



Bialik College

Bialik College (Nominees) Pty Ltd

A.B.N. 27 004 987 062

Year 8 2009 Curriculum Outlines

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Principal
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Year 8 2009



Core (Compulsory) Subjects	Number of Periods per Week
English	5
Health & Personal Development	1
Hebrew	4
History	3
Jewish Studies	5
Mathematics	5
Physical Education	1
Science	4
Sport	3

Elective Subjects (Choose THREE)	Number of Periods per Week
Art Drama Film and Literature French Health & Fitness Information & Communications Technology (ICT) Music Spanish	3 per elective subject

Art

Course Outline 2009

Year 8

RATIONALE

Students continue to undertake a broad based general arts program. They continue to develop their artistic skills and understanding of different media through diverse processes and techniques. Students use observation as a starting point and draw upon their imagination and experience to produce artworks. Students learn about and respond to artworks from different cultural and historical contexts.

CURRICULUM FOCUS

Drawing:

Exploration of tone through shading using pencils. Exploration of abstract compositions, figure-ground relationships and focal points.

Painting:

Coloured version of drawing project exploring complimentary colours and the properties of warm and cool colours.

Low-Relief Sculpture:

Papier-mâché on board. Subject based on classical Greek or Roman figurative sculptures.

Superheroes:

Enlargement of comic book characters using observation and freehand drawing skills.

Portrait Drawing:

Total pencil drawing from photographic portraiture using observation skills.

3-D Sculpture 'Fantasy Shoe':

Students study the significance of shoes in fashion from different periods in history. They are shown different artists' interpretations of shoes from an imaginative and artistic point of view. Students construct from their mixed-media sculptures, producing their own imaginative 3D interpretation of a shoe.

Theory:

Students engage in a formal study of Art history which includes Pre-historic, Egyptian, Greek and Roman art, with an emphasis on the Classical periods. After an overview of the Middle Ages, students study the Renaissance period in detail. This is followed by a brief overview of Mannerism, Baroque and Neo Classicism.

ASSESSMENT

Students produce a folio of practical art work. Finished artworks are supported by evidence of exploration of ideas and developmental work. Students are graded for their level of technical and practical skills and expressive ideas and imagination. Students sit for Art History and Theory tests throughout the year.

Drama

Course Outline 2009

Year 8

RATIONALE

Year 8 Drama students will focus on enhanced expressive skills and are encouraged to participate in sustained improvisations. Students will explore stagecraft elements and develop group-devised scripts for performance. Students will develop confidence in listening and observing in order to analyse and express opinions about their own and others' drama. Year 8 students will be able to work individually and in groups with assertiveness and sensitivity.

CURRICULUM FOCUS

Areas of exploration are improvisation, building tension, workshops creating soap operas and developing themes with a group devised performance as well as solo performances. Scripted tasks are also a main feature. They study play scripts to learn ways of organising their own ideas before writing their own plays. Personal qualities such as self- confidence, concentration, listening, self- discipline and imagination are extended through a variety of drama activities such as Theatre Sports and improvisational group work. Individually and in groups they experiment with different theatrical forms, styles and conventions to convey meaning. Students are expected to keep a workbook that details the tasks, processes, skills learnt and personal observations reflected upon.

ASSESSMENT

Assessment is based on written assignments relating to class work. Students are also assessed on their motivation, participation, cooperation and commitment to all class activities and designated performance tasks. The use of appropriate drama terminology to discuss and evaluate their own work and that of professional theatre will also be assessed. Students will also be continually assessed on their ability to present dramatic statements with integrity, sensitivity and imagination.

English

Course Outline 2009

Year 8

RATIONALE

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations. To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities which integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development.

CURRICULUM FOCUS

The focus of this study is on expanding the range and complexity of the texts students speak, listen to, read, view and write. Students examine the common characteristics of texts and are able to discuss the organisational structures and features of different genres. Students write a variety of fictional and factual texts in a variety of modes, displaying competence in the selection of ideas and information and the use of language to express these ideas clearly and effectively. There is an emphasis on vocabulary extension, on skills of interpretation and comprehension, and on the analysis of symbols, motifs and themes in literary texts. Significant areas of study include short stories, poetry, novels, and the origin and development of myths and legends.

ASSESSMENT

Assessment in this subject is ongoing. Among the types of assessment used are assignments, tests, text responses, written reports, oral presentations and reviews of wider reading texts (both written and oral).

Film and Literature Course Outline 2009 Year 8

RATIONALE

- Develop an understanding of the key elements of good storytelling.
- Develop better writing skills including planning and structuring successful narratives.
- Develop media skills for basic film-making – marrying picture, film, sound and music.
- Develop an appreciation for excellence in literature and film.
- To encourage students to seek wider, more sophisticated reading.
- To enable students to begin to process film with more awareness and insight.
- To encourage students to see themselves as story-tellers.

CURRICULUM FOCUS

The course will focus on and explore:

- the art of story-telling (narrative) in film and literature, and the structural elements common to all stories;
- a wide range of written texts and film texts;
- a range of short stories from different cultures and different periods, and across different genres (eg. humour, sci-fi, gothic, refugee autobiography);
- different forms of animation such as Aboriginal Dreamtime animations, and cultural stories from around the world;
- the methodology of creating simple stories using media software such as Windows moviemaker;
- a classic novel (eg. a work by Charles Dickens) and conduct a comparative study to the film.

ASSESSMENT

- Students will produce a number of short stories, individually and in pairs for assessment.
- Students will produce a number of short films, individually and in pairs for assessment.
- Students will experiment with short written exercises in different genres.
- Students will discuss and analyse films.

French

Course Outline 2009

Year 8

RATIONALE

French is taught for the following reasons:

- It is spoken in 44 countries, which together make up a quarter of the world's nations.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games.
- It is a commercially important language in a united Europe.
- It enables easier access to scientific, academic and classical literary publications.
- It opens the doors to first-hand knowledge of France's contemporary advancements in technology, viticulture, cosmetics, fashion, gastronomy and the arts.
- It is a stepping stone to the easy learning of other romance languages such as Italian, Spanish and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

CURRICULUM FOCUS

Weather expressions, European geography, eating in France, summer holidays and travelling in France are topics used as a springboard to teach the four skills assessed in language learning: speaking, writing, reading and listening.

The student should be able to

- conduct a rehearsed or unrehearsed conversation about topics covered, asking and responding to questions;
- read and write short paragraphs, Postcards or letters on topics covered;
- elicit information from spoken French and carry out listening comprehension activities on topics covered;
- show evidence of cultural knowledge about France and other French-speaking countries.

ASSESSMENT

Progress will be assessed by:

- regular tests on vocabulary and grammar;
- performance of dialogues and role-plays;
- listening and reading comprehension tests;
- projects on French culture or any French-speaking countries;
- entering Alliance Française Poetry Competition.

Health & Fitness Course Outline 2009 Year 8

RATIONALE

- To develop an understanding of health and fitness in today's society.
- To gain an insight into individual fitness levels.
- To provide students with an opportunity to develop self-awareness through the studies of human anatomy, human relations and human development.
- To develop knowledge of skills and rules specific to major games.
- To develop water awareness.

CURRICULUM FOCUS

The Year 8 Health and Fitness course has three lessons per week consisting of both practical and theoretical sessions.

The topics include:

- Fitness testing and evaluation.
- Peer teaching.
- Human Anatomy covering body systems.
- Sport injuries and prevention.
- Swimming stroke technique and water safety.

ASSESSMENT

Assessment is based on class participation, skill competency, attitude, workbook, assignments and tests.

Health & Personal Development Course Outline 2009 Year 8

RATIONALE

Health and Personal Development is about providing information to make students aware of the issues, as well as the skills and competencies required to help them successfully negotiate life in the future.

From Year 8 – 10 the curriculum includes topics under the following headings:

- Our Body – Physical, Social and Emotional changes;
- Taking Care of ourselves;
- Our developing self – our future.

CURRICULUM FOCUS

Our Body – Physical, Social and Emotional Changes

- Signs of good health-physical, social and emotional;
- How to optimize health;
- Exercise and nutrition- impact of insufficient and of excess.

Taking Care of Ourselves

- Safety in society, in school and at home, including bullying;
- Caring for each other, who are our supports, where can we find them;
- Body image – how it affects our health;
- How to create positive relationships.

Our developing self – Our future

- Study and organization skills;
- Changing personal needs;
- Changing relationships with parents;
- How to negotiate, find compromise, see another's point of view;
- Risks to ourselves – alcohol and other drugs.

ASSESSMENT

Not assessed.

Hebrew Course Outline 2009 Year 8

RATIONALE

Hebrew language is an essential component of the core curriculum for all students from K-12. The content of the Hebrew Curriculum provides a meaningful basis for language learning, and interesting content provides a purposeful and motivating context for learning the communicative functions of a second language. Integrating language and content promotes the development of communicative competence. The orientation toward communication places Hebrew language learners in a living laboratory, in which process is the primary focus of planning and instruction.

CURRICULUM FOCUS

The curriculum focus of this year is to consolidate further listening, speaking, reading and writing skills using the newly-developed textbooks, *Ometz 7* and *Etgar 7*. Topics include Life in Israel; Problems confronting the State of Israel; Holocaust and Rebirth; World Jewry; Free Time Activities; Famous Personalities; and Folk Tales and Stories.

Students begin to understand and use the language within the world of their own experience and imagination, with topics drawn from other areas too. They exchange personal information and opinions and perform short skits in Hebrew. They read and locate items of information in short texts and write short paragraphs and essays. They also begin to draw meaning from written and spoken material. They acquire strategies for retaining and applying information and approach language learning as a problem solving activity.

ASSESSMENT

Assessment is performance-based and include both formative (ongoing evaluation of student progress during a learning activity) and summative (evaluation of the end product of student learning activities) components. The latter includes exercises, written pieces and tests.

History

Course Outline 2009

Year 8

RATIONALE

History is the study of the past serving to extend and to enlarge our own, personal experience and to orient contemporary issues, values, goals and behaviour. This study helps the student acquire a good general knowledge of a particular period and of how different societies function and change. It provides the student with the technical and methodological skills to think critically and the ability to argue one's position against other points of view.

CURRICULUM FOCUS

This course focuses on the issues of colonization and its ongoing impact across the globe. After an investigation of the means, methods and rationales underpinning European expansion is undertaken, a variety of case studies is made. These can include a range of experiences from North and South America, Asia and Australia. A detailed study of the history and present Aboriginal Australia is also made.

The historical skills practised include: research; close reading of sources; note taking (including graphing and mapping); and the synthesis, analysis, and recall of information. There is an emphasis placed on understanding the importance - as well as the limitations - of primary sources.

ASSESSMENT

Assessment in this subject is on going, with a task accompanying each unit of study. Assignments, projects, quizzes, research projects, oral presentations -including dramatic representations - are among the types of assessment used.

Information & Communications Technology Course Outline 2009 Year 8

RATIONALE

Learning in ICT involves students working with the four technology processes: investigating, designing, producing and evaluating in order to solve problems. Activities and tasks in this subject are designed to develop these processes. The focus of this course is to develop basic computer skills and strategies. Students also gain proficiency and confidence in using the computer and computer peripherals.

CURRICULUM FOCUS

Word Processing:

Students continue to develop more advanced skills in word processing. New skills include: hyperlinks, bookmarks and anchors.

Spreadsheets:

Students produce work which continues to develop skills in the use of Excel spreadsheets. Students develop and practice skills while working through set exercises. These show growing familiarity with the capabilities of the software – for example, use of simple and more complex mathematical formulas, formatting functions and graphing skills.

2D Animation:

Students use Macromedia Flash to learn the basic skills necessary in 2D animation. Techniques include using the timeline, graphic tools, motion tweens, importing sound and adding Action Scripting.

Graphics:

Students use Photoshop and Fireworks to design original logo images as well as electronic artwork for the web. Techniques include using the powerful painting, filter, text, gradient and layer tools to compose graphic images.

Web Page Programming:

Students are required to construct web sites using Dreamweaver based on a series of tasks which include: creating html pages, importing graphics, animating GIFs, hyperlinked buttons, including tables.

Computer programming

Students use Game Maker which is game development software. It allows students to easily develop computer games and to understand programming structures and syntax. Game Maker contains a built-in programming language and students create a range of games including paddle game, clickball and maze game

ASSESSMENT

Students are assessed on all set tasks and projects.

Jewish Studies

Course Outline 2009

Year 8

RATIONALE

The Jewish Studies curriculum includes an historical component, a Tanach component, and a festival component. It provides our students with the opportunity to examine the forces and factors which shaped Jewish life following the failed revolt against Rome, as well as the development of Jewish communities in the Diaspora. The course also offers students the opportunity to learn the Tanach in a structured manner. The Jewish festivals provide a dependable structure over the course of the year for students to reacquaint themselves with the festivals' customs and traditions, and to develop new understandings of their importance commensurate with their developing intellectual abilities. Israel continues to be a connecting theme, with frequent review of contemporary issues as reflected in a variety of appropriate media.

CURRICULUM FOCUS

The *historical focus* begins with an examination of the political, social, economic and religious situation in Judea from 66 CE – 135 CE. The Bar Kochba Rebellion and its impact are key aspects of this period. Students also examine the ways and means that Jewish life and learning continued despite military and political failures. This includes learning about Yohanan Ben Zakkai, Yavneh, the development of the Talmud as well as the emergence of Christianity.

Particular attention is paid to the Jews of Spain, commencing with the arrival of the Moslems to Spain in 711CE. The rise of Islam, and its impact on, and relationship with, Judaism and Jewish communities is carefully analysed. The Golden Age of Spain and the people who contributed to Jewish learning and culture is also an important area of investigation. Finally, Judaism's relationship with Christianity, culminating in the expulsion from Spain in 1492, is also examined.

Tanach is based on an in-depth examination of the life of Avraham and Sarah as it appears in *parashat Lech Lecha*. Important Jewish values, concepts and beliefs are examined as they are expressed by the patriarch. Students also learn specific skills to read the Tanach. This includes identifying key words, literary structures and nuances in the text. Students are encouraged not only to appreciate the voice of tradition, but to create and share their own understanding of the text.

The *Jewish Festivals* provide a dependable structure throughout the year for students to reacquaint themselves with the customs and traditions of the festivals, and to develop new understandings of their importance commensurate with their developing intellectual abilities. Israel is a key focal point in preparation for *Yom HaAtzmaut*.

ASSESSMENT

Students are assessed through tests, reports, short assignments, in-class presentations and student participation.

Mathematics

Course Outline 2009

Year 8

RATIONALE

Students at this level build on their knowledge and understanding of Year 7 mathematics through the development of new algorithms, facts and skills. The use of mathematics is further extended through exposure to more demanding problem solving tasks and applications exercises. The role of algebra increases its importance and presence in the development of mathematical knowledge and skills.

CURRICULUM FOCUS

Students study various topics from the strands of the VELS curriculum at levels ranging from 3 to 5. Briefly these include:

Number:

Squares of numbers, order of operations on the rationals, relative size of numbers, powers of ten, percentages, fractions and decimals, equivalent rates expressed as percentages, fractions and decimals, composite numbers, primes and factor trees, ratio and proportion, proportion problems, the long division algorithm, binary operations with the integers, decimals and fractions, approximation of products and quotients; index notation and index laws, squares, cubes, square roots and reciprocals, discounts and profit as a percentage, multiplication and division of numbers in index form.

Space:

Construction of and properties of parallel and perpendicular lines and the angles associated with them; similar figures; description of a path by coordinates; classification of 2D & 3D shapes; representing 3D shapes isometrically and orthographically; transformations in the plane of simple shapes arising from isometric drawings etc; angle sum on a line; tessellations; compass bearings and coordinates; elementary networks and pathways; congruent shapes (emphasis on triangles); angles in a polygon; depth perspective using one and two vanishing points; nets of simple 3D figures; similarity and enlargement.

Measurement, Chance and Data:

Conversion of units, units of mensuration; use of fractions to assign probability; Venn diagrams for calculation of associated probabilities; mode, median and range of a data set; accuracy of measuring instruments; samples taken from a population – questionnaires and surveys; sorting data; simulation of random experiments; stability of long run frequencies; displaying data in pie charts, bar charts, column graphs, histograms and ogives, stem and leaf plots, dot plots, box and whisker plots; mensuration of plane polygonal figures and simple 3D figures; time units and conversion; measuring angles in degrees, minutes and seconds; area formula for triangle, parallelogram, rhombus, trapezium, rectangle; calculation of area of composite plane figures, area and perimeter of circle, total surface area and volume of a cylinder; percentage error, relative and absolute percentage error; tree diagrams for simple multiple trials.

Structure:

Setting up mathematical sentences from worded problems; informal treatment of the field laws for reals; order of operations; elementary truth tables; construction of number patterns from a recurrence formula; number patterns leading to a formula; Venn diagrams and Karnaugh maps to illustrate union, intersection and complementation; sequences and their generation; solving equations and inequations; solving worded problems using equations; graphing linear functions; domain and range; graphing linear inequalities; exponential

growth; informal treatment of non-linear relationships; geometric transformations in the plane including; literal equations and transposition of formulae.

Working Mathematically:

Incorporation of technology to display data, graphs and images; modelling and testing conjectures using calculators; development of deductive proof; use of interpolation to make predictions; creation and manipulation of tables; formulation of worded problems in mathematical notation; construction of plane figures using compass and ruler; developing simple mathematical models using linear functions.

ASSESSMENT

Assignments, problem solving tasks and common topic tests.

YEAR 8 MAINSTREAM MATHEMATICS:

This program covers the material listed above.

YEAR 8 EXTENSION MATHEMATICS:

This programme is designed for the more able student of mathematics and covers the standard Year 8 VELS content but at a greater depth and at a more penetrating level. It includes more demanding problem solving exercises. Ordinarily students enter this programme after the successful completion of Year 7 Extension Mathematics. Otherwise, outstanding performance in Year 7 Mainstream Mathematics would be required for entry to this programme.

YEAR 8 ACCELERATION MATHEMATICS:

This programme is designed for the very able student of mathematics who is capable of learning quickly and who has a strong interest in the subject. The programme covers the standard Year 9 Mathematics course along with more demanding and penetrating problem solving activities in mathematics. Only the very able students who have successfully completed Year 7 Acceleration Mathematics would normally enter this course.

Music

Course Outline 2009

Year 8

RATIONALE

Music is a powerful influence in the lives of children. This influence has impact in the basic areas of personal, social and cultural identification, communication and emotional functioning. Music is a medium like no other because it is used to formulate meaning through sound that has both an expressive and communicative purpose. Music has a unique contribution to make to education because of its own ability to promote learning, understanding, feeling and enjoyment. This involves the sequential development of the skills and concepts inherent in this discipline.

Music encourages sharing and group interaction. Its cultural richness provides a positive outlook and a basis for understanding society. Music achievements generally lead to a sense of self-esteem and can be used to structure feeling and evoke self-discipline. Music is a means of contributing to physical development, coordination, motor skills and its therapeutic use is widely recognised.

The purpose of this study aims to develop students' knowledge, appreciation and understanding of the wide range of different types of music styles and music technology. It aims to cultivate enjoyment through experience. Students are encouraged to continue with Music for the entire year.

CURRICULUM FOCUS

Performance:

Students perform in ensembles and they are encouraged to try different instruments when appropriate for the repertoire. A number of class songs are chosen each term and then performed in public.

Listening:

Students develop their aural skills through music technology, instruction and listening exercises.

Composition:

Students learn to arrange and compose in a variety of styles using various Music software programs such as -Sibelius, Sonar and Band in a Box.

Music Technology:

Students develop the ability to use a variety of software to enhance their arranging, composing, performing and listening skills. Each Semester an ensemble piece will be recorded in the studio.

Musicology:

Students will research a chosen topic adhering to set of criteria. This will enhance their ability to evaluate and discuss music in historical and social contexts

Theory:

Completion of sequential units of study according to individual ability.

ASSESSMENT

Students' progress is assessed and reported as part of the College's ongoing reporting system. Students undertake exams and tests throughout the year in both performance and aural components.

Physical Education Course Outline 2009 Year 8

RATIONALE

The Year 8 Physical Education program aims to:

- Provide students with the opportunity to continue developing and extending their motor skills through a range of enjoyable movement experiences.
- Develop a knowledge and understanding of a variety of sports skills and rules.
- Establish a desire to pursue physical activities both now and in the future.
- Encourage team work, and develop social skills and positive attitudes through participation in physical activity.

CURRICULUM FOCUS

The Year 8 Physical Education program comprises one period per week. Boys and girls work in separate gender groups. Practical activities for boys include football, European handball, rugby, baseball, touch rugby, soccer, volleyball, lacrosse, basketball and cricket. Practical activities for girls include softball, volleyball, netball, basketball, lacrosse, tennis, soccer and football.

ASSESSMENT

Assessment for the practical aspect of the course is based on skill competencies, attitude, team work, effort and fitness levels.

Science Course Outline 2009 Year 8

RATIONALE

The course aims to further develop the student's skills in comprehension of scientific material, problem solving, experimental design, formal report writing, practical skills and communication of ideas.

CURRICULUM FOCUS

- Ecology and environmental issues.
- Forces and simple machines.
- Basic chemistry: elements and compounds and chemical reactions.
- Mammalian body systems and plant systems.
- Sound.
- Solar System.
- Structural Design.

ASSESSMENT

The assessment will be based on research projects, written assignments, written experimental reports, homework tasks, oral presentations and formal written tests.

Spanish

Course Outline 2009

Year 8

RATIONALE

Spanish is taught for the following reasons:

- It is spoken in many countries, and is the third most commonly-spoken language in the world.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games
- It is a commercially important language.
- It enables easier access to academic and classical literary publications.
- It is a stepping stone to the easy learning of other romance languages such as Italian, French and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

CURRICULUM FOCUS

A variety of topics are used to facilitate the acquisition of the four skills assessed in language learning: **speaking, writing, reading and listening**. A range of grammatical points and verb structures are covered, including irregular verbs and *el pretérito perfecto*.

Topics covered include:

- animals;
- leisure time;
- culture, news and politics in the Spanish-speaking world;
- likes and dislikes;
- food & drink;
- clothing.

Some themes studied in Year 7 will also be revised and covered in more detail.

The students should be able to:

- Conduct a rehearsed conversation about topics covered, asking and responding to questions.
- Read and write short paragraphs on topics covered.
- Listen to spoken Spanish and carry out simple listening comprehension activities on topics covered.
- Show evidence of cultural knowledge about Spanish and some Spanish-speaking countries.

ASSESSMENT

Progress will be assessed by:

- regular tests on vocabulary and grammar;
- performance of dialogues and role-plays;
- listening and reading comprehension tests;
- projects on Spain or any Spanish-speaking countries.

Sport Course Outline 2009 Year 8

RATIONALE

The Year 8 and 9 sport program aims to:

- Develop and extend motor skills gained in year 7.
- Provide students with the opportunity to participate in a variety of competitive and recreational programs.
- Establish a desire to pursue competitive and recreational activities now, and in the future.
- Provide students with the opportunity to be a member of a team, promoting self esteem, and improving decision making and group cooperation skills.
- Provide students with an environment in which they can experience a sense of fun and enjoyment through team participation and match play.

CURRICULUM FOCUS

During Term One, students will be involved in a variety of activities, including swimming and athletics trials as preparation for the inter-house carnivals. Students will also continue to develop their ball-handling skills for team games.

During Terms Two and Three, our students participate in the weekly EISM (Eastern Independent Schools of Melbourne) Inter-school Winter Sport fixture. The College fields representative teams in the following sports:

Girls: Hockey, Basketball, Netball, and Table Tennis.

Boys: Football, Soccer, Basketball and Table Tennis.

The Term Four EISM Summer Sport fixture provides our students with the opportunity to represent the College in the following sports:

Girls: Tennis, Soccer, Volleyball and Softball.

Boys: Tennis, Hockey, Volleyball and Cricket.

A recreational program is also provided as an alternative to the weekly EISM competition during Terms Two, Three and Four. This program aims to teach and develop students' fundamental skills in a variety of sports (examples include basketball, tennis and volleyball) using qualified coaches. Students will also participate in a range of recreational activities including rock-climbing, fitness programs utilising the Sports' Centre, cycling and pool sessions.

In addition to the weekly inter-school sporting fixture, students also have the opportunity to participate in inter-school swimming, athletics and cross country, representing the College in EISM and VJSSA (Victorian Jewish Schools' Sports' Association) competition.

Year 8 and 9 students have one triple sport lesson weekly.

ASSESSMENT

Nil.