



# Victorian Essential Learning Standards

## Case Study

# Implementing the VELS at Lakeside Lutheran College

---

## Contents

<b>Introduction</b>	<b>2</b>
<b>School Context</b>	<b>2</b>
<b>Background</b>	<b>2</b>
Curriculum review	2
<b>Implementation of the VELS</b>	<b>3</b>
Process	3
Professional Development and Milestones Timeline	4
Expected Outcomes	5
Communication and Engagement	5
Evaluation	6
<b>Appendix 1: Lutheran Education Australia Core Values and Concepts</b>	<b>7</b>
<b>Appendix 2: Early Years Planner</b>	<b>8</b>
<b>Appendix 3: Middle Years Planner</b>	<b>11</b>
<b>Appendix 4: Later Years Planner</b>	<b>14</b>

The VCAA would like to acknowledge the work of Dr. Mauri Hamilton, an Education Consultant, in writing this case study.



# Introduction

The VCAA has worked with a number of schools to document how they used the whole school curriculum planning process to implement the VELS. Lakeside Lutheran College is one school that has participated in the project and the following case study describes their journey beginning in 2004. Their journey began with the engagement of an educational consultant to work with the Lutheran Education South Eastern Region (LESER), and representatives from the local community to develop *College Themes* for a new Prep to year 12 school that was to be opened in 2006. The case study describes the process of developing an integrated curriculum across the school that takes into account the Lutheran education principles, local and indigenous community perspectives. Examples of integrated planners for the early, middle and senior stages of schooling are also provided.

---

## School Context

Lakeside Lutheran College is a co-educational school that was established in 2006 by the Lutheran Education South Eastern Region (LESER) under the principles of [Lutheran Education Australia](#). Initially the College catered for students in Prep to Year 7, with the intention to offer classes from Prep to Year 12 by 2011.

Lakeside College is located on a Delfin housing estate within the Shire of Cardinia. LESER worked with both bodies to develop the community foundations for the operation of the College.

The College is located within the Kulin Nation and on the lands of the Bunurong People. LESER and the College are committed to the recognition of the traditional owners of the land. The Australian and Aboriginal flags were raised at the opening of the College and still fly at all times.

Facilities for sport, recreation and performing arts are shared by the Shire and the College. Groups within the wider community have access to College facilities. These include mothers groups and church groups.

Recognition of the history of the community and the roles and relationships of all the members who live within it provide the foundation for the College and its students to fully participate and prepare young people to become active members of the local community.

## Background

### Curriculum review

In 2005, LESER committed to develop the school curriculum based on the Victorian Essential Learning Standards (VELS) – the newly established curriculum framework produced/written by the Victorian Curriculum and Assessment Authority (VCAA). The VELS has a focus on the development of the whole child as an individual within the community and is philosophically in tune with many of the principles underpinning Lutheran education. In addition a number of Lutheran schools operate the International Baccalaureate (IB) curriculum and LESER could see the synergies between the VELS and IB.

The intended outcomes were to:

- fully understand and utilise the Lutheran Principles foundational to the College
- develop knowledge and understanding of the community in which the College is located
- develop a College framework which scaffolds student learning and living

- while preparing young people for full participation within the community
- in a global world
- align the College foundations to the VELS to ensure a rigorous and relevant curriculum for all students
- ensure that a P-12 continuum of learning is enabled, utilising the VELS stages of learning to provides connectivity for both students and staff
- fully involve students in their learning so they understand the purpose of all they do

## Implementation of the VELS

### Process

In 2004 a curriculum consultant was appointed to work with LESER staff, representatives from Delfin and Cardinia Shire and potential school community members to prepare *College Themes* accommodating all of the above aims.

The curriculum consultant used the *College Themes* and the VELS curriculum framework to prepare *Stage of Schooling Themes (VELS)* and *Overarching Questions* which are designed to assist students to make connections between curriculum (units of work) and the community (curriculum within community). An example of this document can be viewed in the Appendices.

The curriculum consultant in association with LESER invited a team of expert curriculum writers to participate in the project. The team met to discuss the project and to scope the implementation framework for the new VELS curriculum.

The school curriculum was based on research (particularly from the early years (P-4) and the middle years (5-8)), theory, good practice and informed by the holistic intertwining VELS curriculum.

[Learning focuses](#) were agreed upon for the Years P- 4 and Years 5-8 stages of schooling. The learning focuses included The Humanities, Science, Health and Wellbeing and The Arts. It was also decided that English, Mathematics, LOTE, Music and PE be taught as year level subjects

These learning focuses are intertwined within the learning focus of the VELS Physical, Personal and Social and the Interdisciplinary Learning domains and dimensions. The learning focuses were given a block of time, for example, one term duration, and were also embedded into the weekly timetable.

The focus in the senior years takes into account a more traditional subject based curriculum supported by personal learning projects in year 9 and electives in year 10.

The curriculum was prepared within the electronic management system, Learning with Purpose (LwP). Writers and community members were able to see the curriculum at both a whole school (macro) and year or VELS level (micro) while focusing on the purpose of curriculum which is to enable the growth and development of students through their learning.

All units of work were written within a model of learning. The model is based on the work of Dr John Munro from the University of Melbourne and incorporates assessment for, as and of learning. All learning activities commence with an exploration of what students know and investigation of what they don't know (assessment for learning). As students are engaged in their learning they monitor their progress (assessment as learning). Finally students and teachers evaluate student learning (assessment of learning). Through this process it is envisaged that students will thoroughly understand the purpose and progress of their learning.

Curriculum experts drawn from consultants and practicing teachers prepared units of work within the *College Themes* and *Overarching Questions*. All units were presented to the curriculum consultant and writers were then invited to work within stage of schooling teams, to review, challenge and stimulate each other's work and to make agreed changes. Writers also developed *throughlines* (overarching concepts, questions or ideas) that linked the curriculum across the school and was clearly identified in the scope and sequence planner.

The completed Lakeside VELS curriculum framework was presented to the Registered Schools' Board for the registration of the College in Term 4, 2005. The College commenced operation in 2006.

LESER, supported by the curriculum consultant employed the Principal and the inaugural staff for the College. The staff selected all had a strong knowledge of curriculum development and were enthusiastic about becoming members of a community which was committed to the holistic VELS/Lutheran approach to learning.

Ongoing professional development enabling an understanding of VELS from both the macro and micro perspectives was provided by the curriculum consultant to all staff. This included introductory days for new staff. Once the College had commenced, staff met regularly with the curriculum consultant and other relevant consultants to constantly 'evolve' the curriculum. Embedded into the implementation policies and procedures were processes to 'evolve' and/or change the curriculum. Any changes to the curriculum must be made by stage of schooling teams to ensure that the curriculum, at a macro level, provides rigour and balance across all strands, domains and dimensions of the VELS.

The following timeline notes the important stages in the development of the College's curriculum.

### **Professional Development and Milestones Timeline**

#### 2004: Semester 2

- Curriculum consultant contracted to Lutheran Education South Eastern Region
- Community consultations
- Writers employed
- Research, framing, scoping of curriculum
- Commenced development of policy and procedure infrastructure

#### 2005: Semester 1

- Writing of units of work
- Reviewing of units of work
- Aligning of curriculum development with policy/procedure development

#### 2005: Semester 2

- Completion of draft 1 of policy, implementation procedures and curriculum
- Submission to Registered Schools' Board
- Employment of staff
- Professional Development of staff
- Purchase and preparation of resources

#### 2006: Semester 1 and 2

- Commencement of the school
- Ongoing professional development with the curriculum consultant in association with LESER, incorporating the 'evolving' of the curriculum

- Utilisation of Learning with Purpose electronic management system for the implementation of the curriculum and recording of assessment and reporting
- Additional professional development from appropriate experts to support 'evolving' curriculum within the VELs

#### 2006: Semester 2

- Employment of new staff for the introduction of year 8 in 2007.
- Induction of new staff
- Review of progress to date with some minor adjustments being made to the curriculum

#### 2007: Semester 1

- School now operating P-8
- Ongoing professional development for staff
- Ongoing development of resources to support the curriculum

#### 2007: Semester 2

- Development of the year 9 and 10 curriculum for registration
- Year 9/10 curriculum within the VELs senior stage of schooling with a core subject focus and featuring Personalised Purposeful Projects for year 9 and elective subjects and community service for year 10
- Employment of new staff
- Professional development, incorporating induction, for new staff
- Purchase and preparation of new resources
- Progression between stages, both upwards and downwards
- the minimum number of domains which must be completed each two years.

### **Expected Outcomes**

The College had clear teaching and learning outcomes for students and teachers. They are described as follows.

Students who:

- are engaged in their learning and understand its purpose
- are responsible individuals capable of relating to family and friends
- experience 'modelled' values in preparation for participation in a values-based and just civil society
- participate in community as preparation for contribution to community
- are able to act effectively in a world that is complex, global in its outlook and consistently changing.

Teachers who:

- are committed to and contribute to the whole school curriculum planning (macro view) and being active in the development of units of work for a year level and/or subject (micro view) of education
- provide expertise at both a macro and micro level of education.

### **Communication and Engagement**

Community information sessions have been conducted on a continual basis from 2004. A key feature of these presentations has been the focus on:

- foundations: Lutheran Education, Delfin Estate, Cardinia Shire, Bunurong Community

- curriculum: Lutheran Principles, VELS, holistic, purposeful, themes
- over-arching questions and community perspectives and issues

## Evaluation

There has been ongoing anecdotal gathering of information which is fed into end of semester reviews. Staff use analytical tools such as Strengths Weaknesses Opportunities and Threats (SWOT) and Plus Minuses and Interesting Ideas (PMI) to determine what is working and not working. Minor adjustments have been made. A major review will be conducted during 2009 when all compulsory years programs will be in operation and planning will be underway for the post compulsory years program.

On reflection the curriculum development process would have been more effective if it was possible to:

- commence with the early years program and move through the middle and senior years
- employ the staff earlier and have them more involved in the development of the program. This was not a financial possibility
- have the curriculum consultant attend staff meetings to support staff every 2 weeks rather than once or twice a term. Once again this was not financially possible.

There were some processes and strategies that proved to be effective such as:

- the expert team of writers working together and challenging each other to develop the purpose of/for the learning
- scoping the macro then developing the micro so that the micro is always meaningful to the student and the teacher.

The strategies have been particularly useful to address the issues of teacher understanding of the VELS and how to intertwine the three strands to ensure rigorous learning across the domains and dimensions, as this had not been part of many of the teachers' training. Rather than reflecting on their practice by reviewing, renewing and incorporating, teachers were seeking to add to their existing teaching and learning practices. Through the process of looking at the macro to micro view teachers moved beyond the immediate classroom or department/faculty perspective to across the VELS levels or whole school perspective in planning and implementing the curriculum.

The College website (<http://www.lakeside.vic.edu.au>) states:

*'We have fully implemented the Victorian Essential Learning Standards (VELS) curriculum, along with our Learning with Purpose curriculum planning, assessment, and reporting management system.*

*The philosophy of Lutheran Education is to provide a secure place, offering warm, caring relationships and a safe environment for all. Lutheran schools are communities where each individual is valued, and individual gifts and differences are respected and nurtured. They emphasise key competencies and academic rigour, stimulation of thinking skills, and the utilisation of technology. We provide programmes for both gifted students and students who have special learning needs.'*

# Appendix 1: Lutheran Education Australia Core Values and Concepts

## Lutheran Education Australia

In determining its priorities, the effectiveness of its work and the way it operates, the Lutheran Education Australia is guided by the following core values and concepts:

1. The chief task of Lutheran Education Australia .is to uphold and promote the Gospel in the schools of the Lutheran Church of Australia .
2. Lutheran Education Australia and its schools are part of the Lutheran Church of Australia and its mission and ministry.
3. Lutheran schools exist to provide excellent education for their students.
4. Lutheran Education Australia is to work in partnership both with the districts and the schools.
5. Lutheran Education Australia is to have an integrated focus of pre primary, primary and secondary schooling.
6. Lutheran Education Australia plays a national role in developing policy for, coordinating projects for and representing Lutheran schools.

## Appendix 2: Early Years Planner

<b>Cultural Context</b>				
Foundations	Lutheran Church: Values and Lifelong Qualities for Learning	Delfin: Community facilities including creative performing arts	Cardinia Shire: Community facilities including sport and recreation	Traditional Owners of the Land: Bunurong People of the Kulin Nation Sustainability Culture
<b>Whole School Theme</b> Living in Community				
<b>Stage of Schooling Theme</b> <b>Early Years (Prep- Year 4)</b> Laying the Foundations for Learning (Victorian Essential Learning Standards)				
English, Mathematics, Music and Physical Education are through-lines, which are taught in year levels. The curriculum for each through-line has a scope and sequence and from this a term schedule is developed.				
Themes are explored by studies undertaken in integrated units. Each unit has a learning focus developed from VELs.				
<b>Learning Experiences/ Activities for Students</b> Within the big picture of the College foundation and themes, units of work are planned and sequenced. Units deliver knowledge, skills and understandings from the three strands of VELs: Physical. Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning. In addition the Lutheran Life-long Qualities for Learning are foundational to all studies.				

<b>Learning Focus</b>	<b>Level 1</b> Prep About me and my family	<b>Level 2</b> Years 1-2 How does my community work? (Even Year)	<b>Level 2</b> Years 1-2 How do we change over time? (Odd Year)	<b>Level 3</b> Years 3-4 Where are we in time and place in Victoria? (Even year)	<b>Level 3</b> Years 3-4 How do we communicate in community? (Odd Year)
<b>Term 1</b> <b>The Humanities</b>	Unit title: When I was one Me and my family  <i>Interpersonal Development</i>  <u>Life- Long Qualities for Learning</u> Caring, steadfast supporter and advocate	Unit title: Where's my school?  <i>ICT</i>  <u>Life- Long Qualities for Learning</u> Principled, resilient leader and collaborator	Unit title: A peek at our past  <i>ICT</i>  <u>Life- Long Qualities for Learning</u> Open, responsive communicator and facilitator	Unit title: Survival  <i>Thinking Processes</i>  <u>Life- Long Qualities for Learning</u> Discerning, resourceful problem solver and implementer	Unit title: Location, location!  <i>Thinking Processes</i>  <u>Life- Long Qualities for Learning</u> Adept, creative producer and contributor
<b>Term 2</b> <b>Science</b>	Unit title: Is it alive?  <i>Interpersonal Development</i>  <u>Life- Long Qualities for Learning</u> Discerning, resourceful problem solver and implementer	Unit title: Let there be light!  <i>Interpersonal Development</i>  <u>Life- Long Qualities for Learning</u> Adept, creative producer and contributor	Unit title: Creature features  <i>Interpersonal Development</i>  <u>Life- Long Qualities for Learning</u> Self-directed, insightful investigator and learner	Unit title: Shaping the land  <i>DCT</i> <i>ICT</i>  <u>Life- Long Qualities for Learning</u> Principled, resilient leader and collaborator	Unit title: Survival of living things  <i>DCT</i> <i>ICT</i>  <u>Life- Long Qualities for Learning</u> Open, responsive communicator and facilitator

<b>Term 3 Health and Wellbeing</b>	Unit title: Happy, healthy me!	Unit title: Rules rule Healthy choices (Olympic/ Commonwealth Games)	Unit title: We are the same but different	Unit title: Self and Relationships (Olympic Commonwealth Games)	Unit title: Rights and responsibilities
	<i>Interpersonal Development</i>	<i>ICT</i>	<i>ICT</i>	<i>Personal Learning DCT</i>	<i>Personal Learning Interpersonal Development</i>
	<u>Life- Long Qualities for Learning</u> Self-directed, insightful investigator and learner	<u>Life- Long Qualities for Learning</u> Discerning, resourceful problem solver and implementer	<u>Life- Long Qualities for Learning</u> Caring, steadfast supporter and advocate	<u>Life- Long Qualities for Learning</u> Open, responsive communicator and facilitator	<u>Life- Long Qualities for Learning</u> Principled, resilient leader and collaborator
<b>Term 4 The Arts</b>	Unit title: Family through the Arts. My family, past, present, future	Unit title: Belonging	Unit title: Simply symbols	Unit title: Location (Indigenous/ non- Indigenous)	Unit title: Life in the rainforests and wetlands
	<i>Interpersonal Development ICT</i>	<i>Interpersonal Development</i>	<i>Interpersonal Development</i>	<i>Personal Learning Thinking Processes</i>	<i>ICT Thinking Processes</i>
	<u>Life- Long Qualities for Learning</u> Adept, creative producer and contributor	<u>Life- Long Qualities for Learning</u> Open, responsive communicator and facilitator	<u>Life- Long Qualities for Learning</u> Principled, resilient leader and collaborator	<u>Life- Long Qualities for Learning</u> Self-directed, insightful investigator and learner	<u>Life- Long Qualities for Learning</u> Caring, steadfast supporter and advocate

## Appendix 3: Middle Years Planner

<b>Cultural Context</b>				
Foundations	Lutheran Church: Values and Lifelong Qualities for Learning	Delfin: Community facilities including creative performing arts	Cardinia Shire: Community facilities including sport and recreation	Traditional Owners of the Land: Bunurong People of the Kulin Nation Sustainability Culture
<b>Whole School Theme</b> Living in Community				
<b>Stage of Schooling</b> <b>Middle Years (Years 5-8)</b> Building Breadth and Depth (Victorian Essential Learning Standards)				
English, Mathematics, LOTE, Music and Physical Education are through-lines, which are taught in year levels. The curriculum for each through-line has a scope and sequence and from this a term schedule is developed.				
<b>Middle Years Theme</b> Our Place and Role in Community				
This theme is explored by studies undertaken in integrated units. Each unit has a learning focus developed from VELS				
<b>Learning Experiences/ Activities for Students</b>				
Within the big picture of the College foundation and themes, units of work are planned and sequenced. Units deliver knowledge, skills and understandings from the three Strands of VELS: Physical. Personal and Social Learning, Discipline-based Learning, Interdisciplinary Learning. In addition the Lutheran Life-long Qualities for Learning are foundational to all studies.				

**Learning Focus Years 5-8**  
**(Block- scheduled by the Term and taught in VELS levels on an odd/even cycle)**

<b>Learning Focus</b>	<b>Level 4:</b> Years 5-6 What do I know about the community in which I live? (Even Year)	<b>Level 4:</b> Years 5-6 How are we connected to other countries, our neighbours? (Odd Year)	<b>Level 5:</b> Years 7-8 Whose environment is it, who owns the environment? (Even Year)	<b>Level 5:</b> Years 7-8 How can we manage our world in a sustainable manner? (Odd Year)
<b>Term 1 The Humanities</b>	Unit title: Traditional and contemporary Australia: (Indigenous and Non-Indigenous)  <i>Communication Thinking Processes</i>  <u>Life- Long Qualities for Learning</u> Principled, resilient leader and collaborator	Unit title: Culture and identity in Australia and regional neighbourhoods  <i>Civics and Citizenship ICT</i>  <u>Life- Long Qualities for Learning</u> Open, responsive communicator and facilitator	Unit title: Changing environments, settlement, agriculture  <i>DCT Interpersonal Development</i>  <u>Life- Long Qualities for Learning</u> Self-directed, insightful investigator and learner	Unit Title: Interrelationship between humans and the environment in Asia-Pacific  <i>Thinking processes ICT</i>  <u>Life- Long Qualities for Learning</u> Discerning, resourceful problem solver and implementer
<b>Term 2 Science</b>	Unit title: Science in Antarctica  <i>DCT Personal Learning</i>  <u>Life- Long Qualities for Learning</u> Discerning, resourceful problem solver and implementer	Unit title: Environmental issues in community and beyond  <i>Civics and Citizenship ICT</i>  <u>Life- Long Qualities for Learning</u> Caring, steadfast supporter and advocate	Unit tile: Earth in time and space  <i>Thinking Processes DCT</i>  <u>Life- Long Qualities for Learning</u> Adept, creative producer and contributor	Unit title: Wild and wetlands  <i>Personal learning ICT</i>  <u>Life- Long Qualities for Learning</u> Self-directed, insightful investigator and learner

<p><b>Term 3 Health and Wellbeing</b></p>	<p>Unit title: United through the Games (Olympic/ Commonwealth)</p> <p><i>Interpersonal Development Health and Physical Education</i></p> <p><u>Life- Long Qualities for Learning</u> Open, responsive communicator and facilitator</p>	<p>Unit title: What makes a healthy life-style?</p> <p><i>Personal Learning Health and Physical education</i></p> <p><u>Life- Long Qualities for Learning</u> Discerning, resourceful problem solver and implementer</p>	<p>Unit tile: Games for the present and future</p> <p><i>Personal Learning Health and Physical education</i></p> <p><u>Life- Long Qualities for Learning</u> Caring, steadfast supporter and advocate</p>	<p>Unit title: World views, understanding, empathy, harmony</p> <p><i>Thinking Processes Interpersonal Development</i></p> <p><u>Life- Long Qualities for Learning</u> Adept, creative producer and contributor</p>
<p><b>Term 4 The Arts</b></p>	<p>Unit title: Expression of Australian identity through the Arts</p> <p><i>ICT Thinking Processes</i></p> <p><u>Life- Long Qualities for Learning</u> Self-directed, insightful investigator and learner</p>	<p>Unit title: Communication through the Arts</p> <p><i>Communication DCT</i></p> <p><u>Life- Long Qualities for Learning</u> Adept, creative producer and contributor</p>	<p>Unit title: Learning through the Arts: storytelling</p> <p><i>Communication Thinking Processes</i></p> <p><u>Life- Long Qualities for Learning</u> Open, responsive communicator and facilitator</p>	<p>Unit title: The challenge of the Arts: values</p> <p><i>Thinking Processes ICT</i></p> <p><u>Life- Long Qualities for Learning</u> Principled, resilient leader and collaborator</p>

## Appendix 4: Later Years Planner

<b>Cultural Context</b>				
Foundations	Lutheran Church: Values and Lifelong Qualities for Learning	Delfin: Community facilities including creative performing arts	Cardinia Shire: Community facilities including sport and recreation	Traditional Owners of the Land: Bunurong People of the Kulin Nation Sustainability Culture
<b>Whole School Theme</b> Living in Community				
<b>Stage of Schooling</b> <b>Senior Years (Years 9-10)</b> Developing Pathways (Victorian Essential Learning Standards)				
<b>Year Level Theme: Year 9</b> Our place and role in the community (Lakeside College: Theme for Year 9)			<b>Year Level Theme: Year 10</b> Community service in the present and future (Lakeside College: Theme for Year 10)	
<b>Year Level Over-arching Question</b> Are we sustainable? (people/organizations)			<b>Year Level Over-arching Question</b> What is my purpose and responsibility as a human being?	
<p>Core Subject Areas: Language (English and LOTE), Mathematics, Science, Humanities, Arts and Physical Education. In addition there are Purposeful Personalised Projects (PPP's) for Year 9 and Elective Subjects for Year 10. The Purposeful Personalised Projects (PPP's) for Year 9 are derived from the Year 9 theme, <i>Our Place and Role in Community</i>. Four PPP's, one per term are implemented. PPP's feature domains and dimensions of the three Strands of VELs and each will incorporate a camp or excursion program of one week's duration. They also incorporate Lutheran Life-long Qualities for Learning and reinforce the Health <i>You Can Do It</i> themes.</p>				

**Purposeful Personalised Projects (PPP's) for Year 9**

**Term 1:** The Coast: a special place in Australia's identity. What is happening to preserve Australia's coastline?  
You Can Do It Theme: Organisation (Health)

**Term 2:** The City of Melbourne: then, now and in the future. Respecting heritage, celebrating diversity and sharing a common space  
You Can Do It Theme: Getting Along (Health)

**Term 3:** The Alps: global warming and its effect on snow, business and tourism  
You Can Do It Theme: Persistence (Health)

**Term 4:** Community: the impact of demographics.  
You Can Do It Theme: Confidence (Health)

**Elective Subjects for Year 10**

(e.g. Media Studies, Philosophy, Technology (TAFE), Marine Science, Business Studies)

Also:

**Semester 1:** Development of Curriculum Vitae (CV)

**Semester 2:** Week of Community Service

**Learning Experiences/ Activities for Students**

Within the big picture of the College foundation and themes, units of work are planned and sequenced. Units deliver knowledge, skills and understandings from the three Strands of VELs: Physical, Personal and Social Learning, Discipline-based Learning, Interdisciplinary Learning. In addition the Lutheran Life-long Qualities for Learning are foundational to all studies.

### Core Subject Areas: Year 9

	<b>Language</b>	<b>Mathematics</b>	<b>Science</b>	<b>The Humanities</b>	<b>The Arts</b>
<b>Term 1</b> <b>Life-long Qualities for Learning</b> Open responsive communicator and facilitator	<i>English:</i> 1. Bend It Like Beckham – film study 2. Language and technology  <i>ICT</i> <i>LOTE</i> German <i>Communication</i> <i>Interpersonal Development</i> <i>Personal Learning</i>	Getting to know our Community Designing my package  <i>DCT</i>	Storm Chasers: The atmosphere and composition of air  <i>Thinking Processes</i> <i>ICT</i> <i>DCT</i>	<i>Geography:</i> Consolidation, renewal or sprawl?  <i>Thinking Processes</i>	<i>Visual Arts:</i> 3 Dimensional Mime and Theatre Sports Working in teams  <i>DCT</i> <i>Thinking Processes</i> <i>Performing Arts</i> <i>Thinking Processes</i>
<b>Term 2</b> <b>Life-long Qualities for Learning</b> Principled, resilient leader and collaborator	<i>English:</i> Thematic unit: Heroes  <i>Thinking Processes</i> <i>Personal Learning</i> <i>LOTE</i> German <i>ICT</i>	Our Number System  <i>DCT</i>	How do we Maintain our Health?  <i>Personal Learning</i> <i>Health knowledge and promotion</i>	<i>History:</i> Melbourne life 1835-1890. Foundations for our present culture  <i>Civics and Citizenship</i> <i>ICT</i>	<i>Visual Arts:</i> Portraiture (Basic) Role Play Working in teams  <i>Thinking</i> <i>ICT</i> <i>Performing Arts</i> <i>Thinking</i> <i>ICT</i>

<p><b>Term 3</b> <b>Life-long Qualities for Learning</b> Self-directed, insightful investigator and learner</p> <p>Discerning, resourceful problem solver and implementer</p>	<p><i>English:</i> 1. Science Fiction as a genre 2. Text study: Singing the Dogstar Blues</p> <p><i>ICT</i> <i>Working in teams</i> <i>Thinking Processes</i></p> <p><i>LOTE</i> German</p> <p><i>DCT</i> <i>Thinking Processes</i></p>	<p>Barbie in Motion Algebra Antics</p> <p><i>Thinking Processes</i></p>	<p>Alternative Energy Sources: is nuclear the answer?</p> <p><i>Thinking Processes</i> <i>Communication</i> <i>ICT for Communicating</i></p>	<p><i>Economics:</i> Destination unknown. The role of tourism to the global economy</p> <p><i>ICT</i> <i>Thinking Processes</i></p>	<p><i>Visual Arts:</i> Collage and Tie dying Scripted Play Working in teams</p> <p><i>Personal Learning</i> <i>Performing Arts</i> <i>Personal Learning</i></p>
<p><b>Term 4</b> <b>Life-long Qualities for Learning</b> Adept, creative producer and contributor</p> <p>Caring, steadfast supporter and advocate</p>	<p><i>English</i> 1. Genre study: Poetry 2. Soap Operas on TV</p> <p><i>DCT</i> <i>Thinking Processes</i> <i>LOTE</i> German <i>Interpersonal Development</i></p>	<p>What's Right with Triangles</p> <p><i>DCT</i></p>	<p>The Science of Art: exploration of light and sound</p> <p><i>DCT</i></p>	<p><i>Civics and Citizenship:</i> Cultural unity and diversity. What is Australian Identity?</p> <p><i>Communication</i> <i>Personal Learning</i></p>	<p><i>Visual Arts:</i> Painting using perspective Mime/ Movement choreographed for an outdoor space</p> <p><i>Thinking Processes</i> <i>Performing Arts</i> <i>Civics and Citizenship</i></p>

### Core Subject Areas: Year 10

	<b>Language</b>	<b>Mathematics</b>	<b>Science</b>	<b>The Humanities</b>	<b>The Arts</b>
<b>Term 1</b> <b>Life-long Qualities for Learning</b> Open responsive communicator and facilitator	<p><i>English:</i></p> 1. Romeo and Juliet – Shakespeare 2. Theme: Exploring the idea of love	Modelling our World	How can we understand the patterns of chemical reactions?	<p><i>Geography:</i> Australia's global future</p>	<p><i>Visual Arts:</i>                      Portraiture (advanced)                      Scripted Play                      Working in teams</p>
	<p><i>ICT</i>  <i>LOTE</i>                      German  <i>Communication</i>  <i>Interpersonal Development</i>  <i>Personal Learning</i></p>	<i>DCT</i>	<p><i>Thinking Processes</i>  <i>ICT</i></p>	<i>Thinking Processes</i>	<p><i>DCT</i>  <i>Thinking Processes</i>  <i>Performing Arts</i>  <i>Thinking Processes</i></p>
<b>Term 2</b> <b>Life-long Qualities for Learning</b> Principled, resilient leader and collaborator	<p><i>English:</i></p> 1. Rabbit Proof Fence – film study 2. Exploring workplace communication	Our Number System (2)	Go Go Gadget: an investigation of the mechanical devices we use everyday	<p><i>History:</i> Local Indigenous story</p>	<p><i>Performing and Visual</i>                      Artistic styles and genres                      Working in teams</p>
	<p><i>Thinking Processes</i>  <i>Personal Learning</i>  <i>LOTE</i>                      German  <i>ICT</i></p>	<i>ICT</i>	<p><i>Personal Learning</i>  <i>DCT</i></p>	<p><i>Civics and Citizenship</i>  <i>ICT</i></p>	<i>Thinking Processes</i>

<p><b>Term 3</b> <b>Life-long Qualities for Learning</b> Self-directed, insightful investigator and learner</p> <p>Discerning, resourceful problem solver and implementer</p>	<p><i>English:</i> 1. Taking a stand – exploring issues and arguments 2. Text study – To Kill a Mockingbird <i>Working in teams</i></p>	Going Round in Circles Modelling our World (2)	The Origin of the Universe	<i>Economics:</i> innovation. A study of entrepreneurs in innovation	<i>Visual Arts:</i> 3 Dimensional Mime and Theatre Sports Working in teams
	<p><i>ICT</i> <i>Thinking Processes</i> <i>LOTE</i> German <i>DCT</i> <i>Thinking Processes</i></p>	<i>Thinking Processes</i> <i>DCT</i>	<i>Thinking Processes</i> <i>Communication</i> <i>ICT for Communicating</i>	<i>ICT</i> <i>Thinking Processes</i>	<i>Personal Learning</i> <i>Performing Arts</i> <i>Personal Learning</i>
<p><b>Term 4</b> <b>Life-long Qualities for Learning</b> Adept, creative producer and contributor</p> <p>Caring, steadfast supporter and advocate</p>	<p><i>English:</i> 1. Genre study: The short story - thematically focusing on 'What is my purpose and responsibility as a human being?'</p>	What's right with Triangles Take a chance on me	What control do we have over life?	<i>Civics and Citizenship:</i> global world. Equity in human rights issues.	<i>Performing and Visual Art:</i> Expo Completion of works, mounting and displaying/ with attention to rehearsal for performance and stagecraft
	<p><i>DCT</i> <i>Thinking Processes</i> <i>LOTE</i> German <i>Interpersonal Development</i></p>	<i>DCT</i>	<i>DCT</i>	<i>Communication</i> <i>Personal Learning</i>	<i>Civics and Citizenship</i> <i>Thinking Processes</i>