

2022 PRE-FLIGHT GUIDE





**YOUR
WORLD
OF
EXPLORATION
STARTS
HERE.**

FROM THE PRINCIPAL



Proverbs 25:2 says, “It is the glory of God to **conceal a matter**, and is the glory of kings to **search it out**.”

I love this verse for several reasons, firstly, because it reminds us that we are hardwired to explore, investigate, to dig deep and discover and unravel mysteries. Secondly, because when we make those discoveries, it should be celebrated – learning and making discoveries is our glory! Also, I love the notion of God creating the world with multiple layers of hidden jewels and taking great delight in watching generations of people finding them.

Your years at Red Rock is a time to embrace opportunities to search out and unravel the mysteries of this world. Without a doubt though, like all great expeditions, the journey you are on to search out the mysteries of the world will have its challenges and will involve labour and tasks that don't appeal to you, or you'd rather not do, but there will also be a great sense of reward, and achievement. We know you are going to be excited and gain great joy in making new discoveries and, equally, we are going to enjoy watching you make those discoveries.

As you embark on this great expedition of learning and discovery, keep in mind the treasure you will end up with, and the journey will be all the richer, and fulfilling. I hope that your time here will be like one big treasure hunt- discovering as much about yourself as you do about the world we live in.

Welcome to your secondary years at Red Rock. I look forward to watching all of you flourish as you are supported and empowered to influence your world with integrity.

A stylized, handwritten signature in blue ink, appearing to read 'K McCoy'.

Mrs Karen McCoy

FROM THE HEAD OF WELLBEING



The focus on your wellbeing at Red Rock is a vital part of our culture. It is something **we intentionally build in to everything we do**, so that it is more of an approach and mindset rather than another program.

We believe that by modelling, explicitly teaching and making wellbeing visible, you can grow and be your best through your journey and develop the skills needed to support yourself not only when times are tough but to help you reach your goals.

In secondary, we have timetabled wellbeing lessons to help you develop a positive identity, greater resilience, growth mindset and self-regulation. We do this by utilising the strong evidence base for embracing our unique strengths and finding ways to use these to be your best and overcome obstacles. Through our partnership with Visible Wellbeing, a wellbeing framework developed by Professor Lea Waters, we know that helping you develop these skills and mindsets can lead to improved wellbeing, confidence, hope, engagement in learning and academic outcomes. Outcomes to help you thrive in your time at school and beyond.

At Red Rock, we have focused on setting up a framework and culture within the school that allows for ALL students to benefit from developing these skills. As such, wellbeing is integrated into the entire curriculum by training all Red Rock staff in the Visible Wellbeing framework, by offering timetabled lessons and by supporting staff to identify and teach to your strengths.

I wish you God's richest blessing as you being to discover who God has created you to be.

Mrs Sharon Garro

YOUR FIRST YEAR OF SECONDARY LEARNING

Your first year of secondary learning or **Pre-flight** sets the foundations for learning that align with the Year 7 Achievement Standards of the Australian Curriculum. During this time, your teachers and facilitators will spend this year better understanding your character strengths, interests and passions as well as your readiness as a learner.

PROGRAM STRUCTURE

All students in Pre-flight will undertake:



Two semesters of English
(English for Enjoyment)



Two semesters of Mathematics
(Mathematical Foundations)



Two semesters of Science, Technologies
and the Environment
(Copernicus)



Two semesters of Humanities
(Ancient History: Myths and Legends) – Semester 1
(Geography Foundations) – Semester 2



Two semesters of Health and Physical Education
(Introduction to Exercise and Sport Science)



Two semesters of Visual Art
(Introduction to Visual Art & Graphic Design)



Two semesters of Design Technologies
(Introduction to Fashion + Textiles & Food Technology)



Two semesters of Performing Arts
(Big Band + Drama Theatre)



Two semesters of a Language
(Introduction to Spanish)

PRE-FLIGHT (TRANSITION YEAR)

HOME GROUP



Wellbeing



myFaith

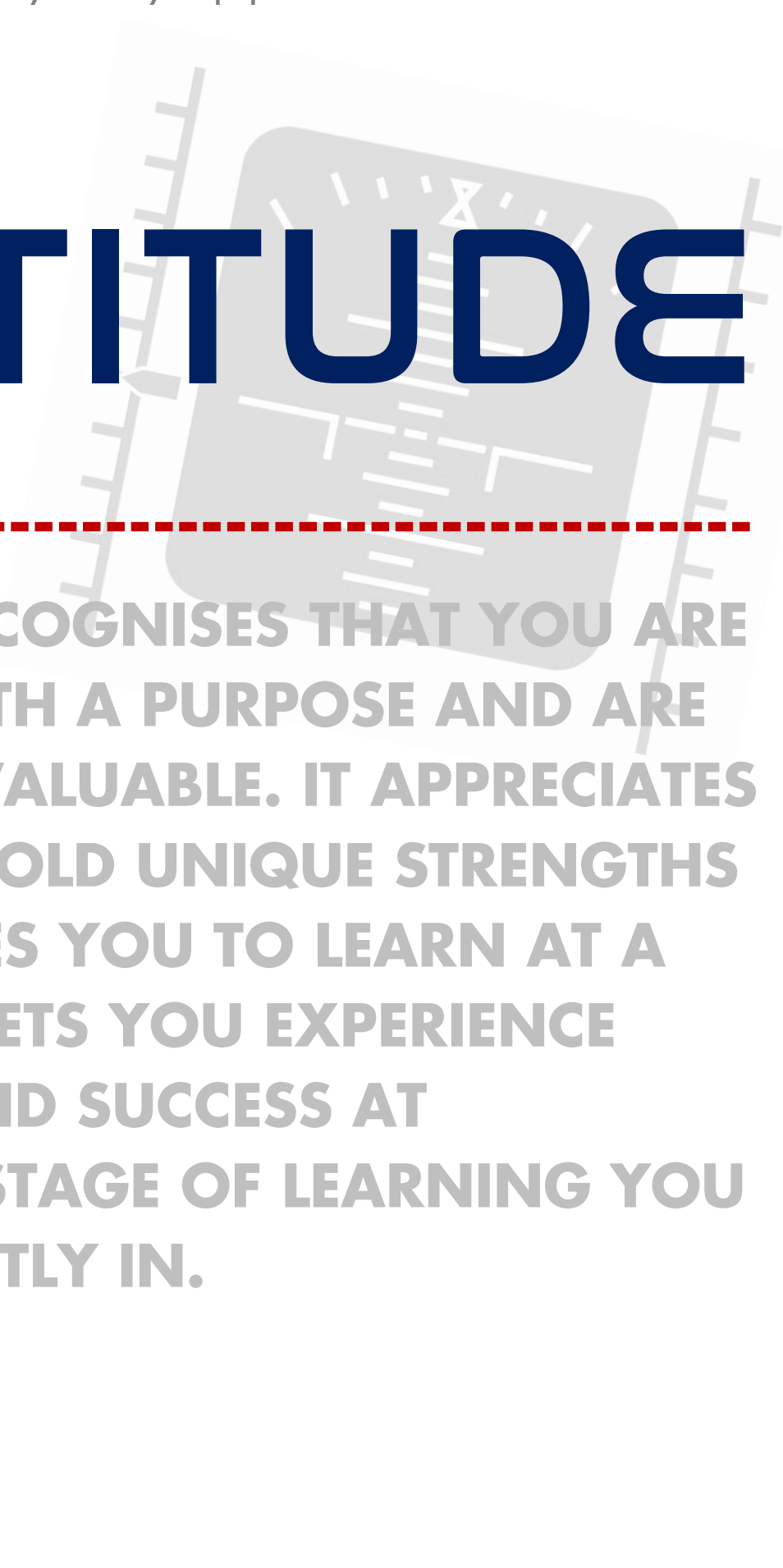


Lead

When you complete Pre-flight, you will then begin a minimum five-year personalised learning pathway (Flight Path), that empowers you to take ownership and responsibility for your learning and ultimately, setting you on a path that enables you to discover your identity and purpose.

PRESENTING

ALTITUDE

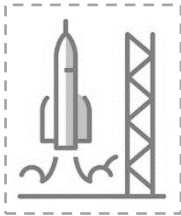


ALTITUDE RECOGNISES THAT YOU ARE CREATED WITH A PURPOSE AND ARE INFINITELY VALUABLE. IT APPRECIATES THAT YOU HOLD UNIQUE STRENGTHS AND ENABLES YOU TO LEARN AT A PACE THAT LETS YOU EXPERIENCE GROWTH AND SUCCESS AT WHATEVER STAGE OF LEARNING YOU ARE CURRENTLY IN.

ALTITUDE

STAGES OF LEARNING

ALTITUDES



LAUNCH

5 - 4 - 3 - 2 - 1 - WE HAVE LIFT OFF.

relate to learning experiences that are mapped to the Year 8 Achievement Standards of the Australian Curriculum



CLIMB

TAKEN TO NEW HEIGHTS

relate to learning experiences that relate to the Year 9 Achievement Standards of the Australian Curriculum.



ORBIT

EXPLORE THE POSSIBILITIES

provide for enriching experiences that are mapped against the Year 10 Achievement Standard of the Australian Curriculum.



DISCOVERY

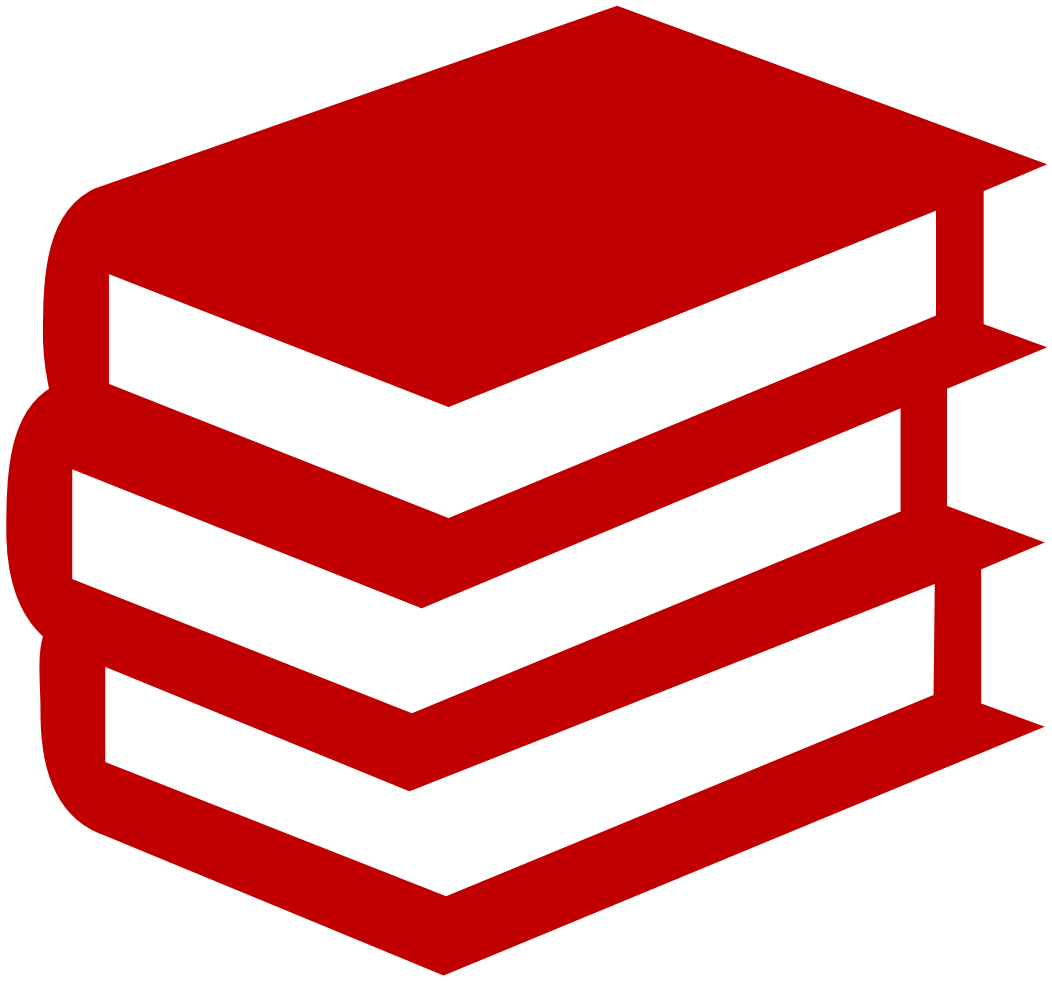
THE PURSUIT OF GOING FURTHER

are preparatory courses that are developed beyond the Year 10 Achievement Standards of the Australian Curriculum.

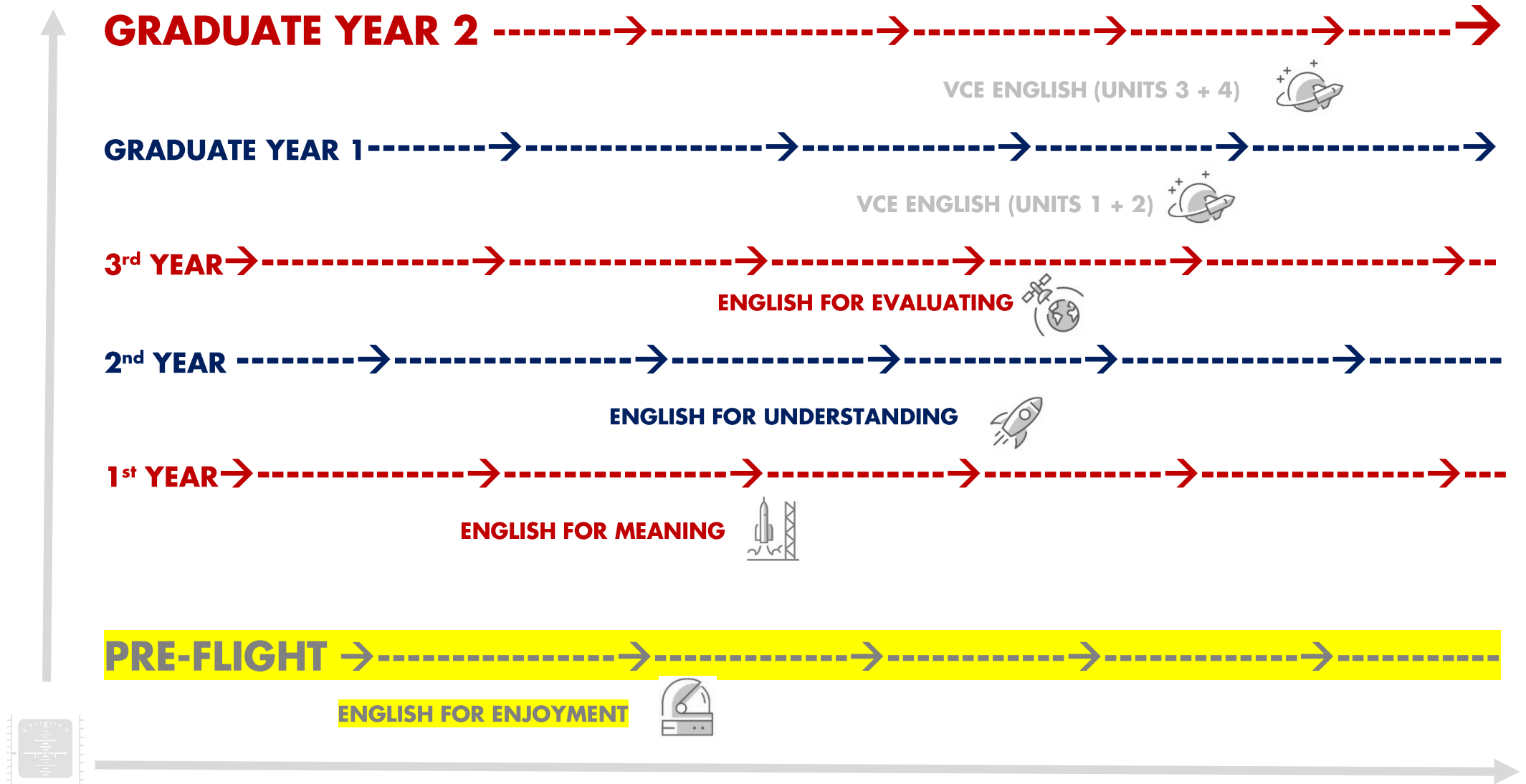




PRE-FLIGHT SUBJECTS



ENGLISH



ENGLISH FOR ENJOYMENT

DURATION: SEMESTER 1 | SEMESTER 2

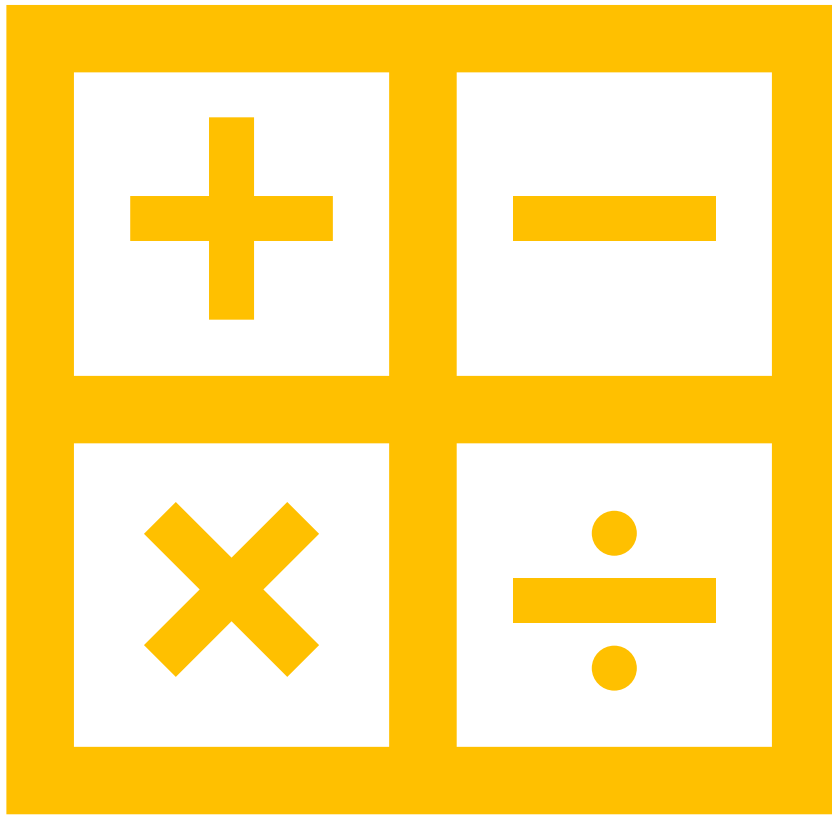
STAGE OF LEARNING:



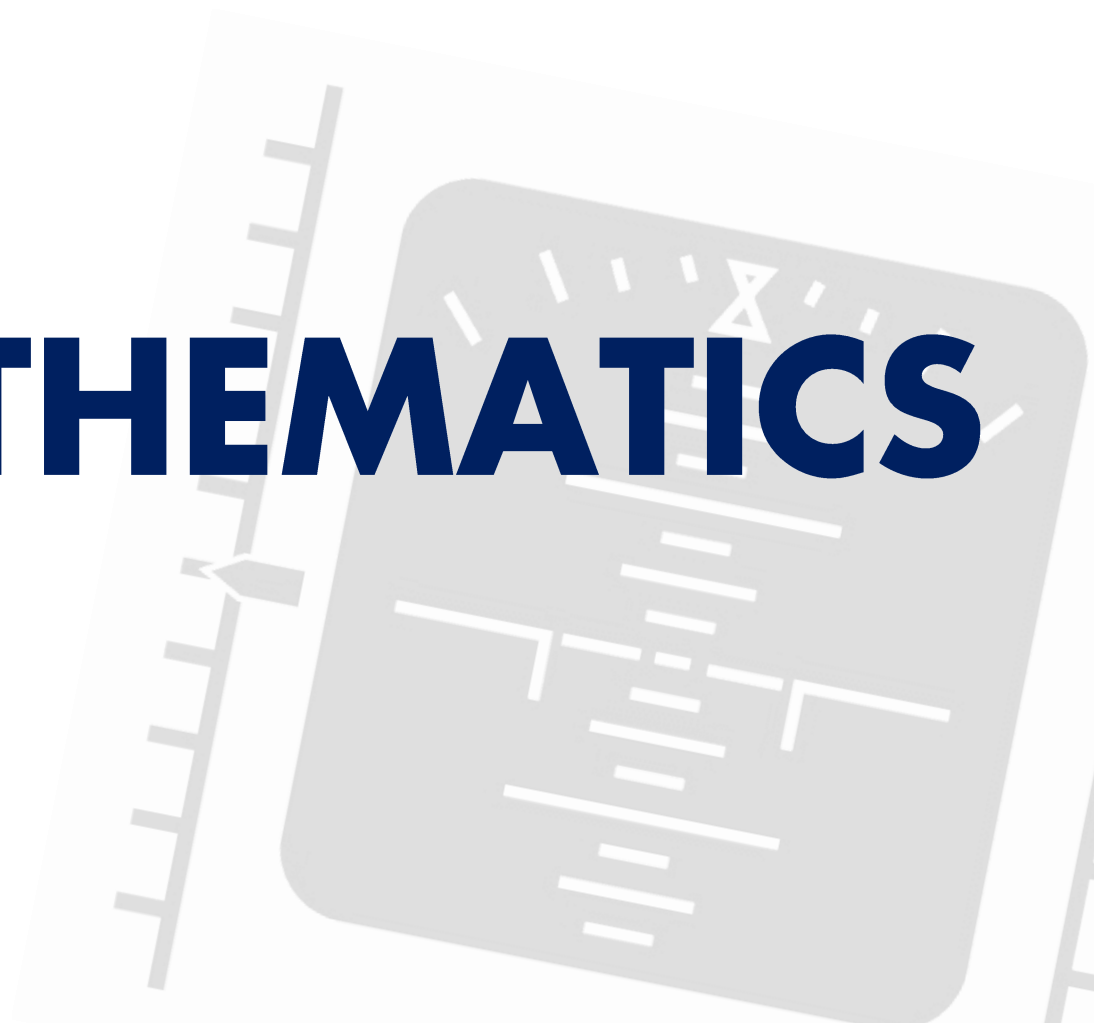
English Foundations is all about developing your literacy skills and, in turn, your confidence as both a reader, writer and presenter. It provides you with the opportunity to strengthen and consolidate the existing English skills you have developed in previous years. English Foundations focuses on:

- developing your speaking and listening ability as well as grammar.
- expanding your vocabulary using various text types (e.g. newspapers, biographies, lyrics, poetry, short stories and magazines etc.)
- developing your writing skills using a variety of modes and formats.
- Increasing your knowledge of news and current affairs and explore the mechanics of how these are communicated.

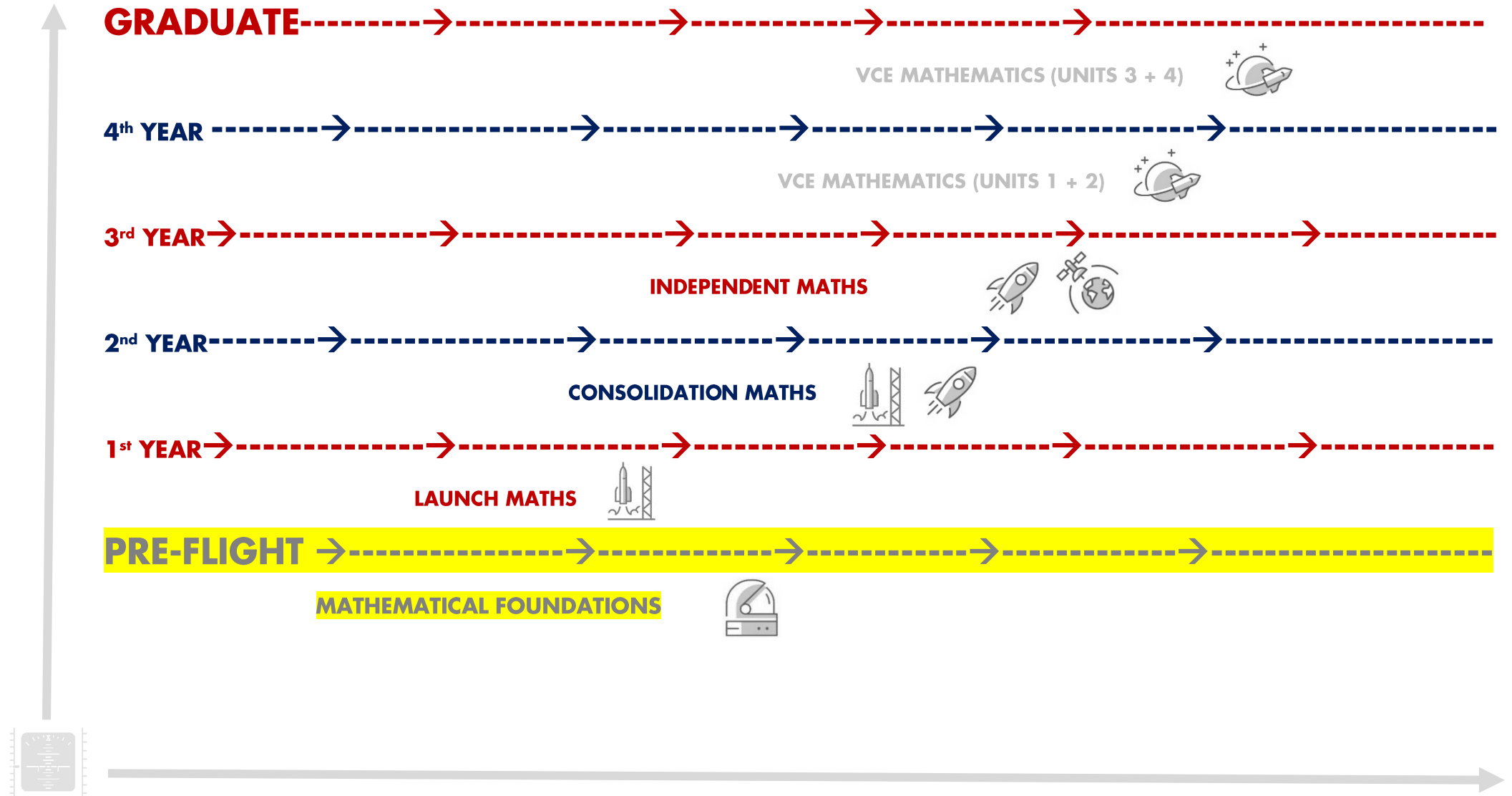
You will read at least two novels to improve your reading speed, as well as give you opportunities to plan and write creative, informative and persuasive pieces and explore one film in depth.



MATHEMATICS



TYPICAL MATHEMATICS FLIGHT PATH



MATHEMATICAL FOUNDATIONS

DURATION: SEMESTER 1 | SEMESTER 2

STAGE OF LEARNING: 

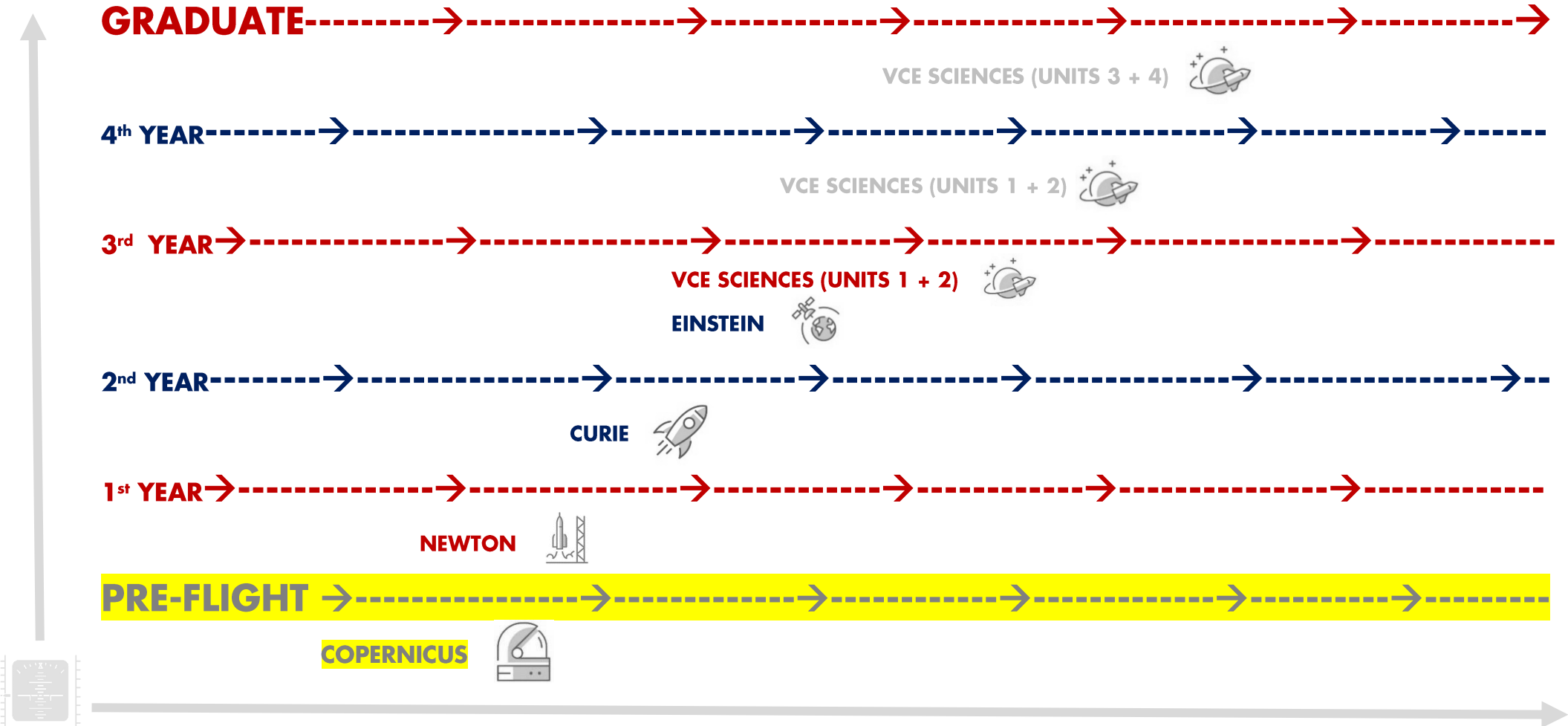
This course will provide you the opportunity to practice the maths skills you have been exposed to in primary and provide a firm foundation to build on through your secondary years. You will be given the opportunity to understand the number system, including positive and negative numbers, fractions and decimals. You will also use these number skills to explore and solve problems involving geometry, statistics and probability. You will also be introduced to algebra, which is essential for your extension into higher levels of secondary maths.



SCIENCE, TECHNOLOGY AND THE ENVIRONMENT



TYPICAL SCIENCE, TECHNOLOGY AND THE ENVIRONMENT FLIGHT PATH



COPERNICUS

DURATION: SEMESTER 1 | SEMESTER 2

STAGE OF LEARNING: 

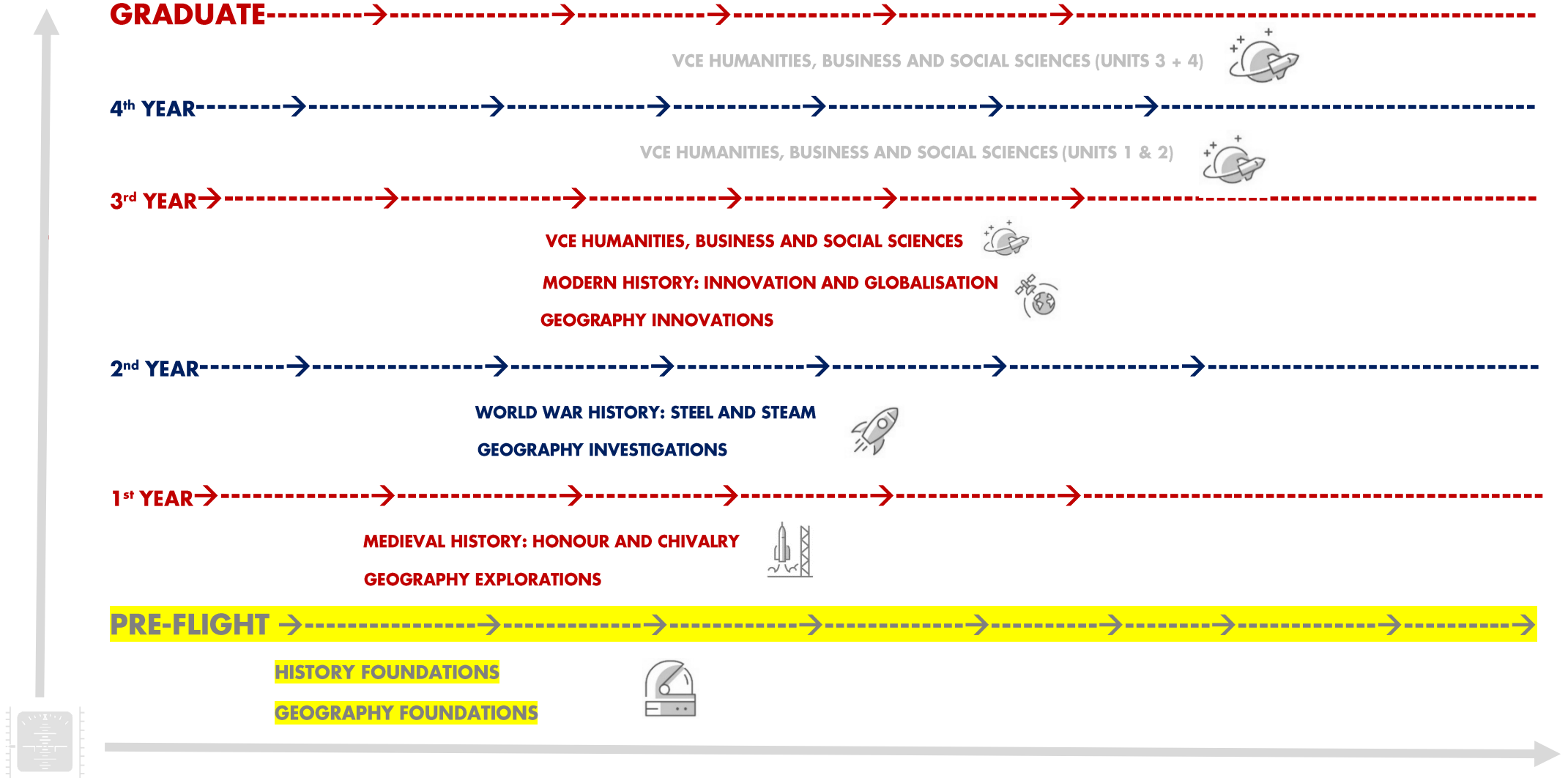
Nicolaus Copernicus revolutionised the way people thought about themselves and the universe in the 16th century. In this course, students will be amazed by the world around them and where they fit into it as they consider astronomy, ecosystems, motion and forces and the properties of water.



**HUMANITIES,
BUSINESS AND
SOCIAL SCIENCES**



TYPICAL HUMANITIES, BUSINESS AND SOCIAL SCIENCES FLIGHT PATH



HISTORY FOUNDATIONS

DURATION: SEMESTER 1

STAGE OF LEARNING: 

History Foundations focuses on developing the foundational Historical and Geographical skills and understandings. It also focuses on life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period extends from the development of early human communities to the end of late AD 650, with a focus on the ancient societies of Europe, the Near East and Asia. This subject seeks to stimulate your curiosity and imagination and enriches your appreciation of humanity and the value of the ancient past.

You will investigate how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example the way that societies are organised, systems of law, governance and religion.

History Foundations is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

GEOGRAPHY FOUNDATIONS

DURATION: SEMESTER 2

STAGE OF LEARNING: 

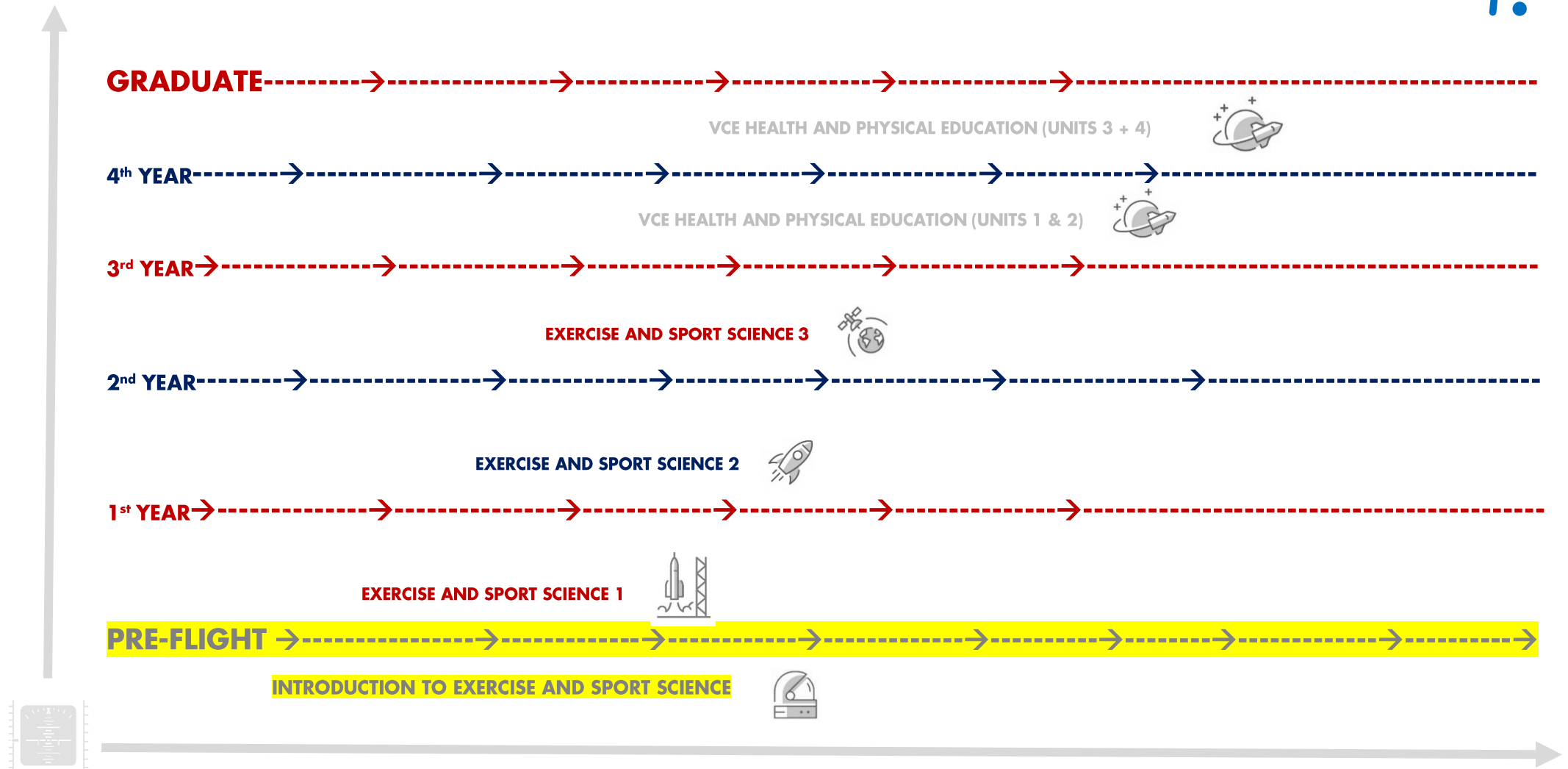
In Geography Foundations, you will examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

You will develop your understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

You will also examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. You will develop the ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.



HEALTH AND PHYSICAL EDUCATION

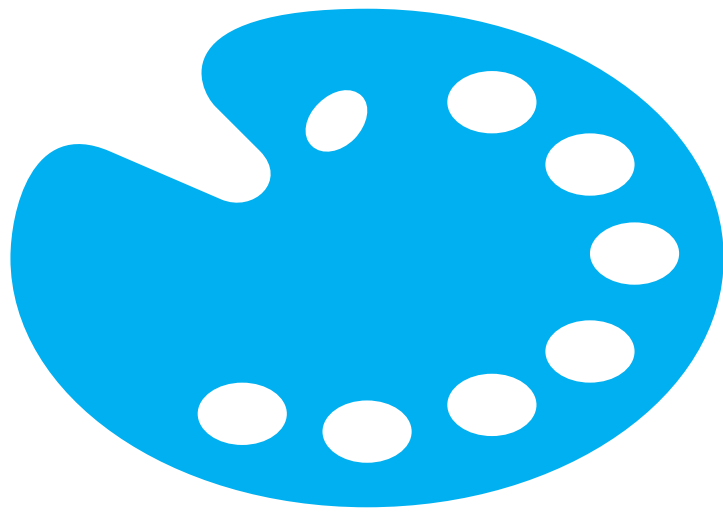


INTRODUCTION TO EXERCISE AND SPORT SCIENCE

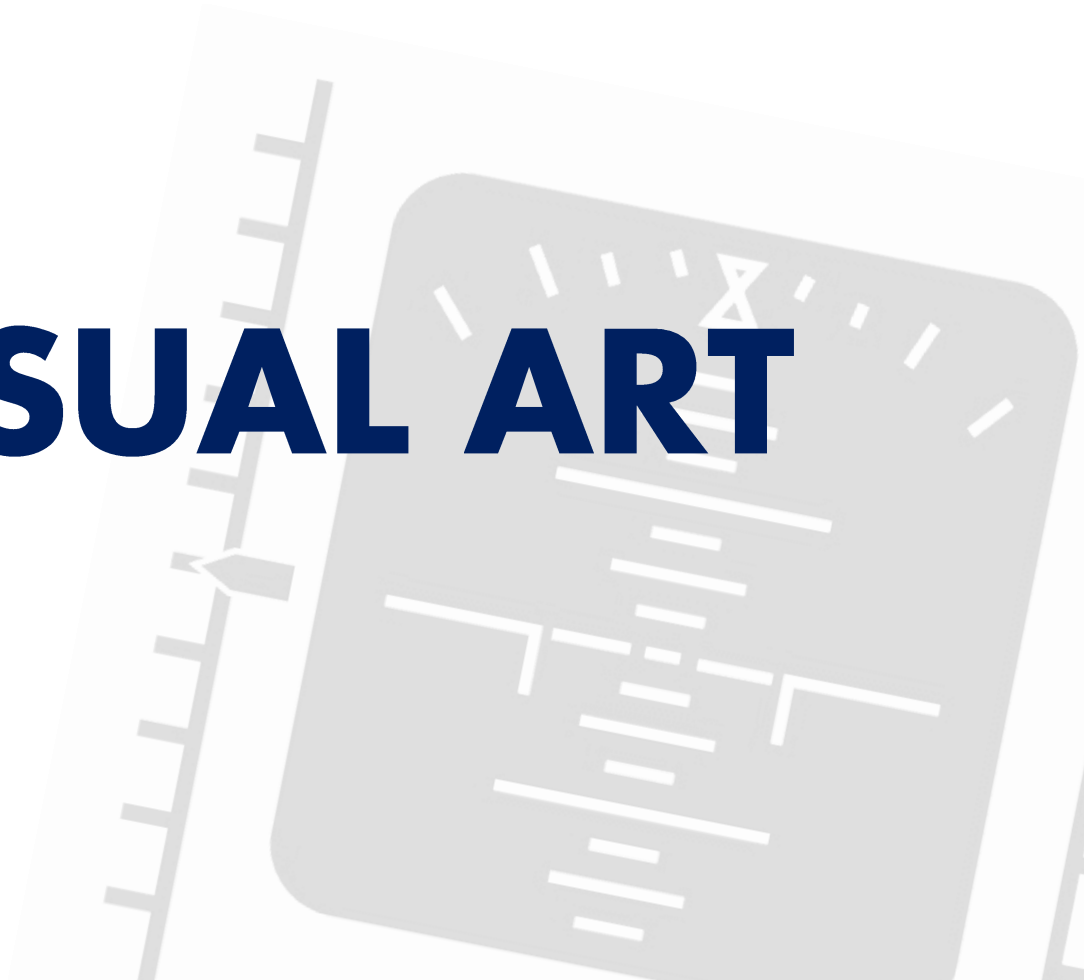
DURATION: SEMESTER 1 | SEMESTER 2

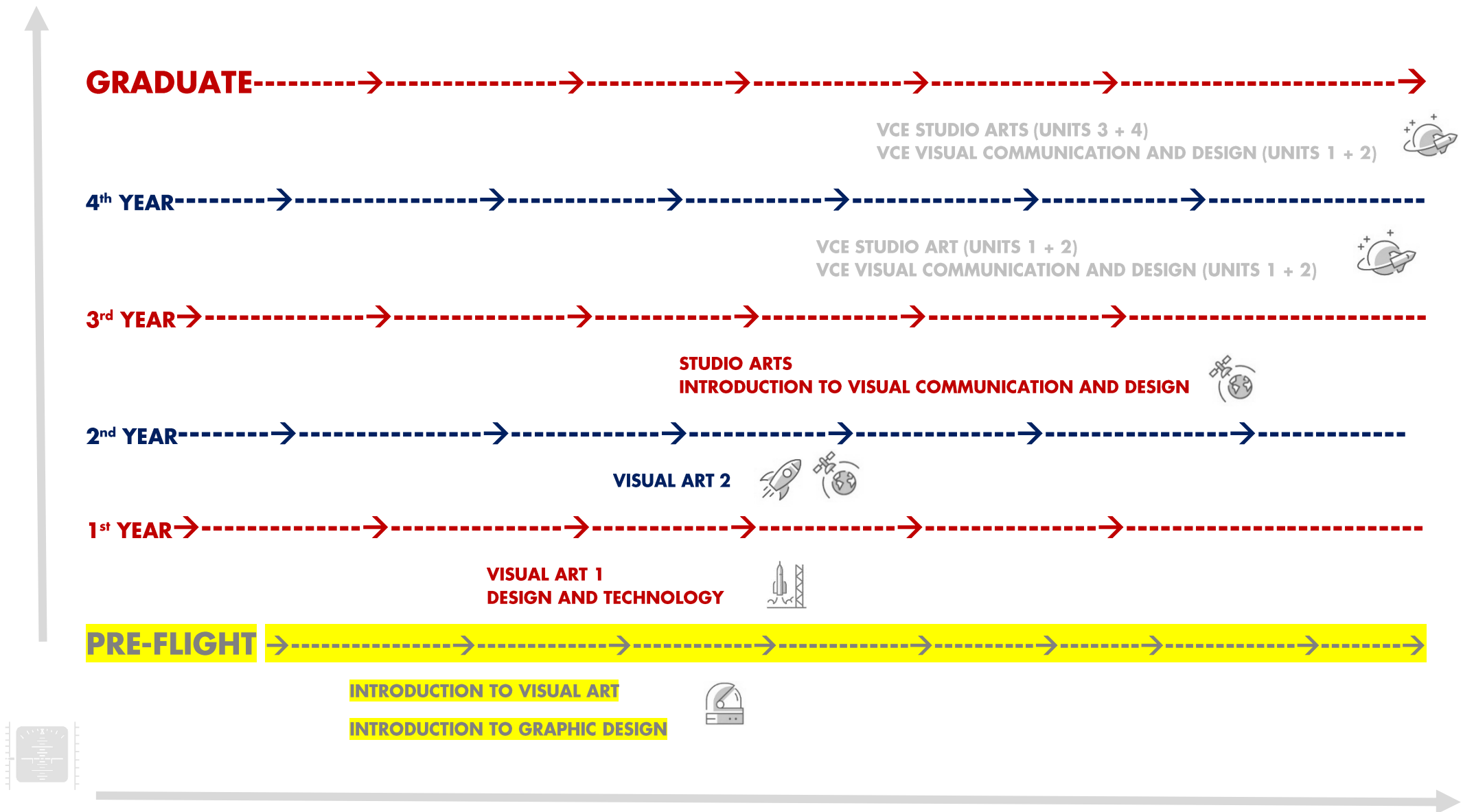
STAGE OF LEARNING: 

Exercise and Sport Science is designed to promoting physical activity and develop the practical skills necessary to strengthen your sense of self, build and manage satisfying relationships, resilience and take actions that promote your own general health and wellbeing. You will focus on the individual as they grow from childhood to adolescence. You will also investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and explore the development of self-values and beliefs, and address increases in adult expectations as they transition towards independence. From here, you will investigate negative impacts of substances on the body, the laws associated with their use, and the long- and short-term effects these have on the body. You will analyse food products and how they promote the health and wellbeing of yourselves and others.



VISUAL ART





INTRODUCTION TO VISUAL ART

DURATION: SEMESTER 1 | SEMESTER 2

STAGE OF LEARNING:  **LAUNCH**

In this course you will broaden your understanding of visual expression and continue to refine your technical skills as you explore a range of contemporary and historical artists and artworks.

Firstly, you will be re-acquainted with the Formal Elements of Art. You will explore how these visual conventions can be powerfully used by artists to communicate specific messages and ideas. You will apply this knowledge to your artmaking through a variety of mini-individual and collaborative art tasks.

Then you explore the vibrant and fun art movement Pop Art and evaluate the impact of consumerism and popular culture today. During this unit you will learn how to implement a design process to expand and refine your creative ideas.

Finally, you will focus on representations of flora and fauna in Australian Art. You will closely examine and appreciate art and concepts of stewardship from an Indigenous perspective. You will create a Mixed Media drawing and artwork inspired by Aboriginal and Torres Strait Islander perspectives.

You will gain an understanding of the following

- Manipulating and applying the elements of art with purpose to communicate messages
- Developing and refining understanding of skills and techniques across several art forms
- Utilising a design process to organise and refine ideas
- Understand how culture, time and place are important factors in understanding an artist's work
- The history and impact of Pop Art
- Aboriginal and Torres Strait Islander perspectives on stewardship and how this comes across in their art

Art forms:

- 2D- Australian animals mixed media drawing, Pop Art onomatopoeia collage, Pop Art mixed media painting
- 3D- Desert weaver animals



PERFORMING ARTS

The diagram illustrates a five-year educational pathway for music and drama subjects, starting from a 'Pre-flight' phase and progressing through four years to a 'Graduate' level. The timeline is represented by horizontal dashed arrows pointing right, with a vertical grey arrow on the left indicating the upward progression of time.

- PRE-FLIGHT** (Yellow background bar):
 - BIG BAND**
 - DRAMA – THEATRE SKILLS**
 - Icon: A small satellite dish or antenna.
- 1st YEAR** (Red dashed arrow):
 - ROCK/FUNK BAND**
 - DRAMA – THEATRE SKILLS**
 - Icon: A rocket launching from a launchpad.
- 2nd YEAR** (Blue dashed arrow):
 - JAZZ/ROCK BAND 1**
 - DRAMA – THEATRE SKILLS**
 - Icon: A rocket ship flying upwards.
- 3rd YEAR** (Red dashed arrow):
 - JAZZ/ROCK BAND 2**
 - DRAMA – THEATRE SKILLS**
 - Icon: A satellite orbiting Earth.
- 4th YEAR** (Blue dashed arrow):
 - VCE PERFORMING ARTS SUBJECTS (UNITS 1 + 2)**
 - Icon: A planet with rings and a small satellite.
- GRADUATE** (Red dashed arrow):
 - VCE ARTS (UNITS 3 + 4)**
 - Icon: A planet with rings and a small satellite.

BIG BAND

DURATION: SEMESTER 1 | SEMESTER 2

STAGE OF LEARNING: 

The primary goal for this subject is to **perform repertoire** learnt during class for the Red Rock Christian College Community and the Local Community at special events.

Students will learn to play either **Alto Saxophone, Tenor Saxophone, Trumpet, or Trombone** and rehearse together as a band during classes. Instrument select and allocation occur at the beginning of the year as follows.

1. Students will complete a test to determine which instrument best suits them.
2. Instruments are hired and 'Essential Elements' books are ordered on behalf of students according to their test results and distributed on arrival.
3. Student levies cover cost of the hiring instruments and book fees paid cover the cost of 'Essential Elements'.
4. Students and parents are required to sign an Instrument Borrowing form so that students can take instruments home to practice. Students and parents take full responsibility for their instrument and cover costs of damages.
5. Instruments are returned at the end of year for servicing for succeeding year use

After students have developed basic skills with their instruments, they will work on arrangements of music in a similar style to **Frank Sinatra, Duke Ellington, and Count Basie**.

Students will develop their knowledge of music theory as they build their instrumental skills.

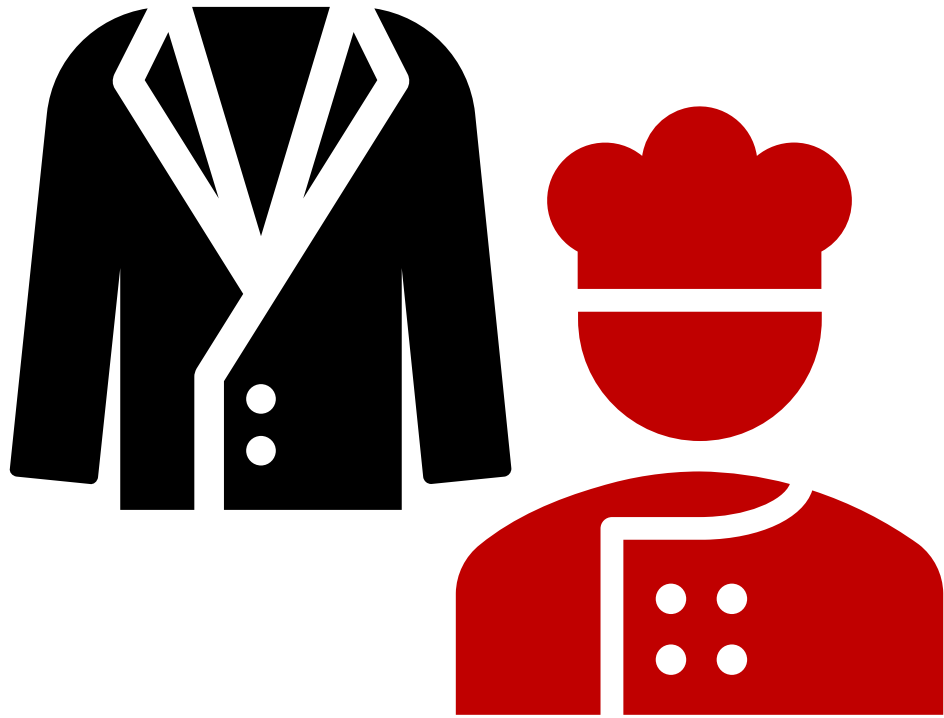
DRAMA – THEATRE SKILLS

DURATION: SEMESTER 1 | SEMESTER 2

STAGE OF LEARNING: 

The primary goal for this subject is to **produce and perform short skits or plays** for the Red Rock Christian College Community and the Local Community throughout the year.

Students will **choose a script to work** on and **develop acting and directing skills** as they plan and develop their performances. Students will develop their knowledge of drama theory as they develop the performance.



DESIGN TECHNOLOGIES

GRADUATE → → → → → → → → → →

VCE DESIGN AND TECHNOLOGY SUBJECTS (UNITS 1 + 2)

4th YEAR → → → → → → → → → →

VCE DESIGN AND TECHNOLOGY SUBJECTS (UNITS 1 + 2)

3rd YEAR → → → → → → → → → →

AUSTRALIAN FOOD IF FAIR, RIGHT?

2nd YEAR → → → → → → → → → →

FASHION: DESIGN AND CONCEPT AND PATTERN MAKING

MENU PLEASE

1st YEAR → → → → → → → → → →

GARMENT CONSTRUCTION

FROM FARM TO FORK

PRE-FLIGHT → → → → → → → → → →

INTRODUCTION TO FASHION AND TEXTILES

INTRODUCTION TO FOOD TECHNOLOGY

INTRODUCTION TO FASHION AND TEXTILES

DURATION: SEMESTER 1 | SEMESTER 2

(SEMESTER LONG UNIT)

STAGE OF LEARNING: 

In this highly practical, inspiring and creative unit, you will be taught by an industry expert about a range of different textiles crafts such as embroidery, sewing and weaving. You will be introduced to a wide variety of materials to use in many ways for various purposes. You will both collaboratively and individually experiment with these techniques to improve and refine your newly developed skills and to ultimately select a technique to apply in product creation. Your goal will be to design and create a final product for display or sale.

INTRODUCTION TO FOOD TECHNOLOGY

DURATION: SEMESTER 1 | SEMESTER 2

(SEMESTER LONG UNIT)

STAGE OF LEARNING: 

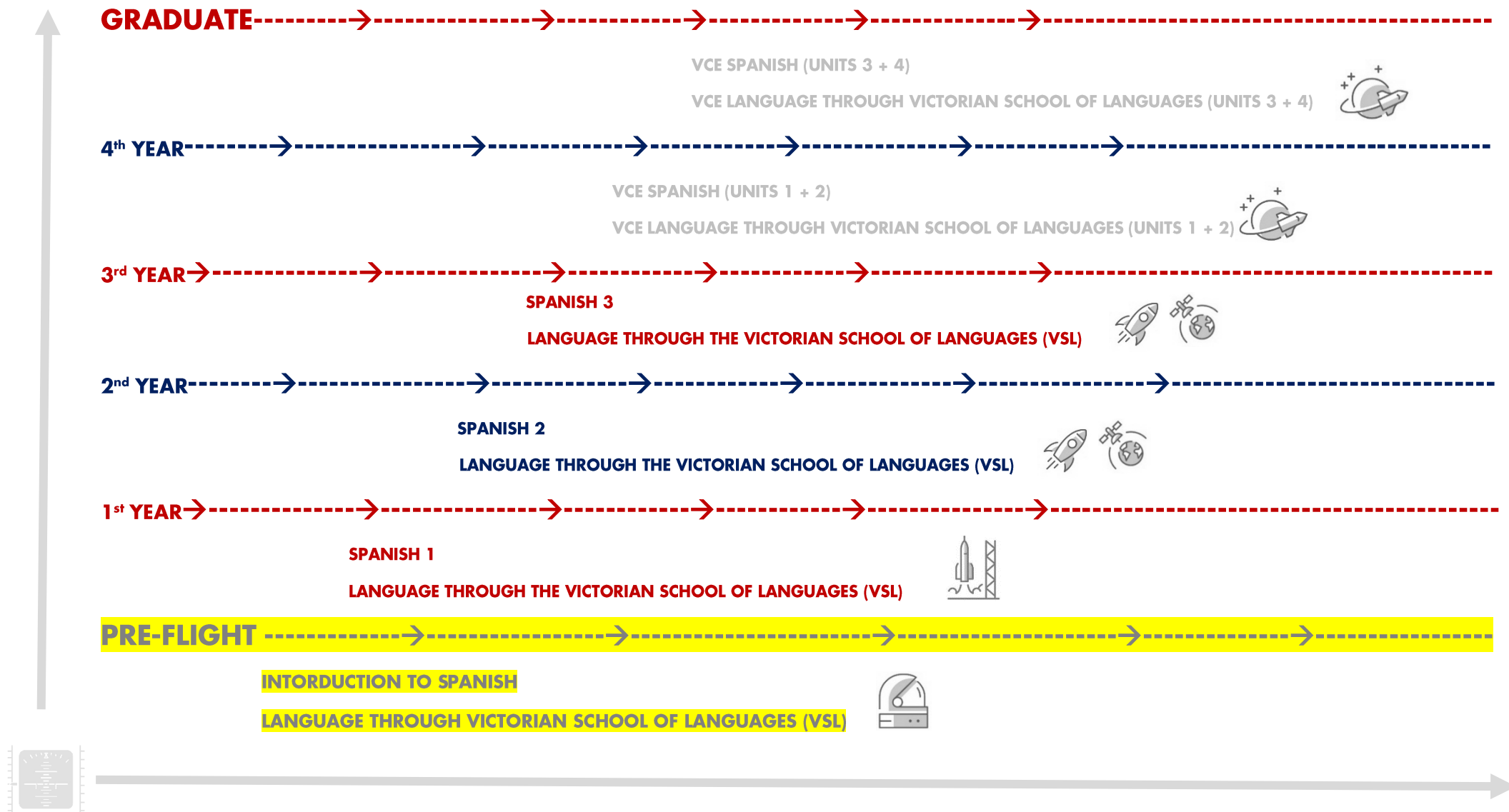
In this subject, students have the opportunity to practically explore the processes involved in the creation of food. They learn about food safety and hygiene whilst working individually and in groups to prepare a variety of meals. Through this hands-on experience students explore key aspects of nutrition and how the food we eat impacts our bodies.



LANGUAGES



TYPICAL LANGUAGES FLIGHT PATH



SPANISH 1

DURATION: SEMESTER 1 | SEMESTER 2

STAGE OF LEARNING:



As students transition to secondary school they will be continuing to study Spanish, bringing with them some ability to interact in different situations and to communicate with some assistance about their immediate world and that of Spanish-speaking communities. They will continue to analyse the major features of the language system and reflect on the nature of intercultural exchanges in which they are involved.

Classroom activities will involve interactions where students explain and practise language forms, use modelled and rehearsed language in familiar and unfamiliar contexts. Students will explore texts (such as online forums, songs and role-plays) create imaginative and informative text and participate in discussions and games. Learners will work both collaboratively and independently in Spanish and be supported to develop increasing autonomy as language learners and users, and to self-monitor.

English is used for difficult aspects of instruction and profound discussion, analysis and reflection.

*LANGUAGE VIA DISTANCE EDUCATION

For students who wish to undertake a language that is not offered at the College. They may choose to undertake a through the Victorian School of Languages.

VICTORIAN SCHOOL OF LANGUAGES

The Victorian School of Languages (VSL) offers quality and innovative language programs. The school's language programs are delivered through face-to-face teaching in language centres across Victoria and also through Distance Education. The VSL curriculum provides a balanced set of learning experiences which give students maximum opportunity to realise their potential in their chosen language. Curriculum development is based on the communicative approach to language teaching which is aimed at the intellectual, social, emotional and creative development of all students. Learning Pathway Mentors will consult with students to assess suitability to undertake the language course and appropriate learning mode. Students who wish to undertake this option **must apply to the College first** before seeking to enrol. For more information regarding VSLs language offerings, please visit www.vsl.vic.edu.au

***ASSOCIATED COSTS:** Please note that there are additional costs to families associated with undertaking this option. All costs are set by this institution and are to be paid by families directly to them.

PERSONAL DEVELOPMENT

HOME GROUPS

DURATION: ALL YEAR

PERSONAL DEVELOPMENT FOCUSES



Wellbeing



myFaith



Lead

In secondary, you are designated a Mentor. The purpose of Home Groups is primarily for you to debrief, develop in your areas of passions or interests, and foster meaningful relationships and connections you're your mentor and peer group through the above four areas. You will also use this time to explore pertinent issues as well as develop their faith life through scripture, prayer and conversation as well fostering your capacities in your social and emotional development. Mentors are Parents'/Caregivers' first point of contact for the College. They are also your Personal Project Supervisors and Learning Mentor.

WELLBEING



In Wellbeing, we will help you develop a positive identity, greater resilience, a growth mindset and self-regulation. We do this as a team, by utilising the strong evidence base for embracing our unique strengths and finding ways to use them to be our best and overcome obstacles.

We know that helping you develop these skills and mindsets can lead to improved wellbeing, confidence, hope, engagement in learning and academic outcomes. Outcomes to help you thrive in your time at school and beyond.

myFAITH



myFaith is a six-year learning pathway that enables students learn to enter the God's Big Story of humanity, examine beliefs, exemplify values, and experience practices. Ultimately, every aspect of this subject seeks to cultivate your faith. By the end of this we want to you:

1. BE WISE (KNOW AND UNDERSTAND)

TO KNOW:

About the biblical story and the narrative through Creation, The Fall, Israel, Jesus, Church, and New Creation and explore the plot, characters, setting and themes. It is also about the core beliefs and practices of the global Christian community (e.g. grace, forgiveness, justice, and hope). Finally, it's about the impact of the Bible and Christian faith over time and place (e.g. cultural impact of the Bible and Christian faith on world history in general and in Australia's history.)

TO LEARN:

To understand how your life, community, and concerns are in God's Big Story (e.g. making sense of the world within the frame of having been designed for good, but damaged by evil, then chosen to bless, where Christ restores us for better, now sent together to heal, as a foretaste of when God sets it right). It enables you to see how living this story contributes to you flourishing (e.g., discovering how loving God, others, self and creation advances the common good by understanding the nature of Godly work, trustworthy knowledge, effective salvation, and transformative hope).

To understand how a biblical worldview relates to other big stories, critically evaluating belief (e.g., exploring how your own beliefs, located in a larger community, relate to Christianity, as our neighbours make sense of the world; mapping how God's Big Story compares with today's most generational stories.

2. BE PEACEMAKERS

TO DESIRE:

Exemplify the values (i.e. virtues) that sustain and empower peacemaking (e.g. through participation in intentional learning experiences and meaningful community practices—such as practicing creativity, discernment, dialogue, care and gratitude— our hope is that you will be propelling to live a life that reflects 'humility, grace, compassion and concerned for justice.)

TO DO:

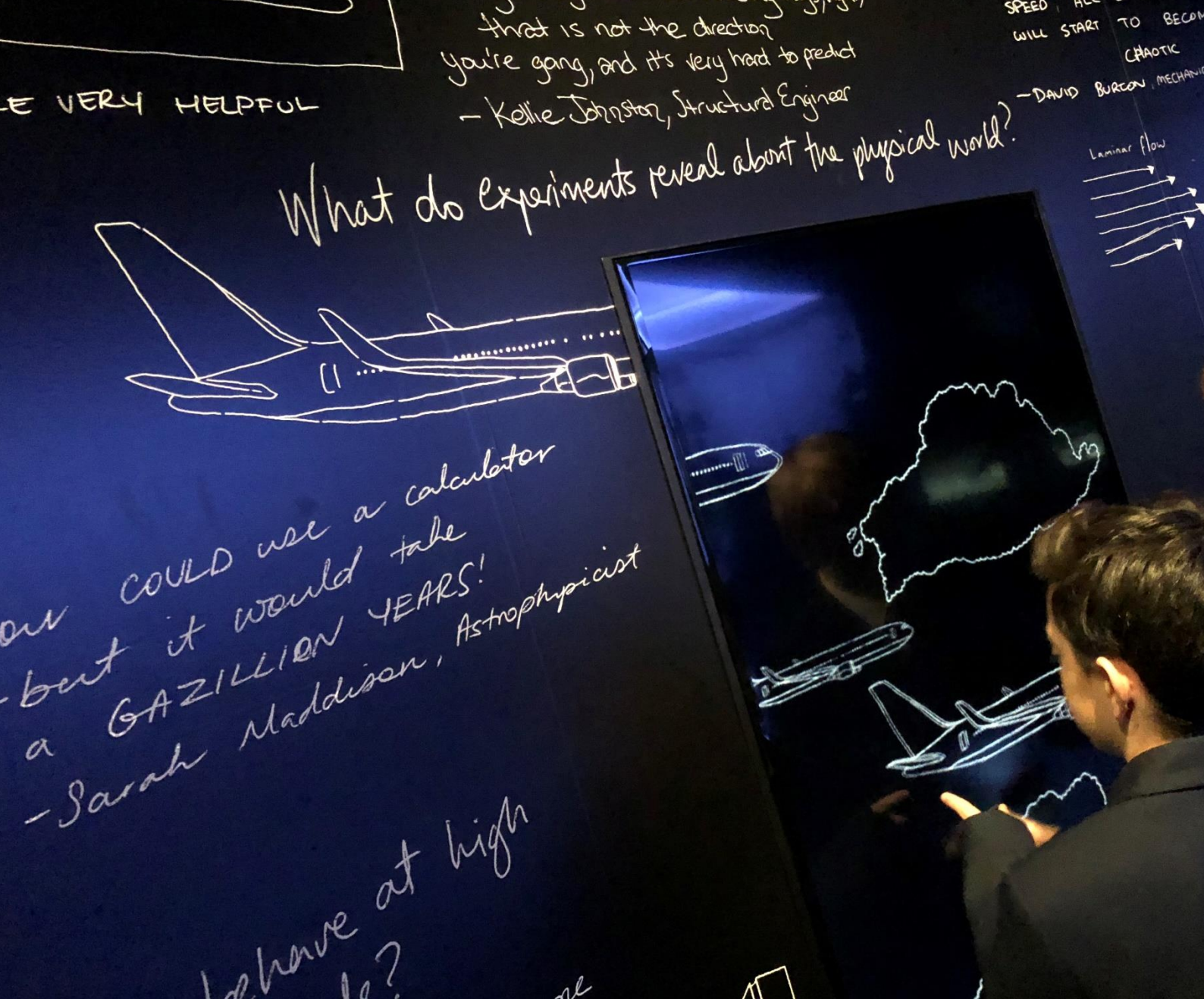
To pursue truthful action/faithful practice and enables you to flourish (i.e. you understand that you are created uniquely and are called to cultivate, repent, bless, love, reconcile and worship. e.g. cultivate God's garden, bringing out the latent potential in all creation; repent over the ways we've deformed shalom, rethinking what is true, good and beautiful; love sacrificially, in God's grace, to bridge divides and truly bless the world; and create inspired signs of the future.

Participate in and form practices to discern and sustain one's call as peacemakers and reflect with wisdom on all of life—learning, loving and living God's Big Story.

LEAD



In Lead, we will help you develop an understanding of what true leadership is about. This Leadership Development Program will seek to strengthen your ability to collaborate up, down and across the College to produce tangible results and bring the best out of others and yourself. We use Jesus as the ultimate example of leadership and seek to understand how though He is not physically here on earth today, He manages to remain the most influential person on the face of the planet. We will also draw from the skills and ideas from Wellbeing and to finding ways to utilise these to overcome obstacles and lead.



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