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Introduction

As students move into Year 7, they are beginning a new stage in their educational journey. This journey may initially feel a little overwhelming, as students go through experiences which differ significantly from those of K-6. However, the rewards and joys are great, as students meet new friends and teachers, learn how the varied Senior School day is organised, and participate in a wide range of teaching and learning activities.

At Hills Grammar, we provide an academic program designed to help students make the transition from Year 6 to Year 7 as quickly and smoothly as possible, and then go on to consolidate and extend their skills and knowledge in Year 8. The curriculum is based on a core group of subjects which construct a solid academic foundation for successful study in future years. The student's growth and adjustment to change is aided by well-established wellbeing and co-curricular programs. Finally, the guiding presence of a Whole School Pedagogy, included in this Handbook, assists our students on the educational journey that is possible in a Pre-K to 12 school on one campus.

Mr Geoff Gates

Director of Academic Programs, Pre-K to 12
School Ethos

Vision
Extraordinary Education: a place of inspiration and innovation

Mission
Outstanding teaching within a unique learning environment: fostering each student’s potential for greatness

Graduate Aim
In partnership with our families, we enable our students to:

• Become confident, resilient and responsible individuals
• Develop a deep understanding across a range of academic disciplines
• Think critically and creatively and embrace life-long learning
• Embody the School’s humanitarian values of Respect, Integrity, Service and Excellence
• Understand the importance of an international perspective and contribute positively in our local and the global community
• Develop an appreciation of democratic society
• Display a strong sense of environmental responsibility

Values Framework
Community life at Hills Grammar is supported by four core values which emphasise the development of a principled individual who has a strong sense of social justice.

Respect
Valuing ourselves and treating others with consideration and dignity, acknowledging and accepting our differences, and acting in a manner that is socially just.

Integrity
Acting in accordance with the principles of moral and ethical conduct, with sincerity and honesty, taking personal responsibility for all actions.

Service
Recognising and responding with compassion to the needs of others.

Excellence
Striving to accomplish one’s best.
Whole School Pedagogy: Dimensions of Excellence

Learning at Hills Grammar is a dynamic process which is at the heart and centre of all of our efforts. Students, teachers, parents, and indeed the organisation as a whole constitute a learning community that continues to grow and change. This short article attempts to capture some of the rich thinking about the way we learn at Hills Grammar.

The Hills Grammar Learner Model Explained

Student Learning is at the centre of the Hills Grammar Learner Model. This learning is envisaged as being of the highest quality, focused on outcomes to maximise success for each student. Importantly, student learning is holistic in nature, as outlined in the School’s mission, and includes Scholarship (intellectual development & academic endeavour), Personal Development (physical, emotional, social & ethical) and Citizenship (leadership & service).

The next circle represents School Pedagogy (explained below), which includes the key components of Guided Inquiry, Learner-Centred Teaching, Assessment for Learning and Differentiation.

The three smaller circles symbolise the Core Programs of the School: Academic, Student Wellbeing and Co-curricular. These programs are supported by directorships which work closely together to Enable, Enrich and Extend student learning in its different but related manifestations.

The Hills Grammar Learner Model recognises the importance of Professional Learning and Parent Learning. Investment in these areas increases the capacity of the teaching staff and parents to work together to support the delivery of high quality and innovative learning experiences, which in turn contributes to improved learning outcomes. The notion of Organisational Learning reflects contemporary thinking about the different ways in which the School reflects on its operational and strategic initiatives to continue to grow, improve and innovate.

The final ring of the Hills Grammar Learner Model indicates the clarity of purpose achieved by the inter-connection of the school’s Vision, Mission, Graduate Aims and Values. This indicates how the various activities and programs that make up the Leader in Learner strategy are aligned to optimise opportunities for learning and the achievement of learning outcomes.
School Pedagogy

As a Pre-K to 12 School, the articulation of whole school pedagogy is an important means to ensure a continuity of learning experience, as the child moves between the Early Learning Education Centre (ECEC), K–6 (Junior School) and 7-12 (Senior School). The Whole School Pedagogy is based on four interrelated principles: Guided Inquiry, Learner-Centred, Assessment for Learning, and Differentiation. A constructivist approach to learning underlines these principles and aligns to the School Vision: the student is an active participant in the construction of meaning.

The Reggio Emilia Philosophy of the ECEC includes meaning-making through listening, relationships, the environment as a teacher, documentation, and the ‘100 languages of children’.

The IB Primary Years Programme (PYP) encourages the natural curiosity of children within a framework ‘that gives crucial support for them to be active inquirers and lifelong learners’. Following on from such educational theorists as Vygotsky, Bruner and Gardner, curriculum content is arranged in such a way as to ‘enable teachers to make connections between learners’ existing knowledge and their individual learning styles in the context of new experiences’ (Making the PYP Happen, pp.6-7).

The Harvard University Project Zero work on ‘Making Thinking Visible’ complements the constructivist pedagogy with its emphasis on connection making and teaching for understanding. Thinking routines, integrated into the teaching program, are scaffolds used to support student thinking, primarily through discussion but also through writing. They are ‘simple procedures, usually consisting of only a few steps [that] provide a framework for focusing attention on specific thinking moves that can help build understanding’ (Making Thinking Visible, p.45).

Our Senior School is organised in traditional faculties (English; Mathematics; Science; Human Society and Its Environment; Languages; Drama; Technology and Applied Studies; Personal Development, Health and Physical Education; Music, Visual Arts. Assisting the students to make connections between the subject areas is part of formal programs, such as the Term 4 Enrichment Program, as well as Honours Programs: ‘Humanities’ (English, Science and Latin) and Environmental Science (Science and Geography). An interdisciplinary ‘STEM Challenge’ adds to this approach for all our Year 7 students. Further, the ‘Guided Inquiry’ approach in School Pedagogy helps to provide a continuity of learning experiences.

Guided Inquiry indicates the role of the teacher in the development of student learning: the teacher facilitates learning organising the curriculum around key learning questions, through effective questioning in the classroom, and through scaffolding to assist students as they move through challenging learning activities.

The constructivist approach to learning is Student-Centred in that learning builds on student background knowledge and curriculum is arranged to be flexible to respond to individual learning needs. Assessment for Learning indicates purpose. Tests and assessment are not an ends in themselves; data is fed back into programming through reflection and goal-setting. Differentiation occurs within the classroom to ensure that students are challenged at the appropriate level to promote ongoing intellectual growth and development. In the Senior School, this principle is extended through the organisation of student groupings into distinct learning streams within core areas, each of which emphasise quality learning and assessment aligned to student aptitude and ability. This includes the provision of a distinct Honours Programs in Years 7–10 within the faculty areas of English, Mathematics, Science and HSIE.
The Role of ICTs in Contemporary Learning

The integrated use of ICT to promotes students’ literacy in a variety of modes to meet the needs of the 21st century learner. ICTs represent a shift towards a more collaborative approach to learning, one that empowers students through engaging, shared learning activities and reflections utilising the interactive features of Web 2.0 technologies. In this way, the integration of ICTs into the curriculum support student learning and affirms the key principles of Whole School Pedagogy. Preparing our students for the future means not only giving them access to ICTs but using these ICTs in such a way as to promote critical thinking, adaptability, flexible and creative thinking.

Hills Grammar is a technologically-rich environment, with Interactive White Boards in all classrooms, and a well-supported Learning Platform which includes MOODLE, OneNote and Office 365. We have been a 1:1 Tablet PC School since 2013, very well resourced from ECEC to Year 12. Digital literacy supports students to become ‘meaning makers’ and promotes creativity and critical thinking; it builds on traditional learning and teaching activities to maximise student outcomes.

In all, the School continues to work towards its vision to provide extraordinary education by placing student learning at the heart and centre of a culture that is inspired by academic traditions, but responds to the changing world in an innovative way. A Pre-K to 12 vision and unified educational experience is one of the defining features of Hills Grammar, reflected in these initiatives.
Courses

In NSW secondary schools the curriculum is divided into eight distinct areas of learning which are called Key Learning Areas (KLAs). The KLAs are English; Mathematics; Science; Human Society and its Environment (HSIE); Languages other than English (LOTE); Technological and Applied Studies (TAS); Personal Development, Health and Physical Education (PDHPE); and, Creative Arts. The program of study developed for Senior School students builds on the knowledge and skills developed through the Junior School curriculum and provides learning pathways to the Record of School Achievement in Years 10 and 11 and the Higher School Certificate in Year 12.

Year 7 and 8 students undertake a Core Curriculum in the following subjects:

- English
- Mathematics
- Science
- History
- Geography
- Language (French, Japanese or Latin)
- Technology
- Visual Arts
- Music
- Personal Development, Health and Physical Education
- Drama.

By the time a student has reached Year 9 in some general experience subjects such as Technology (Mandatory), Visual Arts and Music, the requirements of the NSW Education Standards Authority (NESA) will have been satisfied. This then allows the introduction of elective subjects and a broadening of the curriculum.

A Differentiated Curriculum

In Years 7-10, students are placed into learning streams for English, Mathematics, Science, Geography and History. This includes an Honours stream, where students with proven talents are invited to join a class for further enrichment and extension in particular areas. Further differentiation exists within our other core classes, for example through to adjustment of text requirements or the nature of assessment.

Each student is encouraged to work to the best of their ability through the differentiated curriculum, which aligns instruction with assessment. The key aim of this model is to Enable, Enrich and Extend all students at the appropriate level of challenge.
Thinking ahead to Years 9 and 10

Core Curriculum*
(Students undertake all subjects in the core curriculum):

- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health and Physical Education

Elective Subjects
(Students select three of the following subjects):

- French, Japanese, Latin
- Commerce
- Drama
- Design and Technology*
- Food Technology*
- Industrial Technology – Timber*
- Music
- PASS (Physical Activity and Sports Studies)
- Visual Arts
- Information and Software Technology*

* A review of Technology offerings is currently taking place. A new Innovation subject may replace these offerings in 2019.
New Programs from 2017

STEM

‘What do you know about the world you are going to enter when you finish school? What challenges and problems will we face? What jobs will be out there? What skills and learning will Graduates need?

We don’t actually know all the answers to those questions, but one thing we do know: businesses and industry are already experiencing shortages in STEM workers – the workers who know how to tackle the tough problems facing the 21st Century. We need folks who can solve problems in areas such as energy, clean water, health and medicine, environmental issues, extreme poverty, and technology risks (to mention a few).’ – Anne Jolly – STEM Educator

The STEM Challenge is a three-week program that will be taught across the STEM areas represented in our Stage 4 curriculum – Science, Mathematics and Technology. The program is likely to be run at the start of Term 3. Students will work in groups to undertake an inquiry-based challenge based on Sustainable Energy. The program aims to encourage students to make connections between these learning areas while developing and applying skills in ideation, problem solving, design, innovation and team work. Planning for this new initiative is under way with support from the Association of Independent Schools and in partnership with the University of Sydney STEM Teacher Enrichment Academy.

Latin and Literacy

Latin has traditionally been introduced into Stage 4 as a one period per fortnight lesson for students in the Humanities Honours program. In response to NESA ‘HSC Minimal Standards’, in 2017 we will be providing additional resources to help to develop literacy levels in a differentiated manner, consistent with our Whole School Pedagogy.

Literacy: Classes 1 and 2 will undertake an addition fortnightly lesson in English that specifically targets and develops their literacy skills, particularly in the areas of reading comprehension, language conventions and writing. These lessons will assist students to prepare thoroughly for NAPLAN, as well as develop their skills in English in a way that will benefit their reading and writing across the broader academic curriculum. While all students will be prepared for the literacy components of NAPLAN in different ways throughout the academic curriculum, we have come to the conclusion that the students in our two mixed ability English classes will benefit from this additional level of support.

Latin: Honours will undertake a fortnightly lesson that introduces them to the Latin language and aspects of ancient Roman life and culture. Using material from the Cambridge Latin Course and other resources, the focus is on reading and speaking Latin while making connections between Latin and English words and phrases. The program includes such creative components as story-telling (Greek and Roman myths) and performances involving reading Latin aloud and putting on small plays in Latin. Students in Humanities Honours will have the opportunity to consider Latin as a Stage 5 elective course (keeping in mind that classes are flexible and initial class placements are not ‘fixed’ for Stage 4).

All students will have four periods per fortnight of Languages by selecting either Japanese, or French.
Core courses

English

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Course Aim

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

What are the Content and Text Requirements for Stage 4?

Over Stage 4, students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 3 to Stage 4 and from Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following: at least two works of fiction, film, drama, non-fiction and a wide range of types of poems.

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts. In each Year of Stage 4 students must study examples of: spoken texts, print texts, visual texts, media, multimedia and digital texts.

Across the stage, the selection of texts must give students experience of: texts which are widely regarded as quality literature; a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia; a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books; texts written about intercultural experiences; texts that provide insights about the peoples and cultures of Asia; everyday and workplace texts; a wide range of cultural, social and gender perspectives, popular and youth cultures; texts that include aspects of environmental and social sustainability; nonfiction, picture books, graphic novels; an appropriate range of digital texts, including film, media and multimedia.

Stage 4 Statement

By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes.

As appropriate, they plan, draft and edit to produce polished texts. Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others’ compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.
Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Mathematics

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Course Aim

The aim of Mathematics in K–10 is for students to: be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens; develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability; recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

What are the Objectives?

Working Mathematically: students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

Number and Algebra: students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.

Measurement and Geometry: students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.

Statistics and Probability: students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Values and attitudes: students appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs; demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems; and develop and demonstrate perseverance in undertaking mathematical challenges.

Stage 4 Statement

By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts.

They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students develop a range of mental strategies to enhance their computational skills. They operate competently with integers, fractions, decimals and percentages, and apply these in a range of practical contexts, including problems related to GST, discounts and profit and loss. Students are familiar with the concepts of ratios and rates, and apply these when solving problems. They investigate divisibility tests, use index notation for numbers with positive integral indices, and explore prime factorisation, squares and cubes, and related square and cube roots, and the concept of irrational numbers.
Extending and generalising number patterns leads students into an understanding of the use of pronumerals and the language of algebra. They simplify algebraic expressions, substitute into algebraic expressions and formulas, and expand and factorise algebraic expressions. Students solve simple linear and quadratic equations.

They develop tables of values from linear relationships and illustrate these relationships on the Cartesian plane, with and without the use of digital technologies.

Students calculate the perimeters and areas of a variety of polygons, circles, sectors and simple composite figures, and solve related problems. They calculate the volumes and capacities of right prisms and cylinders, and solve related problems. They convert between units of area and units of volume, and connect units of volume and capacity. Pythagoras’ theorem is used to calculate side lengths in right-angled triangles and solve problems in two dimensions. Students calculate time duration and apply their understanding of Australian and world time zones to solve problems.

Knowledge of the properties of two-dimensional geometrical figures, angles, parallel lines, perpendicular lines and congruent figures enables students to apply logical reasoning to solve numerical exercises involving unknown lengths and angles in figures. Students construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, and frequency tables and histograms. In analysing data, they consider both categorical and numerical (discrete and continuous) variables, sampling versus census, and possible misrepresentation of data, and calculate the mean, mode, median and range. Students represent events using Venn diagrams and two-way tables, and calculate the probability of simple and complementary events in single-step chance experiments.

Science

Science is a mandatory course that is studied in Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Course aim

The aim of Science in Years 7-10 is to develop students interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues; knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically; scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events; appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

What are the Objectives?

Values and Attitudes: Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future; develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.

Skills, Knowledge and Understanding: Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically; develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

Stage 4 Statement

By the end of Stage 4 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. They identify questions and problems that they can test or research scientifically.

They select and use appropriate strategies, understanding and skills to generate creative plausible solutions to identified problems. Individually and collaboratively they plan and conduct a range of types of first-hand investigations, including fieldwork and controlled experimental methods, ensuring that fairness, safety and ethical guidelines are followed.

Students process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. They reflect on how the methods, strategies used and the quality of data obtained could be improved. Their ideas, methods and findings are communicated to a given audience using appropriate scientific language, representations and text types, with information sources acknowledged using a recognised method.
By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.

Students describe the action of unbalanced forces on the motion of objects in everyday situations, including the Earth’s gravity. They discuss how developments in scientific knowledge and technology have contributed to finding solutions to problems involving the use of energy transfers and transformations in simple systems and how the solutions may impact on other areas of society.

Students relate the structure and function of living things to their classification, survival and reproduction. They predict the effects of environmental changes on ecosystems and how scientific understanding influences the development of some management practices. They explain the contribution and influence of scientific knowledge and technological advances in finding solutions to contemporary issues and that these solutions may involve ethical considerations.

Students describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth, solar system and observed properties and behaviour of matter. They describe processes occurring in and on the Earth and the time scales involved, as well as situations where understanding and skills from across the disciplines of Science are used in exploration for resources and obtaining and processing of materials. They explain how advances in scientific understanding influence the choices people make about resource use and management practices in shaping sustainable futures.

Students relate the physical and chemical properties of matter to how materials are processed and used by society in everyday life. They describe situations where scientific knowledge and collaboration between scientists generates solutions to obtaining and making new substances from the Earth’s spheres.

Geography

Geography (Mandatory) is studied from Years 7-10 with at least 200 hours to be completed by the end of Year 10.

Course Aim

The aim of Geography in Years K–10 is to stimulate students’ interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

What are the Objectives?

In Stages 4 and 5, students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments.
- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Students will value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.
Stage 4 Statement
By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

History

History (Mandatory) is studied from Years 7-10 with at least 200 hours to be completed by the end of Year 10.

Course Aim
The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

What are the Objectives?
In Stages 4 and 5, students:

• develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia;

• develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia;

• develop skills to undertake the process of historical inquiry;

• develop skills to communicate their understanding of history.

Students will value and appreciate:

• history as a study of human experience

• the opportunity to develop a lifelong interest in and enthusiasm for history

• the nature of history as reflecting differing perspectives and viewpoints

• the opportunity to contribute to a democratic and socially just society through informed citizenship

• the contribution of past and present peoples to our shared heritage.

Stage 4 Statement
By the end of Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.
Students sequence events and developments within a chronological framework with reference to periods of time. They select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify and describe different contexts, perspectives and interpretations of the past. Students identify and explain different points of view in sources. They develop texts, particularly descriptions and explanations. In developing these texts, and organising and presenting their findings, they use historical terms and concepts. They use evidence in sources and acknowledge their sources of information. They select and use appropriate oral, written, visual and/or digital forms to communicate about the past. Students undertake a relevant site study either by visiting an actual site or through a virtual source.

**Languages: French, Japanese, Latin**

The Years 7–8 mandatory course in Languages is taught as a coherent study of 100 hours, spread over two years.

**Course Description**

A language course provides students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationships between languages and English, and to develop an understanding of the cultures associated with the chosen language.

**What will Students Learn About in the Study of a Language?**

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understanding by reflecting on similarities and differences between their own and the target culture.

**What Will Students Learn To Do in the Study of a Language?**

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They will develop a capacity to interact with people, their culture and their language.

**Music**

The Years 7–8 mandatory course in Music is taught as a coherent study of 100 hours, spread over two years.

**Course Description**

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activities that reflect the real-world practice of performers, composers and audiences.

**What Will Students Learn About?**

In both the mandatory and elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.
The mandatory course requires students to work in a broad range of musical contexts, including exposure to art music and music that represents the diversity of Australian culture. In the elective course students are required to study the compulsory topic Australian Music, as well as a number of topics that represent a broad range of musical styles, periods and genres such as Theatre Music, Music of a Culture, Jazz, Music for Film and Television, and Early Rock Styles.

**What Will Students Learn To Do?**

In Music, students learn to perform music in a range of musical contexts, to compose music that represents the topics they have studied and to listen with discrimination, meaning and appreciation to a broad range of musical styles.

Studying the concepts of music underpins the development of skills in performing, composing and listening.

**Course Requirements**

In each of the learning experiences of performing, composing and listening students are required to undertake a range of practical, composition and listening tasks utilising classroom instruments, vocal work, music software and online tools. The mandatory course is usually studied in Year 7 and Year 8. Students may not commence study of the elective course until they have completed the requirements of the mandatory course.

### Personal Development, Health & Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10.

**Course Description**

PDHPE develops students’ capacity to enhance personal health and wellbeing. It promotes their enjoyment of and commitment to an active lifestyle and helps them to achieve confidence and competence in a wide range of activities.

Through PDHPE students develop knowledge, understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

**What Will Students Learn About?**

All students study a variety of topics and concepts from the following four strands:

- **Self and Relationships** – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships.

- **Movement Skill and Performance** – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts.

- **Individual and Community Health** – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.

- **Lifelong Physical Activity** – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

**What Will Students Learn To Do?**

Students will learn some important skills that will enable them to take action to maintain their health and physical activity. These include skills in communicating, interacting, problem-solving, decision-making, planning and moving.
Technology (Mandatory)

The Technology (Mandatory) course is studied for 200 hours in Stage 4 (Years 7 and 8). Technology (Mandatory) introduces all students to a range of technologies through the completion of design projects. It is also the foundation course for a range of elective courses in the Technology learning area.

Course Description
Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

What Will Students Learn About?
All students will learn about the processes of designing through the development of design projects in the areas of:

• Built Environments
• Products
• Information and Communications.

They will learn about technologies and use a range of materials, tools and techniques relevant to the personal, commercial and global areas of human activity.

What Will Students Learn To Do?
Students will learn to identify and respond to needs through the development of quality design projects. They will learn to access and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others.

Students will learn to undertake research and experiments to inform the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

Visual Arts

The Years 7–8 mandatory course in Visual Arts is taught as a coherent study of 100 hours.

Course Description
Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about different perspectives, values and beliefs, students learn to analyse imagery and to write about their contemporary world.

What Will Students Learn About?
Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and 4D forms. They learn to represent their ideas and interests with reference to contemporary trends. They learn how artists, including painters, sculptors, architects, designers, photographers and ceramists make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships between the artist - artwork - world - audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.
What Will Students Learn To Do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary artmaking practice, installations, digital media and other ICT forms, in order to build a body of work over time. They learn to develop their research skills, how to approach experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practices in their Visual Arts Process Diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, and in critical and historical studies. They also learn to interpret and explain the functions of and relationships between the artist - artwork - world - audience.

Course Requirements

Students are required to produce bodies of work, complete image analysis tasks and keep a Visual Arts Process Diary.

Drama

The Years 7–8 course in Drama is taught as an introductory course, spread over two years.

Course Description

Drama provides opportunities for students to enjoy the making and performance of dramatic works. It builds an understanding of the role of Drama and Theatre and enables students to represent their ideas and interests as performance works whilst developing an appreciation of dramatic works created by others.

What Will Students Learn About?

Students learn about the key elements of Drama through workshops and practical activities based on developing their performance skills. Students learn about how performances are created through improvisation and developed through the techniques of play building. They learn how to represent their ideas and interests in a variety of dramatic forms including; short plays, mime, movement and script.

What Will Students Learn To Do?

Students learn to improvise short dramatic performances through the study of Theatre Sports and other improvisation based activities. They learn how to use their voice and body to express dramatic ideas through a variety of different characters both imagined and real. They also learn how to focus during performances and become more confident and capable when speaking or performing in front of an audience.

In Year 7 the focus of the course is on developing student confidence and teaching improvisation skills and basic stagecraft through the study of Theatre Sports. In Year 8 the focus of the course shifts to Play-Building with students working on creating and performing in their own short plays.

An additional aim of this course is to develop their self-confidence when performing front of an audience.

Course Requirements

Students are required to produce short performance works and participate in the Annual Year 7 Theatre Sports Competition and the Year 8 Short Play Festival.
Hills Grammar recognises that students learn in a variety of ways and at different rates. Further the school acknowledges the ethical, professional and legislative responsibility to provide and create an inclusive learning environment in which students who can benefit from the programs offered by Hills Grammar can access the academic curriculum and other learning programs, including both the Student Wellbeing and Co-curricular activities provided within the school.

The Learning Enrichment Model endeavours to capture and describe the various ways the school’s caters and accommodates student learning needs.

The Model identifies five approaches to accommodating student need:

- **Differentiation** – the foundation upon which all learning experiences are built
- **Class and Course Placement** - ability groupings and appropriate selection of courses
- **Recommended learning Plans** – acknowledging individual learning style
- **Student Learning Plans** – responding to identified learning requirements
- **Individual Education Plans** – responding to specific learning requirements.