

Years 7-9

Curriculum Guide 2027



Sandringham
COLLEGE

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College Principal's Message

At Sandringham College, we recognise that every student is an individual.

We set high expectations, encourage hard work and support our students to achieve success in a positive and inclusive learning environment.

This handbook provides an overview of the learning program for students in Years 7-9 at Sandringham College. It also outlines the vision, values and philosophy that underpin our approach to teaching and learning.

Within these pages, you will find a description of each subject offered at the College. Our programs follow the Victorian Curriculum in offering a wide variety of subjects.

In Years 7 and 8, we focus on building strong foundations across all learning areas, with a particular emphasis on literacy and numeracy. We know that a strong grounding in English and Mathematics supports success in later study and in life beyond school.

In Year 9, we recognise that students are more motivated and engaged when they can pursue elective choices aligned with their interests.

We look forward to working with you to support every student to achieve academic excellence and grow as a young person of great character.



Amy Porter
College Principal



Visions and Values

Sandringham College

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

Our College not only upholds high expectations for academic achievement but also values artistry, creativity and leadership.

Families choose Sandringham College because they value a school that genuinely knows its students - one that nurtures each young person with care and respect so they can be their best.

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 for academic excellence across all pathways. We want every student who leaves Sandringham College to be a person of great character - equipped to succeed and contribute meaningfully to the broader community.

Our Commitment

- We focus on nurturing the whole person
- We celebrate creativity, curiosity and collaboration
- We inspire passion for teaching and learning.

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 every student to excel in their 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 provide learning opportunities for 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.

Cody Gunn
7 - 8 Campus Principal

Campus Structure

At Bluff Road Campus, student life is centred around year levels and is supported by a Head of Year and Year Level Leader who not only oversee student wellbeing but also serve as mentors and key points of contact for both students and parents.

Students get together at frequent assemblies where important information is shared and excellence in academics, sports, the arts and leadership is recognised in celebration of the college values.

Challenge And Extension

Challenge and extension are grounded in the belief that all students should be supported to become curious, capable, and lifelong learners. Through evidence-informed teaching practices, including explicit instruction, differentiation, retrieval practice, and opportunities for productive struggle, students are challenged to think critically, solve problems, and apply their learning in increasingly complex contexts. Recognising that students demonstrate strengths and talents in diverse ways, the school provides a broad range of extension opportunities across academic, creative, sporting, and leadership domains. Programs such as SEAL, specialist arts and music pathways, sporting academies, and student leadership opportunities enable learners to pursue areas of passion while developing resilience, independence, creativity, and a commitment to continuous growth beyond the classroom.



Assessment And Reporting

Within the Year 7-9 program, students undertake a range of assessment activities, including Assessed Learning Tasks (ALTs). For each subject, students receive feedback on two or more ALTs per semester. These tasks are graded using a percentage score, with comments on areas of improvement and achievement. This forms the basis of the semester reports 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 takes place at a time mutually agreed upon by the student and teacher, ensuring that students are given every opportunity to succeed in the assessment

Homework And Study

Homework complements and extends classroom learning, and is integral across most subjects to:

- Support and reinforce classroom learning
- Develop positive study habits
- Build responsibility for self-directed learning
- Develop organisation and planning skills
- Strengthen the connection between home and school.

Regular and appropriate amounts of homework will be set at all year levels. Work may be set during weekends and school vacations. Parents should encourage and support students to complete homework or study 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 lunchtime and classroom teachers work with students to access these programs.

Literacy

A range of evidence-informed literacy practices and intervention programs are implemented to meet the diverse learning needs of students. At the Tier 1 level, all students participate in a structured whole-school spelling program using Morphographs, ensuring consistent, evidence-based instruction in morphology, vocabulary development, and spelling. Student literacy progress is closely monitored through DIBELS assessment conducted three times annually, enabling the early identification of students requiring additional support. Students identified as significantly at risk of literacy underachievement participate in the MacqLit program, delivered through a structured withdrawal timetable to provide intensive, explicit support aimed at accelerating growth in foundational literacy skills. This layered and data-informed approach ensures intervention is timely, targeted, and responsive to student need, while maintaining a strong commitment to literacy development for all learners.

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 to complement classroom learning. Laptops are also used at home to complete homework, undertake assessments and support ongoing study.

Choosing the Right Device

Before purchasing a device, the College recommends a PC as it is most compatible with the college ICT infrastructure and the Department's software.

- Device type: Windows or Mac laptop only (Chromebooks and iPads are not supported)
- Weight: Under 1.5kg
- CPU: Intel Celeron N4100 or better (Intel i5 or equivalent preferred)
- Screen size: 11 inches
- RAM: 4GB (8GB preferred)
- Storage capacity: 128GB (Solid State Drive)
- Battery life: Six-hour minimum
- Operating system: Windows 11 Home (minimum), Windows 11 Education (preferred) – Windows 11 SE is not supported
- Wireless: Dual-band (2.5GHz/5GHz)
- Security software: Up-to-date protection, available free from the eduSTAR catalogue (ESET for macOS/SCEP for Windows)
- Microsoft Office: Available free from the eduSTAR catalogue for Windows and Mac

- Accessories: Protective case/cover, headphones, security lock/cable
- Insurance: Three-year accidental damage cover (strongly recommended) – check whether your home 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)

Schoolwide Positive Behaviours (SWPB) is a three-tiered approach to establishing a positive social and academic culture at Sandringham College. It builds the behavioural expectations and support structures needed for all students to succeed, focusing on the benefits of positive behaviour rather than the consequences of poor behaviour.

The main components of SWPB are:

- Setting clear behavioural expectations for all students
- Teaching critical interpersonal skills and providing positive reinforcement for meeting and exceeding performance criteria
- Continuously collecting and analysing data to monitor strategies, interventions and student behaviour
- Involving all stakeholders in decision-making processes and discipline practices
- Reducing reactive, punitive and exclusionary strategies in favour of proactive, preventive and skill-building approaches
- Increasing time focused on instruction.

Teachers and students are explicitly taught what these behavioural expectations look like in practice. Introducing, modelling and reinforcing positive behaviour is an important part of every student's educational experience and a foundation for success in life. Expected behaviours are modelled in every classroom, embedded in all school activities and demonstrated in the community. Students are rewarded for positive behaviour.

Tertiary Prevention

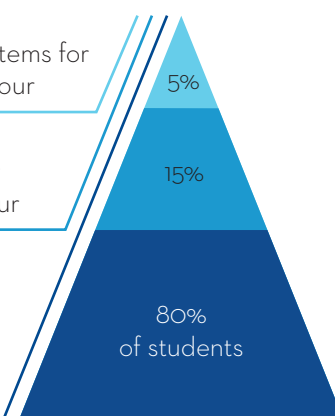
Specialised, individualised systems for students with high risk behaviour

Secondary Prevention

Specialised group systems for students with "at risk" behaviour

Primary Prevention

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



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 students who demonstrate exceptional ability and a range of advanced skills 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 SEAL Program at Year 7 is by application and entrance exam, with the program structured to cater to the differing needs of exceptional students.

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.

Students have rich opportunities to develop their sense of self, commitment and responsibility to others, alongside 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 supported by the Head of Year, Year Level Leader and Sub-School Assistant Principal.

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

Community Participation

Our College is very much part of the Sandringham community. Students have a variety of opportunities to contribute to their local area, from assisting with primary school events and fundraising to volunteer activities and environmental duties within the school..

Student Leadership, Voice And Agency

Leadership development is a key priority at Sandringham College. We believe every student has the capacity to lead, whether it's through formal roles or by contributing meaningfully to the school community.

Our approach to student leadership is grounded in voice, agency and action. Students are supported to grow as active, confident contributors who develop real-world

skills such as collaboration, communication and self-management.

They are empowered to influence decision-making, shape school culture and lead projects that create positive change.

Opportunities for student leadership include:

- The Student Leadership Executive Committee
- Leading and supporting our House Program
- Leadership in curricular and co-curricular programs
- Representing the College in local and statewide forums, conferences and competitions
- Presenting student-led proposals to School Council
- Participating in student-led initiatives, wellbeing campaigns and school-wide events

Leadership at Sandringham is not just a title; it is a practice. Students learn the value of responsibility, teamwork and making a difference in the lives of others.

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 Activities

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', 'The Addams Family' and 'Mary Poppins'. 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 are able to participate in a full range of individual and team sports. Students can choose to join a team and train to participate in the Kingston division competition. In recent years, a number of individuals and teams have progressed through to the regional and state finals. The swimming, cross country and athletics carnivals are also popular events.

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.

International Expeditions

Sandringham College is excited to offer a range of international learning opportunities designed to enrich student learning and provide unique educational and cultural experiences. These programs include visits to significant educational institutions, cultural landmarks, and immersive learning experiences aligned to student interests and curriculum areas.

International programs are coordinated in partnership with external providers and supported by Sandringham College staff, including teaching and leadership staff, who oversee the organisation, supervision, and wellbeing of students throughout the experience.

In 2027, Sandringham College will offer students the opportunity to participate in the NASA Space Camp program in the United States of America, as well as the Borneo Trek Expedition program. These experiences are designed to support student growth through challenge, adventure, collaboration, and real-world learning opportunities.

Mentor Groups, Step-Up and Assemblies

Sandringham College holds school assemblies on a regular basis. These assemblies might be campus-based, year level or 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 important information, and delivery of special programs, and gives 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 2026 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.



Instrumental Music Program

The Instrumental Music Program at Sandringham College exposes students to the many benefits of music education. Research shows that learning music develops critical and creative thinking, self-motivation and self-discipline. The program encourages students to collaborate, socialise and build confidence in performing both within the school and the wider community.

Instrumental Tuition

Sandringham College offers instrumental tuition to all students in the following instruments from Year 7 – Year 12 unless specified:

- 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 Bass
- Voice – Classical, Musical Theatre or Contemporary

Enrolling in Instrumental Music and Ensemble Music

Students need to enrol in Instrumental Music every year. 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 2, Year 7 offers are emailed to families. Parents and students are strongly encouraged to attend the Year 7 Try Out Night, where students have the opportunity to try all of the instruments on offer before submitting their application. Applications close early in Term 4.

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.

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 curriculum is designed with sufficient breadth and depth to support students through to Year 12 and beyond. In Years 7 and 8, Sandringham College provides a comprehensive and balanced education grounded in the Victorian Curriculum. In Year 7, students spend additional time in core subjects 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)	Languages: Chinese/French
Health and PE/Sport	Humanities (SEAL Humanities)		Year Level/ Campus Assemblies/ Mentor Groups

The Academies

Art Academy	Athlete Development Program	Basketball Academy	Dance Academy	Netball Academy	Soccer Academy	Sports Academy
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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 move to the Holloway Road Campus and experience a combination of compulsory and elective subjects, with electives chosen each semester.

Electives are selected from across the curriculum and students are encouraged to consider a range of studies. Exploring a variety of electives supports students to engage in learning, try new subjects and begin to identify their direction for senior studies.

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)	
Humanities (SEAL Humanities)	Health and PE	Elective Units x3 each semester	Year Level/ Campus Assemblies/ Mentor Groups

Year 9 Electives

Art	Forensic Science	Photography
Crime, Society and Justice	Languages: Chinese/French	Slavery and Freedom: Then and Now
Dance Academy (Select Entry)	Media	Sports Academy (Select Entry)
Digital Technology	Music	Theatre Skills
Food Studies	Outdoor and Environmental Studies	Visual Communication and Design



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 develop oral literacy through discussion, debate and speech making. Written literacy is 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 that 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 in Years 7 and 8 – all students participate in compulsory reading sessions to develop vocabulary, strengthen analysis and build writing skills.



Mathematics

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

Students at all year levels study number, algebra, measurement, space, statistics and probability.

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 are required to:

- Complete class exercises/activities
- Revise work and prepare for assessment 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 and 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, insightful and active 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 equip students with essential knowledge and skills to understand and engage with the world in which they live, and respond to its changing landscape.

Students in Years 7 – 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 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 are all part of the program.

Students are provided with a variety of opportunities to meet challenges and develop positive social skills and respectful relationships.

In Years 7 – 9, students participate in invasion games, striking games and wall/net games as part of the physical aspect of the subject. In the Health Education component of the course, students study a variety of units covering:

- Managing Health And Wellbeing
- Relationships And Sexual Health
- Harm Minimisation
- Drug Education
- Diversity And Inclusion
- Fitness Components And Training Methods.



Languages: Chinese and French

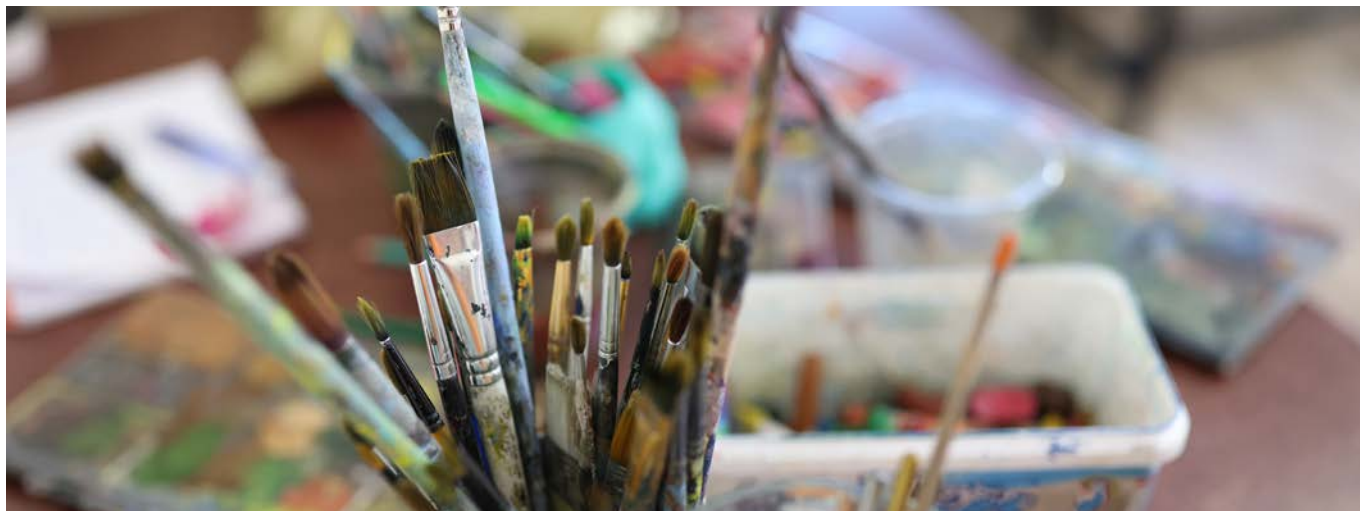
Through studying either Chinese or French, students are able to communicate in a language other than English.

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 is understanding the culture behind 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 linguistic systems, 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.



Years 7 – 8 Arts And Technology

Art

This course provides Year 7 students with the opportunity to explore studio practice and develop their creative thinking through artmaking.

Students investigate and make judgements on how the elements and principles of art, materials, techniques and visual language influence the creation of 2D and 3D artworks. Throughout the semester, students are involved in exploring, designing, creating, and responding to artworks using a range of traditional and contemporary art media. They investigate the work of artists to inspire their own ideas and develop an understanding of artistic intent and interpretation.

Through their studies, students learn to:

- Implement the creative process to generate and refine visual ideas
- Develop skills using a range of art materials, tools, and techniques
- Explore and apply the elements and principles of art in their own work
- Use annotation and reflection to document artistic thinking
- Investigate the work of artists and apply this knowledge to their own art practice
- Work independently to produce resolved artworks.

Students study this subject for one semester in Year 7.

Visual Communication Design

This course provides Year 8 students with the opportunity to explore the practices of Visual Communication Design and develop their ability to communicate ideas visually.

Students investigate and make judgements about how designers work across the fields of communication design (Messages) and industrial design (Objects) to solve problems and communicate ideas. Throughout the semester, students explore the Visual Communication Design process, applying it to develop and refine design solutions. They use 2D, 3D, digital and manual methods and media to produce visual communications in response to specific briefs. Students also learn about the elements and principles of design, and begin to analyse how visual language is used in professional design work.

Through their studies, students learn to:

- Apply the design process to solve communication and presentation challenges
- Use a range of drawing methods, media and materials to develop design ideas
- Explore and apply the elements and principles of design in their work
- Develop skills in digital design using relevant software
- Build visual literacy through analysis of professional visual communications
- Work independently to produce a design folio and presentation.

Students study this subject for one semester in Year 8.



Food Studies

This course provides Year 8 students with the opportunity to gain skills in preparing and cooking food.

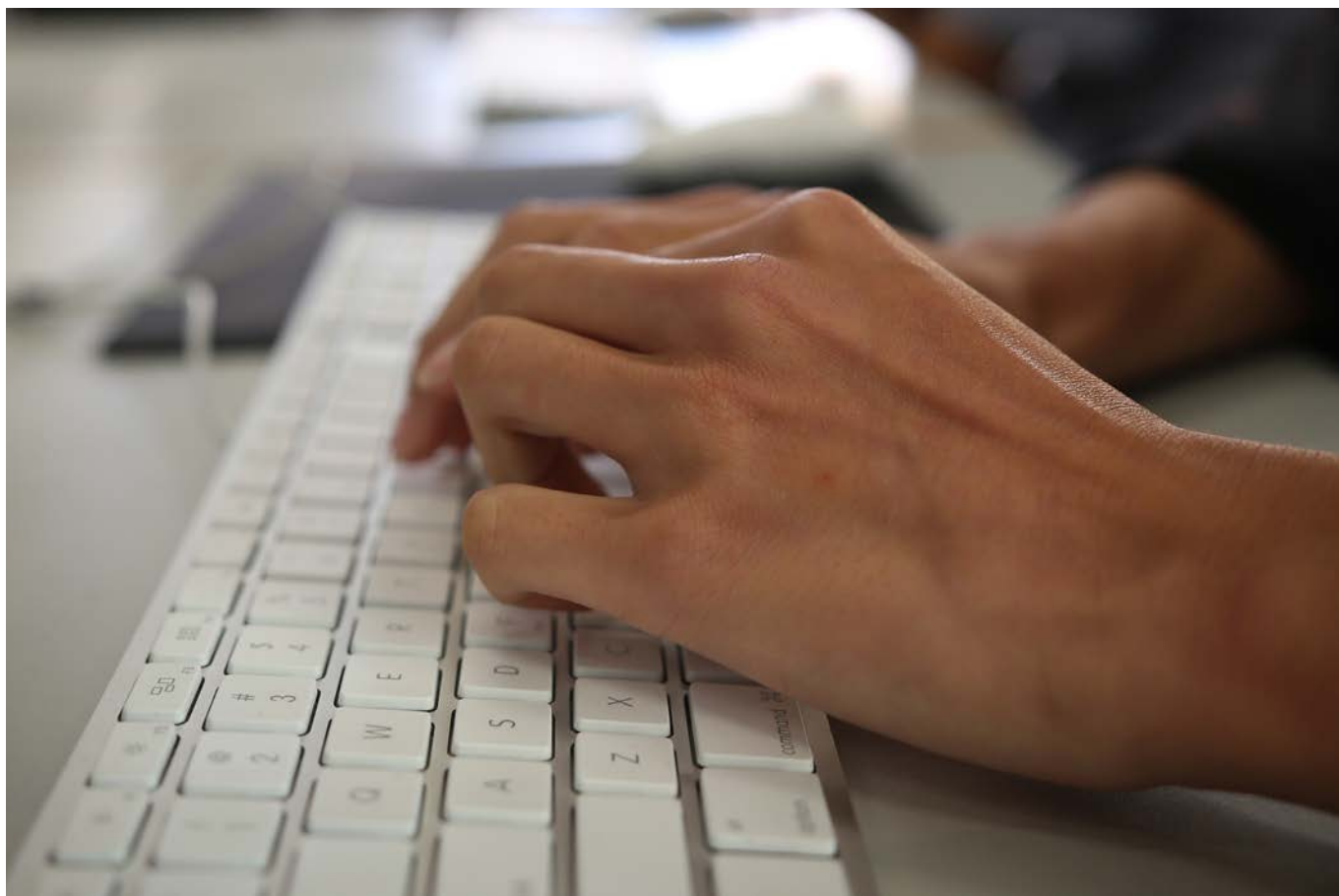
Students investigate and make judgements on how the principles of food safety, preservation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Throughout the semester, students are involved in exploring, designing, preparing, cooking and evaluating various foods. Students discover 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:

- Implement the design process to create food product ideas
- 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 digital platforms, the internet and social media.

Year 8 Multimedia introduces 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 undertake tasks in filmmaking and webpage design to support them to understand the way that content is manipulated to engage audiences.

Students extend their 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 learn to:

- Write a film script
- Design and create a storyboard
- Use digital cameras to shoot their film
- Use editing software to refine and finalise their film
- Analyse their film's intention and target audience
- Explore the influence of social media on their generation
- Reflect on their experience working collaboratively as a filmmaking crew
- Evaluate whether their film achieved its intended message
- Design and publish a website based on their hobbies and career interests.

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. Practical workshops develop students' acting skills, particularly in terms of voice, movement and character development.

Students devise their own performances and interpret theatrical texts; both of these aspects develop literacy and enable students to gain a deeper understanding of how script are constructed and conveyed for specific purposes. Students also focus on building social skills through regular collaboration and negotiation with their peers.

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

Through their studies, students learn to:

- Work collaboratively to create performance 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 Soundtrap and GarageBand.

Through their studies, students learn to:

- Read and write basic notation
- Apply knowledge of notation to guitar, keyboard, ukulele and percussion instruments
- Compose music for films using Soundtrap and GarageBand
- Work independently and collaboratively to create music.

Students 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 critical 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 artwork and the work of professional artists.



Crime, Society and Justice

In Crime, Society and Justice, students explore the connection between sociology and criminology.

Students examine why individuals engage in criminally deviant behaviour, challenge stereotypes about crime and explore real-world issues to develop deeper insights into human behaviour and society. They apply this knowledge by comparing the Australian justice system with an international alternative and evaluating the effectiveness of different forms of punishment.

Students engage with contemporary issues to deepen their understanding of how societies respond to crime. This is an ideal subject pathway for VCE Sociology and VCE Legal Studies.

Through their studies, students learn to:

- Develop and apply a sociological understanding of crime and deviance
- Analyse the causes and consequences of criminal behaviour using evidence and theory
- Evaluate the role of social influences, including media and cultural perspectives
- Examine the purpose and impact of different forms of punishment
- Develop skills in analysing, interpreting and evaluating social issues that influence the occurrence of crime.

Digital Technology

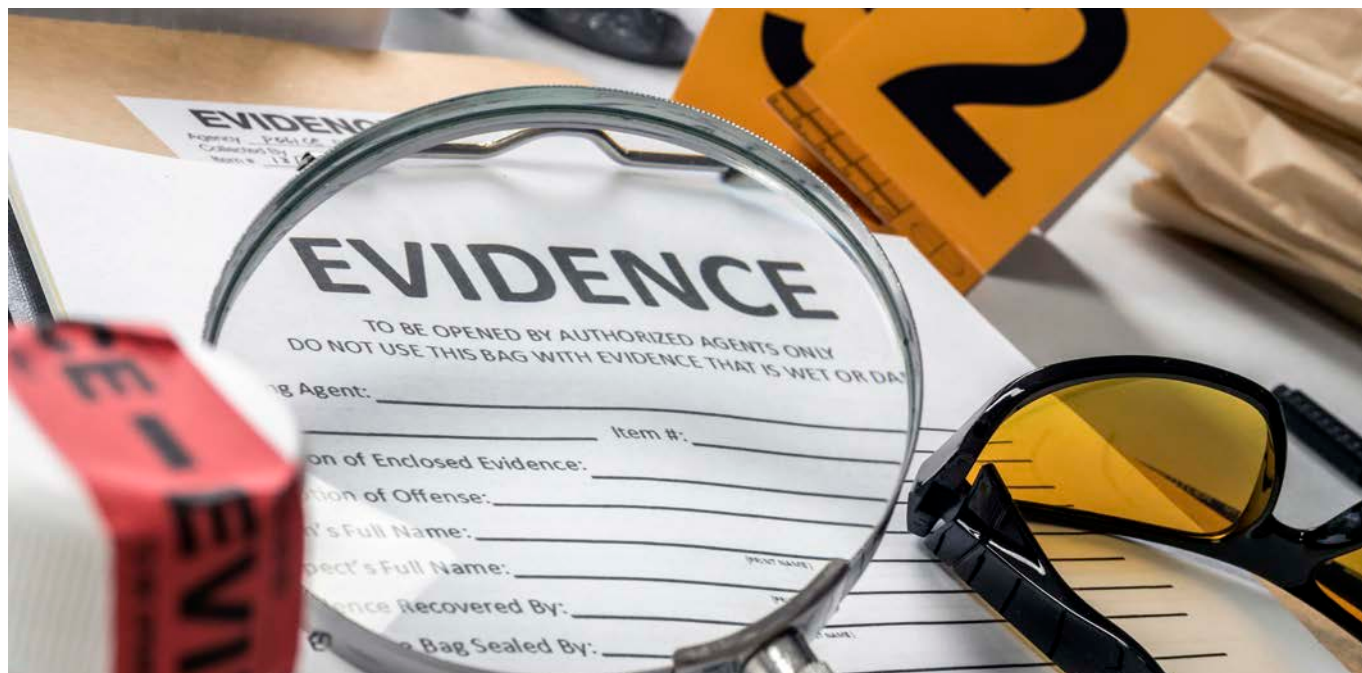
The Year 9 Digital Technology subject has a specific emphasis on preparing students for an evolving world through the analysis, design, development and evaluation of several digital products, both independently and collaboratively.

Students develop an understanding and appreciation for the role of planning in any development process, ensuring quality digital products through effective planning.

Collaboration is also a key aspect of this course, developed through team programming, sharing ideas and creating digital solutions.

Through their studies, students learn to:

- Design and develop digital products with an emphasis on practical, real-world application
- Understand the central role of planning in creating quality digital products
- Engage actively and responsibly as members of a global online community
- Test and debug solutions to identify and resolve errors
- Understand how digital systems work and how data is represented.



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, are 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 to develop and justify conclusions
- Construct evidence-based arguments and use appropriate scientific language.

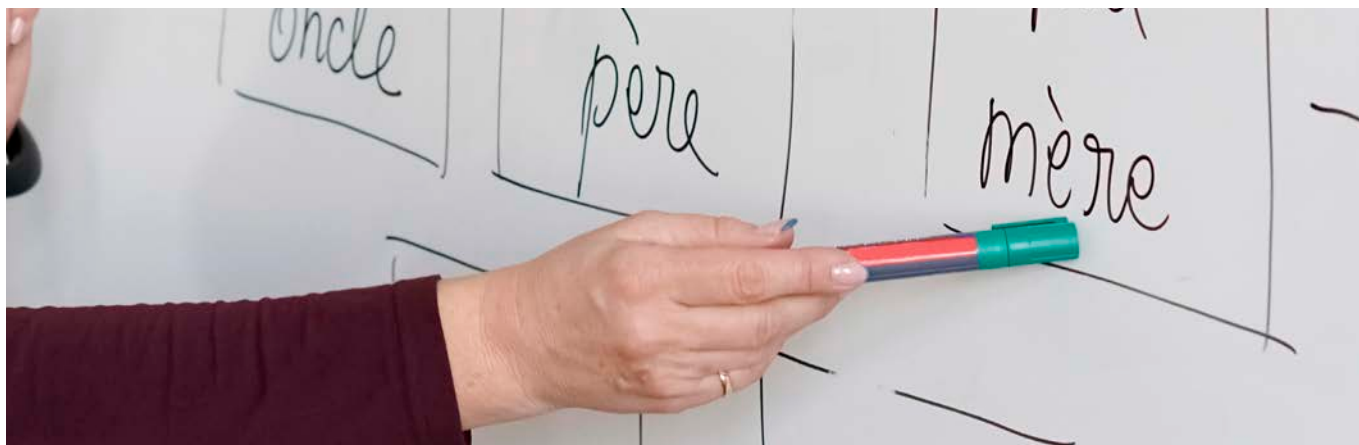
Food Studies

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:

- Apply the Design Process to develop food product concepts
- Explore sustainability and minimise food wastage in the production of food products
- Prepare and select healthy and nutritious foods in an efficient, economical and sustainable way
- Examine diet trends, food-related lifestyle diseases and their causes
- Use appropriate technical terms related to food production
- Apply 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 program 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 their 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 as well as 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 personal vocabulary.

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 cultural identity by learning about French culture, and further develop an understanding of French's global significance.

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.



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 their studies, students learn to:

- 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 skills to their own media artworks.

Music

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

In Year 9 music, students are introduced to ensemble performance music activities that 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 the skills required to organise and perform their own live show 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 and Environmental Studies Photography

In Year 9, this elective is scaffolded for students to be successful in VCE Outdoor and Environmental Studies..

Students learn to engage with outdoor environments in a more sustainable manner through adopting minimal impact practices.

Through their studies, students learn to:

- 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
- Learn how to undertake safe and sustainable experiences in outdoor environments
- Explore the concepts and applications of renewable energy sources such as solar and wind.

For this elective's practical activities:

- Students participate in an optional three day and two night bushwalking, camping, surfing, paddle boarding. At the camp, students have the opportunity to apply knowledge of and engage in water-based activities and campcraft.
- Students visit the National Gallery of Victoria and Indigenous sites to explore the connections between indigenous cultures and environments.

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

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

Students learn how to use a digital SLR camera, controlling aperture for depth of field and shutter speed for 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 critical 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.



Slavery and Freedom: Then and Now Theatre Skills

In Slavery and Freedom: Then and Now, students uncover stories of human exploitation, resilience and the fight for justice across time.

This semester-long Humanities unit explores the global and local history of slavery and forced labour, as well as its modern forms. Students examine how human experiences have been shaped by the political systems and legal frameworks that enabled enslavement.

The course also examines modern slavery, including exploitative colonial policies affecting Torres Strait Islander and First Nations communities in Australia, and contemporary issues such as forced labour in the chocolate industry.

Through case studies, discussion and critical reflection, students develop an understanding of the social, economic and ethical dimensions of slavery, past and present. This is an ideal subject pathway for VCE History.

Through their studies, students learn to:

- Develop a historical and contemporary understanding of slavery and injustice
- Ask questions about the past and present
- Investigate evidence from a range of historical sources
- Examine primary and secondary historical sources to understand different perspectives
- Consider the human experiences behind historical events and reflect on issues of fairness and justice.

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

Students undertake research and practical learning in various areas of stagecraft, including direction, encompassing 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 engage audiences
- Develop design interpretations of devised and scripted drama
- 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 practice, they develop skills and adopt the mindset of designers.

Students hone their abilities in 2D and 3D drawing, using both manual and digital methods to create and evaluate final design solutions. They engage with the Visual Communication Design process, exploring concept generation, developing design ideas and reflecting on their design choices. Each student creates their own design brief and works on their projects independently, with opportunities for collaboration throughout.

They document their process in a visual diary, culminating in final design solutions such as floor plans, perspective drawings, elevations and the construction of 3D architectural models. Throughout the process, 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
- Apply Human-Centred research methods to define a design problem, develop briefs, generate ideas and create 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.



The Academies

Art Academy

Launched in 2021, the Sandringham College Art Academy is a select-entry, three-year after-school extension program for Year 7 – 9 students.

It provides dedicated art students with additional opportunities to build their technical skills, explore a range of materials and techniques, and engage in authentic studio practices. The program also offers students the chance to work with visiting practicing artists, enriching their creative experience and exposure to the professional art world.

Each year, students have the opportunity to work across a range of 2D and 3D art forms, building both their technical skills and creative confidence.

In Term 1, the focus is on teacher-directed, skill-based projects that introduce students to a wide variety of mediums, techniques and styles. These shorter activities aim to build foundational skills and expose students to different artistic approaches.

Term 2 is dedicated to working with visiting practicing artists. Each year we aim to offer students a rich and diverse experience, collaborating with artists across a range of disciplines such as watercolour painting, monoprinting, vinyl toy sculpture, life drawing, textile arts and more. These workshops give students insight into real-world studio practice and creative careers.

In Term 3, students embark on a self-directed major artwork for the end-of-year Art Academy Showcase. Whilst the piece is often informed by a shared theme, style or art form, students are given greater freedom to choose the direction and medium of their work, fostering independence and personal expression.

The Art Academy offers a unique and inspiring opportunity for young artists to grow their skills, experiment with new media and deepen their engagement with the visual arts.



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, as well as 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/stress management
- To provide students with a wide range of opportunities.



Sports Academy

The Sports Academy at Sandringham College provides students with an accelerated and specialised curriculum focused on long-term athlete development. This program is designed to enhance both the physical and psychological capabilities of students, laying a strong foundation for success in VCE Physical Education (PE).

In Years 7 and 8, the Sports Academy forms the core of students' Health and Physical Education (HPE) studies. During this time, students engage in a combination of theory and practical activities that align with the Victorian Curriculum while also incorporating advanced concepts and challenges specific to the Sports Academy. In Year 9, the program becomes an elective, with many students choosing to continue from their junior years. At this stage, the curriculum becomes more specialised, targeting the key knowledge and skills required for VCE PE.

Selection into the Sports Academy is based on a holistic assessment of each student, taking into account physical ability, behaviour and academic performance. Successful applicants gain access to elite-level excursions and expert-led mini coaching sessions delivered through incursions by local sporting clubs. Throughout the three-year program, students develop knowledge and skills in:

- Human physiology
- Sports psychology and mental health
- Coaching techniques
- Injury prevention and management
- Nutrition for athletic performance

Students enrolled in the Sports Academy are recognised as official members of the Sandringham Sports Academy. They are provided with opportunities for specialised coaching across a range of sports. Participation in either the Athlete Development Academy or a morning academy is a required component of the program, ensuring students continue to build on their learning in a practical, high-performance setting.

Athlete Development Program

In partnership with Base Physio + Performance, the Athlete Development Program (ADP) is an exclusive morning program available to Sports Academy students. Established in 2024, the ADP provides a comprehensive pathway to enhance students' movement skills, physical strength and overall athletic performance.

This specialised strength and conditioning program is ideal for students seeking to complement their external sports commitments while developing into stronger, more agile and resilient athletes. The program is grounded in evidence-based research that supports movement literacy and competency development.

Operating once a week for 60 minutes, the ADP includes regular fitness testing to monitor progress and identify individual areas for improvement. Based on these assessments, physiotherapists from Base Physio + Performance design tailored weekly programs that target each student's specific needs.

The primary aim of the ADP is to refine movement patterns, build strength and reduce the risk of injury. Through this process, students develop a deeper understanding of the principles that underpin long-term success in sport and physical activity.

Sandringham College Morning Academies

Sandringham College offers three specialised morning academies that support students in building both sporting skills and essential life skills. These programs provide expert coaching while also fostering discipline, teamwork and personal growth. Open to all skill levels, the academies run twice a week from 7:00 to 8:20 am.

The available academies are:

Basketball Academy

In partnership with Chase Basketball, the Basketball Academy offers students access to an elite coaching team dedicated to developing individual skills in a dynamic, supportive and challenging environment. The program combines high-level instruction with a focus on enjoyment and continuous improvement.

Students are assessed and placed into teams based on their skill level, ensuring that each participant is appropriately challenged and supported in their development. As part of the program, students will receive a personalised singlet, shorts, and a branded carry bag.

Open to all Sandringham College students, the Basketball Academy is designed not only to enhance basketball skills but also to build fitness, sportsmanship, teamwork, dedication and a strong work ethic.

Netball Academy

In partnership with Inspire Netball, the Netball Academy leverages Sandringham College's extensive netball facilities to provide expert coaching for students passionate about netball and committed to advancing their skills.

Students are assessed and grouped into beginner, intermediate or advanced levels to ensure personalised development and continuous progress. Each term, students participate in a morning competition against a local school, giving them the opportunity to apply their skills in a game setting. Additionally, students attend specialised strength training sessions in the weights gym, designed to complement their on-court performance and overall athletic development.

Soccer Academy

In partnership with Futbol First, the Soccer Academy was established in 2025 in response to the growing popularity of soccer in the community. The academy offers students expert coaching and a strong foundation in fundamental skills, preparing them to excel in their future sporting pursuits.

Students are assessed to ensure the program is tailored to all skill levels, providing a clear pathway for development. To complement the morning training sessions, students also participate in competitive matches against other schools, allowing them to apply their skills in real-game scenarios and enhance their growth.



Sandringham College

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9 - 12 Campus

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