

Foreward

Thank you for choosing Balaklava High School for your child's secondary education. The school provides a wide range of quality programs and subject offerings that support student learning and provides the opportunity for students, to pursue both academic and vocational pathways in the Senior School years. We have a proud tradition of student success in both these broad pathways and look forward to your child's success and positive contribution at Balaklava High School.

The aim of this handbook is to provide information about courses offered at Balaklava High School.

At Year 8 and 9, students are offered a "fixed menu" of subjects to both consolidate their learning and prepare them for Senior School. Students entering the school from Year 7 will be grouped according to information provided by Year 7 teachers. The aim of this process is to enhance positive working relationships and successful achievement within classes.

While subject choice does not occur until Year 10, prior to this, students need to apply themselves to their studies in Year 8 and 9 to ensure they develop the necessary skills, knowledge and understanding to enable them to be successful in Senior School subjects.

For parents to assist their children in their schooling, it is important that they support the school's expectations of positive behaviour and focus on learning. Student choice and entry into Senior School is dependent on success in Year 8 and 9 and it is important that parents are aware of their children's interests, abilities, and possible aspirations for the future.

- When in Year 9, the following questions are offered as guides to parents and students in assisting them to make their Year 10 subject choices:
- What are my ambitions and/or employment prospects? In what subjects do I need to be successful to achieve these ambitions or improve my prospects?
- In what Learning Areas am I succeeding?
- In what Learning Areas do I need to attempt some semesters of work to achieve a balanced secondary education?
- What skills do I need to develop to allow me to utilise my leisure time to my satisfaction and enjoyment?
- What do I need to know to better understand and influence the world in which I live?

Most courses offered from Year 8 to Year 11 are of a semester length. A semester equates to approximately twenty weeks of study. Some courses in the Senior School while offered, may not run, depending on the number of students in the Senior School choosing each course. Home Economics and Agriculture are a term length only.

If you need more information or wish to have further explanation of courses, then please seek the advice of your child's Home Group Teacher and/or Year Level Coordinator.

Mark Healy
Principal



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Year 7 Transition

Induction of Year 7 students into Balaklava High School involves visits to each feeder primary school by the Deputy Principal and Year 8 Coordinator and members of their team. They will explain the semester structure and outline changes that students can expect upon arrival at Balaklava High School. Students will also be given the outline of the Year 8 and Year 9 curriculum structure at this time.

These visits will occur throughout the year, and will be followed by Year 7 parent meetings early in Term 4 to outline the semester structure and answer any questions parents may have about Balaklava High School and its curriculum.

All students will visit the High School in Term 4 as part of our transition program to meet teachers and use many of our facilities.

Student Counselling

Where an issue exists at any time during the year, the school will be pleased to arrange for interviews with the Counsellor or other staff at a convenient time. Students are encouraged to discuss their concerns with their Homegroup Teachers and/or Year Level Coordinator.

Parent - Teacher Interviews

Parent/Caregivers interviews are held twice through the year. All caregivers are encouraged to attend these. If changes need to be considered or there is concern over a student's progress, interviews may be requested by teachers, parents or students at any stage during the school year.

Homegroups and Classes

When establishing classes and Homegroups the main consideration is to ensure that students are placed with other students who will positively support their achievement at school. Some consideration is given to maintaining friendship groupings but only if they promote positive behaviour and learning.

Information from their Primary School regarding general attitude and how well they work with other students is a key feature in determining student placement in class and home groups.

Home groups are kept as small as possible, which allows students to form stable, close and mutually respectful relationships with their Home Group teacher and peers.

Middle School

Students in Year 8 and 9 are in their Middle Years of schooling and have unique developmental and academic needs. Students will be undergoing significant growth and changing intellectually, physically and emotionally. Middle Schooling is about meeting the needs of students in these year levels.

At Balaklava High School we aim to do this by:

- Having fewer teachers with each class so that positive relationships between teachers and students are better able to develop
- Keeping class sizes small
- Celebrating successes in various ways throughout the year
- Talking with students about what they will learn and exploring how they learn best
- Having teachers working together in teams
- Developing positive links between school and home.

Our Middle School teachers provide a well-planned curriculum, use a variety of teaching and assessment strategies, and delivery systems to foster a positive and collaborative climate in our middle school setting.

Middle years should be seen in context with a student's whole school life. Primary school provides a very stable environment where, each week, students generally remain in the same class and are taught by very few different teachers. Through Year 8 and 9, the Middle Years:

- Class groupings are kept largely the same
- There is no subject choice as students experience subjects from all 8 Learning Areas
- Students are taught by fewer teachers than they would normally experience in senior secondary school but more than in primary school.

In Senior School (Years 10 - 12) subject choice is far greater and students are taught by a wide range of different teachers throughout the year depending on the subject choices they have made.

All students are provided with opportunities to achieve success and are encouraged to strive for academic excellence. Student success is recognized and valued through our reward and incentive programs. Our learning programs ensure students are given opportunities to think critically, lead a healthy life, behave ethically and promote values for citizenship.

Middle School students' positive academic effort and achievement and an ongoing positive involvement in the broader school community could be rewarded in their nomination to attend the Middle School Success Camp. This three day aquatics camp to Pt Vincent occurs in Term 4 each year, and is provided at no cost to successful students who have been nominated by their teachers.

Attendance

It is extremely important that students attend school and all their lessons every school day. When illness or urgent family business prevents students from attending school, a note explaining the absence must be given to the student's home group teacher.

A text message will be sent automatically to a parent/guardian's mobile phone reporting a student's absence and requesting a reason for that absence. Students who attend school regularly are much more likely to be successful than those who often miss school.

Authentic Assessment Program

All students in Years 8 and 9, at the end of the year, are required to present an oral presentation on aspects of their learning.

The program is designed to enable students to:

- Make connections between their subjects and what they learn
- Have more choice in what they choose to present
- Provide a much more “meaningful”, “real” or “authentic” means by which students demonstrate their learning and skills.

At Year 8 the oral presentation is 5 to 7 minutes in length and delivered to the student’s Homegroup. A panel of adults comprised of teachers and community members will assess the presentations.

At Year 9 the oral presentation is 7 to 10 minutes in length and is delivered to an assessment panel only.

Parents are encouraged to attend and/or be involved in the assessment panels. Student assessment sheets are sent home with student reports at the end of the year.

Pastoral Care

Pastoral care is a whole-school program that fosters individual growth and community spirit. Various activities and options are undertaken as a Homegroup, year level, mixed year levels and whole school. Foci are traditional pastoral care programs, assemblies, curriculum enrichment, career counselling and community service.

Middle School Graduation Certificate

A Middle School Graduation Certificate was introduced in 2007 to recognize the successful participation of Year 8 and 9 students in their education. This has been done to encourage and reward students for their efforts in all areas of school life.

The categories are:

- Academic achievement, based on grades
- Personal commitment to the school, as shown by attitude, behaviour, diary use, uniform, Homegroup participation etc
- Authentic Assessment program, whereby students present their learning at the end of Years 8 and 9
- Wider school involvement, including Student Council, sports, academic competitions, music and broader school activities.

There are different levels of achievement within the Middle School Certificate: Distinction, Credit and Pass. A formal graduation ceremony will take place near the end of the year for Year 9 students who successfully graduate from Middle School.

Certificates of Achievement

Certificates of Achievement are presented to students to acknowledge their academic success at the end of each term.

1. HIGH ACHIEVER CERTIFICATES are awarded to students in all year levels to acknowledge excellence in their overall performance for each reporting period.
2. IMPROVER CERTIFICATES are awarded to students in all year levels to acknowledge a significant improvement from the previous reporting period.

Assessment and Reporting

An assessment plan will be given to students at the beginning of each semester. Detailed reports are issued at the end of each semester. Students' grades are based on a combination of tests, assignments, projects, practicals and exercises.

The use of grades is designed to serve two purposes. Firstly, the grade is a statement about subject promotion, and tells the students whether he or she is able to continue the study of that subject area at a higher level. Secondly, the grade is a statement about the student's level of achievement within the subject and is based on the Australian Curriculum assessment criteria.

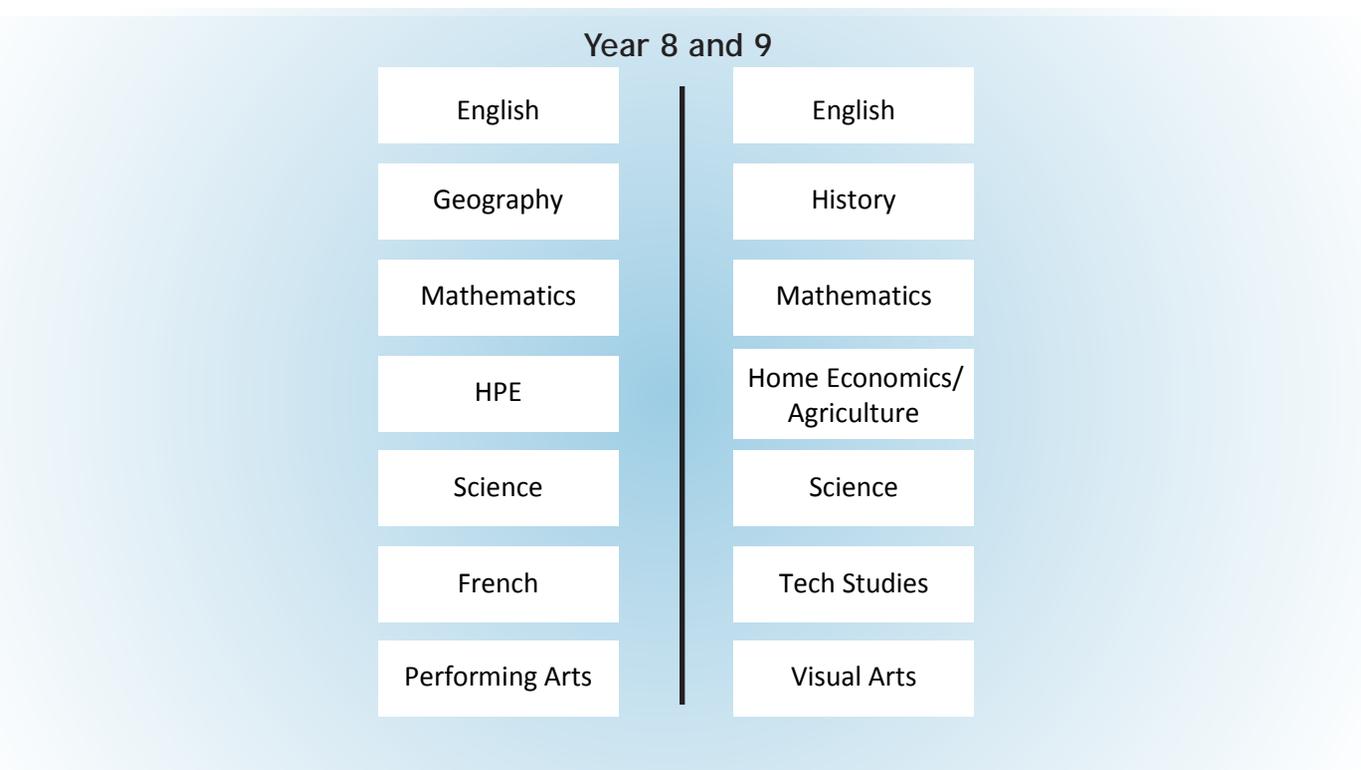
The grade represents a statement about the student's level of achievement within the subject as defined in the following table.

Grade	Word equivalent
A	Your child is demonstrating excellent achievement of what is expected at this year level.
B	Your child is demonstrating good achievement of what is expected at this year level.
C	Your child is demonstrating satisfactory achievement of what is expected at this year level.
D	Your child is demonstrating partial achievement of what is expected at this year level.
E	Your child is demonstrating minimal achievement of what is expected at this year level.

Year 8 and 9 Curriculum Pattern

The school's curriculum is based on the Australian Curriculum and provides students with a range of learning experiences both within and outside the school.

In Years 8 and 9 students have the opportunity to study in 8 learning areas: Arts (Visual Arts and Performing Arts), English, Health and Physical Education (Physical Education, Home Economics, Health), Languages Other Than English (French), Humanities and Social Sciences (Geography and History), Mathematics, Sciences (Science, Agriculture), Design Technology (Technical Studies).



Note:

1. The above structure does not indicate a line structure, nor does it indicate in which semester courses will occur. Each block represents a semester of work but in the cases of Home Economics and Agriculture, courses are each a term in length.
2. Year 8 and 9 - fixed curriculum
3. Performing Arts:
 - Drama
 - Music
4. Visual Arts:
 - Art
 - Design
5. HPE incorporates:
 - Physical Education
 - Health Education.

The following Year 8 and 9 Subject Descriptions are listed in alphabetical order.

Year 8 Subject Descriptions

AGRICULTURE

Students will be introduced to the production of food and fibre, focusing on farm safety and the development of practical skills. Aspects of managing livestock and cropping systems, both broad acre and intensive, will be covered. Students can expect to work with sheep, cattle, pigs, poultry, vegetables, broadacre crops and the orchard.

ENGLISH A ENGLISH B

This course covers the areas of reading, viewing, writing, speaking, listening and grammar, and will reflect the Australian Curriculum requirements. Students will be exposed to different genres of writing, and be expected to respond to, and produce, their own texts in both written and oral forms.

Analytical reading and writing along with basic drafting skills will be developed. Texts may include novels, short stories, poetry, film, drama and media.

Core genres will include:

- Poetry & Language Study
- Public Speaking
- Simple Essay
- Recount
- Expository Writing
- Film Review

Students are encouraged to read widely and independently and have the opportunity to participate in various writing and speaking competitions throughout the year. Students will also complete both informal and formal oral presentations.

Participation in the English Competition is optional at an approximate cost of \$4.00.

FRENCH

This semester of French provides an introduction to the study of French language and culture. We will explore real communication in spoken and written French.

Language topics may include:

- Greetings
- Describing People
- Family
- Animals

Cultural topics may include:

- History
- Geography
- Francophones
- General Knowledge

We may also watch our first film and examine simple readers.

Students are expected to purchase their Touché 1 workbook at an approximate cost of \$15.00.

GEOGRAPHY

The two units of study are *Landforms and Landscapes* and *Changing Nations*.

Landforms and Landscapes develop students' understanding of the concept of environment and enables them to explore the significance of landscapes to people. The distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. *Changing Nations* investigates the changing human geography of countries, as revealed by shifts in population distribution. The process of urbanization and the level of concentration in Australia will be compared to other countries and regions.

Students will complete a variety of assessment tasks involving the use and interpretation of maps, photographs and other representations of geographical data. They will also complete individual tasks and present information as oral report, posters and pamphlets.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$15.00.

HISTORY

This course, which has been developed as part of the Australian Curriculum, will focus on the Pre-Modern Period between 500 AD - 1750 AD. This span of human history was the period when the modern world began to take shape, through expanding horizons and increasing differentiation of societies.

Topics may include:

- What is History
- Medieval Europe
- Tokugawa Japan
- The Black Death

Students will complete a variety of assessment tasks including oral presentations, posters and pamphlets in order to develop sound research and analytical skills.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00.

HOME ECONOMICS

This term is an introduction to the technology processes, basic skills and equipment used in the kitchen and textiles areas. Hygiene, safety, healthy eating and cooperation will be emphasized. A variety of healthy foods will be prepared using the Australian Guide to Healthy Eating and the seasonal produce from our agriculture area. Basic hand and machine sewing skills will be developed. Safety, sewing machine parts and functions as well as basic fabric construction and types will be studied.

MATHEMATICS A MATHEMATICS B

This course builds on the skills learnt in the final years of Primary School and continues the development of concepts stated in the Australian Curriculum. Emphasis is placed on number, geometric and measurement skills and how they may be applied to the real world. Information Communication Technologies will be used throughout the year to enhance learning experiences. Students will be expected to be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, classwork and weekly homework tasks.

Students are expected to have a Scientific Calculator for this course.

Participation in the Maths Trail is expected at an approximate cost of \$5.00.

PERFORMING ARTS

This compulsory semester course is an integrated unit incorporating elements from the Music, Drama and Dance curriculum areas. Students will study basic musicianship including notation and aural work, arts specific terminology, evaluating performance and responding to music. Students will work collaboratively and individually to apply their theoretical learning in practical situations in order to develop their performance skills and abilities further. Students are expected to participate in the practical performance aspect of the course as well as complete the required theory components. Out of school hours rehearsals/ performances will be required.

PHYSICAL EDUCATION/HEALTH

Health and Physical Education A is a compulsory subject that is run for a semester. It will have an emphasis on student participation and involve a combination of practical and theory topics.

The practical topics covered may depend on which semester the student is undertaking HPE as timetable restrictions cannot guarantee the semester in which the course will be offered. The sports will develop individual and team skills and may include:

- Swimming
- Athletics
- Gymnastics
- Softball
- Volleyball
- Netball
- Ultimate Frisbee
- Fitness Principles
- Soccer

The theory topics will examine a variety of issues relevant to sport, health and the community. These may include:

- The Shine SA Curriculum on Relationships and Sexual Health

Assessment will have a strong emphasis on student effort, participation and preparation in practical and theory lessons, with some emphasis on practical skills and completion of the required theory work.

SCIENCE A SCIENCE B

This course continues the development of concepts stated in the Australian Curriculum. Students will develop laboratory skills and an understanding of the way the world works through the study of Chemical Sciences, Biological Sciences, Earth Sciences and Energy/Energy Transformations. Students will be assessed through Practical Reports, Skills and Application Tasks and Research Tasks.

TECHNICAL STUDIES

In this introductory unit to the area of Design and Technology, students will develop a wide variety of hands on and theoretical skills in the areas of Woodwork, Plastics and Metalwork. Technical graphics using Computer Aided Design software may combine with manual drawings to form part of the design process. A range of projects will be made in the workshop together with various research tasks. Emphasis is placed on working safely in the workshop and studying basic WHS principles and ideas. An Issues Research Task covering an aspect of contemporary society in technology will be undertaken.

VISUAL ARTS

The Visual Arts course encompasses areas within Art and Design and students will be introduced to the fundamental skills and processes of art making and the design process. Students are exposed to areas of learning such as drawing, painting, printmaking and sculptural techniques in Art. In Design students will explore and develop ideas and skills in areas of learning such as graphic design and product design. Emphasis is placed on developing students' understanding of the Visual Art principles and elements and their ability to think creatively and problem solve.

All facets of the Visual Arts involve both practical and theoretical components.



Year 9 Subject Descriptions

AGRICULTURE

Students will focus on two intensive enterprises - pigs and plant production. Animal welfare principles will be explored and managing an enterprise for profit is featured. In addition, students can expect to work with sheep, cattle, poultry, broadacre crops and the orchard as needed.

ENGLISH A

ENGLISH B

The areas of reading, viewing, writing, speaking, listening and grammar are covered and will develop the Australian Curriculum requirements. Students will be exposed to different genres, and will respond to and produce their own texts in both written and oral forms. Analytical reading and writing along with effective drafting skills will be developed. Texts may include novels, short stories, poetry, drama, film and media.

Core genres will include:

- Formal Letter
- Poetry
- More Complex Essay
- Biography
- Expository Writing
- Newsroom
- First Person Narrative
- Public Speaking

Students are encouraged to read widely and independently and have the opportunity to participate in various writing and speaking competitions throughout the year.

Participation in the English Competition is optional at an approximate cost of \$4.00.

FRENCH

In the semester course, students continue to build vocabulary and skill in spoken and written French using the text Touché 3: New Caledonia.

Language topics include:

- Clothing
- At Home
- Food
- Sport

Cultural topics include:

- New Caledonia
- Eating Habits
- National Sports

We branch out into readers, music and film. Students will also carry out a project on an aspect of French culture.

Students are to purchase their Touché 3 workbooks at an approximate cost of \$16.00 each.

GEOGRAPHY

The two units of study are Biomes and Food Security and Geographies of Interconnections.

Biomes and Food Security examines the role of the environment in food production and the challenges and constraints on expanding food production in the future. Investigation using examples from Australia and across the world are a focus for this topic.

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Students will complete a variety of assessment tasks involving the use and interpretation of maps, photographs and other representations of geographical data. They will also complete individual tasks and present information as oral report, posters and pamphlets.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$15.00.

HISTORY

This course will focus on the Modern World and Australia from 1750 until 1901. This time period provides an understanding of Asian-European relations including the European discovery and settlement of Australia and the responses of Indigenous peoples.

Topics may include:

- Technological Progress and Social Change
- European Settlement of Australia
- Indigenous and Settler Relations
- Australian Gold Rush
- Nationalism and Federation
- World War 1

Students will complete a variety of assessment tasks including oral presentations, posters and pamphlets in order to develop sound research and analytical skills.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00.

HOME ECONOMICS

This term is teamed with Agriculture to form a semester course. The nutritional value and uses of seasonal foods (fruits, vegetables and herbs) will be investigated along with other produce grown at school. Students will develop skills in food selection, preparation and presentation using a variety of healthy foods. The Australian Dietary Guidelines will build on the knowledge of the Australian Guide to Healthy Eating.

Understanding the world of textiles and the journey of fibres to fabrics with a focus on wool will be the key areas of investigation in the textiles area. Machine sewing skills will be further developed.

MATHEMATICS A MATHEMATICS B

This course builds on skills from Year 8 and works within the Australian Curriculum framework. Emphasis is placed on number revision, geometric, algebraic and measurement skills and how they may be applied to the real world. Information Communication Technologies will be used throughout the courses to enhance learning experiences. Students will be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, class work and homework tasks.

Students are expected to have a scientific calculator for this course.

PERFORMING ARTS

Satisfactory completion of this course is a prerequisite for Year 10 Drama and/or Year 10 Music.

This compulsory semester course builds on the knowledge and skills acquired in the previous year. Students continue to develop their ensemble skills in practical performances as well as working to build their individual performance repertoire. Musicianship studies are further advanced including a greater focus on aural skills such as rhythmic dictation and intervals. Students are expected to participate in the practical performance aspect of the course to apply their theoretical learning. Out of school hours rehearsals/ performances will be required. Excursion costs of approximately \$20.00-\$25.00 are a possibility.

PHYSICAL EDUCATION

Health and Physical Education is a compulsory subject that is run for a semester. It will have an emphasis on student participation and involve a combination of practical and theory topics.

The practical topics covered may depend on which semester the student is undertaking HPE as timetable restrictions cannot guarantee the semester in which the course will be offered. The sports will develop individual and team skills and may include:

- Swimming
- Athletics
- Gymnastics
- Badminton
- Volleyball
- Indoor Cricket
- Netball
- Ultimate Frisbee
- Fitness Principles

The theory topics will examine a variety of issues relevant to sport, health and the community. These may include:

- The Shine SA Curriculum on Relationships and Sexual Health

SCIENCE A SCIENCE B

This course continues the development of concepts stated in the Australian Curriculum. Students will develop laboratory skills and an understanding of the way the world works through the study of Chemical Sciences, Biological Sciences, Earth Sciences and Energy/Energy Transformations. Students will be assessed through Practical Reports, Skills and Application Tasks and Research Tasks.

Students will also have the opportunity to share their scientific skills and understanding with Primary School students in our Annual Science Fair activities during National Science Week.

TECHNICAL STUDIES

This unit will cover skills and concepts from a wide variety of topics in the technology area. The main areas of study offered in this unit are Woodwork and Metalwork, design and CNC (Computer Numerical Control). Development of hand and CADD (Computer Aided Design and Drafting) skills will be extended with a strong emphasis on workshop and personal safety.

Topics may include:

- Woodwork Joints
- Graphic Communication and Interpretation of Drawings
- Oxy Acetylene Welding
- Metal Fabrication
- Material Study Project

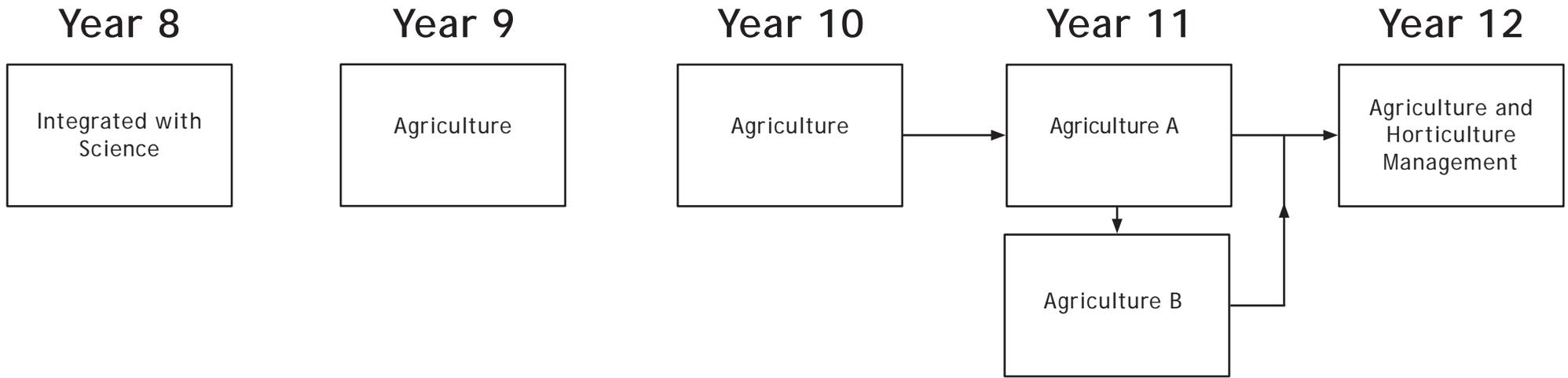
VISUAL ARTS

The Visual Arts course encompasses areas within Art and Design and students will further develop key skills and processes in the development of visual art and design projects. Assignments are linked to art and design theory which explores movements, different cultural perspectives and historical and contemporary practice. Amongst these are perspective drawing, sculpture, painting, printmaking, graphic design and stop motion animation. Emphasis is placed on students' use of the visual art principles and elements in their work and further developing their ability to think creatively and problem solve.

All facets of the Visual Arts involve both practical and theoretical components.



Agricultural Studies



Community Studies

Year 8

Year 9

Year 10

Year 11

Year 12

Community Studies

Community Studies

English

Year 8

English A

English B

Year 9

English A

English B

Year 10

English A

English B

Year 11

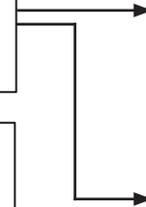
English

Essential
English

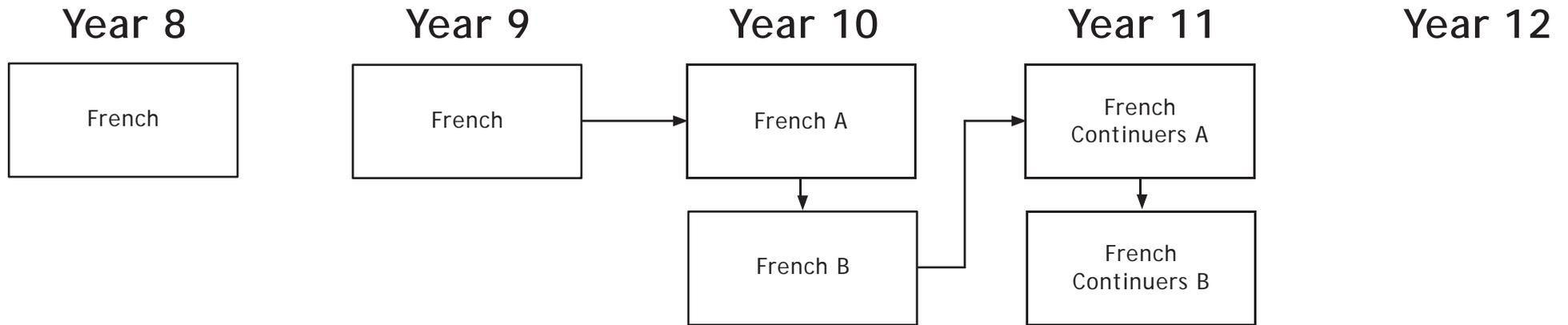
Year 12

English

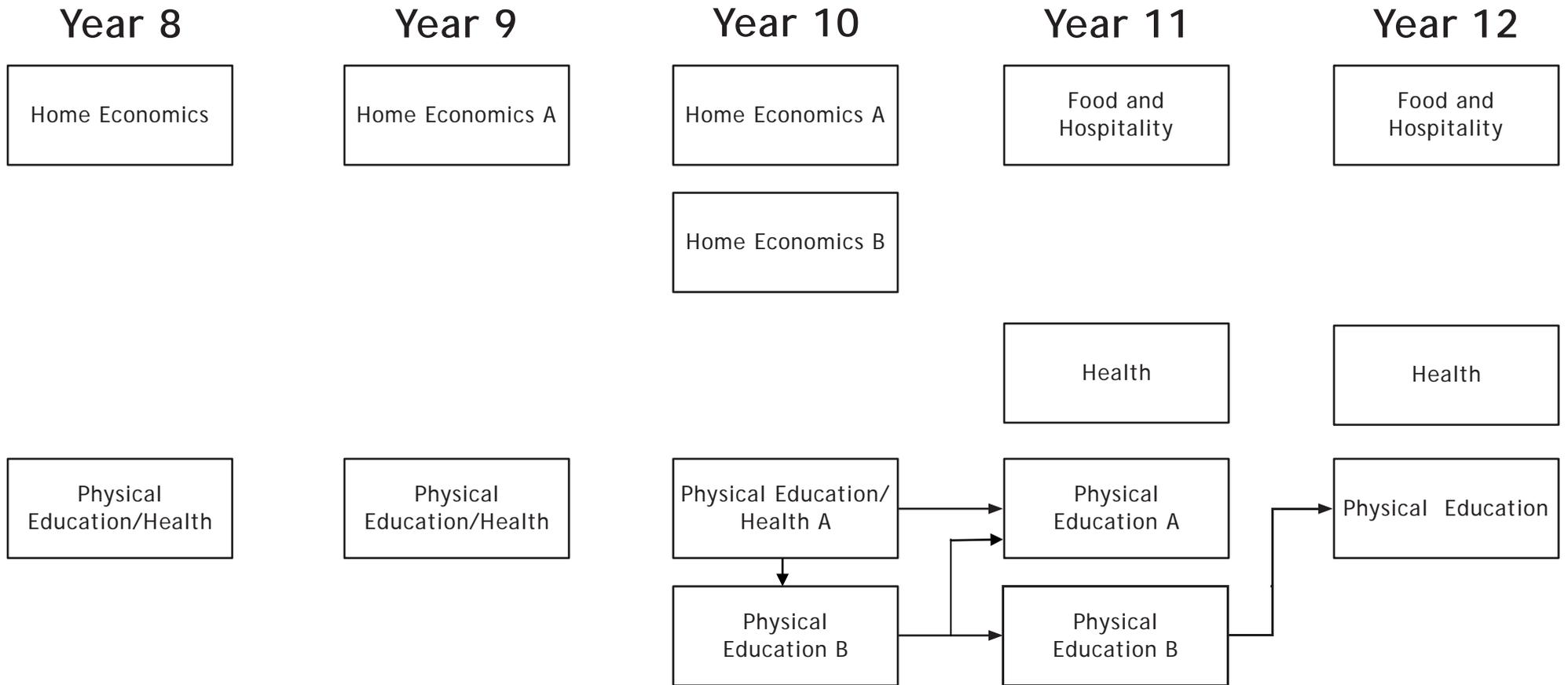
English
Literary
Studies



French



Health and Physical Education



Humanities and Social Sciences

Year 8

Geography

History

Year 9

Geography

History

Year 10

Geography

History

Year 11

Geography

History

Tourism

Year 12

Geography

Modern History

Tourism

Information Technology

Year 10

Information
Processing

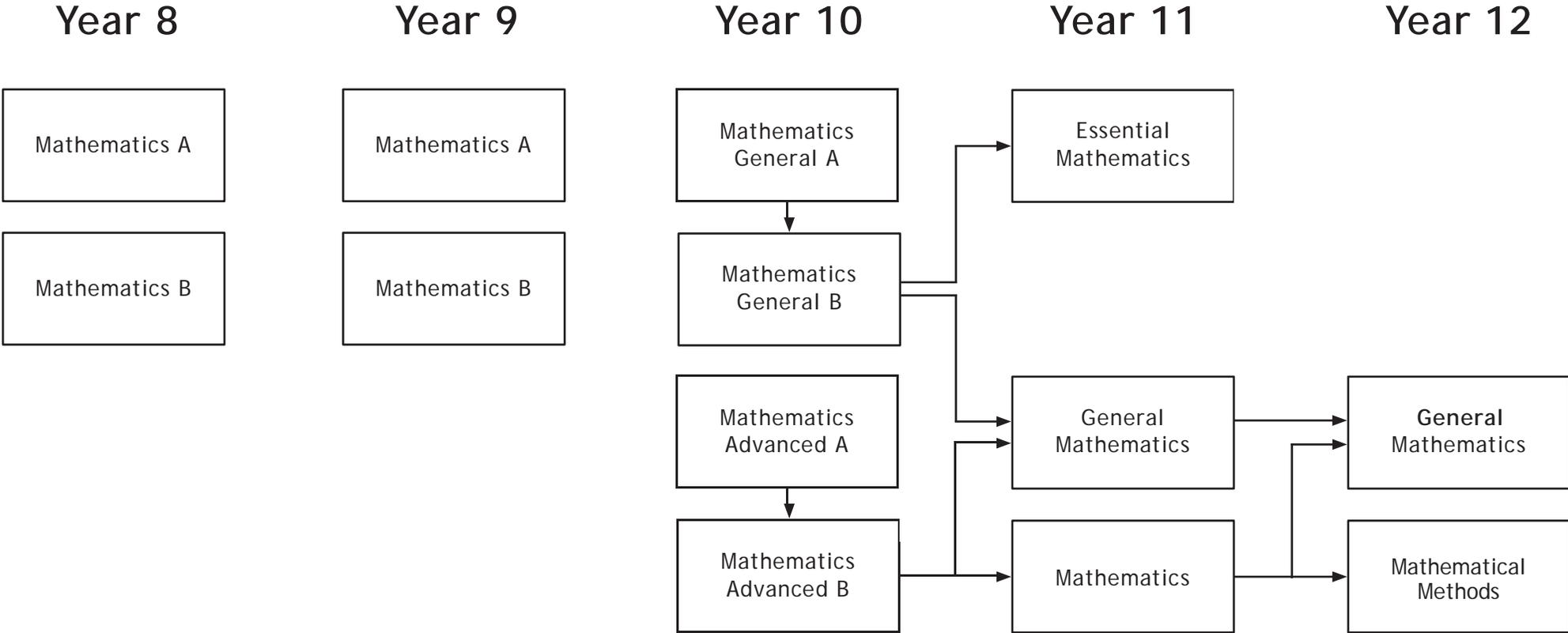
Year 11

Information
Processing and
Publishing

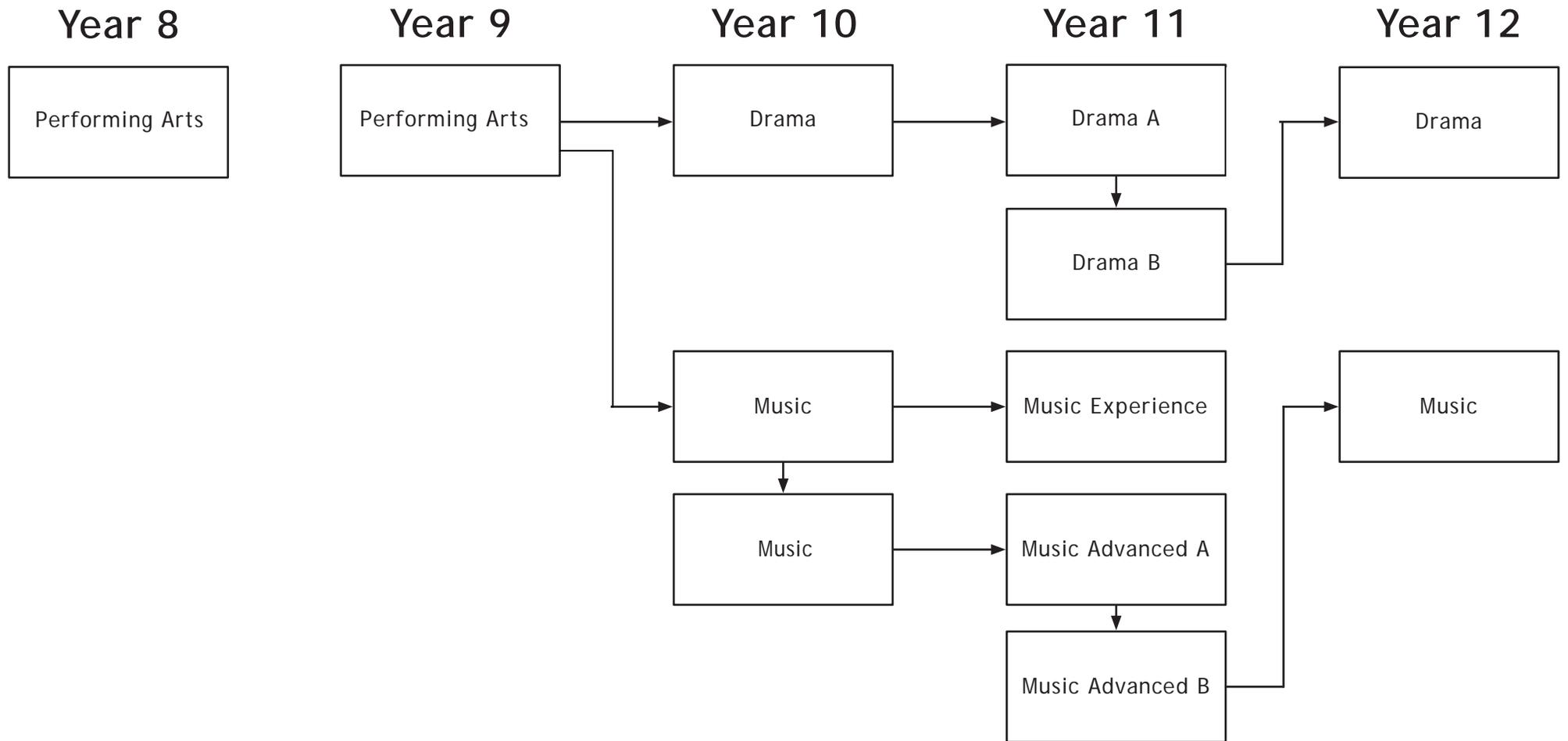
Year 12

Information
Processing and
Publishing

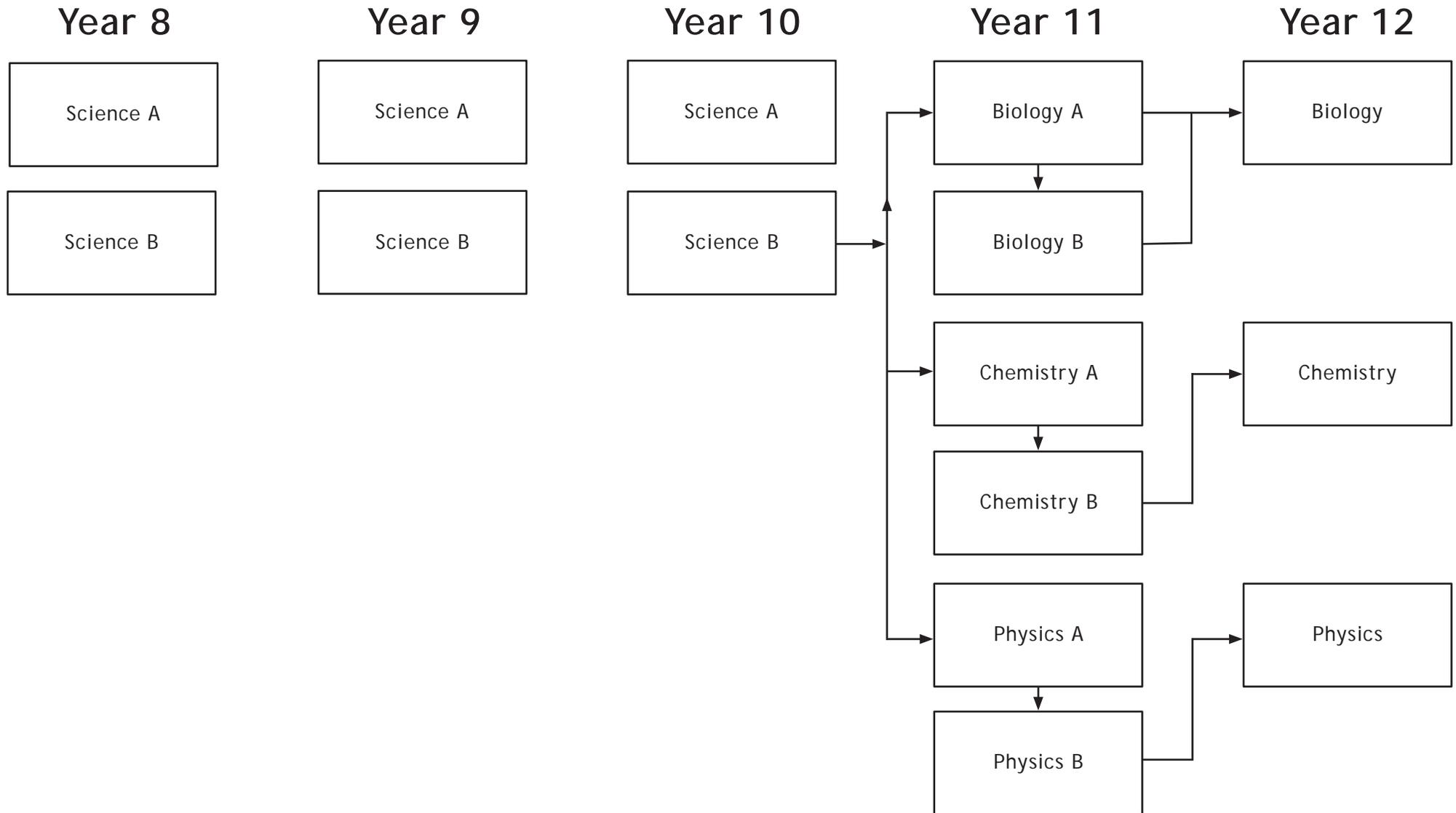
Mathematics



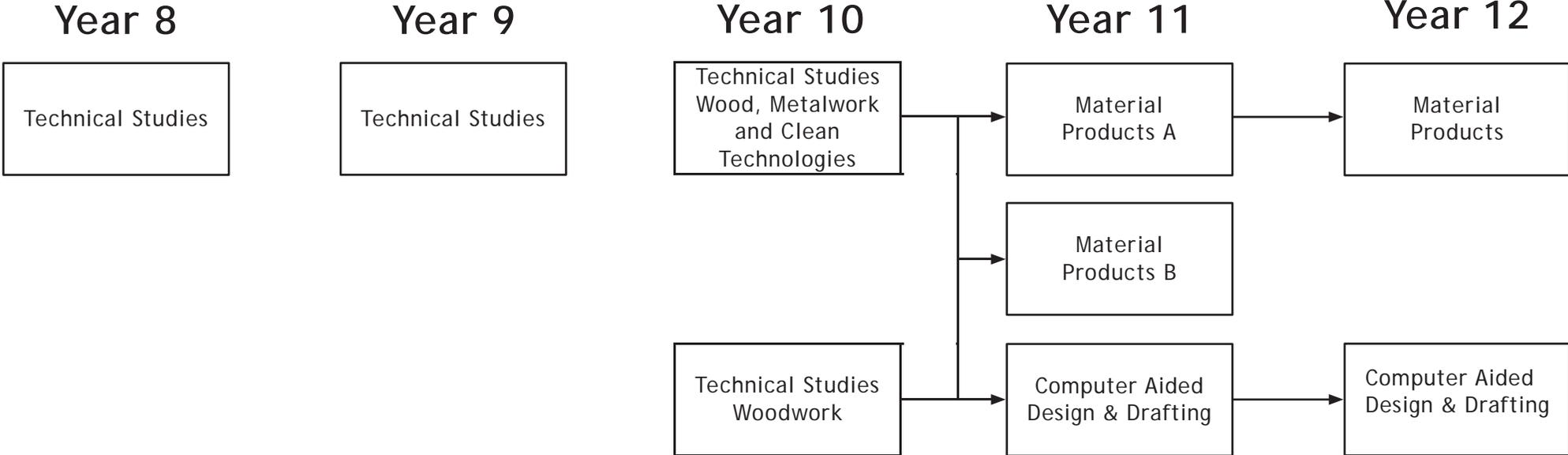
Performing Arts



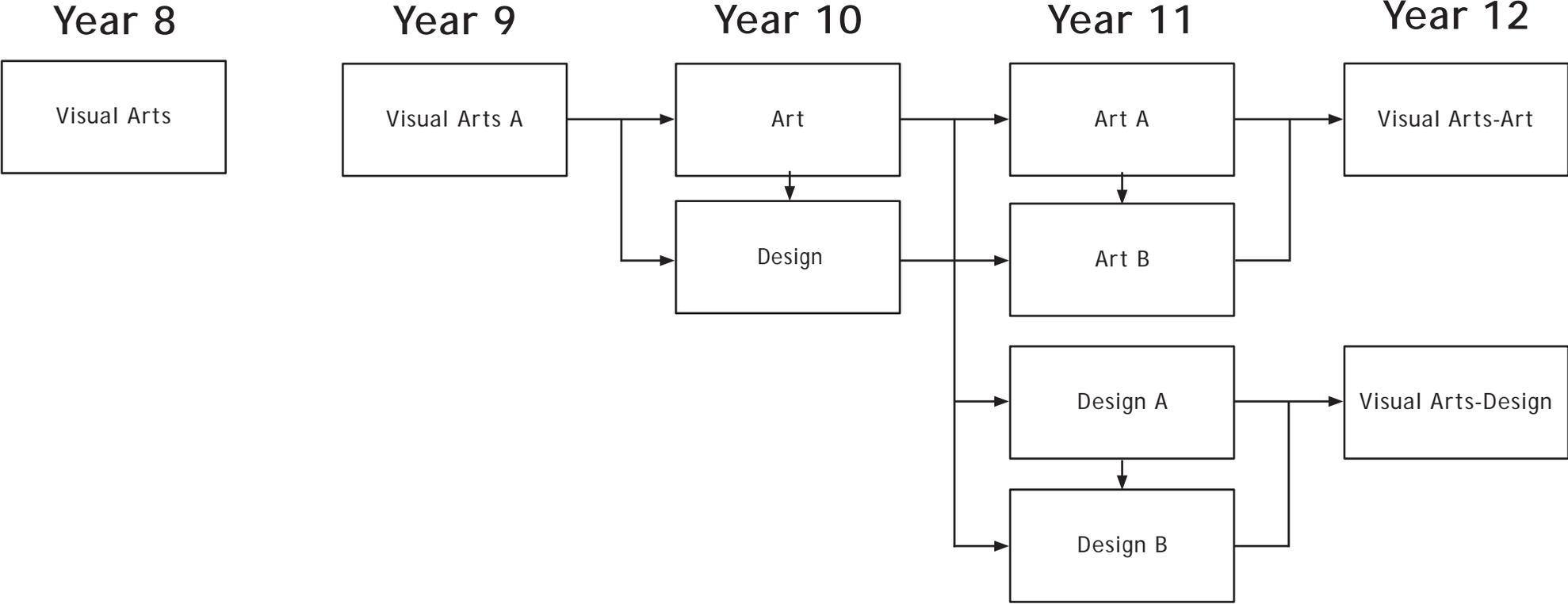
Science



Technical Studies



Visual Arts



Vocational Studies

Year 8

Year 9

Year 10

Year 11

Year 12

