

# Curriculum

The following policies provide key examples of curriculum aims and guidelines upon which college processes and practices are based.



## ARTS POLICY

### **RATIONALE:**

The Arts are those areas of learning that allow people to creatively explore their feelings and ideas and to develop knowledge and skills to express these ideas in a variety of forms. They are a major means of transmitting our cultural heritage and can be enriched through the study of the arts of different cultures as well as that which is unique to the culture of this country. The Arts are essential for the growth of awareness, understanding, appreciation and enjoyment as general goals, with specific goals relating to aesthetics, communication, creativity, leisure and vocational pursuits.

### **PURPOSES:**

The Arts Program at Forest Hill College enables students:

1. To appreciate, respond and reflect upon the Art in their own and other cultures;
2. To understand the messages carried in various art forms and their social role in contributing to change in society;
3. To develop problem solving skills, technical fluency, analytical, manipulative and organisational skills as well as creativity and originality, so as to be able to communicate ideas, information and feelings through various forms of the Arts;

### **GUIDELINES FOR IMPLEMENTATION**

1. Students will have access to a variety of performing and visual arts at all year levels.
2. Students will be provided with a compulsory junior arts program in years 7 and 8.
3. Students will be offered an elective arts program at years 9 and 10. Students will select from a range of performing and visual arts subjects.
4. The junior arts program will be designed to enable the learning outcomes of the Curriculum Standards Framework II to be achieved.
5. A wide range of VCE arts studies will be made available to students of years 11 and 12.
6. Year 10 students will have access to unit 1&2 subjects where deemed appropriate to their needs, experience and capabilities.

7. Students will have access to, and be encouraged to use learning technologies in all arts subjects at all levels.
8. The Arts program will be provided within a mixed ability classroom, catering for individual differences and making provision for different outcomes as students are encouraged to gain success at their own level.
9. Staff within the Arts program will monitor, review and implement a gender inclusive and culturally inclusive practices into their daily teaching practice.
10. Student festivals, productions, performances, exhibitions and displays will be supported and encouraged.
11. The Arts Learning Area will endeavour to utilise arts networks and extension programs such as the Artists in Residence Program, excursions to review arts in the community, mentoring programs, and the like, to heighten student experience and engagement.
12. Students will be provided with appropriate facilities and materials of a high calibre.
13. Classes will be staffed with due consideration to matching staff professional expertise, enthusiasm and personal goals, with the needs of the student.

References: [curriculum@work](#)

## ENGLISH POLICY

### **RATIONALE**

English provides essential language skills which enable students to take an active part in the community. Competence in these skills is necessary for full participation in the wider curriculum. The study of English also contributes to personal development through the exploration of ideas expressed in literature, drama and the media; and by encouraging enjoyment and appreciation of important areas of entertainment and the arts. Effective communication skills are essential to cope with a rapidly changing technological world.

### **PURPOSES**

To develop in students:

1. Essential skills of speaking, listening, reading, viewing and writing in order to be able to take an active part in the community;
2. Personal growth through the exploration of ideas expressed in a variety of texts;
3. A logical, critical and analytical approach to all forms of communication;
4. An awareness that pleasure can be found in a variety of language based activities including reading, attending plays, writing and listening to visiting speakers;

5.Tolerance and consideration for others in all areas of language work.

## **GUIDELINES FOR IMPLEMENTATION**

1.English will be taught in mixed ability classes with one teacher taking a class for a whole year unless exceptional individual circumstances exist.

2.Students will be given regular opportunities to practise the main skill areas of speaking, listening, reading, viewing and writing.

3.Students will be given opportunities to work individually, in small groups and in a class as a whole.

4.Students will be encouraged to develop and use multimedia and word processing skills.

5.Individual differences will be catered for within the mixed ability classroom through a commitment to inclusive curriculum. Work will be planned to allow for different outcomes for different students in order to maximise each student's ability to fulfil the course requirements.

6.English teachers will consult, where appropriate, with ESL, Integration and Language Unit staff.

7.There will be discussion of current issues and students will be encouraged to develop informed opinions.

8. Students will be introduced to a variety of literature, theatre, films and speakers, through excursions, classroom workshops and performances by professionals in the Kel Watson theatre.

9.Students will be exposed to a variety of points of view and tolerance will be encouraged.

10.A stock of texts and other resources will be maintained to provide teachers and students with a variety of materials and access to electronic sources of information.

11.Teachers will adopt a co-operative and consistent approach to the teaching of English. This should be achieved by:

> following sequential course outlines agreed upon by the faculty;

> the sharing of ideas and resources;

> the holding of regular faculty and level meetings within and across campuses to discuss course content, teaching methods and faculty policies.

References: [curriculum@work](mailto:curriculum@work)

## **RATIONALE**

Competency in the use of English is vital to our students' academic and social success. As English is the second language for a large number of students in this College, they need to be given the opportunity to develop their English Language skills in order to participate fully in the life of the school and the wider community.

## **PURPOSES**

1. To provide Non-English Speaking Background (NESB) students with a systematic ESL program which meets their specific language needs.
2. Through participation in this program, to equip students with skills needed to cope with mainstream classes.
3. To give NESB students a sense of achievement and purpose by providing an encouraging and supportive environment.
4. Through the above, to increase the self-esteem and confidence of NESB students in the use of language for both academic and social purposes.

## **GUIDELINES FOR IMPLEMENTATION**

1. The College will adopt a whole-school approach to ESL.
2. The recommendations made by DE&T for ESL classes will be adhered to in regard to:
  - i) class sizes;
  - ii) the number of minutes of ESL taken per week by NESB students.
3. Only ESL qualified staff, by training or experience, will be allocated ESL classes and ESL teachers will teach ESL for a least .5 of a full-time allotment.
4. Ethnic Teacher-Aides will provide classroom support, where available, through first language and/or English.
5. ESL will be offered as an alternative to mainstream English and LOTE for beginning and intermediate students.
6. Where practicable ESL electives, or alternative support, will be offered to advanced ESL students who are in mainstream English classes.
7. To facilitate an effective ESL program, a designated staff member will be informed of enrolment of potential ESL students and consulted regarding time-tables and placement of ESL students.
8. Beginning ESL students shall not be expected to take subjects in each Key Learning Area until they have sufficiently developed English language skills.

References: [curriculum@work](#)

## H&PE POLICY

### **RATIONALE**

The "Health and Physical Education" Key Learning Area acknowledges that students should understand the importance of personal decisions and behaviours, and community structures and practices, in the promotion of health and participation in physical activity.

The "Health and Physical Education" Key Learning Area will help students learn about the factors which promote the health and well-being of individuals, families and communities, and those which present a risk.

### **PURPOSE**

To enable students to:

1. develop an understanding of the need for a balance between the physical, social and emotional components of health in the effective functioning of individuals;
2. develop the knowledge and skills to make informed judgements, plan strategies, and implement and evaluate actions that promote the health and well-being of individuals, families and the community;
3. acknowledge the influence of diverse values, attitudes and beliefs on personal and group decisions and behaviour related to health, safety and physical activity;
4. appreciate the changing nature of relationships, and develop the knowledge and skills necessary for the success of effective relationships;
5. gain access to a range of resources that promote health and participation in physical activity;
6. experience sport, games, play, recreation and outdoor activities as vehicles for achieving more specific health and fitness goals;
7. develop an understanding of the physiological, biological and socio-cultural dimensions of movement and fitness;

### **GUIDELINES FOR IMPLEMENTATION**

1. Participation in classes in Health and Physical Education will be compulsory for all students in years 7 to 9.

2. Physical Education will be compulsory in year 10 with a range of additional electives also being offered.
3. V.C.E. units 1-4 will be offered in Physical Education, Health and Human Development and Outdoor Education.
4. Students will be instructed in a safe and suitable environment.
5. A range of resources will be available to help implement the curriculum.
6. Learning Outcomes, assessment and reporting will be based on CSF II guidelines.
7. A variety of teaching methods will be employed/implemented to ensure the most effective methods of delivery of the curriculum. (These may include/incorporate the use of learning technologies; eg: CD Rom, Internet, Powerpoint presentations, video analysis).
8. Staff will utilize professional development activities in order to achieve "Best Practice".
9. All programs will be reviewed and evaluated on a regular basis to determine their worth and effectiveness.

References: [curriculum@work](#)

## INFORMATION TECHNOLOGY POLICY

### **RATIONALE**

Information technology seeks to empower all students with the ability to access data via technology and be confident about processing information and communicating with others by means of text, graphics, telecommunications and multimedia. It also aims to apply these skills to other learning areas and increase student awareness of the impact of information technology on society both now and in the future. Students will develop technical, problem solving and decision making skills and apply them effectively to realistic situations that reflect what is happening in society and prepare them for employment and community living. They will be encouraged to develop both independent and collaborative working, presentation and communication skills.

### **PURPOSES**

To develop in students:

1. A familiarity and confidence in the use of a range of information technology hardware and software, processes and techniques
2. Enthusiasm for using computers for problem solving and decision making
3. Skills that will prepare students for the workforce

4. An understanding of the role of information technology in assisting with decision-making and problem solving.
5. Ability to solve information problems appropriately for a specific audience by applying the four processing steps investigating, designing, producing and evaluating.
6. Ability to use a variety of strategies to collect data and organise it in a meaningful way
7. An ability to evaluate and improve on solutions
8. An ability to integrate hardware, software and communication techniques to solve realistic problems
9. An awareness of the effects of information technology and techniques on individuals and groups of people
10. An understanding that information technology can be a powerful tool and not simply a toy
11. An understanding of the importance of the ethical and responsible use of technology and information transfer
12. Collaborative working, leadership skills
13. Safe and healthy use of information technology
14. Consistent presentation format and effective communication skills
15. Application of skills and processes to other learning areas

## **GUIDELINES FOR IMPLEMENTATION**

The following incorporates the outcomes at Levels 5 and 6 in the VELs document and the revised VCE. At Years 7 -10 and Units 1 to 4 of the revised VCE students will be introduced to a range of hardware, software and communication techniques and will be able to:

1. Describe types and functions of information technology developments
2. Explain how the developments affect both individuals and society
3. Plan and implement solutions to specific information problems
4. Show an ability to integrate appropriate hardware and software when solving problems
5. Evaluate the efficiency of the processes and the quality of the information produced
6. Encourage other students and share skills with fellow class members when they are engaged in learning activities

7. Use the technology according to the College “Acceptable Use Policy”?
8. Apply strategies to use the equipment in a safe and healthy way
9. Present all documents in a consistent way according to College policy
10. Translate the skills and processes learnt in Information Processing to other learning areas
11. Extend their skills in Information Technology by undertaking VET/CISCO courses in Information Technology if they wish

## INSTRUMENTAL MUSIC POLICY

### **RATIONALE:**

The program provides students with the opportunity to gain an aesthetic and intellectual understanding of a wide variety of musical styles, through the intensive study of a chosen musical instrument in both solo and ensemble settings.

### **PURPOSE:**

1. To provide the opportunity to become a competent solo and ensemble performer.
2. To promote enjoyment/appreciation of many musical styles.
3. To build confidence and self-esteem through a self- disciplined practice and performance program.
4. To develop acute aural perception.
5. To develop skills in the creative organisation of sound.
6. To promote music as an interactive social activity.
7. To provide an understanding of the learning process in order to promote excellence in all endeavours.
8. To help prepare students for a possible career in the music industry.
9. To provide students with a richer life through music.

### **GUIDELINES:**

1. The subject operates in accordance with The Arts Framework and VCE Music course.

2. Tuition for year 7 - 10 is conducted in groups of approximately 4 students, on a rostered withdrawal basis. Where possible, VCE students are taught on a timetabled one-to-one basis.

3. All students are required to participate fully in at least one College ensemble, including weekly rehearsals, concerts and camps. Rehearsals are usually scheduled outside of normal timetabled classes: Before school, at lunchtime, and after school.

\* The ensembles currently offered are as follows:

Junior Concert Band Junior String Ensemble Junior Stage Band

Senior Concert Band Senior Stage Band Senior String Ensemble

Orchestra

The school provides all music required for the above ensembles. Parents are required to provide music books, sheet music etc. for music lessons, as designated by each instrumental teacher.

Students are required to practise at home for a minimum of 20 minutes per day.

Instrumental music is a curricular subject, and is therefore liable to report and assessment as with any other subject.

Choice of instrument

Parents are strongly advised to speak to music staff prior to deciding which instrument is learnt. A careful choice can be vital to a person's success in music.

References: [curriculum@work](mailto:curriculum@work)

## INTERNATIONAL STUDENT PROGRAM POLICY

### **RATIONALE**

Australia is part of an increasingly interactive global community in which communication of ideas and cultural exchanges are becoming commonplace. Today's students will not only be citizens of Australia; they will be members of a world community with unprecedented opportunities to live and work in other countries as members of a globally mobile workforce

Our International Students Program is a recognition and acknowledgment of this fact. Students from overseas are integrated into our whole school program which provides opportunities for the establishment of better understanding and friendships between themselves and our students.

Integral to the Program is teacher/student exchange and the sharing of educational methodology and pedagogy.

## **PURPOSE**

1. To provide a high quality education program to full fee paying International students in an atmosphere of support and encouragement.
2. To enable International full fee paying students to develop their academic talents and social experience within the Australian environment.
3. To enhance the experience of local students by exposing them to students from other cultures and experience.
4. To expand educational opportunities for all students through access to additional resources.
5. To facilitate opportunities for teacher exchange.

## **GUIDELINES FOR IMPLEMENTATION**

1. The program will be implemented in accordance with the Memorandum of Understanding between DE&T and Forest Hill College.
2. Appoint an International Students Programs Manager to manage and promote the program and provide counselling and support for students.
3. Provide an Intensive English Language Program (IEP) to prepare students for entry to Year 10 or VCE classes (refer to the IEP policy).
4. Provide ESL support in accordance with DE&T policy and for ISP students when Pre VCE classes are not running due to small numbers.
5. Ensure entry to mainstream classes occurs only at the beginning of term for Year 10 students, and at the beginning of semester for Year 11 students. (\*)
6. Provide a range of teaching and learning programs in the broad curriculum.
7. Monitor student progress and well being and report regularly on these to International Education and Marketing Unit, Guardians and Parents.
8. Regular monitoring of students in the program at Years 7 – 10 to ensure appropriate groupings of students (carried out by the ISP Management Committee).
9. The program will be reviewed annually to ensure that changes in College policy and/or needs are aligned with the purposes of the Program (carried out by the ISP Management Committee).

(\*) Does not apply to cultural exchange students who are here for one year or less.

Data is sourced from:

- \* Feedback from International Education Unit and Overseas agents.
- \* Enrolment numbers.
- \* Student survey responses (local and international students).
- \* Staff surveys and recommendations.
- \* Tertiary destinations
- \* Statewide review carried out by DE&T

## LOTE POLICY

### **RATIONALE**

The learning of another language takes students' thinking beyond the confines of their own culture and makes it possible to view another culture through and within its own terms of reference. The learning of another language promotes skill development in the areas of listening, speaking, reading and writing and thereby contributes to their overall literacy development.

### **PURPOSES**

The LOTE program at Forest Hill College aims to:

1. enable students to communicate successfully in a language other than English.
2. make language learning an enjoyable, challenging and rewarding experience;
3. encourage an awareness of the language learning process, thus making the learning of other languages easier, whilst deepening their understanding of English;
4. develop in the students an understanding and tolerance of other cultures and of themselves as citizens of the world;
5. enhance students' career prospects

### **GUIDELINES FOR IMPLEMENTATION**

1. Studies in a LOTE (French, German or Mandarin Chinese) will be compulsory for all students in Years 7 to 9, with provision, where numbers permit, for separate beginners' and extension classes.
2. Full year elective units in all three LOTE subjects will be offered at year 10.

3. LOTE will be offered at VCE Units 1-4 in all three LOTEs, including Chinese First Language and Chinese Second Language.
4. All texts and other teaching materials for courses at Years 7-10 will be chosen for their suitability in the development of students' oral and written communication skills in the context of everyday situations outlined in the CSF II guidelines.
5. All texts and other teaching materials for courses at the VCE level will be chosen for their suitability with regard to prescribed themes and topics and linguistic requirements of each LOTE study.
6. Students will develop their skills in interactive language through learning activities involving regular exposure to authentic language on CDs and cassettes, videos and DVDs, interactive computer software programs and suitable internet sites, as well as pair and group conversation and discussion, games and quizzes.
7. Students will develop their skills in reading and writing through the use of stimulating texts from a variety of sources, including prescribed texts, worksheets, magazines, graded readers, emails and letters, on-line activities and CD-ROMs.
8. Learning outcomes at Years 7-10 will reflect CSF II guidelines and assessment and reporting will be based on key indicators for the achievement of each Outcome at the appropriate level.
9. Students will be encouraged to experience a variety of cultural and extension activities related to their LOTE, including excursions, student exchanges and home-stays, in-country tours and language courses, scholarships, visits from native-speakers, language competitions, inter-school activity days, film festivals and on-line conferences.
10. All LOTE teachers will be encouraged to contribute to college LOTE staff and student activities, local staff and student networks and relevant in-service activities during the year.

References: [curriculum@work](mailto:curriculum@work)

## MATHEMATICS POLICY

### **RATIONALE**

Mathematics provides a means of symbolic communication that is powerful, logical, concise and unambiguous, it provides a means by which people can understand and manage their environment.

The study of mathematics ensures that all students are given every opportunity to develop skills, concepts, applications and processes that allow meaningful participation in society.

The skills learnt can be used in the home, office or workshop. Mathematics is the basis for scientific development and modern technology. It is increasingly being used in medicine, the biological sciences, economics, business and management studies, and as a management tool

in commerce and industry. It is fundamental to the study of the physical sciences and engineering.

## **PURPOSES**

- 1.To provide access to worthwhile and challenging mathematical learning in a way that takes account of the needs and aspirations of all students.
- 2.To promote student awareness of the importance of mathematics in everyday life.
- 3.To develop in students the confidence to make effective use of their mathematical knowledge and skills.
- 4.To develop in students the ability to apply mathematics in day-to-day situations that allows positive interaction and participation in Australian society.
- 5.To develop in students the ability to reason and communicate in a logical and coherent manner, using the language of mathematics.
- 6.To develop in students a broad range of mathematical knowledge and associated operational skills. These include appropriate skills in arithmetic, algebra, estimation, geometry, measurement, visualisation, and analysis and interpretation of data.
- 7.To encourage the development of desirable student attitudes towards mathematics, and to extend student interest and appreciation in mathematics.
- 8.To allow students to develop mathematical understanding and strategies via problem solving and investigation activities.
- 9.To foster interaction and learning through group cooperative activities.
- 10.To make effective use, and take full advantage of, current technology (calculators, computers, etc.) as both instructional aids and computational tools in the learning process.

## **GUIDELINES FOR IMPLEMENTATION**

- 1.Mathematics will be compulsory for all students in Years 7 to 10, with provision for extension/remediation to be offered to students across these levels.
- 2.Mathematics in Years 7 to 10 will follow a defined course content appropriate to each year level. Concepts, skills and applications will be developed within the CSF strands: Space, Number, Measurement, Chance and Data, Algebra and Reasoning and Strategies.
- 3.All VCE mathematics units will be offered to cater for the needs and aspirations of all students.
- 4.Suitably qualified staff will be sufficient to cover VCE units, common studies in Years 7 to 10 and a numeracy program.

5. Specialist mathematics rooms equipped with appropriate teaching and learning aids need to be provided, together with storage areas adjacent to maths teaching areas.

6. A wide variety of teacher references need to be available to assist teachers to provide innovative and varied learning experiences.

7. A wide variety of student references needs to be available through the College libraries to assist students with investigative projects and assignments in mathematics.

8. Provision needs to be made for the reproduction (photocopying) of supplementary worksheets, projects, assignments, assessment tasks and planning documents for student use.

9. Professional development on an ongoing basis is essential for staff to keep abreast of developments in mathematics education.

10. Provision for mathematics classes to be timetabled in rooms adjacent to computer pods, providing access to computer hardware, software, calculator links, printer, stationery and disks.

11. Students will be exposed to a variety of learning experiences, including open-ended tasks catering for all abilities, as well as those outside the classroom.

12. Mathematically talented students will be provided with the opportunity to participate in extension activities in addition to those offered in the classroom.

References: [curriculum@work](#)

## SCIENCE POLICY

### **RATIONALE**

Science education at Forest Hill College will develop in students an understanding of the role of science and technology in society. Students will develop scientific and technological skills as a component of a comprehensive curriculum.

At a personal level, all students should develop the confidence, optimism, skills and abilities to satisfy their own curiosity about the working of the physical, biological and technological world. They should also devise solutions to the problems arising from their own needs and experiences in daily life.

As members of society, all students should be increasingly confident to discuss issues and make decisions about science and technology. In Science, Information Technology will be used in recording text, logging, analysis and presentation of practical data and results. An appreciation of the part science and technology play in shaping our cultural and intellectual heritage will enable students to participate as members of both the Australian and global communities.

In preparing for post-school options, all students should gain knowledge and understanding of the work of science to allow them to make decisions about further education and careers. This appreciation of scientific knowledge, processes and attitudes will prepare students for a world where scientific and technological knowledge is forever changing.

## **PURPOSES**

1. To clarify the aims and provide a framework for teaching and learning in Science.
2. To assist in the allocation of resources and writing the Science program budget
3. To enable staff, parents and students to understand the nature and direction of Science programs.
4. To specify the outcomes expected for students in Science.
5. To assist in the evaluation of the Science program.

## **GUIDELINES FOR IMPLEMENTATION**

1. Topics will be linked both horizontally and vertically to enable a sequential development of ideas and skills from Years 7 – 10, with reference to the curriculum programs in other Learning Areas and the Science Curriculum and Standards Framework. These ideas and skills will form the basis for specialization in a student's VCE program and other future studies.
2. Teaching practice will be inclusive of gender, cultural background and ability.
3. All Years 7 – 10 groups in Science will be mixed-ability.
4. As part of their unit requirements Years 7 – 10 students will participate in a wide variety of activities (eg. Creative writing, excursions, model building, game construction, media file, verbal report, debate), projects and structured questions.
5. Science topics will be linked to real situations and examples.
6. For the effective teaching and learning of Science, Information Technology will be used as a tool:
  - \* Students will be encouraged to use Information Technology in as many areas of Science at Years 7 – 10 as possible.
  - \* Word processing is the preferred form of presentation for research assignments.
  - \* Students can confidently use spreadsheets and databases to record and store data, and analyze and present practical results in table and graphical forms.
  - \* CD-ROMs are to be used as a tool to access information, to research and to learn particular modules of work.
  - \* The skills in accessing information and exploring sites on the Internet will be developed.

- \* Communication with other students through bulletin boards will be encouraged.
  - \* Information Technology will be used as a tool to meet the extra needs of individual students eg. integration, language and gifted students.
7. The use of computer assisted technology eg. use of measurement and control technology, will be increased in the science program.
8. Science topics will be linked with technology studies programs, with models constructed in technology studies programs being used for measurement and demonstration in the science program.
9. The expected outcomes for students will be:
- \* an enthusiasm for their studies in Science.
  - \* the development of observation, analysis, reporting and inquiry skills.
  - \* the ability to perform scientific experiments.
  - \* the awareness of science in every day life.
  - \* an appreciation and discernment of the contribution of science to the world about us and an understanding of that world.
  - \* the ability to make inferences based on experimental evidence.
  - \* the ability to make informed decisions on science-related issues.
  - \* the development of communication skills.

References: [curriculum@work](#)

## SOSE POLICY

### **RATIONALE**

The SOSE program area incorporates the Curriculum Standards Framework strands of History, Geography and Economy and Society. The program enables students to develop skills and knowledge to enable them to participate effectively in an increasingly complex and rapidly changing society. Specific areas of study aim to develop an understanding of the societal, environmental, geographic, legal and economic forces that shape Australian society and our world now and in a historical context. In the junior school integrated studies cover all three strands in years 7 and 8. At year 9, specific programs are developed to cover Geography, History and Economy and Society strands. In the Senior School, as part of the year 10 elective program, all students are required to undertake the Economy and Society

strands, with a specific focus on Pre-Employment Education and Work Experience. In addition students are required to undertake at least one of a number of units offered in the History and Geography strands. The VCE program offers specific studies in Accounting, History, Business Management, Geography, Industry and Enterprise, and Legal Studies.

## **PURPOSES**

1. To develop the skills needed to investigate ideas and issues and to communicate information related to SOSE
2. To develop knowledge of change and its impact on cultures, social systems, and the environment
3. To develop an understanding of the physical and social world in which students operate
4. To develop an awareness of being regarded as a valuable person and to value others
5. To develop an awareness of the rights and responsibilities of an Australian citizen in the 21st century
6. To develop skills and knowledge to assist students to make the transition to paid employment, and /or gain entry to further training or higher education

## **GUIDELINES FOR IMPLEMENTATION**

1. The SOSE program will be taught in mixed ability classes from Year 7 to VCE
2. The SOSE program will be a core component of the curriculum program for students in Years 7-9
3. At year 10 all students will undertake commerce, and must complete one of the History or Geography elective semester units. The SOSE offerings will be electives in the VCE program
4. Work Experience will be a core component of the Commerce program in Year 10.
5. There will be discussion of current issues and students will be encouraged to form informed opinions
6. Students will develop appropriate reading, writing, fieldwork and information technology skills to enable them to gather data from a variety of sources, to process and represent data in a variety of ways, to interpret data and express results in appropriate ways and to use a wide range of thinking skills
7. Students will be exposed to a wide range of learning, teaching and assessment strategies
8. Where possible work set to demonstrate the attainment of outcomes will incorporate a range of basic and extension tasks to cater for both gifted and talented students and those requiring educational support.

9. Staff will utilize a range of professional development programs to achieve 'best practice' in the development and delivery of SOSE curriculum programs

10. Staff will work in teams to develop and evaluate specific SOSE programs

References: [curriculum@work](mailto:curriculum@work)

## TECHNOLOGY POLICY

### **RATIONALE**

Technology involves the purposeful application of knowledge, experience and resources to create processes and products that meet human needs. The needs and wants of people in particular communities determine the technology that is developed and how it is applied. People judge the desirability of technological applications by their impact on health, personal well-being and lifestyle, economies and ecosystems. Technology education at Forest Hill College exposes students to the equipment and processes used to enhance, maintain and modify the environment and to the resources that people use in order to support their life and work. Technology education in the College is based on the VELS and VCE study designs.

### **PURPOSES**

Through use of the 'problem-solving' process to provide students with the opportunity to participate in a variety of processes in which they will

1. apply knowledge; make decisions;
2. plan and design; use a variety of materials;
3. use simple and sophisticated hand and machine tools safely;
4. develop critical awareness and problem-solving skills.

The 'problem-solving' process begins with the identification of a 'need' and finishes with the production of an object. This process would most likely necessitate

1. planning, design and utilisation of technological tools and machines;
2. evaluation of the product in terms of meeting the original need and assessment of future implications;
3. working with single, small and large groups of students and teachers in a myriad of procedures and applications.

### **GUIDELINES**

1. Provision of as wide a range of experiences as possible in technological practices for all students from Years 7 to 12.
2. Students will be introduced to a wide range of materials and processes.
3. Problem-solving skills, simple and sophisticated, will be developed by applying scientific and technological knowledge and design skills.
4. The social, political and economic implications of Technology will be studied by all students.
5. Links with other areas of learning and industry will be fostered.
6. All Years 7 and 8 students will undertake semester length courses in: Metalwork; Electrical; Engineering; Home Economics; Plastics; Sheetmetal work; Textiles and Woodwork.
7. All Units listed in Item 6 will be offered as elective Semester Units in Years 9 and 10.
8. Elective Units in Design and Development, Materials, and Systems will be offered in Years 11 and 12.
9. Consideration will be given to the need to ensure that all practical classes have the space, equipment and materials necessary to provide a safe working environment.

References: [curriculum@work](mailto:curriculum@work)