

Years **7-9**

Curriculum Guide 2025



Sandringham
COLLEGE

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College Principal's message

At Sandringham College we recognise that every student is an individual. We set high standards, encourage hard work and support our students to achieve success.

This handbook provides you with an overview of the learning program that we offer for students in Years 7-9 at Sandringham College. It also provides you with an understanding of the vision, values and philosophy of our school.

Inside you will find a description of each subject. Whilst following the learning set out in the Victorian Curriculum, we have consciously been inclusive of student voice in selecting what we offer as a school.

At Year 7 and 8 we focus on building core skills in all subjects, with a strong emphasis on numeracy and literacy. We know that a strong foundation in English and mathematics leads to increased success in future studies and life.

At Year 9 we encourage students to explore areas of interest by providing genuine opportunities for them to choose from a range of electives. We recognise that students are more likely to be motivated to learn when they study subjects in which they are interested.

We know that the partnership between teachers, students and parents is essential. This handbook allows you to work with your child in selecting subjects. It also enables you to support them at home with a clear sense of what they are studying at school and the choices that they have made.



Amy Porter
College Principal



Sandringham College

We are a two-campus state school with a proud history of providing an outstanding education to students in our local community.

Our community not only expects high standards of academic achievement but they also value artistry, creativity and leadership.

Parents and students choose our school because they recognise that as a community we work with respect and care, knowing and nurturing our students to be the best possible learners and young people that they can be.

As a school we are focused on providing a robust and innovative curriculum that challenges students to be curious learners.

We set high standards and expect our students to achieve their personal best in all that they do.

We aim to achieve academic excellence for all of our students, whatever their chosen pathway. We want each student who leaves our school to be a person of great character, able to achieve success and contribute positively to the broader community.

Visions and values

Our commitment

- A focus on nurturing the whole person
- A culture of valuing creativity, curiosity and collaboration
- A passion for learning and teaching.

What we do

- We nurture the individual talents of our students
- We focus on programs that meet the needs of a diverse range of learners
- We challenge each other to excel in our pursuits
- We provide outstanding opportunities beyond the classroom to enrich learning.

How we do it

- We know our students
- We encourage our students to develop as young people as well as learners
- We ensure that student voice is heard in our classrooms
- We aim to ensure that all learning opportunities encourage improvement and growth.



Overview

College aims and ethos

The Sandringham Bluff Road Campus offers students the opportunity to develop core skills and knowledge whilst beginning to explore areas of particular interest.

We provide a curriculum based on the Victorian Curriculum but tailor a program of studies to meet the needs of our students. At the Bluff Rd Campus, you will develop strong skills in Mathematics and English. At the same time your horizons will be broadened through the opportunity to explore new subjects and passions.

Our college embraces diversity and fosters tolerance. We respect the goals of all of our students. We honour their efforts and we take pleasure in their achievements. This means that when you come to Sandringham, you know you can be yourself and still be accepted and affirmed by your peers and teachers.

We strongly believe in the importance of fostering strong learning habits during Years 7 and 8, as they lay the foundation for success in the future. Our primary goal is to cultivate stability during these crucial years, enabling students to attain optimal outcomes. Recognizing Year 9 as a pivotal point in education, we continue to reinforce these learning habits to prepare students for the demands of Senior School.

Vivienne McElwee
7 - 9 Campus Principal

Campus structure

Bluff Road Campus life revolves around your year level. Each year level has one Year Level Leaders who look after the students as well as Mentors who help with wellbeing and administrative tasks.

Students get together at frequent assemblies where important information is shared. At assemblies we also celebrate excellence in all areas – academic, sport, the arts, leadership, and celebrate the college values.

Challenge and extension

At Sandringham College, all students are challenged with the curriculum. We also recognise that some students are especially talented in certain areas because they:

- Learn in different ways to other students
- Are particularly creative in their ideas and approach to tasks
- Enjoy problem solving and applying ideas to different situations
- Are curious and enjoy experimenting with new concepts
- Enjoy a challenge
- Possess leadership skills.

The college offers a variety of programs and opportunities to cater for the needs of such students, including the SEAL program, the Dance Academy, the Art Academy and the Sports Academy.



Assessment and reporting

Within the Year 7 – 9 program, students will participate in a range of assessment activities and Assessed Learning Tasks (ALTs). For each subject, students will receive feedback on two or more Assessed Learning Tasks per semester. These tasks will be graded using a percentage score, and area of improvement and achievement comments. This will form the basis of the semester reports which will be made available via Compass.

If a student does not attain a grade of a minimum standard of competency, or they do not submit work that demonstrates the required understanding, teachers will request students either complete an equivalent task or resubmit the work. This may be done in our Redemption Centre, where students are given every chance to achieve success in the assessment.

Homework and study

Homework benefits students by complementing, consolidating and extending classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. Homework is integral to most subjects and:

- Supports and extends classroom learning
- Develops positive study habits
- Develops a responsibility for self-learning
- Develops organisation and planning skills
- Supports the links between home and school.

Regular and appropriate amounts of homework will be set at all year levels. In Years 7 and 8 students should do up to four hours a week. In Year 9 students should do up to six hours. Work may be set during weekends and school vacations. Parents should encourage and support students to complete homework by providing a suitable environment that is free of distractions. It is also advised to monitor use of devices.

Homework Centre is run once a week in the school library after school to support students, and is staffed by teachers. Maths help and other supports are offered at lunch time and classroom teachers work with students to access these programs.

Literacy

Literacy in its many forms is essential for success across the curriculum and participation in the world. For this reason, the development of all students' literacy skills is a priority at Sandringham.

Literacy includes a wide and ever-changing range of skills and abilities, including reading and writing skills, thinking skills and the ability to be critical and make decisions.

The College literacy program includes:

- 1 : 1 and small group assistance provided in the Advance Program, designed to support students identified as needing additional assistance
- Incorporation of literacy strategies in all subjects
- A reading program for all Year 7 and 8 students

BYOD program

Sandringham College operates a Bring Your Own Device (BYOD) program for all students.

Students are expected to attend school each day with a fully-charged laptop device. Laptops are used in class by teachers to complement learning. They are also used by students at home to complete homework, prepare for and complete some assessments and ongoing study.

What device to buy

Before purchasing a digital device for your child there are a few minimum recommendations:

Device type: Windows / Mac laptop ONLY. Chromebooks and iPads are not supported.

- Weight: aim for under 1.5kg
- CPU: Intel Celeron N4100 or better (Intel i5 or equivalent Preferred)
- Screen size: 11 inches
- RAM 4 GB (8 GB preferred)
- Storage capacity: 128GB (Solid State Drive)
- Six hour battery life
- Windows Operating System. Windows 11 Home (Minimum), Windows 11 Education (preferable). Definitely NOT Windows 11 SE.
- Wireless: dual-band (2.5GHz / 5GHz)
- Up-to-date security software – free from eduSTAR catalogue (ESET for macOS / SCEP for Windows)
- Latest Microsoft Office – free from eduSTAR catalogue for Windows and MAC

- Accessories: Protective case / cover, headphones, security lock / cable
- Insurance – 3 year accidental damage (strongly recommended) and theft (check if your home insurance contents policy will cover this).

The College recommend students use a PC, which is the most compatible with the college ICT infrastructure and the Department's software.

Every student is licensed for Microsoft Office 365, Adobe Creative Cloud and Antivirus software. There is no need to purchase any software products.

Recommended devices can be viewed via the following BYOD website:

- JB HiFi portal: <https://jbeducation.com.au/byod>)

Good: Lenovo ThinkPad 11e (5th Gen). A robust touchscreen 2-in-1 device at a great price.

Better: Lenovo ThinkPad 11e Yoga (6th Gen) or a Microsoft Surface Pro – both touchscreen 2-in-1 devices or a Macbook.

While there is no obligation to purchase through the JB HiFi Portal, be aware these devices can be serviced on-site by a JB HiFi Technician. This is not necessarily true for 'retail' purchased devices (even from a JB HiFi store).





School Wide Positive Behaviours (SWPB)

School Wide Positive Behaviours is a three-tiered systems approach to establishing the social culture, behavioural expectations and support structures needed for all students to achieve both social and academic success. It is based on focusing on the benefits of positive behaviours, rather than the consequences of poor behaviour.

The main components of SWPB are:

- To set clear behavioural expectations
- The teaching of critical interpersonal skills, providing positive reinforcement for meeting and exceeding performance criteria
- The continuous collection and analysis of data for monitoring strategies, interventions, and student performance and behaviour
- The involvement of all stakeholders in decision-making processes and discipline practices

- Reducing and eliminating reactive, punitive and exclusionary strategies in favour of proactive, preventive, and skill-building orientation.

Teachers and students are explicitly taught what these expectations look like and are the key to success. Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. They are necessary skills for success in life. Expected behaviours should be modelled in every classroom, embedded in all school activities and demonstrated in the community. Students are rewarded for positive behaviour.

Tertiary Prevention

Specialised, individualised systems for students with high risk behaviour

5%

Secondary Prevention

Specialised group systems for students with "at risk" behaviour

15%

Primary Prevention

School and classroom wide systems for all students, staff and settings

80%
of students

School Wide Positive Behaviour Classroom Matrix

POLITE PREPARED PRODUCTIVE					
STUDENT RESPONSIBILITY					TEACHER RESPONSIBILITY
RESPECT FOR SELF	Arrive on time ready to learn	Strive for excellence	Use class time effectively and actively listen	Ask for help when needed and use a growth mindset	Be on time, ready to teach Set the goal Communicate calmly and effectively
RESPECT FOR OTHERS	Be kind	Support and encourage others' right to learn	Accept individual differences	Help others when needed	Engage and be responsive to student needs Foster a safe and supportive learning environment Give timely and constructive feedback
RESPECT FOR THE ENVIRONMENT	Take care of school resources, equipment and use internet for learning	Be mindful of language and tone	Respect privacy and property	Leave the classroom clean and tidy	Recognise effort and success Demonstrate school and DET Values

Respectful Classrooms



School Wide Positive Behaviour Classroom Matrix - All Spaces

POLITE PREPARED PRODUCTIVE				
	ONLINE SPACES All devices, apps and websites	SHARED SPACES Including canteen, lockers, corridors, toilets, outdoor areas	COMMUNITY SPACES To and from school, events, excursions, camps	ALWAYS At all times, in all spaces, with everyone
RESPECT FOR SELF	Monitor Compass and emails	Act safely, responsibly and sustainably	Play, Be Curious, Experiment and Create	Strive for excellence
	Use internet for learning	Keep your body to yourself	Actively participate in extra-curricular activities	Recognise and express emotions appropriately
RESPECT FOR OTHERS	Protect digital reputation and privacy	Consider personal space and property	Be considerate on public transport and in the community	Take care of physical and mental wellbeing
	Interact positively on social media	Display calmness, compassion and empathy when resolving issues	Offer help	Build healthy relationships, resilience, and confidence
RESPECT FOR THE ENVIRONMENT	Be cyber safe and report unsafe behaviour	Use designated pathways, entries and exits appropriately	Lead by example and display integrity by doing what is right	Accept and appreciate diversity; treat everyone fairly
	Maintain your device by keeping it charged	Keep areas clean, organised, and secure	Acknowledge and appreciate our connection to Traditional Owners and to nature	Use bins and minimise waste
				Be mindful of language and tone
				Model the school values
				Demonstrate patience and kindness



SEAL program

The SEAL (Select Entry Accelerated Learning) program addresses the needs of those students who are of high intellectual potential and display a range of exceptional abilities across their studies.

The Sandringham College SEAL program curriculum is designed to consistently challenge and inspire our students, incorporating the breadth (enrichment), depth (extension) and pace (acceleration) required to support exceptional rates of progress. It extends students in English, Humanities, Mathematics and Science. It explicitly builds critical and creative thinking skills, and includes philosophical and independent inquiry and problem-solving at each year level. SEAL students participate in a range of extension and special co-curricular activities throughout the year including Masterclasses in Maths, English and Science, and are expected to participate in the college's arts, sports, student voice or leadership programs.

Sandringham College's SEAL program is structured to cater to the differing needs of exceptional students.

Entry to the program at Year 7 level is by application and entrance exam.

English

In SEAL English, students explore a range of challenging texts which enable them to engage in deep critical and creative thinking. They develop advanced skills in language

use and literary interpretation through units on persuasive language, literary 'classics', and film. At each year level students learn advanced grammar and writing skills.

Humanities

SEAL Humanities builds a solid foundation in historical, geographical, economics, business and civics knowledge and skills whilst exploring key concepts in greater depth. Throughout Years 7 – 9, students are introduced to advanced humanities concepts which prepare them for accelerated studies in the senior years. The SEAL Humanities course also includes units on philosophical enquiry, and national and global political matters.

Mathematics

In SEAL Mathematics, students work at an advanced level from Year 7. All topics are explored in greater depth, with an emphasis on problem-solving, logical thinking and critical evaluation of solutions. Classes are structured so that students experience both independent and cooperative work.

Science

SEAL Science builds a solid foundation in scientific knowledge and skills, whilst exploring key concepts in greater depth and detail as compared with the mainstream course. SEAL Science students undertake extension investigations. Throughout Years 7 – 9, students are introduced to advanced scientific concepts which prepare them for accelerated studies in the senior years.



Beyond the classroom

At Sandringham College we aim to ensure that the whole school experience not only engages our young people in learning, but also develops in them a sense of community and active responsibility.

Opportunities abound for students to develop their sense of self and commitment and responsibility to others, in addition to leadership skills and personal endeavours.

Our enrichment and extension programs encompass student leadership, enterprise education, camps and excursions, the arts, student forums and community involvement. These programs are led by teachers with a real commitment to fostering students' all round growth.

Student Management

To support the creation of a safe and orderly environment for learning, each student is linked to a mentor teacher, who is a member of a team led by a sub-school leader and the Year Level Leaders at each year level.

Student care is also provided through the college's Student Wellbeing Team and LifeSkills program.

Community participation

Sandringham College is very much a part of its community. Sandringham students have a variety of opportunities to contribute to the improvement of their community.

We expect all Sandringham College students to contribute to their community. This can take a variety of forms, from assistance with primary school events, to fundraising, volunteer activities or environmental duties within the school.

Student leadership

Student voice is a prioritised initiative at Sandringham College. Students will have opportunities to take part in a range of activities aimed at developing skills that will assist them to positively navigate and develop relationships with their peers and the wider community.

Under the guidance of the Student Leadership Coordinators, students are offered a range of leadership opportunities which will allow them to confidently identify and act upon student-focused concerns. By taking part in public speaking competitions and leadership programs, students are given the chance to build personal confidence and a greater understanding of the needs of others.

Students from all year levels can be a part of the Student Representative Council (SRC) which gives students the chance to voice considered ideas, alternate views and pressing concerns of the wider student body.

Libraries

Access and operating hours:

Students can access the library website via compass 24/7

Library operating hours:

8am to 4.30pm Monday to Thursday

8am to 3.30pm Friday

The library aims to

- Foster a life-long love of reading for pleasure
- Provide a wide range of resources to serve the needs of students and staff
- Be integral to the teaching and learning program
- Provide a welcoming and safe space for students and staff



Online Resources

Sandringham College library subscribes to newspapers, databases, encyclopedias, eBooks and audiobooks, and links to the State Library. This gives our students access to numerous academic resources that will support their learning and research efforts. Library staff create Topic Guides designed to supplement specific units of study. All these resources can be easily accessed through the Sandringham College Library website.

Borrowing

Library staff believe that the right book can change a student's life. That is why we have curated an inclusive collection that reflects our diverse student body and helps them see themselves and their world. Our collection of high-quality books empower students to become curious, critical, and active learners. Students have access to a wide range of books and literature, designed to encourage a love for reading, and to enrich their learning experience inside and outside the classroom.

Lunchtime and Clubs

Library staff offer a comprehensive program of lunchtime activities to keep students engaged and entertained. We have a device-free policy during lunchtime to encourage socialising, and we offer a makerspace area where students can take part in craft and freestyle art activities. In addition, we have board and card games, specialist clubs including book club, anime/manga, zine and chess, and a quiet reading area for those who prefer a peaceful lunchtime. We also encourage students to represent the college in the Kids' Lit Quiz worldwide reading competition.

Co-curricular

Sandringham College offers a range of rich and diverse co-curricular activities in which students are encouraged to participate. Some of the possible options include:

- Writing competitions
- Instrumental music tuition
- Concert band and music ensemble groups
- Sandringham reading challenge
- Dance concerts
- Lunchtime activities
- Bayside Youth Arts Expo
- Debaters Association of Victoria (D.A.V) debating competition
- Robotics.

College Production

Sandringham College has an outstanding reputation in the performing arts. Every year the annual college musical sees students from across the college, from all year levels, working collaboratively to create a professional production that is enjoyed by sold-out audiences.

In recent years students have had the opportunity to be in 'The Wiz', 'The Wedding Singer', 'Beauty and the Beast', 'Matilda the Musical' and 'The Addams Family'. Students act, dance, sing and play in the band. Students work as members of the stage crew, part of the technical crew and work backstage in costume and makeup.



Sport

Students at the Year 7 – 9 campus are able to participate in a full range of summer and winter sports.

Students can choose to join a team and train to participate in the round robin competitions. In recent years, a number of individuals and teams have progressed through to finals at state and national levels.

The swimming and athletics carnivals are also popular college events. Talented students have gone on to compete successfully in State Swimming and Athletics Championships.

Camps

All students are able to experience a wide range of camps, tours and outdoor activities.

The Year 7 transition camp is an important introduction to Sandringham College and provides an opportunity for students to spend time getting to know the whole year level and the accompanying staff. Bi-annual overseas language tours to Noumea have proven to be very popular for the students studying French.

Mentor Groups, Step-Up and Assemblies

Sandringham College holds school assemblies on a regular basis. These assemblies might be campus-based, year level or even college-wide.

Assemblies aim to create, nurture and sustain a sense of community. They serve to develop a positive school ethos that affirms our values and identity. Our assemblies

are often centred around these college values and also acknowledge acts of kindness, as well as our School-Wide Positive Behaviour program. This often involves the celebration of achievements and the modelling of positive behaviours.

School assemblies also provide the opportunity for sharing of important information, and delivery of special programs, and may give students the opportunity to develop their confidence through public speaking, celebration of external achievements and sharing their ideas with others.

Year level assemblies focus on the specific needs of those year levels, organisational skills, homework, leadership or wellbeing-focused programs.

All students in Years 7 - 9 also participate in pastoral care provided via the STEP UP program in Year 7 or the Mentor Group program in Years 8 and 9. Topics covered are wide and adaptive to the needs of a year level or cohort. In 2024 some of the topics covered include:

- Study techniques
- Growth mindset and resilience
- Positive wellbeing and mental health
- SWPB
- Social media and the law
- Vaping - risks and dangers
- Friendships and fallouts
- Goal setting and student agency.



Year 9 Djeembana program

The Djeembana program offers students the opportunity to deep dive into current issues through multiple perspectives.

Consolidating learning from Years 7 - 8, Djeembana provides engaging learning experiences and strong preparation leading to the independence and responsibility of Years 10 - 12.

Djeembana integrates the Victorian capabilities of:

- Critical and creative thinking
- Personal and social understanding
- Ethical understanding
- Intercultural understanding.

There are a wide range of learning experiences including:

- Excursions
- Incursions
- Student-led conferences.

Throughout Djeembana there is a focus on lifelong learning. Students are given the opportunity to learn about and explore current social issues while building their problem solving and collaboration skills.

Encouraging social awareness and developing positive social and emotional wellbeing, the Djeembana team are dedicated to supporting students in their development and transition from the middle years to senior school.



Instrumental Music

The Music Program at Sandringham College aims to expose students to the many benefits of participating in an exciting and engaging music education. It is internationally recognised that when receiving a music education, students develop the ability to think critically and creatively to solve problems, are self-motivated and have self-discipline. The music program encourages students to collaborate with others in making music at a high level, socialising with peers while developing confidence in presenting and performing within the school and the wider community.

Instrumental Tuition

Sandringham College offers instrumental tuition to all students in the following instruments:

- Flute
- Clarinet
- Saxophone – Alto, Tenor and Baritone
- Trumpet
- Trombone
- French Horn
- Euphonium
- Tuba
- Guitar – Classical, Electric and Acoustic
- Electric Bass Guitar
- Percussion
- Drums
- Piano
- Strings - violin, cello, viola and double base
- Voice – classical, musical theatre or contemporary

Enrolling in Instrumental Music and Ensemble Music

Students need to enrol in Instrumental Music every year. This is a new system put in place to ensure all student enrolments are kept up to date and correct. Enrolling in Instrumental Music lessons is a year-long commitment.

All students learning an instrument are required to be part of an ensemble. This allows students to progress faster, provides performance opportunities and creates a culture of teamwork and support within the school.

In Term 3, Year 7 offers are sent out via email and parents can submit an application for their student to join the Instrumental Music program.

Students currently involved in the Instrumental Music program will be invited to re-join the program for the upcoming year, and new applicants in all other years can apply to join the program by completing an application form on Compass.

If you are enrolling at the start of the academic year, please contact the front office during Term 1, week 1.

SEAL Music Academy

The SEAL Music Academy is part of being a SEAL student at Sandringham. In Year 7, every SEAL student learns an instrument. This involves taking an instrumental lesson each week and joining an ensemble. The SEAL Music Academy aims to create a vibrant and supportive environment where students can explore their musical interests, develop technical proficiency, and experience the joy of collaborative music-making.

Curriculum at a glance Years 7 - 8

During the middle school years, Sandringham College provides a sequential curriculum that meets the needs of all students.

The program offers a range of experiences in sufficient breadth and depth so that students can continue their education through to Year 12 and beyond. In Years 7 and 8 Sandringham College provides each student with a comprehensive and balanced education. Each student experiences a program based on the Victorian Curriculum. Students in Year 7 spend additional time in their core subjects in order to strengthen their numeracy, literacy, problem solving and critical thinking skills.

Year 7 - 8 Core Subjects

English (SEAL English)	Mathematics (SEAL Mathematics)	Science (SEAL Science)	French /Chinese
Health and PE/Sport	Humanities (SEAL Humanities)		Year Level/ Campus Assemblies/ Mentor Groups

The Academies

Art Academy	Basketball Academy	Dance Academy	Netball Academy	Sports Academy	Athlete Development Academy
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The Arts and Technology

Art Year 7		Visual Communication and Design Year 8	Food Studies Year 8
Drama Year 7	Step-Up (Mentor Group) Year 7	Music Year 8	Multimedia Year 8



Curriculum at a glance Year 9

At Year 9, students experience a combination of compulsory and elective units. Within this, students have the opportunity to choose electives each semester.

Electives are selected from across the curriculum and students are encouraged to consider a range of studies. Year 9 is a time where students begin to develop a strong awareness of areas of interest and strength. Providing students with the opportunity to explore a variety of electives supports them to engage in learning, try new subjects and begin to articulate their direction for their senior studies.

Students spend a period of time in the Djeembana program. This program provides them with the opportunity to explore big ideas, to enhance their skills in the areas of critical and creative thinking, to engage in deeper thinking about ethics and to think about what it means to be Australian in the 21st Century.

Year 9 students with a passion for languages can extend their skills and knowledge through choosing to study either French or Chinese Second Language for a whole year as a part of the elective program.

Year 9 Core Subjects

English (SEAL English)	Mathematics (SEAL Mathematics)	Science (SEAL Science)	Djeembana Program (Block)
Humanities (SEAL Humanities)	Health and PE	Elective Units x3 each semester	Year Level/ Campus Assemblies/ Mentor Groups

Year 9 Electives

Art	Languages - French or Chinese	Sports Academy (Select Entry)
Dance Academy (Select Entry)	Media	Theatre Production
Digital Technology	Music	Visual Communication and Design
Food Studies	Outdoor Education and Recreation Studies	
Forensic Science	Photography	



Year 7 – 9 Core subjects

English

At Sandringham College, English is fundamental to all students' learning experience. Strong literacy skills are the foundation for success across the curriculum.

A confident command of English is central to the way in which students understand, critique and engage with their world economically, socially and culturally as adults.

The study of English follows the guidelines of the Victorian Curriculum. It aims to develop students' writing, reading, speaking and listening skills. Students develop reading comprehension, analytical and critical thinking skills through engagement with a wide range of text types, including classic literature, contemporary writing, multi-modal and non-fiction texts. Students will develop oral literacy through discussion, debate and speech making. Written literacy will be built through regular opportunities to engage in narrative, persuasive and analytical writing tasks.

The course consists of the following four areas:

1. To foster an appreciation of literature from a wide range of stimuli:
 - Novels, poetry, and short stories
 - Issues and media analysis
 - Plays, film and media.

2. To develop an understanding of writing purpose and audience in the following modes:
 - Narrative
 - Informative
 - Persuasive
 - Analytical language development.
3. To develop skills which will enable students to communicate effectively through the following:
 - Comprehension
 - Argument assessment
 - Vocabulary extension
 - Language and oral exercises.
4. To encourage the development of confidence and competence with spoken English through:
 - Discussion and reporting
 - Interviews
 - Debates
 - Speech making
 - Reading focus - all students participate in compulsory reading sessions to build vocabulary acquisition, analysis and writing skills.



Mathematics

All students in Years 7 – 9 will study mathematics in both semesters.

Students at all year levels study number, algebra, measurement, space, statistics and probability at different stages of the Victorian Curriculum course.

Mathematical tasks are designed to develop the following skills:

- Questioning, flexibility, reasoning, creativity, and reflection
- Cooperative and communicative skills through group work
- A positive attitude towards mathematics
- Competent and confident use of technology.

Through their studies in mathematics, students learn to:

- Efficiently use calculators as an aid to solving problems
- Communicate and report on the mathematical processes used in problem solving
- Problem solve and think mathematically

The Year 7-9 mathematics program is differentiated to support all students to engage positively with the curriculum. To complement work completed in class, students in Year 7-9 will be required to:

- Complete class exercises/activities
- Revise work and prepare for assessment tasks
- Problem-solve in small groups
- Complete projects and investigation tasks
- Complete weekly skill-building homework sheets



Science

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world.

It provides students with insights into the way science is applied and how scientists work in the community. It helps students make informed decisions about scientific issues, careers and further study.

The science program addresses the four strands: chemical science, physical science, earth & space sciences and biological science; each with its characteristic scientific knowledge and ideas.

Through their studies in science, students learn to:

- Use scientific skills and conceptual knowledge to further their understanding
- Apply the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- Develop flexibility, curiosity, critical reflection, respect for evidence and ethical considerations
- Recognise and understand the strengths and limitations of science
- Interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of science in social and technological change.



Humanities

The study of humanities encourages and challenges students to consider their place within the world around them, assisting them to become critical and insightful thinkers and active, thoughtful citizens.

Learning in humanities is aimed at fostering an appreciation of past and present cultures, and the ways that people interact with their environments. At Sandringham College our core focus is on developing skills in questioning, research, analysis, evaluation, the effective use of data and evidence, and the ability to communicate ideas.

Studies in humanities equips students with essential knowledge and skills that enable them to be better able to understand and engage with the world in which they live, and to be equipped to respond to the changing landscape in which they live.

Students in Years 7 to 9 study a combination of History, Civics, Business/Economics and Geography in different contexts at each year level.

Through their studies in the Humanities, students learn to:

- Analyse a range of factors that influence identities and attitudes to diversity
- Evaluate a range of factors that sustain democratic societies
- Analyse ways that they can be active and informed citizens
- Analyse the causes and effects of historical events and developments and explain their significance
- Evaluate different interpretations of the past using evidence to formulate opinions about these interpretations
- Identify and evaluate forms of evidence and data and use these to inform their analysis and communication of ideas
- Develop an understanding of respect for places, people, cultures and environments throughout the world
- Develop a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- Develop the ability to think geographically, using geographical concepts
- Competently, critically, and creatively use methods, skills and terminology to understand and communicate about the world around them
- Be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.



Health and Physical Education

Health and physical education aims to improve students' motor skills and fitness across a broad range of activities.

Whilst improving their skills and health, students learn the importance of health promotion, co-operative behaviour and participation. Activities involving running, jumping, throwing and catching, hitting, kicking, and creative movement (gymnastics, dance and trampolining) are experienced. Students are provided with a variety of opportunities to meet challenges, and to develop positive social skills and respectful relationships.

In Year 9 students participate in invasion games, striking games and wall/net games as part of the physical aspect of the program.

Through their studies, students will learn to:

- Manage aspects of their health & wellbeing
- Understand sexual health and relationships
- Identify body systems related to physical activity
- Understand and use essential skills whilst participating in individual and group-based activities
- Apply teamwork principles to class activities.



Languages: French and Chinese

Through studying either French or Chinese, students are able to communicate in a language other than English.

They develop their knowledge of vocabulary related to family, school, likes and dislikes, pets, food and hobbies. Students study grammar and text types, comparing these to English, and are able to apply this knowledge to their other studies. A key component of studying a language is to understand the culture of the language studied, and students are offered many opportunities to experience culture through excursions, food events, film viewings and Languages Week.

The study of languages addresses two strands: communicating and understanding. Communicating encompasses socialising, informing, creating, translating and reflecting. Understanding encompasses systems of language, language variation and change, and the role of language and culture.

Through their studies, students learn to:

- Communicate in the specific language they are learning
- Understand the relationship between language, culture and learning
- Develop intercultural capability, including an understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Recognise and understand the differences and similarities between different language systems (such as grammar, syntax, phonetics and semantics)
- Understand themselves as communicators
- Develop proof-reading and self-correction skills
- Acquire knowledge of the different text types
- Develop confidence speaking to and presenting in front of their peers
- Develop metacognitive skills such as self-reflection, self-assessment and problem solving skills.

The study of languages is compulsory in Years 7 and 8.



Years 7 – 8 Arts & Technology

Art and Visual Communication Design

Students in Year 7 study Art for one semester and then in Year 8 they study Visual Communication Design for one semester.

Students gain an understanding of studio process and studio practice in Year 7 Art. Throughout the semester students explore the artforms of drawing, painting and printmaking with the focus on building understanding around still life and portraiture. Students also investigate the practice of artists and artworks as sources of inspiration, in order to develop their own works. During this time students are also taught art literacy skills like annotation practice, using the elements and principles of art to explain artistic exploration.

The Year 8 program introduces students to Visual Communication Design. Students explore how designers follow the design process in order to fulfill a design brief. They will learn how designers work across the messages and objects fields of design practice. To do this they develop skills in 2D, 3D and digital methods and media. Students undertake the design process to develop a folio of works in which they refine their ideas for final presentations. They will be introduced to design literacy like the elements and principles of design, and learn to analyse various visual communications.

Food Studies

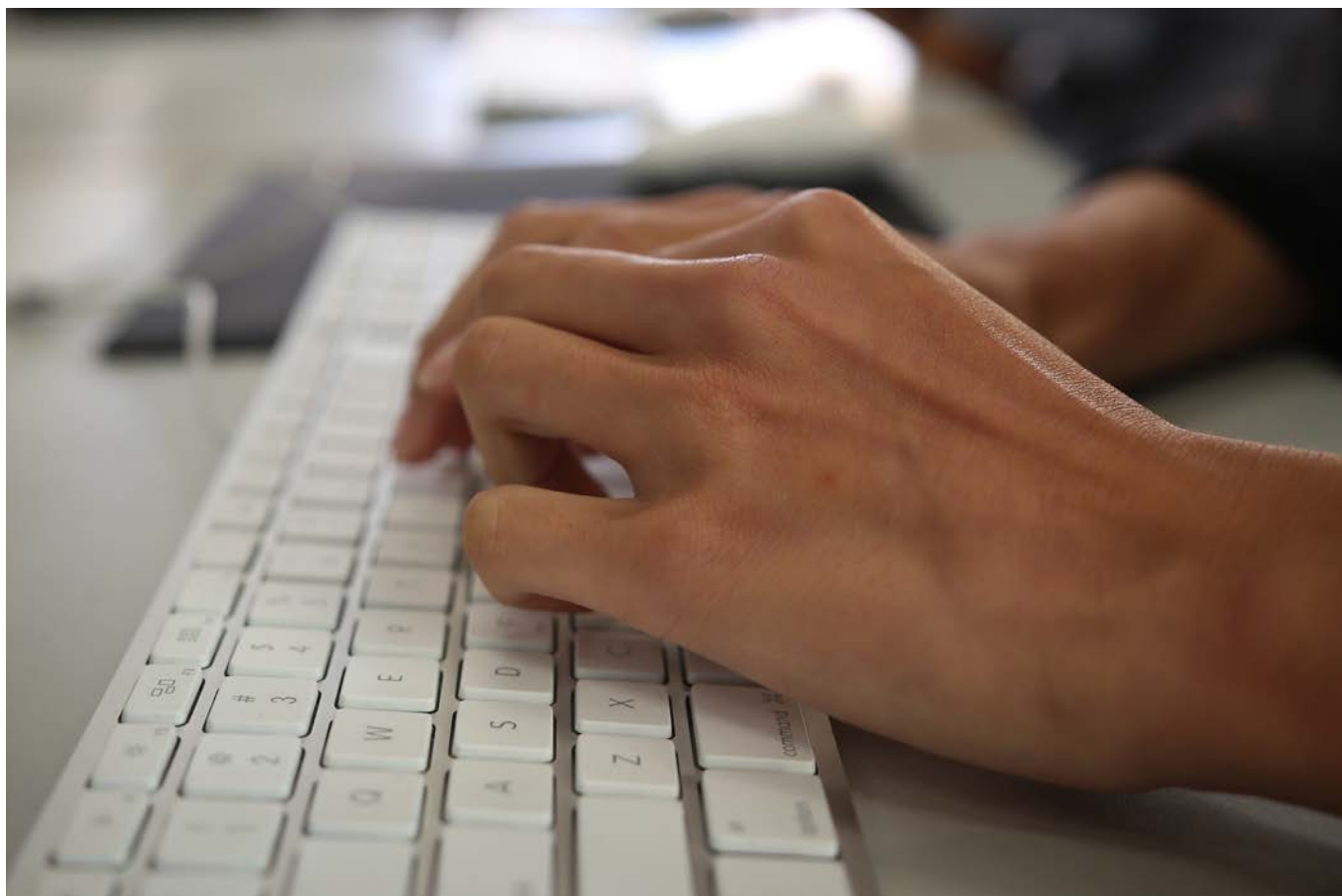
This course provides students with the opportunity to gain skills in preparing and cooking food.

Students investigate and make judgements on how the principles of food safety, preservation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. Throughout the semester, students are involved in exploring, designing, preparing, cooking and evaluating various foods. Students learn about and implement new food processing techniques as well as develop their confidence in selecting and using appropriate tools and equipment.

Through their studies, students learn to:

- Implement the design process to create design ideas for food products
- Explore and implement the concept of sustainability as it relates to food products
- Use appropriate technical terms related to food production
- Use a range of technologies and techniques in the production of food products
- Develop and apply project management skills
- Work independently to safely produce food products.

Students study this subject for one semester in Year 8.



Multimedia

The study of multimedia platforms is essential in the 21st century, especially given the wide range and all-encompassing nature of media platforms, the internet and social media.

Year 8 Multimedia will introduce students to basic media literacy. Students build on their understanding of structure, intent, character, settings, viewpoints and genre conventions in their multimedia artworks. Theories of transmission and audience are explored and basic tools are provided to assist students in the navigation of media saturation, communication and messaging. Students will undertake tasks in filmmaking and webpage design to support them to understand the way that content is manipulated to engage audiences.

Students extend use of media technologies and their understanding of story principles and media elements, such as the use of time, space, sound, movement, colour and lighting. They examine the ways in which audiences interpret meaning and how different audiences engage with and share media artworks.

Through their studies, students will learn to:

- Write a film script
- Design and create a storyboard for their film
- Use digital cameras to film their film
- Use editing software and edit their film
- Explain and interpret their film's intention and target audience
- Explore social media and the effect it has on this generation
- Evaluate how they worked as a filmmaking crew and cast
- Evaluate their own film and discuss if it achieved their intended message
- Design and create a website based on their hobbies and career intentions

Students study this subject for a semester in Year 8.



Drama

Drama assists students to develop confidence, self-esteem and creative risk-taking.

Students enhance their knowledge and understanding in applying and analysing the elements, skills, processes and styles of drama. There is a focus on practical workshops that train students in developing acting skills, particularly in terms of voice, movement and character development.

Students devise their own performances and they interpret theatrical texts; both of these aspects develop literacy and enable students to gain a deeper understanding of how script can be constructed and conveyed for specific purposes.

Students apply production roles, such as acting, directing, sound design, costume design and props design, to engage audiences and create meaning.

Through their studies, students will learn to:

- Work collaboratively to create outcomes
- Effectively research and apply knowledge and understanding to practical and written work
- Apply critical analysis to their own work and the work of others
- Apply creative thinking in a classroom and performance context.

Students study this subject for a semester in Year 7.



Music

In Music, students focus on developing practical skills using various instruments such as hand drums, guitar and keyboard. Through class activities, students develop skills in theory, performance, composition, improvisation and listening. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.

Students develop the ability to read and write basic notation and apply that knowledge on keyboard and percussion instruments in groups and individually. They also discover what it takes to compose music for computer games by using compositional devices in Bandlab and Garageband.

Through their studies, students learn to:

- Read and write basic notation
- Apply knowledge of notation to guitar, keyboard and percussion instruments
- Compose music for computer games using Bandlab and Garageband
- Work interdependently and collaboratively to create music.

Students will study this subject for a semester in Year 8.



Year 9 electives

Art

In Year 9, students develop their artistic skills by exploring ideas in the development, refinement and presentation of resolved artworks.

Students use a range of art styles and artists as sources of inspiration for their own art-making practices, exploring drawing, painting and printmaking. While the emphasis is on practical work, students also research contemporary and traditional artists, view artworks first-hand where possible and continue to develop their visual art language.

Through their studies, students learn to:

- Develop and express ideas through the studio process
- Develop a deeper understanding of visual arts techniques, materials, processes and technologies
- Use visual arts languages, theories and practices to apply a judgment
- Develop a respect for visual arts as social and cultural practices
- Begin to develop an understanding of arts industry practices
- Develop skill in analysing, interpreting and evaluating their own art work and the work of professional artists.



Digital Technology

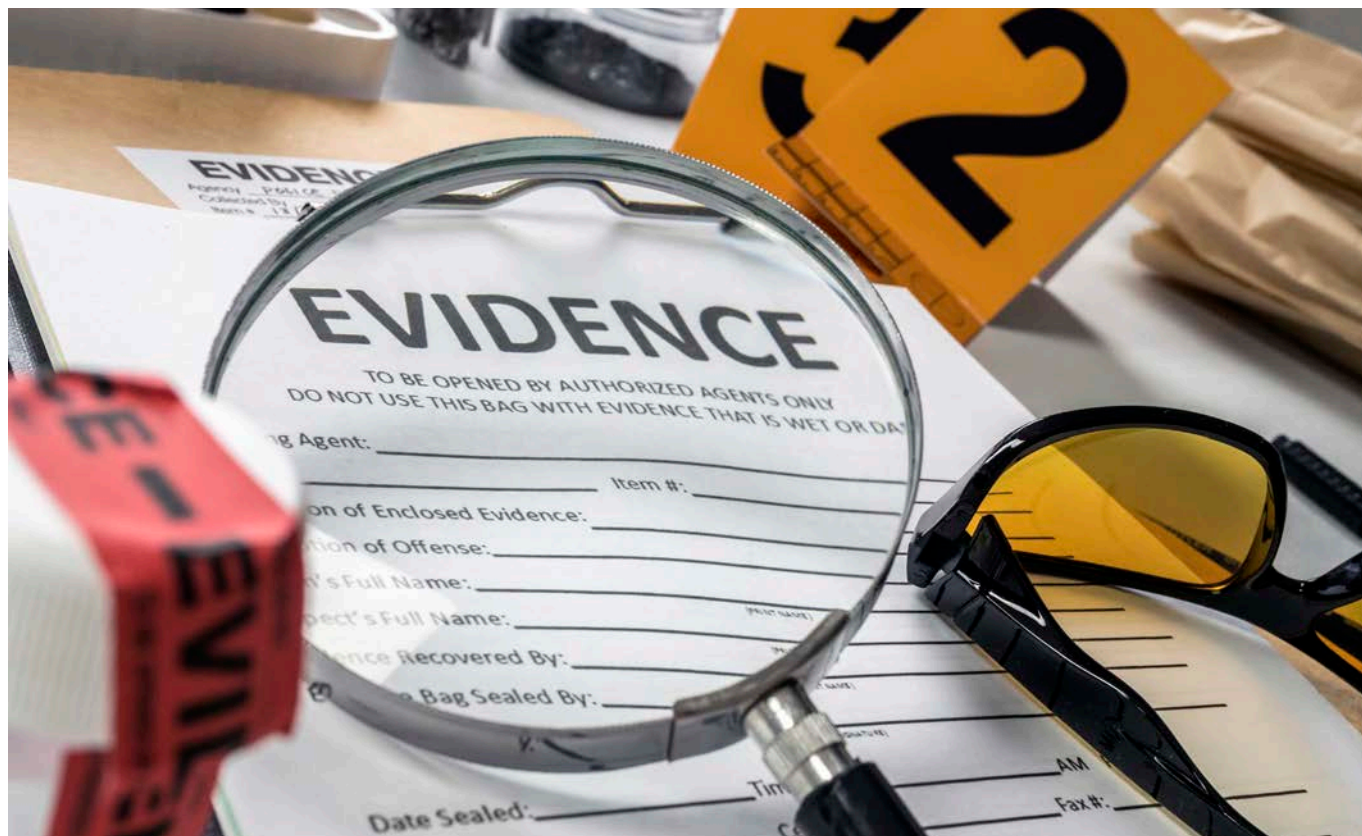
The Year 9 Digital Technology subject has a specific emphasis on preparing students for an evolving digital world through the analysis, design, development and evaluation of several digital products, both independently and collaboratively.

Students will develop an understanding and appreciation for the role of planning in any development process, ensuring that quality digital products are the result of good planning practices.

Understanding the significance of collaboration in the information technology industry through team programming, the sharing of ideas, and the development of digital solutions, is also a key aspect of this course.

Through their studies, students learn to:

- Design and develop a range of digital products, with a specific emphasis on real-world skills that can be applied practically
- Develop a strong understanding of the role planning has in the design and development of digital products
- Understand how to engage both actively and effectively as a member of a global online community
- Develop an ability to test their created solutions through the identification of errors and debugging
- Develop an understanding of a digital system and the representation of data.



Forensic Science

This unit introduces students to the ways in which forensic scientists analyse evidence for criminal and other legal proceedings.

Students undertake chemical, physical and biological tests on hair, fibres, fingerprints, soil etc. These analyses, along with observation and research, will be used to make hypotheses and draw conclusions.

Through their studies, students learn to:

- Analyse how models and theories have developed over time and discuss the factors that prompted their review
- Explain the role of DNA in forensic methodologies
- Develop questions and hypotheses that can be investigated using a range of inquiry skills
- Independently design and improve methods of investigation
- Explain how they have considered reliability, precision, safety, fairness, and ethics in experiments and conclusions
- Select evidence, and develop and justify conclusions
- Construct evidence-based arguments and use appropriate scientific language.



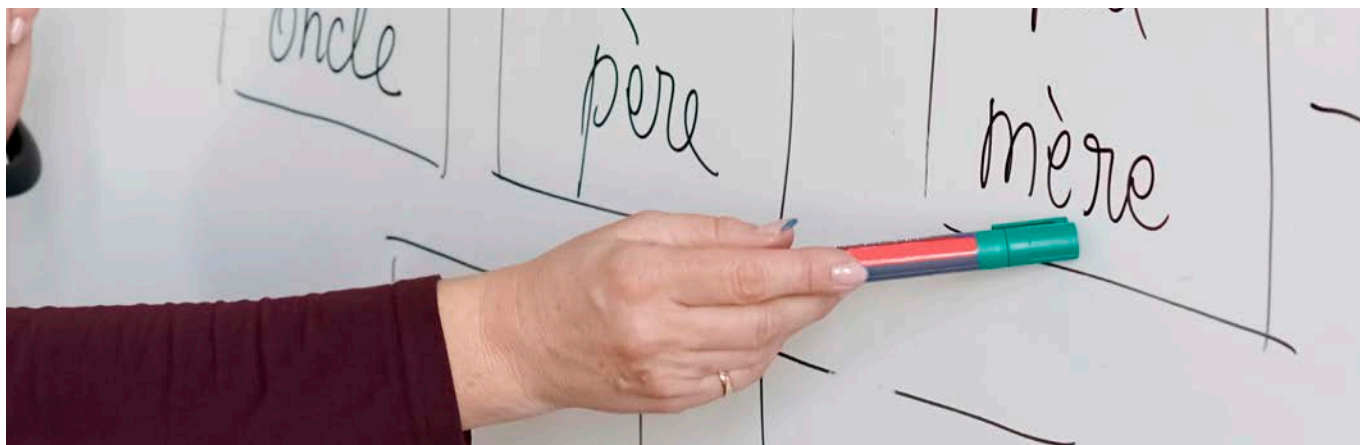
Food Studies

In Food Studies, students investigate and make judgements on how the principles of food safety, preservation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Throughout the semester, students are involved in exploring, designing, preparing, cooking and evaluating various foods. Students learn about and implement new food processing techniques, as well as developing their confidence in selecting and using appropriate tools and equipment.

Through their studies, students learn to:

- Create design ideas for food products by implementing the Design Process
- Explore sustainability and food wastage as it relates to producing food products.
- Prepare and select healthy and nutritious foods in an efficient, economical and sustainable manner.
- Examine diets, fast foods and lifestyle diseases
- Use appropriate technical terms related to food production
- Use a range of technologies and techniques in food production
- Develop and apply project management skills
- Work independently to safely produce food products based on a design concept.



Languages

Chinese

The Year 9 Chinese programme is a continuation of Year 8 Chinese.

During this year of study, students explore a range of topics including their schools, community, changes in life and weather. By the end of Year 9, students have developed use of voice, tone-syllables and understanding of the function of Pinyin.

In addition, they are able to better understand the key features of the Chinese writing system and its differences to the English writing system. Students apply appropriate conventions and knowledge of stroke orders and component form and function, and how words are formed to learning and using the character system.

They develop a more advanced understanding of the word order of Chinese sentences, and the layout and construction of Chinese texts in comparison to their English equivalents. Students use print and online dictionaries to increase their access to Chinese texts and to develop their own personal vocabularies.

Through their studies, students learn to:

- Communicate with peers in another language
- Understand the relationship between language, culture and learning
- Develop a respect for diversity and difference
- Recognise and understand the differences and similarities between English and Chinese
- Understand themselves as communicators who can improvise and adapt on the spot during an interview
- Develop confidence speaking to and presenting in front of their peers.

French

In continuing their French studies at Year 9, students become increasingly confident language learners.

Students develop their communication skills within a highly motivated cohort. They improve their speaking, listening, reading and writing skills through the use of authentic texts and meaningful tasks relevant to student interests. They study a range of topics including daily routines, household tasks, past and future events, cities and towns, and French markets and recipes. Students reflect on their own cultural identity through the study of French culture, and also develop an understanding of the global significance of the French language.

A Study Tour is run every two years to Noumea in New Caledonia (offered to Year 9 and 10 students) and students are supported to pursue options such as exchange to France or French-speaking countries.

Through their studies, students learn to:

- Communicate with peers in another language
- Understand the relationship between language, culture and learning
- Develop a respect for diversity and difference
- Recognise and understand the differences and similarities between English and French
- Understand themselves as communicators who can improvise and adapt on the spot during an interview
- Develop confidence speaking to and presenting in front of their peers.

PLEASE NOTE: Languages (Chinese and French) are studied for the whole year and students will need to complete both semesters of their chosen language. Completing two semesters of Languages at Year 9 prepares students for subsequent studies in Year 10 and VCE.



Media

In this unit students learn basic video production skills including correct use of the camera and sound recording equipment.

They explore the techniques used by film-makers such as the use of camera, acting and props. They also develop skills in pre and post-production. Students critically analyse a variety of media products, strengthening their understanding of production techniques and the relationship between the media and the audience. They work in small groups to complete a video advertisement and a news report, using media techniques and conventions of the media forms.

Through this course, students will:

- Analyse how values and alternative viewpoints are portrayed in the media
- Evaluate how technical and symbolic elements are manipulated to make representations and meaning
- Evaluate how social, institutional and ethical issues influence the making and use of media artworks
- Apply design and production to the media artworks they make.

Music

Students participate in a range of music activities that enhance student skills and theoretical knowledge through performance, rehearsal, and practice processes.

In Year 9 music, students are introduced to ensemble performance music activities that will enhance students' ability to practice, rehearse with others and perform on stage. Students learn about composing and improvising using blues and pentatonic scales within the blues and jazz genres. Students also develop skills in what it takes to put on their own gig by setting up PA equipment and writing setlists for a performance in front of an audience within the pop and rock context.

Through their studies, students learn to:

- Interpret, rehearse, and perform solo and ensemble repertoire in a range of forms and styles
- Demonstrate a developing personal voice and technical control, expression, and stylistic understanding
- Use general listening and specific aural skills to enhance their performances
- Use knowledge of the elements of music, style, and notation to compose, document and share their music
- Aurally and visually analyse works and performances of different styles
- Evaluate characteristics from different musical styles.

Outdoor Education and Recreation Studies

Year 9 Outdoor Education and Recreation Studies is scaffolded for students to be successful in VCE Outdoor and Environmental Studies. In this elective, students will learn to engage with outdoor environments in a more sustainable manner through adopting minimal impact practices.

Through their studies in Outdoor Education and Recreational Studies students will:

- Develop an understanding of outdoor education as an experiential learning approach
- Explore the concept of biomes and their features
- Investigate the relationships between indigenous communities and their environments.
- Understand the purpose and management principles of environments
- Examine the complex relationships between conservation, recreation, and economic factors in outdoor environments
- Learn how to undertake safe and sustainable experiences in outdoor environments
- Understand the principles and practices of sustainable development with specific examples from places we have been to or studied.
- Explore the concepts and applications of renewable energy sources such as solar and wind.
- Comprehend the principles and considerations in green building design with specific examples from places we have been to or studied.
- Investigate the dynamics of relationships, focusing on perceptions, interactions, and impacts.
- Explore the influence of media on society.
- Experience safe and sustainable experiences in outdoor environments

Practical Activities:

- They will participate in a one-day Surf Life Saving program following which the students are able to become members of the Sandringham Surf Life Saving Club
- Students will participate in an optional 3 day/2-night bushwalking, camping, surfing, paddle boarding and wilderness first aid program. At the camp there will be an opportunity to apply knowledge of wilderness first aid, and engaged in water-based activities and campcraft.

It is college policy that if students wish to continue OES after Year 9, they are to elect VCE OES Units 1 & 2 in Year 10 and VCE Units 3 & 4 in Year 11 to minimise time away on camps in Year 12.

Photography

This unit focuses on both practical and theoretical aspects of photography.

Students learn how to use a digital SLR camera, and to use aperture to control depth of field and shutter speed to control motion. They are also introduced to Photoshop.

Students have the opportunity to take photographs and communicate meaning through their images. They learn how to generate ideas and make photographs that demonstrate their personal interpretation of the world. They investigate the imagery of other photographers working in a range of photographic styles and use these as a basis for their own work. Students continue to build their knowledge of the ways in which artists use art elements and principles to create aesthetic qualities, and experiment with composition and framing. They also complete exploratory tasks to build their visual analysis and writing skills.

Through their studies, students learn to:

- Develop and express ideas through a studio process
- Develop a deeper understanding of visual arts techniques, materials, processes and technologies
- Use visual arts languages, theories and practices to apply a judgment
- Develop a respect for photography and art as social and cultural practices
- Develop an understanding of arts industry practices
- Develop skill in analysing, interpreting and evaluating their own photographic work and the work of professional artists.



Theatre Skills

This elective enables students to undertake collaborative project-based learning. Students craft performance work based on exploring theatrical styles in depth and interpreting text to convey dramatic action and meaning in production.

Students undertake research and practical learning in various areas of stagecraft, including direction, applying both acting and design. Students analyse theatre performance to assist them in developing their ability to understand aesthetic choices, identify theatrical styles and evaluate intended meaning.

Through their studies, students learn to:

- Develop and sustain different roles and characters to really engage audiences
- Develop design interpretations of devised and scripted drama to engage audiences
- Perform devised and scripted drama in different forms, styles, and performance spaces
- Plan, design, direct, produce, rehearse and refine performances
- Evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.

Visual Communication and Design

In this unit, students delve into the Environments Design Field, exploring a variety of design media, methods and materials. Through hands-on practise, they develop skills and adopt the mindset of designers.

Students hone their abilities in two and three-dimensional drawing, using manual and digital methods to create and evaluate final design solutions. They engage with the VCD design process, examining concepts, generating ideas, and reflecting on their design choices. Each student develops their own design brief and works on projects independently, with opportunities for collaboration throughout. They document their progress in a visual diary, culminating in final design solutions such as floor plans and perspective drawings. Throughout, students deepen their understanding of visual literacy by exploring design elements and principles.

Through their studies, students learn to:

- Analyse and evaluate the visual communications they make and view
- Use Human-Centered research methods to discover a problem, define a problem by developing briefs and, research and generate design ideas and develop concepts in response to audience needs
- Use a range of visual communication design skills, techniques, conventions and processes in a range of design fields
- Manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.



Art Academy

Launched in 2021, the Sandringham College Art Academy is an after-school extension program for Years 7 to 9 students, providing additional opportunities for art students to develop their technical skills whilst engaging in authentic studio practices with local artists.

Each year students work towards building a body of work for the end of year exhibition. We begin our first unit building students' understanding of composition through traditional drawing skills. In the second unit students will explore painting, printmaking, digital art or sculpture. In the final unit of study, students will direct their own art-making process to create a final series of works for exhibition.

In Term 3, Year 7 offers are sent out via email and parents can submit an application for their student to join the Art Academy.

Students currently involved in the Art Academy will be invited to re-join the program for the upcoming year, and new applicants Years 8 & 9 can apply to join the program by completing an application form on Compass.



Athlete Development Academy

Athlete Development Academy (ADA), in partnership with Base Physio + Performance, was established in 2024 to provide Sandringham College students with a comprehensive pathway to enhance their movement skills and overall athletic ability. This program, tailored for students passionate about strength and conditioning, utilises the new indoor court facilities and gymnasium to offer a controlled environment for development.

Operating once a week for 60 minutes, ADA is open to all students, whether as part of the sports academy program or independently. Participants undergo fitness testing at the program's commencement and conclusion to track progress and identify areas for improvement. Based on these assessments, physiotherapists at Base design individualised weekly programs to address students' weaknesses.

The primary goal of ADA is to improve students' movement skills, thereby enhancing their performance in various physical activities. By emphasising proper movement mechanics and techniques, the program also aims to reduce the risk of injury.

Basketball Academy

In partnership with Chase Basketball, the Basketball Academy offers an elite team of coaches and strength and conditioning experts, who bring a passionate commitment to developing students' basketball skills in a fun and challenging learning environment.

Students are assessed and divided into beginner, intermediate and advanced levels to ensure the ongoing enjoyment, progression, and development of every individual. The Academy is conducted before school on two mornings applicable to students' academy grouping, for 90 minutes per session. As part of the program students receive a personalised singlet, shorts and carry bag.

Open to all Sandringham College students, the Basketball Academy sessions aim to improve basketball skills while also developing fitness, sportsmanship, teamwork, dedication, and a strong work ethic.



Dance Academy

Sandringham College Dance Academy is a selective entry pre-professional dance training program for talented students.

The Sandringham College Dance Academy aims to support, develop and nurture dedicated dance students who are hardworking, self-aware, confident and creative.

Students in Years 7 to 9 will be able to participate in a specialised dance training program that includes classical ballet, contemporary, jazz, hip hop, and strength and conditioning classes. Students are taught by teachers and ex-professional dancers who have the expertise, knowledge, and skills to train highly-skilled, technically-proficient, artistic and versatile dancers as they prepare for a career within the creative arts industry.

Dance Academy classes are held between 8am-4pm and are scheduled into students' timetables to also accommodate the academic schedules of our students. Students also participate in industry days and excursions to explore all areas of dance and performing arts.

The Dance Academy program is designed to lead into VCE Dance and VCE/VET Dance. Year 10 Dance Academy students begin studying Unit 1 and 2 VET Dance alongside having the opportunity to continue Academy technique classes afterschool.

Dance Academy aims:

- To provide a high-quality academic program and specialised dance training for talented dance students
- To offer a high-quality physical conditioning program to help develop strong, healthy and efficient dancers within a safe and supportive environment
- To provide the highest possible training delivered by industry professionals and to give students every opportunity to establish a career within the creative arts industry
- To provide counselling, support and consultation to students with regards to their training, physical and mental health, academic success, career pathways and time and stress management
- To provide students with a wide range of opportunities.



Sports Academy

The Sports Academy program at Sandringham College offers students an accelerated and specialised curriculum focused on long-term athlete development. This program aims to enhance students' physiological and psychological capabilities, preparing them for VCE PE.

For students in Year 7 and 8, Sports Academy is their mainstream of Health and Physical Education (HPE). However, in Year 9, it becomes an elective, with most students continuing from the Junior levels.

The program adopts a holistic approach to participant selection, considering not just physical abilities but also behavior and academic performance. Selected students benefit from multiple opportunities to access facilities that replicate elite performance environments. Additionally, they receive mini coaching sessions from local sporting clubs.

Over the three years, students develop knowledge in various areas:

- Fitness
- Mental health and sports psychology
- Body systems
- Coaching
- Injury management
- Nutrition

Students who elect to do this subject will be considered as members of the Sandringham Sports Academy and will have access to the specialist coaching in various sports before and during school.

The program offers the following:

- Basketball Academy run by Chase Basketball
- Netball Academy run by Inspire Netball
- Athlete Development Academy run by Base Physio + Performance

Training in specific sports such as basketball will run before or after school. This training is complemented by classroom-based theory and practical activities aligned to the Victorian Curriculum. As students show an aptitude for sports, the curriculum will provide a high degree of extension and challenge.

Netball Academy

The Sandringham College Netball Academy is a new initiative that is run to take advantage of the extensive netball facilities available at Sandringham College, and to offer additional training and coaching for students who are passionate about netball and committed to developing their skills in the sport.

The program runs before and after school and students may choose to participate in it as a part of the sports academy program or separately. Students are assessed as either beginner, intermediate or advanced level to ensure the ongoing enjoyment, progression and development of every individual.

Open to all Sandringham College students, the Netball Academy sessions aim to improve netball skills while also developing fitness, teamwork, dedication, and a strong work ethic.



Sandringham College

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10 - 12 Campus

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