



**WESTALL**  
Secondary College

**iCreate**

**Handbook**

[www.icreatewestall.com](http://www.icreatewestall.com)

iCreate is an elective program for all students in years 7-12 where, on Wednesdays, students have the opportunity to follow their passion and undertake a project-based elective program. As the classes are made up of students from a range of age groups, it is a great opportunity for students to integrate more fully into the Westall Learning Community whilst learning exciting and relevant skills.

## iCreate subjects

Students can choose from the following iCreate subjects:

- Aviation
- #CODE
- Construction & Technology
- Kidpreneur
- Outdoor Education
- Singing, Dance and Drama
- Sport
- STEM
- Study Space
- Taekwondo
- Visual Arts
- Westall Café

Our students love the iCreate program. iCreate gives students the opportunity to follow their passions, as well as learn some vital life skills, which they will be able to transfer into their future pathways and eventually, the workforce.

Students undertake a range of short and long term projects as part of their iCreate program and these projects are student-driven, meaning that students create their own project and motivate themselves to ensure they meet the desired objectives over the project duration.

In addition to the creative freedom and real-world learning afforded to students as they undertake their respective iCreate programs, the program is closely mapped and aligned to the Victorian Curriculum General Capabilities. In 2019, students will undertake termly assessments where they will be assessed against the four areas of the capabilities:

- Critical and Creative Thinking
- Ethical Capability
- Intellectual Capability
- Personal and Social capability



# Aviation

## Purpose:

Offer students a pathway into the Aviation industry. This program will involve a partnership with Moorabbin Airport and will cover all aspects of the aviation industry including the pathway to becoming a pilot.

## Content:

- Engineering
- Tourism
- Air Traffic Control
- Becoming a Pilot
- Air Host/Hostess
- Ground Traffic and Cargo
- The Business of running an airline

## Activities:

- Excursions to Moorabbin Airport
- Flying in a plane and on a simulator
- Building a Plane
- Introduction to Pilot's Licence



# #CODE

## Purpose:

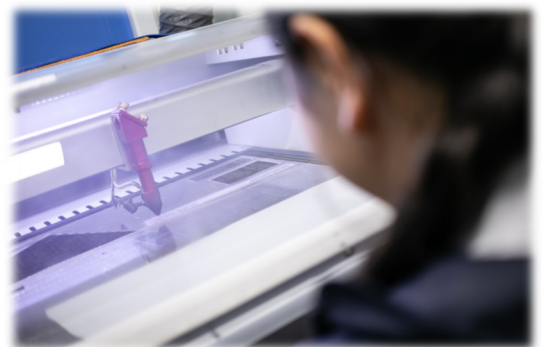
Code powers our digital world. Every website, smartphone app, computer programme, calculator and even microwave relies on code in order to operate. This makes coders the architects and builders of the digital age. This subject aims to provide the opportunity to learn how to create games using “drag and drop” code blocks or java script.

## Content:

- Digital technology skills
- Coding language
- Problem solving
- Designing, producing and evaluating
- Creative thinking

## Activities:

- Web Design and making apps
- Guest speakers
- Developing and evaluating computer games
- Online tutorials: Code.org; Khan Academy; [www.gethopscotch.com](http://www.gethopscotch.com)



# Construction & Technology

## Purpose:

If you want to improve the environment and communal spaces around the school through the successful use of Design and Technology, this is for you. You will investigate best Design Practice through excursions to local destinations where award-winning designers have created uniquely designed special spaces.

Be inspired by other landscaped areas and then use your drawing skills & Computer Aided Design to produce accurate design proposals to submit to appropriate school committees for approval. You will assist in the selection of tools and materials required for each project and effectively evaluate the success of the learning process and the landscaped areas.

There will also be the opportunity to volunteer your time in local schools, parks and gardens and here at Westall.

## Content:

- Design for the Westall school environment.
- Design for a community environment at a local Primary School or other community group.
- Design for your home environment - an individual project for yourself.
- Design & Project Management, Computer Aided Design (CAD), the safe use of both hand-held and power tools, landscaping tools & processes.
- Range of Materials: Wood, metal, plastics, brick, pavers and concreting.
- Range of Systems: Electrical - Low voltage lighting, Hydro - Water collection, storage, drainage, irrigation, and also Mechanical systems.
- Creative landscaping: Ergonomics & Sustainable development, Tree planting for wind protection & shade, Garden bed design, Mulching and Pathways.
- An outdoor furniture project for the school environment and a personal project to take home will be integral to this course.

## Activities:

- 3D printing/models
- Indoor/Outdoor Furniture
- Large 3d Sculptures



# Kidpreneur

## Purpose:

Kidpreneur provides students with a forum of starting their own business from scratch. Students would have an idea or come up with an idea of what they could produce to sell themselves. This subject provides methods and techniques for developing the ideas into solid business models. Outcome – students will have developed a business model, and in following years, business should demonstrate growth.

## Content:

- Opening up the idea
- Finding out what really motivates the founder
- Working out an entrepreneurial design
- Discovering potential in what exists already
- Function instead of convention
- Recombining what already exists
- Turning work into fun and entertainment
- Business Plan Concepts
- Organisational Structure,
- Operational Plan,
- Marketing Plan
- Financial Plan



## Activities:

- Guest speakers of entrepreneurs
- Development of a Business Plan
- Participate in market research forums
- Development of Product
- Participate in Youth Citizen Entrepreneurship Competition
- Participate in Plan Your Own Enterprise Competition





# Outdoor Education

## Purpose:

This program provides students with the skills and knowledge to safely participate in activities in outdoor and local environments and to respect and value diverse environments.

## Content:

This study enables students to:

- Develop experience-based relationships with, and knowledge of, outdoor environments
- Develop skills, knowledge and behaviours that promote safe and appreciative interaction with outdoor environments
- To experience Australian cultural practices through outdoor and adventure activities.

The program encourages students to explore the world in which they live and to become involved in their local communities. It provides them with the skills required to become independent, life-long learners who are confident, responsible and reliable.

This program is concerned with the ways humans interact with, and relate to, outdoor and local environments. Activities undertaken may include: camp experience, day trips, surfing, rock climbing, bush walking, canoe touring, cycle touring, swimming activities, and participation in community projects.

## Activities:

- Challenge and adventure activities addresses how individuals participate in a variety of physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments.
- Challenge and adventure activities include initiative games, movement challenges (as individuals and in teams or groups), recreational activities in natural and outdoor settings and navigational challenges.
- Lifelong physical activities - these activities can also include swimming, tai chi, yoga, Pilates, bushwalking, recreational cycling and resistance training.





# Singing, Dance & Drama

## Purpose:

Students will be able to:

- Build self-esteem and challenge their own creativity through drama
- Use voice, facial expression, movement and space to imagine and improvise characters and situations
- Students discuss characters and situations in drama they make, perform and view.
- Listen to a music piece and clap the rhythm
- Listen to a music piece and identify the melody as mainly either legato or staccato
- Listen to a music piece and identify the highest and lowest note
- Identify a music piece as either in 2/4 or 3/4 time
- Sing the following scale C (with and without accompaniment)
- Learn strategies to warm their voice up before performing a song
- Learn strategies to open their lungs up, so they can reach the high and low notes appropriately
- Stand in an appropriate position to maximise singing ability and voice progression
- Choose two songs that they feel best represent their emotions or feelings about a particular topic/ issue/
- Relate to the songs in an expressive manner by performing the songs using expressions to show emotion
- Identify notes and keys related to particular songs
- Draw basic scales (C ) on music paper and learn to read music
- Express themselves and their emotions through dance
- Use gestures and body movements to react and respond to the world around them
- Explore and learn about dance in different cultures.
- Explore ways of moving in response to stimulus
- Explore movements to express feelings, emotions, ideas and observations

## Content:

At the end of the term, students:

- Will present drama that communicates ideas and stories.
- Perform a dance piece that they have created with their peers and guided by their teacher through expressive movement.
- Perform a song of their choice in an appropriate manner to maximise voice projection and listen to a piece of music to identify the melody and rhythm.

## Activities:

- Improvisations, performing dance.
- Movement in response to various stimuli, dance, peer teaching, choreography.
- Song performance, clapping rhythms and peer observations.



# Sport

## Purpose:

Sports aims to develop the knowledge, understanding and skills to enable students to:

- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

## Content:

- Students are involved in a number of individual and team sports.
- They learn the rules and procedures to enable them to participate in the various sports.
- Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance.
- Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

## Activities:

- Active play and minor games-Through minor games students are challenged to practise skills, including social skills, in a simple game situation.
- Fundamental movement skills
- Games and sports
- Rhythmic and expressive movement activities



## Purpose:

- Students develop an understanding that science is about achieving knowledge through investigations, experiments, discussions and the communicating of ideas.
- Students learn to problem-solve and investigate.
- Students learn to design, build and test the research question.

## Content:

Students investigate various topics of interest, such as, Botany, Neurology, Marine Biology, Animal Behaviour Anthropology, Astronomy, Zoology, and use various tools to collect, organize and record their experimental findings using correct formats.

Students design, build and test, their topic of interest, such as, Rotor Egg Drop, Bottle Rocket, Bridge Building, Elastic Launched Glider. Science categories covered will include Forensic Science, Nanotechnology, Human Science, Robotics and Electronics

## Activities:

- Challenges such as Rotor Egg Drop, Bottle Rocket, Bridge Building, Elastic Launched Glider.
- Mini-challenges such as paper airplane building and tower building.
- Enter their design in external competitions such as the 'Science talent search'



# Study Space

## Purpose:

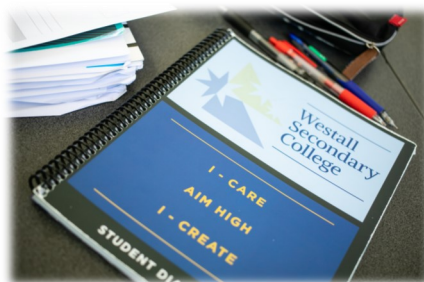
- Study Space and tutoring is an opportunity for senior school students to maximize their learning to manage their study program. It is designed to promote success in VCE.
- Students are developing key personal learning skills in managing time and resources to complete work set by their subject teachers as well as preparation for SACs and exams.
- Support is also provided to students by specialized teachers and university tutors available for individual and group tuition as well as access to programs.
- Students are expected to work both autonomously as well as having the opportunity to collaborate and work with small teams of students for peer support.

## Content:

Students bring coursework to this program every Wednesday and use the time to revise and complete coursework, complete assessment tasks and prepare for exams.

## Activities:

- Study Skills Sessions
- Guest and Motivational Speakers
- Tutoring
- Exam Preparation
- Study Techniques
- Edrolo





# Taekwondo

## Purpose:

Taekwondo is a martial art that originated in Korea more than 1000 years ago. The art has become a world known sport and was first competed in the Sydney 2000 Olympics. Taekwondo improves the student's fitness, builds confidence, maintain discipline and appreciate the art. Not only the student will learn the martial art in the program but will also pursue in their interests of what they want to set their individual goals.

## Content:

The program conducts grading four times a year at the end of each term to examine what the student has learnt in each term. The students will be assess on Fitness, Taekwondo skills (the art) and reviewing their personal goals in what they want to achieve in the ICREATE Program. Other assessment will be a written common assessment tasks (CATs) in which examiners and instructors will be focusing on student's literacy and analytical skills. The coursework is set by the Department of Education & Early Childhood (DECCD) and Kukkiwon. Students can train and progress through the belt levels, from white belt to black belt.

The grading are a test to see if the students has the necessary skills to move up to the next level. The test includes Poomsae (a pattern) made up to different stances, blocks, kicks and strikes; self-defence; step sparring; combination kicks; sparring; board breaking (only for black belt grading) and terminology. Students must have 85% attendance to sit for the grading.

## Activities:

- Taekwondo Camp
- Gradings
- After school training
- Demo Team (Harmony Day, Award Ceremonies and Information Evenings)
- Film Group
- Excursion to Taekwondo Training Centres
- Poomsae (patterns) and Sparring Training
- Physical, Mental and Leadership classes
- Grading for various belts and levels
- Leadership opportunities in the program that cater the student's interest (eg. Demo Team Captain, Sparring Captain, Fitness Captain, Media Captain and much much more...)



# Visual Arts

## Purpose:

Visual Arts is a hands on program where students are given the freedom to explore their own creative ideas using both two and three-dimensional media. Students will develop skills in using materials, processes, techniques and technology. Students will gain confidence and independence working individually and collaboratively.

## Content:

Students will be given the opportunity to develop skills in a Visual Arts area they are passionate about. The focus of this program is for students to be able to create, make, express, explore the visual arts in a stimulating and relaxed environment. Students will be gain first hand experience working with professional artists, participating in visual arts workshops and viewing a range of exhibition spaces.

## Activities:

- Sculpture and Ceramics
- Metalwork and casting
- Digital and Traditional Photography
- Textiles and Garment Construction
- Printmaking: stencilling, tee shirt transfers
- Painting and Drawing
- Visual Communication Design
- Film, TV, Video production
- Computer based animation, stop motion, hand drawn, cut out, special effects



# Westall Cafe

## Purpose:

Understand catering in a café and the business side of running a café/restaurant. Master the art of coffee making and sweet/savoury catering. Students will grow, harvest, prepare and share fresh seasonal food and to help positively influence their food choices in the future. Students will spend some time each week with the up keep of the garden, harvest the seasonal produce as well as the cooking and sharing of food. There will also be a focus on the ethical concerns in the food industry and how the community can positively influence this.

Students will be able to:

- Grow their produce
- Establish and maintain a vegetable garden.
- Understand the plant and flower function

## Content:

- Marketing and Business
- Cooking skills and catering
- Coffee Art and Making
- Cakes, Sweets and Baking
- Savoury Delights
- Build and maintain a fruit, vegetable and herb garden, which will drive the cooking lessons, based on the seasonal produce.
- Practical approach to the design of a garden.
- Learn about different plant propagation techniques
- Look at different methods of producing food in a garden.



## Activities:

- Research regarding the seasons for growing specific fruit and vegetables
- Garden maintenance
- Harvesting of produce
- Designing of cooking schedule
- Researching of recipes
- Cooking
- Sharing and eating of food
- Catering for local groups
- Coffee Course
- Selling products within the school
- Establishment and maintenance of a vegetable garden.





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