



Preston High School

Bandler Parks
Handbook

Leadership

**ROSA PARKS
FAITH BANDLER**



Faith Bandler was an Australian civil rights activist. She was a campaigner for the rights of aboriginal Australians and South Sea Islanders. Bandler was best known for her leadership in the campaign for the 1967 referendum recognising aboriginal Australians.

Preston High School Curriculum

Our curriculum is structured across three distinct phases. This narrative articulates the development of Preston High School students at each stage of their secondary education. Our curriculum narrative underpins a cohesive curriculum which considers the whole student and the interconnectedness of the domain areas.

Da Vinci Years (Year 7 & 8)
 Bandler Parks Program (Year 9)
 Ada Program (Year 10 – 12)



The Bandler Parks Program – Year of the Change-Maker

In Year 9, The Bandler Parks Program, students begin to use their voice, focusing on social justice, making a positive impact and leadership in our community. Students engage in leadership programs, act on issues in local and global communities and think more broadly about being a global citizen.

Students gain confidence and strong foundations in the Da Vinci years by experiencing a broad range of courses across all three domains. In Bandler Parks, there is a reduction in the number of prescribed foundation courses, giving students greater independence to explore their passions and maximise their opportunities in later years. There are no prerequisite subjects and the choices students make in Year 9 do not lock them in to, or out of, any future study.

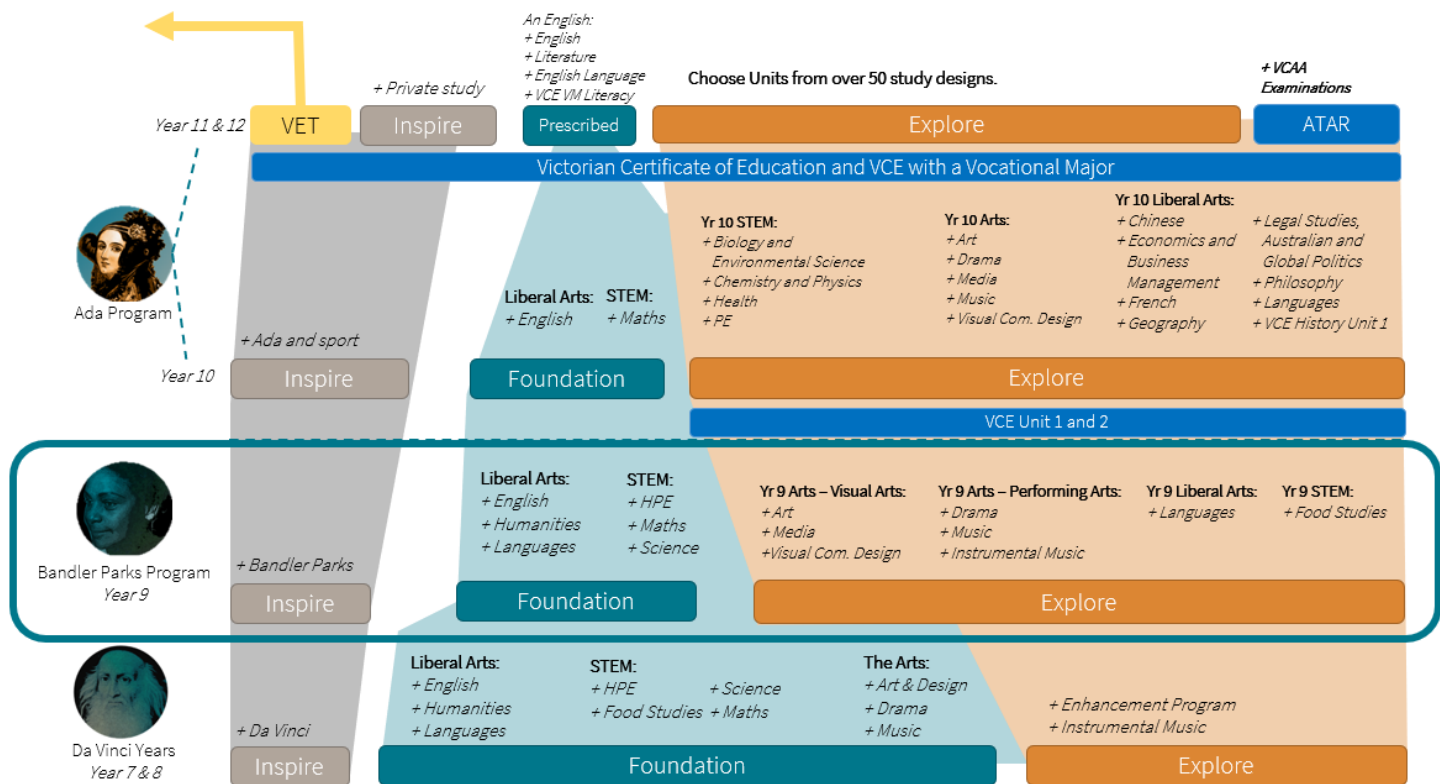
Key Student Experiences in the Bandler Parks Program

- Expanded course choices
- Bandler Parks Project – research, plan and present a workshop for Da Vinci students
- Careers and pathways support
- Volunteering opportunities
- Excursions to universities
- Leadership and community focus
- Greater independence and flexibility during learning session 6
- Leadership camp



Rosa Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott. The United States Congress has called her "the first lady of civil rights" and "the mother of the freedom movement".

Curriculum Structure from Year 7 to 12 at Preston High School



Graphic Key:

- **ATAR** – Australian Tertiary Admission Rank is an entry criterion for most Australian undergraduate university studies.
- **Prescribed** – To attain a Victorian Certificate of Education students must complete a Units 3 and 4 sequence of an English course. English is the only compulsory subject to complete the VCE.
- **STEM** – Science Technology Engineering and Mathematics – an educational acronym used to describe a group of interrelated disciplines.
- **Unit** – VCE is a sequence of four Units. Units 1 and 2 at Year 11 level and Units 3 and 4 at Year 12 level.
- **VCAA** - Victorian Curriculum and Assessment Authority, is a statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria, Australia.
- **VET** – Vocational Education and Training courses are nationally recognised qualifications that can contribute toward the completion of the VCE.
- **VCE with a Vocational Major** – VCE VM allows for students to complete a suite of literacy, numeracy, work preparedness, VET and VCE subjects. It is suitable for students planning to do an apprenticeship or further vocational training.

Bandler Parks Program Structure

Bandler Parks students engage in study across three domains (STEM, Liberal Arts and the Arts) in 28 learning sessions per week. One day a week, Bandler Parks extends into learning session 6.

An example Year 9 timetable:

MON	TUE	WED	THU	FRI
English	Science	HPE	Maths	Explore 1
Maths	Humanities	Explore 2	Explore 2	Science
HPE	English	Explore 1	HPE	Maths
Bandler Parks	Explore 1	Humanities	HPE	Explore 2
Bandler Parks	Maths	Science	English	Humanities
Bandler Parks		Independent Study	Independent Study	

Foundation

Explore

Inspire

Inspire course: Bandler Parks

To prepare learners to be the leaders of tomorrow, all Year 9 students participate in the Bandler Parks Program. This course involves students researching a topic of their choice related to making a positive impact in their community, collaborating with peers to develop and present a workshop to Da Vinci students, learning more about and preparing for future careers and volunteering in their local community. As part of the Bandler Parks Program, students also participate in a leadership camp, the My Career Insights program and excursions to universities.

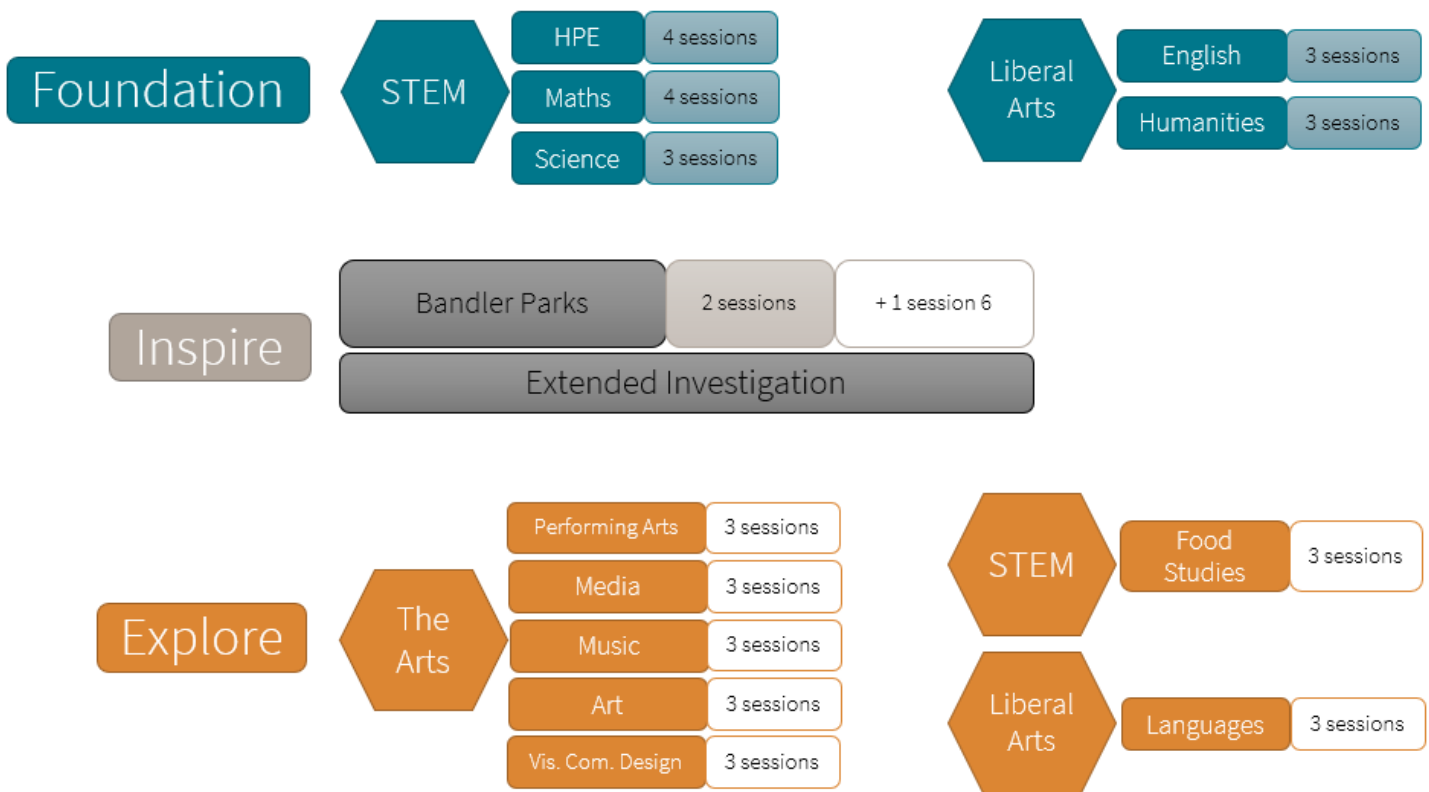
Foundation courses

All students engage with year-long courses in health and physical education (HPE), maths, science, English and humanities. HPE increases to four sessions per week to ensure students are supported with the significant changes happening at this stage in their lives. Maths remains at four sessions per week and the other foundation courses continue at three sessions.

Explore courses

Students complete their schedule by preferencing explore courses around their passions. Explore courses are important for students to trial areas of study which may become future pathways. Students can choose to continue with Chinese or French in preparation for possible international trips and the subsequent study of one of these languages in Year 11 and 12. They may select food studies from the STEM domain, or a range of courses from the Arts domain. With the exception of languages, each explore course is a semester in length and runs for three sessions per week. Each explore course is designed to give students a taste of that course's content in VCE, which supports students to make informed choices in the Ada Program and VCE.

These are the courses students can study in the Bandler Parks Program.



Session 6: Independent Bandler Parks study time

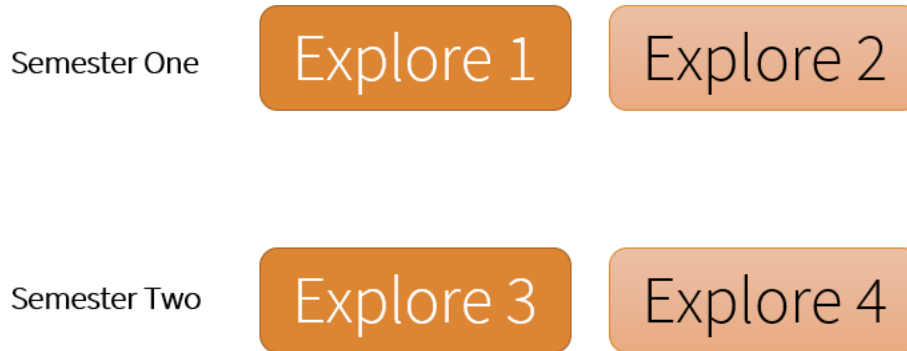
The Bandler Parks Program acknowledges our students' growing independence and consequently in Year 9, students have greater flexibility. One session 6 per week is allocated to the Bandler Parks course, while the remaining two session 6 times are not allocated. This enables students to:

- Participate in ensembles
- Take leadership opportunities to support Da Vinci students during their enhancements
- Complete study or revision in the Preston Library or at home
- Undertake work experience, depending on the student's age

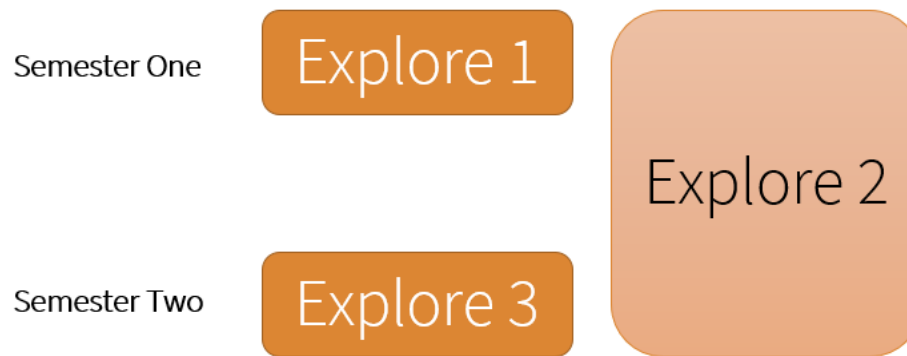
Preferencing Explore Courses

Most explore courses are designed to align with VCE. This is reflected in the types of experiences in which the students engage. For example, visual communication design is a study students can select as part of their VCE. This clarity enables students to make informed choices in following years about the types of courses they might want to engage with during VCE.

In their schedules, students have four, semester-long slots available for explore courses.



In Year 9, language courses are year-long, leaving two remaining choices for explore courses.



Below are some examples of possible combinations of explore courses.

	Student One		Student Two		Student Three	
Semester 1	French	Media	Art - Art of Activism	Drama	Chinese	Food Studies
Semester 2		Food studies	Art - Constructing Culture	Music - How Music Shapes the World		Music - How Music Shapes the World

- **Student One** enjoys French and chooses two other explore courses, media and food studies.
- **Student Two** has a real passion for art, so selects both possible courses from that subject and then two others, drama and music.
- **Student Three** wants to continue with Chinese and has a passion for food and music.

These are just three of many possible combinations.

Year 9 Courses and Studies

Bandler Parks

Bandler Parks is a year-long course undertaken by all Year 9 students.

The Bandler Parks course focuses on students developing leadership skills and making a positive impact in their community. Students participate in four units across the year.

Unit 1 | Leading your own learning: Students choose a topic that they are passionate about and is related to making a positive impact in their community. Students research this topic and write a literature review.

Unit 2 | Leading others: Students work in groups to plan and deliver a workshop to Da Vinci students related to their chosen topic.

Unit 3 | Preparing for your future: Students consider careers they may be interested in pursuing in the future. They learn about employability skills, writing a resume and cover letter, job interviews and budgeting.

Unit 4 | Contributing to your community: Students learn about the importance of volunteering, the skills required to volunteer and spend time volunteering in their local community.

The big ideas:

- *How can I make a positive impact in my community, society and the world?*
- *How can I add new understanding to an area that I am passionate about?*
- *How can I develop my leadership skills through collaboration?*

STEM: Digital Design and Technology

Digital design is offered as a semester-long **explore** subject.

In Digital Design and Technology students follow the Preston High School Design Thinking cycle to create innovative solutions to real life problems. Students combine concepts from a range of learning areas, from the arts to technology, and apply digital technologies such as 3D printing and laser cutting to ideate, prototype, and eventually create physical products in collaboration with peers.

The big ideas:

- *How can my skills and knowledge combine to create a solution to a real-life problem?*
- *What technical digital skills can I develop to turn my solution into reality?*
- *How do I collaborate to improve the effectiveness of my design?*
- *How can I utilise a cyclical design approach to improve the quality of my solution?*

STEM: Food Studies

Food studies is offered as a semester-long **explore** subject.

This course focuses on going back in time to understand from where our modern Australian cuisine originates, as well as looking forward to how the future of food might look. Students investigate how migration has influenced the Australian cuisine throughout time and how we have adapted to living in a multicultural society. Through the creation and cooking of a range of dishes, students explore the bigger ideas of what food can tell us about the way people live and what we can learn from them.

The big ideas:

- *How did migration influence modern Australian cuisine?*
- *What can food tell us about the way people live?*
- *Does Australia have its own cuisine?*
- *What can we learn from the way other countries cook and consume food?*

STEM: Health and Physical Education

Health and physical education is a year-long **foundation** subject.

HPE is a combined subject where students participate in a program that provides opportunities to develop the knowledge, skills and attitudes needed to understand the benefits of leading healthy, active lifestyles while exploring the world around them. The topic areas studied provide students with an insight into further study in the areas of VCE Physical Education and VCE Health and Human Development.

Physical Education

In physical education, topics include the human body in action, sporting excellence and sports analysis.

The big ideas:

- *What strategies are most effective to improve movement concepts?*
- *What are the contemporary issues associated with physical activity and sport?*
- *What is the most effective strategy to teach movement skills?*
- *What are the foundations of an effective training program?*

Health

In health, students study topics that relate to positive relationships such as mental health, respectful relationships, and healthy communities.

The big ideas:

- *What factors shape our identity?*
- *What health behaviours impact our own health and wellbeing?*
- *Does being involved in decision-making processes strengthen our sense of belonging within the community?*
- *What is health literacy and how can it influence our choices?*
- *What is the outcome of being a role model?*

STEM: Mathematics

Mathematics is a year-long **foundation** subject.

In the Bandler Parks mathematics course, students explore ideas that help them make informed decisions in adult life, building upon the fundamentals learned during the Da Vinci years. Many of the areas covered provide students with the basic numeracy understanding required to aid them in future VCE studies, both in mathematics and in other subject areas.

The big ideas:

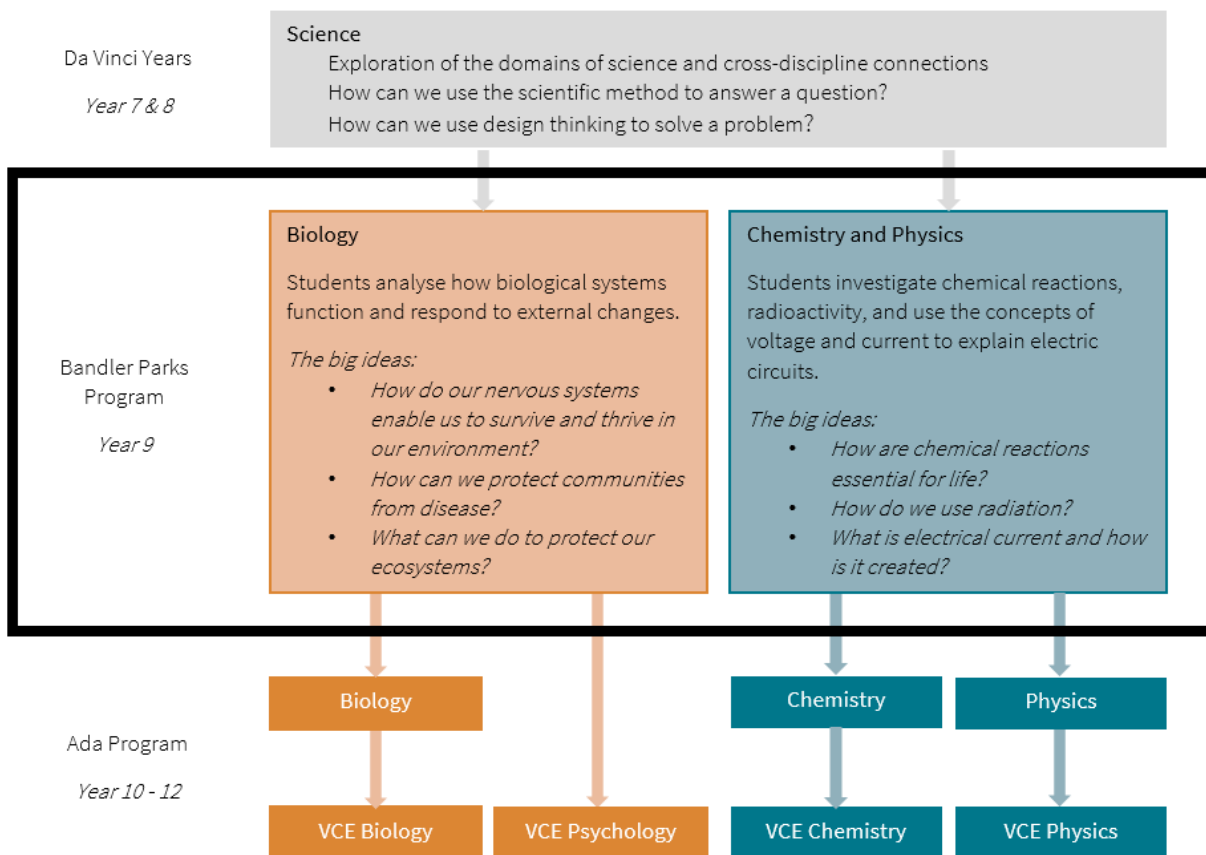
- *How do I interpret statistics in the media?*
- *Can everything be predicted using equations and graphs?*
- *How are the odds stacked when gambling?*
- *How do I calculate the size of things when I cannot touch them?*

STEM: Science

Science is a year-long **foundation** subject.

During the Da Vinci years, students explore the domains of science through scientific methods and design thinking. In Year 9, all students undertake two courses enabling a deeper understanding of the domains and authentic applications of science. Students analyse how models and theories have changed over time and extend upon the scientific inquiry skills developed during the Da Vinci years.

These two courses offer students a clear sense of pathways in science. When making explore course choices for Year 10, students could consider which Bandler Parks science course they most enjoyed, to better inform the more specialised choices in Year 10, 11 and 12. The diagram below articulates the connection between courses. There are no prerequisite courses at Preston High School.



Liberal Arts: English

English is a year-long **foundation** subject.

The Bandler Parks English course challenges students to explore, analyse and understand the world around them. It builds on the fundamental skills learned during the Da Vinci years and stretches students in preparation for their senior years, as they strive to be confident communicators, critical thinkers and informed citizens. Students listen to, speak, view, read, write, create and reflect on increasingly complex texts across a range of contexts, voices and perspectives.

The big ideas:

- *How is our understanding of culture and society constructed through and by language?*
- *What does literature teach us about social justice, making a difference, and leadership in our local and global communities?*
- *How are all narratives influenced by bias and perspective?*
- *How do authors construct texts and use literary devices for a specific purpose or audience?*

Liberal Arts: Humanities

Humanities is a year-long **foundation** subject.

The Bandler Parks humanities course provides opportunities for students to explore conflict in Australian history, propose solutions to global issues, both past and present, and develop agency as global citizens. In this way, students are prepared for specialisation in the senior years in history, geography, philosophy, politics and economics.

Throughout the course, students deepen their knowledge and skills in a broad range of areas, including critical thinking, communication and information literacy. Students build curiosity, creativity, and empathy as they learn about themselves, others, and the world around them.

The big ideas

- *How has Australia's past shaped the Australia we know today?*
- *How do we manage finite resources in a world of seemingly infinite demands?*
- *Is there enough food to feed the world?*
- *How can we promote and enact change to improve society?*
- *Why is humanities critical in our lives beyond the classroom?*

Liberal Arts: Languages

Both language courses are offered as year-long **explore** subjects.

Students wishing to study one of the languages, should select it as Preference 1 in the main units section of the portal.

Chinese

The Bandler Parks Chinese course provides students the opportunity to continue to develop all four essential skills of listening, speaking, reading and writing. Students learn relevant vocabulary, expressions and extended sentence patterns to facilitate communication in Chinese. They learn how to write 100 Chinese characters related to topics about the individual and the world around us, including Chinese cuisine, in preparation for potential overseas study trips and VCE Chinese. The course is informed by social and cultural contexts and experience.

The big ideas:

- *Why is learning a second language beneficial?*
- *How is Chinese culture influencing the world?*
- *How do languages connect you with others and the outside world?*
- *How did Chinese characters evolve throughout history?*

French

The Bandler Parks French course explores multiple aspects of French and francophone culture, including cuisine, media, careers and travel. Students learn more advanced expressions, utilise different tenses and a variety of authentic and relevant vocabulary, in preparation for potential overseas study trips and VCE French. The course has an emphasis on communicative competence and practical application of the language.

The big ideas:

- *How does food reflect culture?*
- *How has French cinema impacted our world today?*
- *What is the impact of multilingualism on the globalised world?*
- *Why is learning another language important?*
- *How do we navigate cultural norms when living and travelling as a global citizen?*

Liberal Arts: Philosophy

Philosophy is a semester-long **explore** subject.

The Bandler Parks Philosophy course explores the foundations of ethical thinking. Students ask “Where do our morals come from?” and through this investigation they explore the moral and ethical thinking of different peoples, times and places. Students look specifically at different First Nations philosophies, as well as those from Asia, Europe and Africa. This subject also introduces students to philosophical methods of inquiry through a broad range of themes and debates. Students develop skills in reasoning and argument and explore ethical and political questions. The development of philosophical thinking benefits learning in varied academic fields, such as sciences, humanities, and the arts. Additionally, philosophical thinking deepens curiosity, problem-solving skills, and open-mindedness.

The big ideas

- *Where do our morals come from?*
- *How can we be good people?*
- *What is our relationship to land?*
- *How should we treat others?*

The Arts: Drama

Drama is offered as a semester-long **explore** subject.

The Bandler Parks Drama course is an exploration of different drama practitioners, their performance styles, and conventions. By looking at Epic Theatre, Theatre of Cruelty, Physical Theatre, and Verbatim Theatre, students explore how they can strengthen actor audience relationships across different genres of theatre performance. In the second term, students use their theatre practitioner and styles knowledge to create a devised piece from starting points stimuli.

The big ideas:

- *How do theatre styles contribute to meaningful drama?*
- *How can ideas generate more ideas?*
- *How does unconventional theatre change the actor/audience relationship?*

The Arts: Media

Both media courses are offered as semester-long **explore** subjects.

The Bandler Parks program has two courses to choose from: *Selling Products* and *Telling Stories*. These are discrete courses, both may be chosen and can be studied in any order.

Selling Products

This course explores advertising and how visuals can convince people to think in specific ways. Students analyse the use of production elements in print and television advertising and how marketing companies design different strategies for different demographics. They engage with the production design cycle by scripting and producing a 30-second television commercial for a specific target audience.

The big ideas:

- *How can we convey ideas through images?*
- *How do we target specific groups of people with our messaging?*

Telling Stories

This course explores the short film genre and how filmmakers tell stories through film. Students analyse the use of production elements across a range of short films. They engage with the production design cycle by scripting and producing their own short film in a chosen genre.

The big ideas:

- *How can we share our perspective on the world through film?*

The Arts: Music

Both music courses are offered as semester-long **explore** subjects.

The Bandler Parks program has two courses to choose from: *The Music Industry* and *How Music Shapes the World*. These are discrete courses, both may be chosen and can be studied in any order.

The Music Industry

This course explores where musical influences come from, and how music is made and promoted. Students analyse, perform and remix music across the unit in a range of styles and genres. They explore and take on industry roles as part of a group project where they stage a music event for the community.

The big ideas:

- *How do different cultures use music and how does this affect the rhythms?*
- *How do musicians and composers make money? Who owns musical ideas?*
- *What can we do in our community with our musical skills?*

How Music Shapes the World

This course explores music as an agent of change in the world. Students analyse, perform and remix music across the unit looking specifically at influential 20th century artists like The Beatles, genres like jazz and how different protest movements have used music to communicate their messages.

The big ideas:

- *How has history influenced music? How has music influenced history?*
- *How have women, people of colour and gender diverse artists told their stories and advocated for change through music?*
- *How can we advocate for an issue we believe in through music?*

The Arts: Visual Arts

Both visual arts courses are offered as semester-long **explore** subjects.

The Bandler Parks program has two courses to choose from: *Art - Art of Activism* and *Art - Constructing Culture*. These are discrete courses, both may be chosen and can be studied in any order.

Art: Art of Activism

This course focuses on the development of a broad range of skills using a variety of 2D materials and techniques such as drawing, printmaking (screenprinting) and painting. Students investigate artists who have made an impact on our world by exploring various social, cultural and political issues and themes. Ideas of art activism and social change are interrogated through this course as students develop their art practice and learn to communicate messages and ideas within their artmaking.

The big ideas:

- *How can people use art to stand up for something they believe in?*
- *How has art changed the world?*

Art: Constructing Culture

This course focuses on the development of a broad range of skills using a variety of 3D materials and techniques including assemblage, cross media, found objects, and casting. Students investigate how sculpture has been used to express culture and identity throughout time. Through the creation of a range of pieces, students explore ideas such as symbolism, abstraction, environmental art, and permanent vs. temporary installations.

The big ideas:

- *How can we use art to better understand the world around us?*
- *How can we change the world through art?*

The Arts: Visual Communication Design

Both visual communication design (VCD) courses are offered as semester-long **explore** subjects.

The Bandler Parks program has two courses to choose from: *VCD – Design for the Future* and *VCD – Branding Our World*.

These are discrete courses, both may be chosen and can be studied in any order.

VCD: Design for the Future

This course familiarises students with the design elements and principles and explores the social contexts of design. Students develop their ability to respond to a design brief to produce designs that address the issues that affect them and others. They use manual and digital methods to produce two-dimensional and three-dimensional designs.

The big ideas:

- *How does design influence audiences to change societies?*
- *How can we use design for social change?*

VCD: Branding Our World

This course familiarises students with the design elements and principles and explores how to design for clients and businesses. Students develop their ability to respond to a design brief to produce designs that support the communication of targeted messages. They use manual and digital methods to produce two-dimensional and three-dimensional designs.

The big ideas:

- *How does design influence audiences to engage with businesses and products?*
- *How can we use design to engage an audience?*