



The Lakes
SOUTH MORANG
COLLEGE

VIA
Veritas, Innovate,
Accelerate

PROSPECTUS



PRINCIPAL'S MESSAGE

Dear Families

Thank you for enrolling your child at The Lakes South Morang College.

We warmly welcome you to our school and look forward to developing a strong partnership built on respect and trust. Starting school should be a seamless transition and our committed teachers work with students and families to ensure the experience is supported and positive. Our experienced staff will nurture your child through their first year of Secondary school, creating the foundation for a successful school life.

Our VIA program creates a unique opportunity for your child to amplify their educational experience .This is achieved through a relentless drive and focus on student outcomes and the creation of: collaborative conditions that encourage innovation; adopting new learning technologies; and, application of contemporary practices to promote curiosity, extension and creativity. It is these conditions and dispositions that develop the entrepreneurs and industry makers of the future.



Kerrie Heenan
College Principal



Bill Panas
Secondary Campus Principal

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“In VIA we work as a team using our knowledge to build our ideas and imagination - making our teamwork and learning exceptional.”

VIA Student 2021

The VIA Program motivates and extends students through:

- providing access to progressive, challenging, accelerated and tailored curriculum;
- addressing the individual academic needs of high-achieving learners with an explicit and continuous focus on the development of Creativity and Innovation;
- incorporating project-based, self-directed learning programs that encourage the development of next-century learning skills and competencies;
- promoting and modelling the value of independent and collaborative approaches to learning; and
- access to partnership programs with external providers including the Victorian High Ability Program and Victorian Challenge and Enrichment Programs.



VIA PROGRAM

The VIA Program focuses on the development of students' critical, creative and independent thinking skills, to enable them to conduct intellectual and practical inquiries with consideration, care and logic.

The program prepares students to successfully navigate a world where fact and fiction merge in the news, and where asking the 'right' questions is a crucial skill that equips them to effectively manage challenges and continue their post-school journey as lifelong learners.

The VIA Program fosters creation and innovation leading to big-picture thinkers who develop an informed understanding of the dynamic and evolving nature of the global community. The VIA program enables students to access the Victorian Challenge and Enrichment Program across a range of subject areas whilst meeting all requirements of the Victorian Curriculum. Students are provided with opportunities to work with selected partner organisations (government and private enterprise) to investigate and explore contemporary issues and ideas of significance - locally, nationally and globally.

"In the VIA program there are many opportunities, like having the ability to dive into the depths of topics, discuss topics as a class, express your ideas and yourself freely. This program really helps and encourages all of us."

VIA Student, 2021

NEXT-CENTURY LEARNERS

Learners of the future are innovative, collaborative, and agile learners, responsive to the future that awaits them. The VIA program embeds 21st and 22nd Century learning skills throughout all learning areas.

| 21ST CENTURY COMPETENCES | 22ND CENTURY COMPETENCES |
|--|---|
| <p>COMMUNICATION involves appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings and audiences, including the digital environment.</p> | <p>CARE involves understanding and acting from an ethical framework, incorporating elements of mindfulness and heartfulness: asking with care, listening with care, being present with care, following-up with care, writing and speaking with care, acting with care.</p> |
| <p>CRITICAL THINKING involves generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve real-world problems or to make informed decisions.</p> | <p>CONNECTION involves understanding and acting on the desire to authentically connect with others - especially those who have diverse opinions, belief sets, values, and life experiences, allowing for an expanded world view through exercising curiosity, care and a deep understanding of others.</p> |
| <p>CREATIVITY involves generating ideas and approaches to design innovations, constructing solutions, building understanding and expressing perspectives.</p> | <p>CULTURE supports a positive growth-mindset through which people can flourish and thrive as thinkers and learners.</p> |
| <p>COLLABORATION involves working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.</p> | <p>COMMUNITY involves understanding, acting on, and valuing all voices, seeking out the opinions and insights of others and eradicating division and divide.</p> |

VIA STUDENTS

High-achieving learners operate (or have the capacity to operate) significantly above their peers in one or more curriculum areas. This can occur in any of the learning areas – all of which are valued.

Within their respective area of strength/s, VIA students:

- have a strong understanding of how they learn, and how best to collaborate with others;
- have a passion and stamina for learning;
- are self-motivated and drive their learning through curiosity, creativity and innovation;
- find, solve and act on problems more readily;
- manipulate abstract ideas and make connections to an advanced degree; and,
- have a wide range of interests.

NAPLAN results attest to the success of the VIA program. In 2021, VIA students results indicate that:

- 100% of VIA students were above National Standards for Reading and Spelling;
- 95% of VIA students were above National Standards for Grammar and Punctuation; and
- 90% of VIA students were above National Standards for Writing and Numeracy.

The VIA program has enabled my child to engage in critical thinking and analysis.

Parent/Carer, 2021

PROGRAM STRUCTURE

The VIA program is a 2-year commitment that sees students engage with core subjects using a lens of next-century learning. Students in Years 9-12 engage in a range of elective programs supporting individual pathways.



The class is incredibly motivated and encourage one another to try their best and succeed. The learning environment that the program has created is very positive and productive.

VIA Teacher, 2021

LITERACY

| YEAR 7 | YEAR 8 |
|--|--|
| <p>COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION</p> | <p>CARE CONNECTION CULTURE COMMUNITY</p> |
| <p>Individualised programs are used to extend students in a number of areas. Advanced literacy decoding and interpretation skills are developed, utilising a range of texts and activities to both assess and expand on existing knowledge. Investigation and utilisation of literacy skills, such as persuasive language, is applied to real world situations. Examination of how others employ language strategies to persuade readers and how students can use those same concepts in future endeavours.</p> <p>Narratives are critiqued to examine how they shape society and how narrative elements are formed to appeal to different audiences through review of the monomyth and the hero's journey. Cinematic studies are examined to determine how visually based narratives deploy a wide variety of strategies to communicate messages and themes to audiences.</p> | <p>Building upon the concepts from Year 7, students are increasingly prepared for future study pathways in English and literature.</p> <p>Students investigate how a variety of language features are used every day to affect audiences. Students use these skills in real world related scenarios. An extended examination of a young adult novel, focuses on specific language choices and literature themes and how they influence audience perspectives. A First Nations text is explored to investigate how themes of culture, differences in language and the human condition can be communicated through literature. Cinematic studies are extended, and a comprehensive investigation is conducted into how visual and audio choices are used to create meaningful scenes for audiences. Scene and thematic deconstruction are focuses, so that students can gain more out of film viewing.</p> |

Builds pathways through to VCE:

English Language, Foundation English, Literature

NUMERACY

| YEAR 7 | YEAR 8 |
|---|--|
| <p style="text-align: center;"> COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION </p> | <p style="text-align: center;"> CARE CONNECTION CULTURE COMMUNITY </p> |
| <p>Students extend fundamental mathematical applications of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The relationship between different areas within Mathematics are investigated to enhance student understanding and application. Tasks involving the collection, collation and comparison of data, and conversions and applications of mathematical formulae are used to both explore concepts and operations and develop the use of mathematical vocabulary.</p> | <p>Students apply their understandings of Number and Algebra, Measurement and Geometry and Statistics and Probability. By exploring irrational numbers they extend their applications of indices, ratios proportions and rates. Students visualise and solve linear equations graphically through extending their algebraic capabilities. Tasks involving data investigation, conversions between units, compound shapes and volumes of prisms are used to solidify understandings and explore these concepts in real-world contexts. Across the year, students develop their use of digital technologies and explore their use in solving mathematical problems .</p> |

Builds pathways through to VCE:

Further Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics, Algorithmics

STEM

| YEAR 7 | YEAR 8 |
|---|--|
| <p style="text-align: center;">COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION</p> | <p style="text-align: center;">CARE CONNECTION CULTURE COMMUNITY</p> |
| <p>In STEM, core science and technology content is covered through the deep exploration of Inquiry based projects in which students apply STEM skills in developing their ideas.</p> <p>For example, students explore the role of Forensic scientists in solving crimes. Through this lens they examine various Chemistry techniques that extend their knowledge of substances, states of matter, mixtures and separation techniques.</p> <p>They demonstrate an understanding of classification and biodiversity through the development and management of a "Greenify" project in which they explore the role their chosen organism(s) plays within a particular ecosystem.</p> <p>They design, prototype and construct working machines in an exploration of physics concepts.</p> | <p>In STEM, core science and technology content is covered through the deep exploration of Inquiry based projects in which students apply STEM skills in developing their ideas.</p> <p>For example, they use 3D modelling to design a device to improve the life of someone with vision or hearing impairment whilst exploring the concepts of light and sound.</p> <p>They explore different sensory properties of food as well as the importance of food safety and hygiene, whilst studying human body systems including the digestive system.</p> <p>They explore the deep connection to country that has informed Indigenous technologies particularly Indigenous Astronomy and explore how our changing seasons are marked by floral, faunal, astronomical and climate markers.</p> |

Builds pathways through to VCE:

Biology, Chemistry, Environmental Science, Physics, Food Studies, Product Design and Technology, Systems Engineering

THE WHOLE SELF

| YEAR 7 | YEAR 8 |
|--|--|
| <p style="text-align: center;">COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION</p> | <p style="text-align: center;">CARE CONNECTION CULTURE COMMUNITY</p> |
| <p>Health issues impacting our local community are evaluated to enable improved health outcomes for all community members. A combination of individual and collaborative activities that prioritise physical activity and physical health are explored.</p> <p>Students explore respectful relationships and features associated with emotional literacy, positive strengths and positive coping. They investigate adolescence, the major milestones experienced through this life stage, and its impact on the development of identity and physical, mental and emotional wellbeing. Ethical dilemmas are explored so that students can apply their own moral compass to challenge adverse scenarios.</p> | <p>Students investigate and select strategies to promote health, safety and wellbeing. They examine the value and benefits diversity and promoting inclusivity to the individuals and communities. Ethical decision making and action is explored. Students investigate the theories of thinking and develop learning strategies to support the making of informed choices.</p> <p>Students apply feedback to improve body control and coordination when performing specialised movement skills. They demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance. Students practise and apply personal and social skills when undertaking a range of roles and apply modifications to physical activities to promote engagement and</p> |

Builds pathways through to VCE:

Health and Human Development, Physical Education,
Outdoor & Environmental Studies, Psychology

CREATIVITY & EXPRESSION

| YEAR 7 | YEAR 8 |
|---|---|
| <p>COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION</p> | <p>CARE CONNECTION CULTURE COMMUNITY</p> |
| <p>Students broaden their creative horizons through engagement with a range of Creative Arts. They explore the elements of creative expression, through engaging with and utilising diverse technologies, materials and techniques. They gain confidence in the essential processes associated with making and develop as holistic artists with experience as creators, performers and audience appreciators.</p> | <p>Students build on their approaches to how and why they create, and their role as an artist. They consider how the Creative Arts can be a vehicle to explore and understand different values and cultures. Students plan, develop and present work that encompasses a growing understanding of the relationship between an artist and an audience, and how this fosters a space for connection.</p> |

Builds pathways through to VCE:

Dance, Drama, Music, Theatre Studies, Art, Media, Studio Arts, Visual Communication Design

INQUIRY & SOCIETY

| YEAR 7 | YEAR 8 |
|--|---|
| <p>COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION</p> | <p>CARE CONNECTION CULTURE COMMUNITY</p> |
| <p>Inquiry and Society combines a range of disciplines taken from Humanities combined with Philosophy. Ethical considerations are applied to the distribution of power within ancient and medieval civilisations. Key ideas related to the exercise of political power in current times are analysed and evaluated to focus on different approaches to governmental power. Through the study of business and economics students explain the methods through which a culture of business innovation and entrepreneurship may be fostered in a nation. Geography is used to explore fairness and inequality related to water, food security and poverty.</p> | <p>Inquiry and Society combines a range of disciplines taken from Humanities combined with Philosophy. The physical development of civilisation through population growth, writing and changes in political power are explored in ancient civilisations. Australian Politics are reviewed to examine how ideas are formulated and advanced through government, critiquing the role of interest groups on the political agenda and the role of the media, especially in the 24/7 news cycle. Investigation into business and economics reviews the importance of establishing a customer base and a marketing presence to achieve business objectives. Global, ethical and humanitarian responses to disasters are analysed to explain their nature, purpose</p> |

Builds pathways through to VCE:

Accounting, Business Management, Economics, Industry & Enterprise, Legal Studies, Australian & Global Politics, Geography, History, Philosophy

NEXT-CENTURY DESIGN

| YEAR 7 | YEAR 8 |
|--|--|
| <p>COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION</p> | <p>CARE CONNECTION CULTURE COMMUNITY</p> |
| <p>Next-Century Design exposes students to different ways of learning and developing contemporary solutions that are reflexive and responsive to everyday challenges, specific to nuanced audiences. Students develop digital literacy and competency through understanding digital citizenship and their unique digital footprint. Technology and design thinking are used as methods for creating, exploring and applying learning. Leadership and social skills are enhanced through inclusive and ethical explorations of contemporary issues.</p> | <p>Drawing from the field of sociology, human behaviour and social interaction is examined. Applying a constantly critiquing mindset, students question and reflect on how design thinking can unite or divide communities. Students will explore aspects of the design process and apply contemporary digital technologies as a means of problem solving through critical and creative thinking. Emerging technologies are explored to consider the benefits that these technologies can bring to society at a local and at a global level.</p> |

Builds pathways through to VCE:

Psychology, Applied Computing, Extended Investigation, Design Technology

LOTE

| YEAR 7 | YEAR 8 |
|--|--|
| <p style="text-align: center;">COMMUNICATION CRITICAL THINKING CREATIVITY COLLABORATION</p> | <p style="text-align: center;">CARE CONNECTION CULTURE COMMUNITY</p> |
| <p>Learning languages (Indonesian) broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures.</p> <p>LOTE knowledge, understanding and skills are developed, ensuring students can:</p> <ul style="list-style-type: none"> • communicate in the language they are learning; • understand the relationship between language, culture and learning; • develop intercultural capabilities; and, • understand themselves as communicators. | <p>Learning languages (Indonesian) broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures.</p> <p>LOTE knowledge, understanding and skills are developed, ensuring students can:</p> <ul style="list-style-type: none"> • communicate in the language they are learning; • understand the connections between language, culture, communities and learning; • extend intercultural capabilities; and, • apply themselves as communicators living in connected communities. |
| <p>Builds pathways through to VCE: Languages</p> | |

SELECTION PROCESS

All prospective Year 7 students will be given the opportunity to apply for the VIA program. The selection process involves all students participating in selection assessment tasks that measure students' literacy, numeracy, problem-solving, creative and lateral thinking, and, ethical reasoning skills.

Quite often, students are asked to answer questions that they have never faced before. They may be challenged with unfamiliar words, complex scenarios or advanced mathematical principles. The point of these tests is to identify which students are truly able to excel under challenging conditions.

Entry to the program is by invitation only, and is based on multiple sources of data, including the results of the VIA selection testing, NAPLAN results, teacher judgements, past reports, etc.



The class has created a culture that values learning, is supportive and challenging. Students have the opportunity to engage in a wide academic program that embeds the capabilities for maximum learning.

VIA Teacher, 2021

KEY DATES

The VIA Selection Process includes:

Initial enquiries and requests for application forms should be directed towards The Lakes High-Abilities Leader on 9401 3919.

Application forms due by May 30, 2022

Selection Testing June 17, 2022

Students who have successfully met the entrance criteria will be invited to participate within the program by early Term 3.

Families will need to confirm their acceptance into the program by August 22, 2022.



FURTHER ENQUIRIES

We welcome all enquiries regarding the VIA Program at The Lakes South Morang College. Please telephone staff at the general office on 9401 3919 during business hours (8.15am – 4.00pm) or visit our website: www.thelakes.edu.au and complete an expression of interest form.

Tours of the College can be arranged by contacting our Secondary Campus.



The Lakes
SOUTH MORANG
COLLEGE

Secondary Campus

80 Jardier Terrace,
South Morang 3752

03 9401 3919

www.thelakes.edu.au

