

The Da Vinci Years

**BUILDING STRONG FOUNDATIONS
& CONFIDENCE**



PRESTON
HIGH SCHOOL



PRESTON
HIGH SCHOOL

The noblest pleasure is the
joy of understanding

Leonardo Da Vinci

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Preston High School 3-Part Curriculum Narrative

Our Curriculum is structured across three distinct phases. This structure is based around a narrative that 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.



The Da Vinci Years

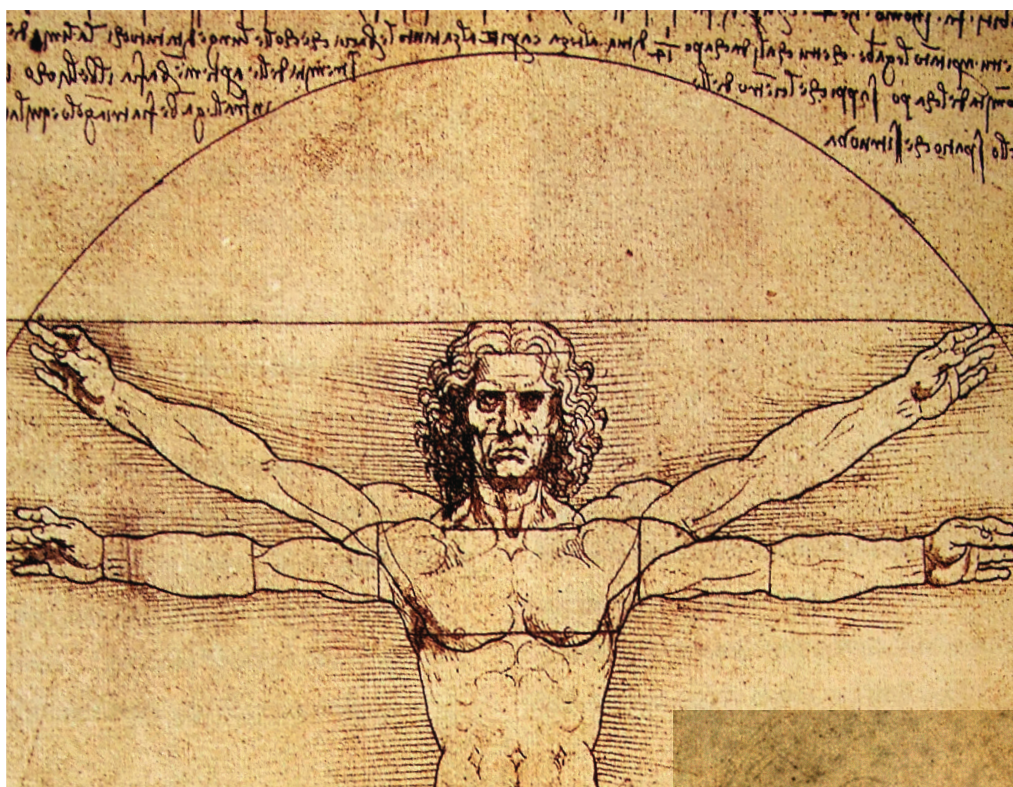
YEARS 7 & 8

The Bandler Parks Program

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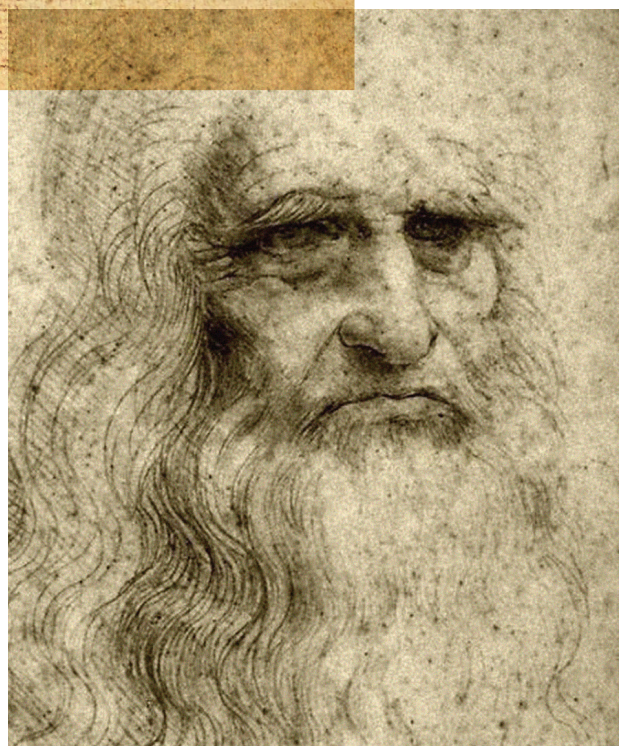
YEARS 10 - 12



Leonardo Da Vinci

1452 - 1519

Leonardo Da Vinci was an artist, scientist, mathematician, engineer, inventor, anatomist, sculptor, architect, botanist, musician and writer. His curiosity about the world and broad exploration of skills stand as an inspiration for our Year 7 and 8 students beginning their secondary school journey.



1. Enhancing Learner Confidence

Year 7 and 8 are The Da Vinci Years. The experience centres around students finding their voice in the world, exploring and experimenting with a wide range of disciplines and experiences. Students develop confidence as learners in each domain area and engage in extended investigations and inventive inquiries into real-life challenges.

Key Student Experiences in the Da Vinci Years

Students should leave The Da Vinci Years feeling confident and empowered as learners across the domains of learning.

- ▶ Inspire Leadership Opportunities
- ▶ Clubs, Activities and Enhancements
- ▶ Da Vinci Expo and Welcome to Preston
- ▶ Whole cohort excursions
- ▶ Year 7 Camp



2. The Domains at Preston High School

The Preston High School Curriculum experience is organised around three domain areas.



STEM

Science, Technology, Engineering and Mathematics (STEM) is an acronym used to describe a group of interrelated disciplines. Broadly, these are subjects with Design Thinking, Math and Science at their core. Design Thinking is a 5-stage framework that supports students in developing innovative ideas. Foundational STEM Courses in the Da Vinci Years are ***Health and Physical Education, Science, Maths, Food Studies and, Engineering and Design.***



Liberal Arts

The Liberal Arts are subjects concerned with understanding the human condition or human systems. The Liberal Arts focus on organizational and social structures across different societies, ways of communicating for specific audiences and purposes, different views and values and our history. The Foundational Liberal Arts Courses in the Da Vinci Years are ***English, Humanities and Languages (Chinese or French).***



The Arts

The Arts are subjects concerned with human expression across a range of art forms both visual and performance based. Students deconstruct and reconstruct art works, experimenting across a broad range of different media. They explore ways artists construct meaning for their audiences through specific elements and principles. Foundational Arts Courses in the Da Vinci Years are ***Art and Design, Music, and Drama.***

3. Program Structure

Da Vinci Years students participate in twenty-five learning sessions per week, each of 58 minutes duration (teal and grey). Students can also choose to participate in a range of Clubs, Activities and Enhancements before and after school, and during break times.

In the example schedule here, the student is on the Art rotation and has French as their Language.

Preston Practices

Students develop a foundation in the Preston Practices; routines, frameworks and ways of thinking that will support their learner growth across secondary school:

- Growth Habits
- Developmental Rubrics
- Student Led Conferences
- Reciprocal Teaching
- Design Thinking
- Philosophical Inquiry
- The Preston High School Lesson Model
- Digital literacy: Microsoft Teams and OneNote

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Art	Da Vinci	Maths	English	Maths
Art	Science	French	Humanities	Science
Morning Break				
Humanities	Math	Science	HPE	Art & Design
English	French	English	HPE	French
Mentor	Mentor	Mentor	Mentor	Mentor
Lunch Break				
HPE	Art	Humanities	Maths	Da Vinci

4. Curriculum Structure from Year 7 to 12



ATAR Australian Tertiary Admission Rank, is the primary criterion for entry into undergraduate courses in universities in Australia.

GAT General Achievement Test, is a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences taken by all Victorian students prior to completing their VCE.

NCAT Northern College of the Arts and Technology, caters for year 10, VCE, VET and post-secondary students seeking a specialised education in the arts, trades or technologies.

Prescribed To attain a Victorian Certificate of Education students must complete a Unit 3, 4 sequence of an English course. English is the only compulsory subject to complete your VCE.

STEM Science Technology Engineering and Mathematics – an educational acronym used to describe a group of interrelated disciplines.

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 focuses on providing practical skills for work. Certificate level qualifications can be earned upon successful completion of some VET courses.

Unit VCE is a sequence of 4 Units. Unit 1 & 2 at Year 11 level and Unit 3 & 4 at Year 12 level.

5. THREE TYPES OF COURSES

Courses at Preston High School are divided into three categories:

FOUNDATION	INSPIRE	EXPLORE
STEM	Da Vinci (Design thinking and philosophy)	Clubs, Activities and Enhancements
Maths		
Science	Mentor program	
Health & Physical Education		
Food Studies (Year 8 only)		
Engineering and Design (Year 8 only)		
Liberal Arts		
English		
Humanities		
Languages		
The Arts		
Art and Design		
Music and Drama		

As students move through the three phases of the Preston High School Curriculum Narrative, the number of Foundation Courses reduces and the number of Explore Options increases.

The Da Vinci Years

1. Foundation Courses

To develop students' confidence across a broad range of disciplines, all domains are foundational during the Da Vinci Years. All students engage with year-long foundational courses in Health & Physical Education (HPE), Mathematics, Science, English, Humanities and Languages (French or Mandarin Chinese).

Mathematics runs across 4 learning sessions each week. All other Foundation courses (English, Science and Humanities, HPE and languages) are scheduled across 3 sessions each.

Each term, students in Year 7 rotate between different foundational courses in The Arts including Art, Design, Music and Drama. At Year 8, students also study STEM courses including Food Studies and Engineering and Design.



Foundation Courses



STEM: Food Studies

Students consider the economic, environmental and social impacts of food and how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, health, aesthetic and functional factors that inform the design processes applied to foods. All while learning to cook delicious food.



STEM: Mathematics

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built. The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.



STEM: Engineering & Design

Design and Technologies engages students to create quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students plan and produce designed solutions and manage projects independently, collaboratively and in teams, from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce designed solutions.



STEM: Health & Physical Education

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.



STEM: Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.



LIBERAL ARTS: Humanities

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges. Students explore the systems that shape society, with a specific focus on legal and economic systems and Australia's role in global systems. Students are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens. Students also explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.



LIBERAL ARTS: English

The study of English is central to the development of all young Australians. It contributes to the creation of confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and interact with others and with the world around them. The aims of the English curriculum are holistic, beginning with an understanding how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.



LIBERAL ARTS: Languages (French or Mandarin Chinese)

Learning languages in addition to English extends student's literacy repertoires and their capacity to communicate. It strengthens student's understanding of the nature of language, culture, and the processes of communication. Learning languages 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. A bilingual or plurilingual capability is the norm in most parts of the world.



THE ARTS: Art and Design

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.



THE ARTS: Music

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.



THE ARTS: Drama

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

The Da Vinci Years

2. A Vibrant School Culture & Community

At Preston High School, we know that learning extends beyond the doors of the classroom and into the world. To support our students' growth, we provide opportunities to explore passions through a wide range of clubs and activities, build leadership skills through formal and informal structures, and express themselves through sport, drama and musical performances.

Our vibrant club culture is championed by passionate and committed staff and reflects a diverse range of interests, hobbies and causes. Whatever your child's interest, there is an opportunity to belong and thrive at Preston High School.



Some of the clubs have included:

Art Club	Gaming Club
Breakfast Club	Green Team
Chess Club	Maths Club
Coding Club	Philosophy Club
Debating	Rainbow Alliance
Drama Club	Yearbook Club

Students can join clubs and activities that respond to their interests.

Our Four School Houses

Every student at Preston High School belongs to one of four school houses — Tawny Frogmouth, Sugar Glider, Acacia, or Marbled-Gecko. Your house is your community within the community; a place to compete, connect, and create lifelong memories alongside students from every year level.



Tawny Frogmouth



Sugar Glider



Acacia



Marbled-Gecko

The Da Vinci Years

3. Inspire Courses

We believe that students should be empowered with inquiry skills to grow as citizens and engage with the world. We value the opportunity for students to be entrepreneurial and to take action in the world. We believe all members of the school community should embody the school's values.

Inspire courses at Preston High School develop these beliefs and values for our students by providing a space for the explicit teaching of skills that will empower them to solve real-world problems and make a contribution to their community.

The Da Vinci Course

The Da Vinci course engages students in Design Thinking and collaboration, supporting them develop vital skills for success both in school and beyond. Da Vinci provides an opportunity for students to solidify peer relationships and think outside the box, explore their local community and brainstorm/create solutions for community improvement.

Within the course students draw on skills from a range of learning areas and work collaboratively on projects and community events such as Welcome to Preston, Student Led Conferences as well as The Innovation and social Enterprise Expo.

Mentor Program

The Mentor Program aims to strengthen the connections and positive relationships across our community. Every day for 10 minutes, students come together in Mentor groups to reflect, collaborate and set goals.

Mentor Groups offer students and teachers an opportunity to connect, take stock and plan ahead. Students are supported to effectively organise their time through review and scheduling within their Calendars, Planners and Class Notebooks.

Mentor teachers are advocates for their students and the main point of contact for parents when connecting with the school.

Mentor Group provides students with a safe place to express their concerns and desires about the direction of the school, relationships with their peers, stress and anxiety about workload and their goals.

At several points in the week, Mentor Groups practice mindfulness to support students refocus and refresh.

Mentor provides opportunities for families, students and teachers to connect, celebrate events and activities as well as providing an avenue for sharing support and guidance with families.

Students explore and develop a tool kit of strategies that support student wellbeing and enhance their feeling of connection to the school community and beyond.



Students work collaboratively to prepare for the week ahead which build their ability to take ownership of their learning and personal development whilst also promoting personal responsibility.

Mentor provides students with opportunities to share feedback and ideas as well as contribute to school community projects. They develop skills to advocate for themselves and others.

Opportunities for Student Growth



Da Vinci Expo

During the year 7 Da Vinci course students are explicitly taught how to use design thinking as a tool to solve problems and generate solutions in a variety of contexts. Students participate in a cross-curricular project to solve an everyday problem and present their solutions, processes, and prototypes to the community at an annual Da Vinci Expo. Through this process students develop their collaboration and critical thinking skills and gain practical knowledge about the process of complex problem solving.



Instrumental Music - OPTIONAL

Classroom music at Preston High School is part of the curriculum for all students in year 7. Instrumental music (including voice as an instrument) on the other hand is an optional program for which the school provides tuition with a music instructor and access to instruments.

Why learn Instrumental Music:

- It is fun and allows you to be part of our exciting ensemble program.
- Learning music activates different parts of our cognitive processes and helps in learning a variety of other disciplines. It is also a great way to experience the benefits of persistence...and you come away with some cool skills.
- You get to perform and represent the school as a leader of our music program. There will be many opportunities for engaging outside the school in community events, trips, etc over the years.



Production - OPTIONAL

Preston High School prepares and performs school productions each year on a rotating basis.

On one year, we produce a Senior Play (Years 10, 11 and 12) and a Junior Play (Years 7, 8 and 9) - the other we run a Musical Production (Years 7 to 12). The play productions are focused on stagecraft, acting and characterisation. Musical Productions focus on those skills, plus singing and dancing. Musical Productions also include a band element where students enhance their musicianship by providing the backing score for our onstage performers.

In all areas of production there are also opportunities for students to take on behind-the-scenes roles like backstage crew, hair and makeup, prop and set design, lighting and sound design and operation.

Students work with a dedicated team of teachers to create and produce quality theatre for everyone to enjoy. Participation in these productions provides a variety of opportunities for students to challenge themselves and build confidence, creativity and collaboration skills. It is an exhilarating opportunity to work with others, contribute to a bigger vision and showcase our practical skills.



Interschool Sports - OPTIONAL

The interschool sports program at Preston High School allows students an opportunity to explore movement skills beyond the regular physical education setting. Over the course of the year, sports offered include; cricket, badminton, AFL, AFLW, soccer, netball, basketball, tennis, badminton, table tennis, hockey and futsal. The program includes trainings to enhance skill development and provides a chance for students to collaborate and communicate with others beyond our school community.

Other benefits of participating in Interschool Sports are:

- Safe and inclusive environment to learn new skills
- Form friendships with students outside mentor groups
- Improves gross and fine motor skills
- Being involved in a fun carnival day, representing PHS with your peers
- Transferable skills.

2 Cooma Street, Preston, VIC 3072 | phs.vic.edu.au



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