

WESTALL SECONDARY COLLEGE

# JUNIOR SCHOOL HANDBOOK 2025



**WESTALL**  
Secondary College

**iCreate**

**Aim  
High**

Learn the  
**WESTALL WAY**

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WESTALL  
Secondary College

# Introduction

At Westall secondary College Junior School students complete a broad range of subjects over their two years in the Junior School, including core subjects, Semester-based subjects and an iCreate elective.

## Core and Semester based subjects

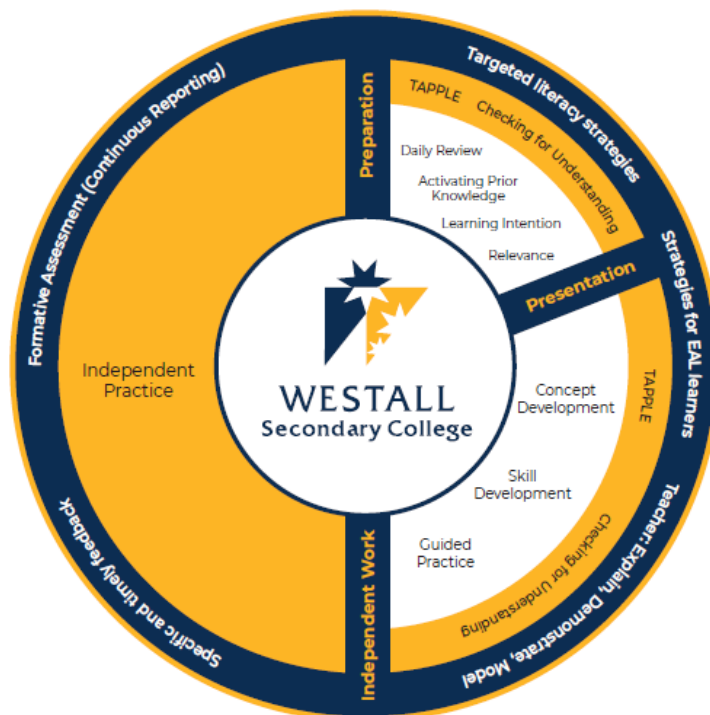
Core subjects	Semester subjects
English Mathematics Science Global Literacy Language Other than English (LOTE): Chinese- Mandarin Physical and Health Education Sport Education Brain Care (Wellbeing)	Visual Communication Design Visual Arts Music Performing Arts: Drama Wood Technology Food Technology Digital Technology

At Westall Secondary College our philosophy is “meeting the individual needs of our students.” The Junior School structure complements this philosophy by allowing a more explicit, personalised, and targeted learning approach in both English and Maths. Every student is placed in their English or Maths classes based on their individual level of achievement. This structure aims to reduce the range of abilities in one classroom and see student growth in learning outcomes by three progressive achievement levels over a two year period.

## iCreate Electives Program

The iCreate elective program provides the opportunity for students to pursue specific interests and develop expertise through an inquiry-based project. It also allows students to develop general capabilities as outlined in the Victorian Curriculum: Critical and Creative thinking, Intercultural and Ethical Understanding, Personal and Social Capability.

## Westall Explicit Direct Instructional Model (EDIM)



# Year 7 and 8 Core Subjects

## English

Students in the Junior School read or view and interpret a range of texts, including novels, persuasive texts, short stories and informative texts. They learn to select details from texts to develop their own response. Students create a range of imaginative, informative and persuasive texts for a range of purposes and audiences. They improve their understanding of grammar, their use of vocabulary and their ability to use accurate spelling and punctuation. Students improve their speaking skills by making presentations and contributing actively to class and group discussions. They also learn how to express and challenge a point of view.

### Content:

- Short stories
- Issues in the media
- A Film
- A Novel

### Assessment:

Creative responses to a text, including narrative writing, poetry, script writing, and creative non-fiction responses  
Persuasive text  
Analytical text response  
Oral Presentations

## Mathematics

Mathematics in the Junior School provides students with the foundation skills across the three strands of Mathematics: Number and Algebra, Measurement and Geometry, and Probability and Statistics. Students build upon these areas in their fluency of the Mathematical skills and knowledge, as well as learning to apply it in application problems.

### Content:

NUMBER AND ALGEBRA	MEASUREMENT AND GEOMETRY	PROBABILITY AND STATISTICS
<ul style="list-style-type: none"><li>• Number and place value</li><li>• Real numbers</li><li>• Money and financial mathematics</li><li>• Patterns and algebra</li><li>• Linear and non-linear relationships</li></ul>	<ul style="list-style-type: none"><li>• Shapes</li><li>• Units of measurement</li><li>• Perimeter, area and volume</li><li>• Location and transformation</li><li>• Angles</li><li>• Geometric reasoning</li></ul>	<ul style="list-style-type: none"><li>• Discrete and Continuous Data</li><li>• Data representation, analysis, and interpretation</li><li>• Sample Space</li><li>• Chance</li></ul>

### Assessment:

Formative pre-topic tests  
Common Assessment Tasks (Tests and Mathematical Investigations / Projects)

## Science

*The basis of an education in science is the development of concepts, skills and processes associated with scientific knowledge and ideas. These are drawn from the major disciplines of chemistry, physics, biology, and earth & space sciences. In this course, students develop and apply knowledge, understanding and skills in their immediate world and beyond.*

### Content:

- What is Science? (Safety in the Laboratory)
- Earth and Space Science (Planet Earth and Geology)
- Chemical Science (Mixtures and Chemical change)
- Biological Science (Classification and Cells)
- Physical Science (Forces and Forms of Energy)

### Assessments:

Common Assessment Tasks (Research Investigations and Posters, Practical and Experimental Investigations and Tests)

## Global Literacy

*Global Literacy is concerned with the condition of all human beings, no matter where they live, to function effectively in the global community. It promotes an understanding of what is happening around the world, and the values and histories underlying our way of life.*

### Content:

**Semester One:** Term 1 – Geography / Term 2 – Civics and Citizenship

**Semester Two:** Terms 3 & 4 - History

### YEAR 7

- Water in the World
- Government and Democracy
- Aboriginal and Torres Strait Islander Peoples and Culture
- Ancient Egypt

### YEAR 8

- Landforms and Landscapes
- Consumer and Financial Literacy
- The Vikings
- Polynesian Expansion

### Assessments:

Fieldwork Investigation  
Research projects  
Oral presentations (individual and group)  
Written tests

## L.O.T.E: Chinese (Mandarin)

*In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Students are introduced to basics of Chinese language and culture, Chinese characters, as well as reading, writing and oral language.*

### **Year 7 Content:**

- Introduction of Chinese Mandarin including Greetings, Family, Numbers, Sports, and Colours.
- Chinese culture, history and geography will be explored through research using multi-media.
- Chinese online learning, calligraphies, drawings of Beijing Opera faces, and cultural incursions are embedded throughout the curriculum.

### **Year 8 Content:**

- Basics of Chinese Mandarin, including: colours, inventions, legends, self-introduction and technologies.
- Consolidates the language taught in the Year 7 and introduces new vocabulary with extended sentence structures.
- Speaking, reading and writing skills continue to be developed.
- Prior understanding of Water paintings and calligraphies is built upon and extended.

### **Assessments:**

- Completed workbook exercises
- Common Assessment Tasks
- Cultural projects
- Oral presentations and performances

## Sport Education

*Sport Education is designed to provide students with an authentic opportunity to be involved in a sporting team, simulating sport in the community. Students' select a sport each term and participate in a weekly competition against other schools in the district. Students have an opportunity to develop sport specific skills, learn rules, develop tactics, and be involved in the various roles within a team sport.*

### **Content:**

- Learning the rules of various sports
- Developing motor skills and tactical knowledge to improve individual and team performance
- Learning about the roles involved in a variety of sports for example umpire, coach, player and administrator
- Swimming

### **Assessment:**

- Attendance
- Effort
- Participation

## Health and Physical Education

*The Health and Physical Education domain provides students with knowledge, skills, and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social, and emotional health. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness, and sport education.*

### Year 7 & 8 Content:

HEALTH EDUCATION	PHYSICAL EDUCATION
<ul style="list-style-type: none"><li>• Health benefits of Physical Activity</li><li>• The 3 dimensions of Health (Physical, Social and Emotional Health)</li><li>• Safety and harm minimization strategies</li><li>• Puberty</li><li>• Nutrition</li><li>• Cyberbullying</li><li>• Alcohol, Tobacco and Drugs</li><li>• Respectful Relationships</li><li>• Contraception and Sexually Transmitted Infections</li><li>• Mental Health and Wellness</li></ul>	<ul style="list-style-type: none"><li>• Fundamental Motor Skills</li><li>• Invasion Sports</li><li>• Net/Wall Sports</li><li>• Target Sports</li><li>• Striking/Fielding Sport</li><li>• Athletics</li><li>• Gymnastics</li></ul>

### Assessment:

- Common Assessment Tasks
- Attendance and Participation
- Practical Testing – skills, fitness, tactics

### Brain Care

*Brain care is designed to provide student with the knowledge, skills and capabilities to strengthen their own Wellbeing. There is focus on social emotional learning and practical wellbeing strategies to build resilience. Students learn how to manage peer relationships through a culture of respect, understanding, care and collaboration. They also focus on the pillars of gratitude, empathy and mindfulness, with emotional literacy being a foundation skill taught to practice these strategies.*

# Year 7 and 8 Semester-based Subjects

## Visual Arts

*The Arts enable students to develop their creativity and express themselves by learning about different practices, disciplines and traditions. Students make and respond, and learn to appreciate both Australian and overseas artists.*

### **Content:**

- Students use a range of materials, techniques and technologies
- Students create and display artworks
- Students respond to a different cultures, times and places
- Students explore ideas, experiences, observations and imagination to create visual art works

### **Assessment:**

Folio of art works  
Written Response  
Visual Diary

## Visual Communication and Design

*Students learn about designers and how they use visual communication practices to respond to design briefs in different historical, social and cultural contexts. They apply knowledge in the development of their own visual communication practices.*

### **Content:**

- Students explore materials, media, design elements and design principles to create and present visual communication
- Students use manual and digital drawing methods to create a range of visual communications
- Students develop and present visual communications for different purposes, audiences and in response to specific needs
- They identify and describe the intended audience for a range of visual communications from different historical, social and cultural contexts.

### **Assessment:**

Visual Diary Research project  
Design Folio



## Music

*Students learn to identify and analyse how the elements of music are used in different musical styles and how to apply this knowledge to the music in their lives. They evaluate the musical choices of different cultures and explore how those cultures' socio-political growth has influenced their musical development. Students also explore how music affects us emotionally and the role of music in popular culture.*

### **Content:**

- The development of musical vocabulary.
- Active listening and musical appreciation and criticism.
- Build an understanding of the rules and mechanics of music.
- Investigation of the components of various musical types.
- Exploration of the links between music and culture.

### **Assessment:**

Common Assessment Task (PowerPoint: where the student outlines, using the correct terminology, the social and artistic factors that lead to the development of a particular genre of music).

## Drama

*Drama students identify and analyse how the elements of drama are used and combined to affect an audience. Different performance styles are studied to learn how performers and performances entertain their audience. Students apply this knowledge in a combination of exercises and improvisations culminating in a short performance piece. Students evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.*

### **Content:**

- Learning basic dramatic and public speaking skills.
- Developing a vocabulary of theatrical terms.
- Participation in confidence building activities.
- Study of simple types of theatre and their intended impact on an audience.
- Produce a small dramatic sketch for performance.

### **Assessment:**

Common Assessment Task (Written test on the conventions and language of modern theatre and a short performance piece).

## Wood Technology

*Wood Technology aims to develop students' knowledge and understanding skills to become critical users of technologies and designers. Students develop skills in managing and safely manipulating a range of materials, tools, and equipment.*

### **Content:**

- Students create design briefs, produce, and evaluate products.
- They develop an understanding of the applications of materials and processes in construction.
- Students learn basic safety, risk assessment and accident prevention.
- They use machinery and equipment in the workshop-equipped classroom.

### **Assessments:**

Design Folio Production Work  
Journal and evaluation reports

## Food Technology

*Food Technology aims to provide students with an opportunity to engage in investigating, designing, producing and evaluating food products, using a range of ingredients and cookery methods as a way of developing creativity and innovation.*

### **Content:**

- Knowledge and understanding of the impact of hygiene and safety on nutrition and health.
- Knowledge and understanding of hazard prevention.
- Comprehending recipes and understanding measurement.
- Exploring basic food and nutrition principles following Australian Guide to Healthy Eating.
- Influence of technology on food choice and product development.
- Research food packaging and labelling.
- Investigate, design, produce, and evaluate products.
- Cooking using basic food processes

### **Assessment:**

Food Production Evaluation Report (Design Brief)

## Digital Technology

*Students identify and evaluate information systems and their solutions in terms of meeting needs, innovation, and sustainability in the world they live in.*

### **Content:**

- Students distinguish between different types of networks and their suitability in meeting defined purposes.
- Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems.
- They analyse and evaluate data from a range of sources to model solutions and create information.
- Students work collaboratively to create interactive ideas and projects
- They use appropriate codes of conduct when communicating online
- Students define and decompose problems in terms of functional requirements and constraints.
- They design user experiences and algorithms incorporating branching and iterations, as well as develop, test, and modify digital solutions.

### **Assessment:**

Common Assessment Task (design and develop technology based solutions)



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## iCreate elective

# iCreate

iCreate is an elective program for all students in years 7-12 where, on Wednesdays, students have the opportunity to follow their passion and undertake a project-based elective program. As the classes are made up of students from a range of age groups, it is a great opportunity for students to integrate more fully into the Westall Learning Community whilst learning exciting and relevant skills

All students choose 1 iCreate subject to study for the year. For iCreate subject choices, see the separate 'iCreate Handbook 2025'.

## Extra-Curricular Program

