



The English Curriculum at NCC provides all students with the opportunity to consolidate and expand their core skills such as dynamic reading, writing, speaking and deep listening for different purposes and targeting various audiences, but it also challenges students to develop key cognitive and meta-cognitive skills, understanding the way they achieve best and becoming self-regulated learners.

Course focus

Years 7, 8 and 9

The English curriculum for Middle School has been designed to provide a coherent and cohesive program, which has been carefully aligned with the skills, content and habits needed to succeed in Senior English. During English lessons, students are provided with opportunities to:

- Undertake a thorough novel study of at least one classic novel of Australian origin as well as from universal literature
- Write creatively using a variety of imaginative genres from short stories to poems
- Develop the ability to analyse, evaluate, infer, select, synthesise and organise relevant information
- Integrate ICT through fun, engaging and project-based multi-modal assessments such as the design of poetry folios, and delivery of seminal presentations
- Improve and refine research and inquiry skills into a variety of topics from Elizabethan literature to contemporary heist fiction
- Prepare for NAPLAN and ICAS examinations in a thorough, practical as well as engaging manner
- Interpret, negotiate, and make meaning from information presented in the form of images
- Practise and improve communication and presentation skills
- Persuade and argue in a logical, structured, informed and ethical manner
- Expand their knowledge of and gain an interest in the life and writing style of a variety of authors across time periods as well as geographical and cultural contexts
- Critique fictional and non-fictional texts using high-order critical thinking
- Develop pair and team working skills
- Learn to reflect, peer and self-evaluate, setting goals and identifying milestones in the improvement journey

Year 10

- **Reading Challenge:** This reading program is coordinated by the English HOD and members of the English department. Each student will be challenged to read as many books as they can in a term or year. Students are required to act as book reviewers and deliver engaging, well-informed book talks. The names of those who read most go in the draw for termly and yearly prizes.
- **Academic Mentoring Program:** A learning hub in which high achieving students mentor each other or struggling students with the view of improving their academic performance, confidence, metacognitive and communication skills as well as raising their profile as role models within the school's culture.
- **High Achieving Students Program:** An initiative designed to create and challenge students to become high achievers by engaging them in curricular, co-curricular and extra-curricular activities from university courses to national competitions.

What plans do we have for the future?

- **HAS Day:** South Queensland Adventist Conference event during which high achieving students become engaged in a variety of workshops and TED-talk type presentations.
- **Read for Charity:** collate and make available for purchase for friends and family, the best English assignments for each year, containing various genres and topics.

Years 11 and 12

Due to a challenging and engaging work program and well-designed assessment instruments as well as the strong academic mentoring program specific to Northpine, Senior students have delivered incredibly successful results for the last 5 years consistently. The number of students achieving VHA levels in English has raised from 2 in 2010-2011 to 12 on average, including a promising percentage of students achieving VHA 7 to 10 results.

The curriculum is marked by strong Christian undertones while allowing students to explore, question and research complex issues using high level vocabulary, superior grammar and a variety of software to present their findings.

Apart from being challenged to read and interpret a variety of classic novels, plays, short stories and poems, in Senior English, students write eleven assessments during the two-year program of study, using a number of text genres from creative text transformations to poetry critiques and persuasive seminar presentations. They sit 4 seen and unseen exams, deliver 5 spoken tasks – long and short- and are thoroughly prepared for QCS, in particular the Writing task.

Overall, students live by the slogan of the mentoring program, *Learn. Share. Grow.*, being consistently engaged as stakeholders in the teaching and learning process, growing in service as well as becoming dynamic and flexible in academic direction.

Career Opportunities

The formulation for English opens up many career avenues, including, but not being limited to: writer, journalist, teacher, digital or publishing copywriter, public relations specialist, editorial assistant and lexicographer.

Enquiries

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