonium, Trombone and Tuba.

Percussion: Orchestral Mallet Percussion and Snare Drum

Strings: Violin, Viola, Cello and Double Bass.

'While at Eltham High, the Music Program provided me with a community connected by a love of music. This gave each of us a valuable support network and a place to thrive as growing young people. I forged great friendships that I know will last long past the end of my high school years.'

- Charlie Evans Symphonic Band Leader, Class of 2018



Laptop Program.

The specified Bring Your Own Device (BYOD) Laptop Program at Eltham High School is central to our educational program. Laptops are used in every class as part of an integrated, holistic approach to student learning.

Vision

The vision for Eltham High School's specified BYOD policy is to provide every student with access to technology that will enhance their learning both in and out of the classroom. Our aim as a school is to develop programs which integrate the technology into student learning, allowing for transformative learning practises.

1:1 Specified BYOD Laptop Tablet Program

It is important that every student has their own device for a true 1:1 program, and that the device belongs to the individual child for them to use both at school and at home. At the end of each school year, a decision is made about the following year's devices. At this stage, it is likely that families will be given a choice of 3 or 4 models of computers from which to choose. This has been the case for the last few years. Any of the devices on the list would be fully supported by the school's IT department and will be able to support the eduSTAR software suite provided by the Department of Education and Training.

Laptops are ordered by parents online. It is strongly encouraged that families use our recommended provider as the devices will come with all the required extras, plus have all of the software installed.

Families are encouraged to work with the school to help students develop good habits around the use of technology.

In recent years, Eltham High School has been using Microsoft Surface Pro hybrid devices as the recommended model. In 2024, families had 3 models of Surface Pro from which to choose. There are many reasons for this decision, including:

- Tablet / laptop versatility
- Robustness
- Lightweight
- Expected 3 years of active use
- Longevity of battery
- Stylus for handwriting
- Cost, including insurance
- Good reputation with successor models
- Technical specifications that will support the school software



Laptop Program.

Why a tablet/laptop with a stylus?

The school has deliberately chosen a device that functions as both a laptop, for traditional computer work, and as a tablet. The inclusion of a stylus is the crucial element; students fare much better when handwriting. There is better recall of notes that are taken, and it is far easier to work problems with non-standard characters such as mathematical and scientific problems.

'We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.'

- David Warlick

Further Information:

The computer will be used in class, across all year levels. Families are encouraged to purchase a new laptop when their child begins year 10. The two devices will cover a child's entire high school education.

If there are any questions or if you require clarification, please contact Nadine Fenn, ICT & eLearning Support Technician: 7805-helpdesk@schools.vic.edu.au



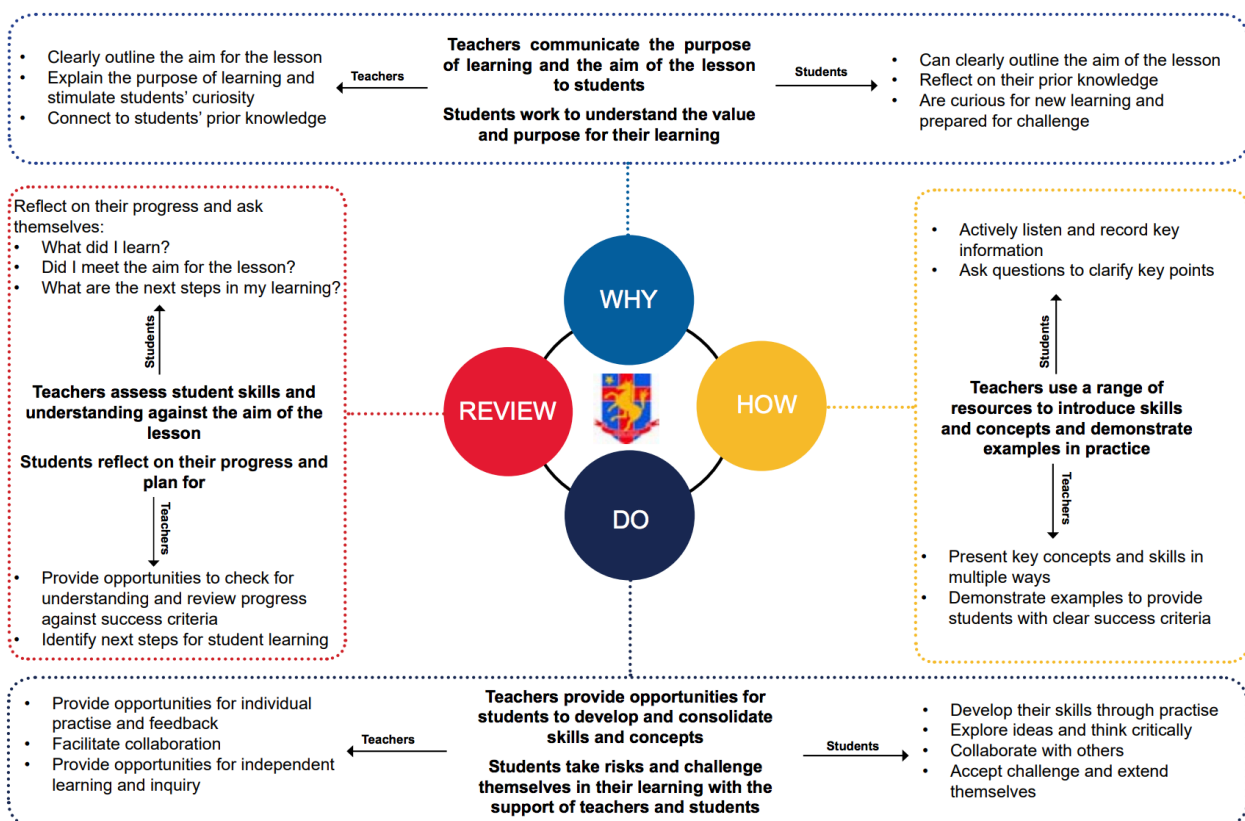
Instructional Approaches.

Eltham High has a focus on both direct instruction and inquiry teaching and learning. To support this a consistent instructional model is used for teaching and learning at all year levels.

Instructional Model

The school's instructional model has been developed through staff consultation and research regarding best practice instructional strategies. It has been in operation since 2016 and has become consolidated in teacher practice. The model is designed to be cyclical so that teachers and students may start from any point and move back and forward between each stage within one lesson.

ELTHAM HIGH SCHOOL'S INSTRUCTIONAL MODEL



Instructional Approaches.

Learner Questions

Alongside the school's instructional model are the EHS Learner Questions. These emphasise the importance of the student in the learning process and support the development of student agency and voice in learning.

EHS

Learner Questions



WHY:

What am I learning &
Why am I learning it?

HOW:

How am I going
to complete the task?

DO:

Can I put what I
have learnt into action?

REVIEW:

What have I learnt?
How do I know that I
have learnt it?



Instructional Approaches.

Inquiry Teaching and Learning Model

The inquiry teaching and learning model has developed at the school as committed to inquiry-based practice over the last 8 years. This model is based on the work of Jenny Murdoch and is adapted to suit the context of inquiry learning at Eltham High School. The model is used not only in the Year 7 Integrated Studies, Year 9 Cornerstone subjects, and Year 10/VCE Extended Investigation, which specifically adopt an inquiry approach, but across the school in individual inquiry units and lessons.

Inquiry based approaches to teaching and learning at Eltham High School encourage students to make connections in their learning across a range of disciplines and develop both broader learning dispositions as well as specific research and investigation skills. The focus of inquiry is dually on understanding learning processes as well as content. The school recognises that an inquiry-based approach to learning nurtures students' passions and interests and empowers them to make choices in their own learning. It aims to foster curiosity and a lifelong love of learning through exposing students to real, open-ended problems that enable deep learning.



Instructional Approaches.

Inquiry Teaching and Learning Model

ENGAGING		
PURPOSE	THIS MIGHT LOOK LIKE	SKILL PROGRESSION
<ul style="list-style-type: none"> - To understand what students already know, think and can do. - To provide students with opportunities to be engaged with the topic. - To help plan future learning and differentiation. 	<ul style="list-style-type: none"> - Artefact or gallery walks. - Watching thought provoking clips. - Mind mapping. - Completing reflection tools. - Brainstorming. - Generating KWL charts. - Excursions/Incursions. - Guest speakers. - Image analysis. 	
BUILDING KEY KNOWLEDGE		
PURPOSE	THIS MIGHT LOOK LIKE	SKILL PROGRESSION
<ul style="list-style-type: none"> - To continue building students' curiosity and knowledge. - To establish meaning and significance. - To develop students' understanding of essential concepts, skills, and knowledge. 	<ul style="list-style-type: none"> - Direct instruction of core content/skills. - Note taking. - Short research tasks. - Guest speakers. - Excursions/Incursions. - Jigsaw activities. - Think, pair, share. - Experiments. - Image analysis. 	
MAKING CONNECTIONS		
PURPOSE	THIS MIGHT LOOK LIKE	SKILL PROGRESSION
<ul style="list-style-type: none"> - To synthesise new learning. - To connect new learning to existing knowledge; upcoming tasks; significance of topic. - To encourage students to begin applying and transferring knowledge. - To identify areas of interest/questions to pursue. - To challenge existing beliefs, ideas, values. 	<ul style="list-style-type: none"> - Introducing assessments. - Creating collages. - Critical thinking activities regarding information. - Using graphic organisers to sort and categorise information. - Graphing information and perspectives. 	
RESEARCHING		
PURPOSE	THIS MIGHT LOOK LIKE	SKILL PROGRESSION
<ul style="list-style-type: none"> - To develop research skills. - To make sense of information. - To document development of ideas. - To reflect on how knowledge and skill has expanded. 	<ul style="list-style-type: none"> - Defining the problem at a smaller scale. - Note taking and researching from: <ul style="list-style-type: none"> • books • internet • interviews • visual source analysis • original data collection (surveys, focus groups) - Reflecting on validity and reliability of information. - Individual or group project work. 	
RESPONDING		
PURPOSE	THIS MIGHT LOOK LIKE	SKILL PROGRESSION
<ul style="list-style-type: none"> - To assist students to make conclusions and propose solutions. - To assess and demonstrate students' progress towards learning goals. - To encourage reflection. - To support students to consider the impact of audience and relevant presentation modes. - To support students to present and justify a case/position. 	<ul style="list-style-type: none"> - Essays. - Debates. - Games. - Concept maps. - Posters. - Videos/advertisements/radio segments. - Models/dioramas. - Oral presentations. - Drama performances. 	

Curriculum Structure.

Junior School

The focus of the curriculum at Junior School is on developing learning dispositions and foundational skills that will support students through their later years of schooling. This includes a focus on interdisciplinary and inquiry learning through the Year 7 Integrated Studies program, and on developing peer relationships through Involve. Students are exposed to a breadth of subjects and undertake a compulsory program as outlined below:

YEAR 7	
Subject	
Mathematics	
English	
Integrated studies	
Humanities	
Science	
Wood Tech	Digital Tech
Art Design	Drama
Physical Education	
Music	
Language	
Sport	
Involve	
Total	

Curriculum Structure.

Middle School

Middle School focuses on consolidating student's learning dispositions and providing further breadth and choice in their learning. Particularly at Year 9, students are able to choose from a wide range of electives to connect with their interests and passions. At Year 8, students continue to be involved in a range of core classes, with additional learning opportunities provide through a range of school based and external programs that support students' personal development.

YEAR 8	
Subject	
Mathematics	
English	
Humanities	
Science	
Metal Tech	Food Tech
Art Design	Art Design
STEAM	Music
PE/Health	
Language	
Sport	
Involve	

YEAR 9	
Subject	
Sem 1	Sem 2
Mathematics	
English	
History	Geo-Eco
Science	
PEPD	Cornerstone
Language OR	
Elective	Elective
Elective	Elective
Involve	

Curriculum Structure.

Senior School

The focus of the curriculum at Senior School is on providing students opportunities to develop their learning in preparation for the final years of schooling, and future career pathways.

In Year 10, students begin to develop and consolidate the foundations for success in the final years of schooling through studying subjects with a stronger focus on VCE, engaging in a series of Seminars and Workshops within the Tutorial Program, whilst having the opportunity to explore the range of available pathways, including either a VET or VCE study through participating in the Enhancement program.

At VCE, students choose whether to pursue a VCE, VCE with VET, VCE-VM program of study, or approved Higher Education Studies. Students engage in more rigorous academic study and devote more time to topics that correlate with their interests and career goals. These academic studies are balanced with series of skill building and personal development seminars and workshops within the Tutorial Program, and students have the opportunity to explore a variety of future pathways through career-focused events that enable them to build connections within their desired industry.

YEAR 10 Subject	
Sem 1	Sem 2
Mathematics	
English	
Humanities	Science
PE + Elective	Elective + Elective
Language OR	
Elective	Elective
Enhancement OR	
Elective	Elective
Tutorial + TAB	

YEAR 11 Subject
English
Elective 1
Elective 2
Elective 3
Elective 4
Elective 5
Tutorial + TAB

YEAR 12 Subject
English
Elective 1
Elective 2
Elective 3
Elective 4
Tutorial + TAB

Timetable Structure.

Eltham High School's curriculum and timetable are a response to our continued focus on creating the best possible environment to support student learning, and in response to the Victorian Government Schools Agreement.

The school's structure is designed to improve engagement and learning for all students, and to create greater opportunities to connect learning and student wellbeing.

As a school we run a 10 day timetable, with each day comprising 5 periods. Each period runs for 59 minutes. The school day is organised as outlined in the table below. In light of the 5 period structure all subjects across Years 7-12 either run as 4 period or 8 period subjects. The start/finish times and exact times for each period are outlined below:

School Day Structure
Involve/Tutorial: 8:52-9:04
Period 1: 9:04-10:03
Period 2: 10:03-11:02
Recess: 11:02-11:27
Period 3: 11:27-12:26
Period 4: 12:26-1:25
Lunch: 1:25-2:10
Period 5: 2:10-3:09

All students in Years 7-10 undertake a 12 minute morning Involve or Tutorial session prior to the start of Period 1 on Tuesday to Friday each week. They also undertake one 59 minute period of Involve or Tutorial across the fortnight. This time is designed to enhance connections between students, provide essential information regarding the school day, and to engage students in learning regarding wellbeing, study habits, and cross curricular skills.

Year 11 and 12 students have a Tutorial session once a fortnight. In addition, their timetable also includes assessment and seminar sessions.

Involve.

All students in Years 7-9 participate in Involve as part of their daily program at Eltham High School. Students undertake both morning Involve sessions on four days each week, and a fortnightly Involve class within their timetable. Both the morning and fortnightly curriculum are designed to promote and enhance connectedness to school and the broader community, essential literacy and numeracy skills, and address student wellbeing and academic achievements as they progress through the school.

Students in Year 7-9 explore topics related to building understanding of self, critical-thinking and teamwork, developing academic and social goals, and building understanding of local and global communities.

The Involve sessions support the Year 10 and Year 7 Buddy Program – all students in Year 7 are assigned a Year 10 buddy and opportunities for the students to engage in a range of curriculum and co-curricular activities together are delivered through the Involve program.



Arts.

- Welcome to the Arts, where students can hone their skills in creativity, critical thinking, communication, collaboration and problem solving.
- Students are encouraged to critically reflect on the world around them, consider different perspectives and use their imagination. They will build their skills and explore ideas communicating these through their artworks or performances.
- The Arts KLA encompasses both the Performing Arts including music and drama and the Visual Arts. These subjects provide skills for life-long learning promoting growth, wellbeing, innovation and adaptability.
- At year 7 students will complete a semester of Art and Design, a semester of Drama and study Music throughout the year.
- In Art & Design students will explore different art forms including drawing, painting, printmaking, visual communication design and three-dimensional studies. They will engage with a range of subjects including portraiture, landscape painting, observational drawing and the imagination. Students learn about the work of other artists and respond visually, building their skills, techniques and knowledge around art making.
- In Music students will explore the elements of music through performance, composition and practical experiments. Students learn musical concepts through singing and piano skills, as well as introductions to guitar, drum kit, ukulele and bass guitar.
- In Drama students are introduced to workshop practice including warm up activities, collaborative performance making and reflective evaluation of their own work and the performance work of others. Students explore characterization and dramatic storytelling through improvisation and interpreting scripts. They make their own scripted works, apply simple stagecraft and develop a critical understanding of performance as an expression of culture and experience.
- Eltham High School has established a highly regarded reputation in the Arts. The school resides in an area that has a vibrant artistic community with a strong history of involvement in the Arts. Both the school and its community clearly value the importance of artistic endeavours. The Arts teachers at EHS are passionate about creativity and many are practicing artists and performers. It is no surprise then, that our students demonstrate excellence in the Arts and achieve success through their endeavours.



Creativity takes courage.

– Henri Matisse

Critical Inquiry.

Critical Inquiry provides an opportunity for students to engage in interdisciplinary focused units of study that expose students to contemporary issues, ways of thinking and ways of working. These subjects are designed to continue to develop a range of important skills and capabilities for success in their learning. Including strong planning and time management skills, the ability to communicate and collaborate, critical thinking skills and the ability to reflect on their own progress. All Critical Inquiry subjects:

Utilise the EHS Inquiry Model.

Develop critical thinking skills.

Encourage students to engage with big ideas and issues.

Throughout their studies, students will engage with fundamental ideas and concepts that will provide an important foundation and support for the many subject areas they will encounter in high school. Having an understanding of major movements in Art, History, Science, Technology and Culture will allow students to create a context for subjects they will encounter in later years of their schooling at Eltham High School. Critical Inquiry subjects are not limited to a particular discipline or learning area but instead cut across and make connections between and across learning areas.

All Year 7 students begin their studies at Eltham High School with our Integrated Studies program. The key knowledge students will develop includes significant individuals throughout history and their influence, how controversial topics can be discussed and debated, sustainability and the world we live in, and global citizenship. Some specific skills students will practise include research skills, critical thinking skills, debating

and collaboration. Teachers of Humanities, Science and English make up the Integrated Studies team and will be teaching at the same time, utilising our open spaces to provide opportunities for students to work in larger groups to collaborate with other classes.



The important thing is not to stop questioning. Curiosity has its own reason for existing.

-Albert Einstein

English.

The study of English empowers students to read, write, speak and listen in different contexts. English at Eltham High School prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Year 7 English focuses on equipping our students with the textual knowledge and literacy skills that will enable them to interact with the everyday world. Students engage with a variety of multimedia and reading resources that enhances the learning experience and foster a positive approach to the key skills of reading, writing and listening. The films and novels studied are engaging and the work undertaken is meaningful and applicable across all subject areas. Within English, all students with a broad range of interests come together to craft writing that is creative, analytical, auto biographical and poetic, with the ultimate acknowledgement of having their works published in the Eltham High School Anthology.



Health and Physical Education.

In Year 7 all students participate in the core subject of Physical Education. Over the course of the year, students undertake a program focused on promoting lifelong health, physical activity, and overall well-being.

Throughout the initial phases of core Year 7 Physical Education from a theory standpoint, students focus on a Physical Education unit which provides the opportunity to learn the fundamental principles and meanings of physical activity and various components of fitness, basic human anatomy such as the Skeletal and Muscular Systems and their purpose, & how to effectively execute and critique or analyse common fundamental motor skills such as a kicking and throwing motion.

Meanwhile throughout the later phases of core Year 7 Physical Education, students move into a Health unit which shifts focus towards learning about different dimensions of health and well-being, important SunSmart behaviours, & demonstrating an understanding of key physical, social and emotional developmental changes which occur throughout early adolescence.

From a practical standpoint, students in Year 7 have the opportunity to undertake a fitness testing battery, fundamental movement skill development, Indigenous games, & a wide range of sporting units focusing on providing exposure to and skill development in various sporting codes such as Volleyball, Basketball, AFL, Netball, Soccer, Badminton, Handball, Hockey, and many more.



Humanities.

The Humanities is the study of society and individuals. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage the use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits, and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

In Year 7 students develop key historical skills in analysing key documents from the past including primary and secondary sources. Students explore and evaluate the Ancient World including ancient Indigenous societies here in Australia and the rise and fall of ancient Egypt. Students also develop geographical skills in map-making and conducting fieldwork. Furthermore, students learn about liveability and human well-being.



Languages.

To participate fully in our increasingly multicultural and international world, all students are urged to carefully consider the study of a second language.

The Year 7 units of Languages - French and Indonesian - are designed to enable students to use language to interact with others, to develop an awareness of the structure of language, and to gain insight into and appreciation of another culture.

In Year 7, students engage in a range of topics at beginner level including basic greetings, introductions and personal information about one's age, home, family, friends and school life. Students broaden their knowledge of key lexicon, grammatical structures, pronunciation and intonation.

Learners build an awareness of the relationship between language and culture, exploring ideas relating to identity and communication. They question cultural stereotypes, explore how attitudes are shaped by cultural perspectives, and consider their own communicative behaviours.

Students engage with ICT by regularly accessing Education Perfect, an online program designed to support students' use of the key macro-skills: speaking, writing, listening, reading.

Furthermore, a range of linguistically and culturally stimulating incursions and clubs run throughout the year, providing students of Year 7 French and Indonesian with many opportunities to further embrace their passion for language learning.

To have another language is to possess a second soul
- Charlemagne



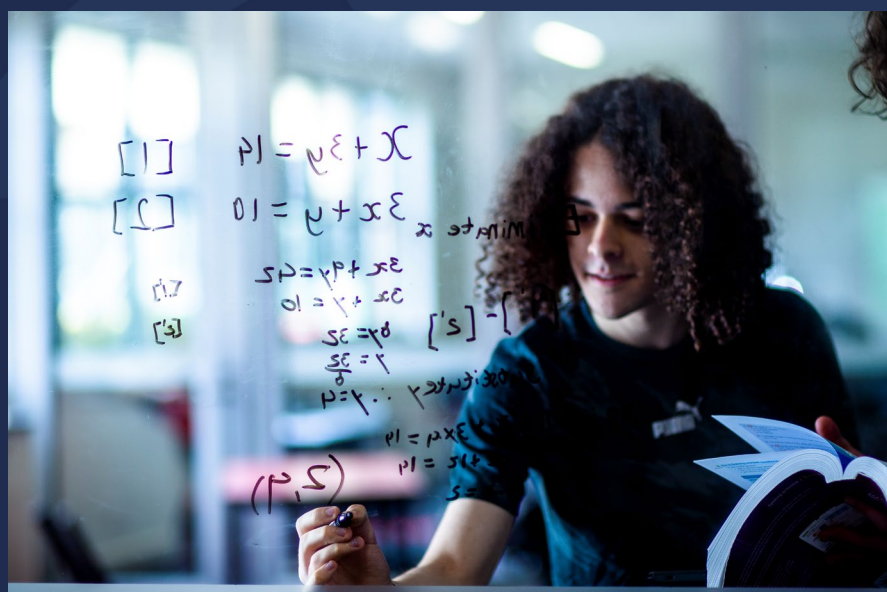
Mathematics.

At Eltham High School, the philosophy underpinning the Mathematics curriculum revolves around fostering mathematical curiosity, building connections between mathematical concepts and real-world applications as well as empowering students to develop mathematical fluency and problem-solving skills.

Our approach focuses on building a solid foundation of mathematical concepts while fostering a growth mindset among our students. We encourage students to ask questions, investigate patterns, and make connections between mathematical concepts and their practical applications. By engaging students' curiosity, we aim to develop their enthusiasm for mathematics and promote lifelong learning.

We believe in providing a supportive and inclusive learning environment that values and celebrates the diversity of our students. We acknowledge that each student brings unique strengths, and we strive to differentiate our instruction to cater to their individual needs. By promoting inclusivity, we create an environment where all students feel empowered to participate, take risks, and achieve their full potential.

Maths at Year 7 provides the foundation for numeracy skills for whatever future our students intend to pursue. Student's exploration of Mathematics extends into negative integers relevant in the financial sector, algebra used to generate data patterns and applications of formulas to areas such as measurement for building and more. The instructional model develops the key competencies of understanding, fluency, reasoning, and problem solving. Eltham High School values student diversity, encouraging and challenging each student through a variety of learning activities that scaffold learning or provide extension opportunities appropriate to the individual. Targeted numeracy supports, in the classroom and within small groups, ensures that each student has the best possible start at Eltham High School.



Science.

At Eltham High School, we recognise the essential importance in the 21st Century of the application of 'Science' to shape our world and our responses to the challenges we face as a global society. Everyone of our students must be scientific literate to be able to:

- Critically consider and manipulate evidence and ideas they are presented with.
- Make informed, evidence-based decisions regarding scientific and technological issues that immediately affect their own lives.
- Engage in the wider ethical considerations and decisions of technological advancement.

As such, our credence is 'Science for all, always' and we live this motto in multiple ways:

1. We acknowledge the cultural and technological evolution of scientific ideas and explicitly teach the endeavour of scientists to explain the observable universe.
2. From Year 9, we differentiate the types of scientific experiences we offer to cater for the needs of all students.
3. We focus on the explicit development of scientific inquiry skills along a Years 6 – 10 continuum so that students develop the ability to:
 - Make observations, questions and predictions.
 - Design and implement fair scientific tests.
 - Analyse and communicate findings to varied audiences.

Eltham High School fosters a student-centred approach to science education, emphasising the

real-world applications of scientific concepts. Our curriculum integrates various scientific disciplines to explore core ideas throughout the year, forming a cohesive narrative of scientific exploration. This narrative is driven by student enquiries, which act as guiding questions throughout each Area of Study (AOS):

- AOS 1: "Is all matter in the universe truly the same?"
- AOS 2: "How does the unique composition of Earth influence its behaviour?"
- AOS 3: "How does energy flow through and interact with everything in the universe, particularly on Earth?"
- AOS 4: "How does energy transfer on Earth create the conditions necessary for life?"
- This inquiry-based, interdisciplinary approach continues throughout Year 8. In Years 9 and 10, the curriculum gradually transitions towards a more discipline-specific focus, preparing students for specialised pathways of Senior School.



If I have seen further, it is by standing on the shoulders of giants

In 1675 letter from Isaac Newton

Technology.

At Eltham High School the Technology curriculum emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. This is achieved through a diverse range of subjects, all of which build on the skills and knowledge developed in Year 7 and Year 8. Technology subjects provide clear Pathways: into Year 10 and beyond into VCE.

The Technology area is also involved in STEAM, comprising electives that are designed to encourage students to use the EHS STEAM Design Process to practically solve an identified question/issue. (refer to the Critical Inquiry KLA Subject Pages).

Year 7 wood technology focuses on the use and application of wood and woodworking tools. Students design, produce and evaluate projects constructed in wood using a selection of techniques, materials and equipment.

They are able to construct a product, largely of their own design that they are able to keep and take home. These products will have utilised some complex equipment and processes not normally available to them. As they progress, they will come to understand efficiency and appropriateness of the tools and processes used.

Year 7 Digital Technologies begins by introducing students to the operation of a computer, the relationship between the processor (CPU), memory (RAM), storage in the form of hard drives (HDD and SSD) and the addition and selection of peripherals. There is a brief introduction to 1st, 2nd and 3rd generation computer languages, binary, hexadecimal, 32 and 64-bit data transfer.

The major aspect of the course is programming. Students learn how to create structured code using the computer programming language Python. They go through a series of programming tasks that uses graphics (shape drawing) to introduce aspects common to all computer languages such as variables, loops and conditionals.





Further Information.

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