



**Assisi**  
Catholic College

# Curriculum Guide

**Year 7 2025**

## **Middle Years of Schooling**

*In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community.*

**Sh<sup>Δ</sup>ape Your  
Tomorrow**

# INTRODUCTION

In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community. As a College, we develop learning experiences that are enjoyable and engaging to meet our young adolescents' needs.

## Effective Middle Schooling practices acknowledge student's needs:

- Identity
- Relationships
- Purpose
- Empowerment
- Success
- Rigour
- Safety

## Effective Middle Schooling curriculum is:

- **Learner-centred**  
Coherent curriculum is focused on the identified needs, interests and concerns of students, and emphasises self-directed and co-constructed learning.
- **Collaboratively organised**  
Teams of teachers, who know and understand their students well, employ powerful pedagogical strategies to challenge and extend students within a supportive environment.
- **Outcome-based**  
Progress and achievement are recorded continuously in relation to explicit statements of what each student is expected to know and be able to do.
- **Flexibly constructed**  
Arrangements are responsive to local needs and circumstances, and reflect creative use of time, space and other resources.
- **Ethically aware**  
Justice, care, respect and a concern for the needs of others are reflected in the every-day practice of students, teachers and administrators.
- **Community oriented**  
Parents and representatives from other community institutions and organisations beyond the school are involved in productive partnerships.
- **Adequately resourced**  
Experienced teachers and support staff are supported by high quality facilities, technology, equipment and materials.
- **Strategically linked**  
The Middle Years of schooling, although a discrete phase within the P-12 continuum, is intrinsically connected to the early and later years.

## Middle Years Curriculum

Curriculum is timetabled on a fortnightly cycle of Week A and Week B with a five-period day (6 periods on Thursday to accommodate sport) and Pastoral Care (PC) held each morning for 12 minutes.

### Core Subjects

**Years 7 students are required to study the following Core Key Learning Areas:**

- Religious Education
- English
- Mathematics
- Science
- History/Geography
- Italian
- Health & Physical Education
- Civics, Economics and Business

### Rotational Subjects

**Year 7 students will complete two of the following rotational subjects per Term:**

- Design Technology
- Design Technology: Materials (Fashion)
- Design Technology: Food Specialisation
- Digital Technologies
- Drama
- Media Arts
- Music
- Visual Arts
- **Futsal (5-a-side Soccer)** is an elective subject that students can apply for to study in Years 7, 8 and 9. Students apply for a position in the Year 7 Class in the preceding year and are required to trial to attain a position in the class. In subsequent years, students can continue to study Futsal, but trials are also held at the end of each school year for any non-Futsal student wishing to apply for available positions in either the Year 8 or 9 Class. Students who have been selected for the Futsal High Performance Program will complete only one rotational subject each Term.

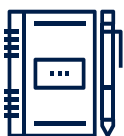


## YEAR 7 CORE SUBJECTS



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ENGLISH

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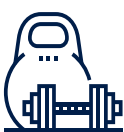
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# RELIGIOUS EDUCATION

## Description

In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE – c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets.

They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

## Examples of Activities and Assessment

- Explanations and Reflections
- Creative Resource Creation
- Analysis and Evaluation
- Exams

## Pathways to Senior Subjects

- Study of Religion
- Religion & Ethics
- Religion Meaning and Life



# ENGLISH

## Description

In Year 7, students engage with a variety of texts for enjoyment by listening, reading, viewing, interpreting, evaluating, and presenting spoken, written, and multimodal texts. Students will create a range of texts that develop their skills to entertain, inform and persuade an audience.

In Term 1, students will read and interpret the novel, *The Mysterious Disappearance of Aidan S*, utilising this text to explore the fantasy genre and ignite their creativity to develop a short story. During Term 2, students will learn about Australia's rich history through exploring First Nation's perspectives, focusing on what we can do to promote reconciliation. In the second semester, students will explore myths and legends of Southeast Asian culture through analysing the film *Raya and the Last Dragon*. Finally, in Term 4 students step into the shoes of another character to create a monologue that explores their chosen character's thoughts and feelings.

## Examples of Activities and Assessment

- Yarning/literature circles
- Reader's Cup
- Narrative writing
- Analytical essay
- Persuasive writing
- Monologue
- Exams

## Pathways to Senior Subjects

- An "at standard" achievement in English is a pre-requisite for several subjects in the Senior Years.
- Essential English
- General English
- Literature



# MATHEMATICS

## Description

Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

## Examples of Activities and Assessment

- Exams
- Problem Solving Modelling Task

## Pathways to Senior Subjects

- Essential Mathematics
- General Mathematics
- Mathematic Methods
- Specialist Mathematics





# SCIENCE

## Course Description

The Year 7 Science course aims to introduce students to scientific inquiry-based learning and gives them the opportunity to investigate issues through research, observation and experimentation. The Middle Years Science Curriculum explores the connection between science and everyday life. Students have the opportunity to explore the Middle Years Science Laboratories, learn essential safety aspects and scientific skills, and obtain a Bunsen Burner License in Term 1. Students learn about the solar system and how the seasons and eclipses are related to the relative but predictable positions of the Sun, Earth and Moon. They will explore Earth's renewable and non-renewable resources, including the most vital of resources in water. Within Chemistry, students investigate mixtures and pure substances and their properties. They then work collaboratively to conduct an experimental investigation which will aim to separate a mixture, using a variety of separation techniques. Students will explore the interactions between organisms in an ecosystem, including the effects of human activities on food chains and food webs. They will use and create a dichotomous key in Biology, which enables systematic classification of organisms based on observable features. Finally, students will investigate the Physical sciences by looking at how a change in an object's motion is caused by unbalanced forces, including gravity, that act on the object and see them in action in everyday scenarios.

## Examples of Activities and Assessment

- Journaling
- Written reviews
- Experimental investigations
- Scientific Reports
- Exams
- Research assessment
- Multimedia presentation

## Pathways to Senior Subjects

- Biology
- Chemistry
- Physics



# CIVICS, ECONOMICS AND BUSINESS

## Description

By the end of Year 7, students will be able to describe how decisions are made to allocate limited resources to individuals and communities in an economy. They will explain the reasons businesses exist and the different types of businesses. Additionally, students will describe why individuals choose to work, how they may derive an income, and the various types of work that exist. They will also identify the rights and responsibilities of individuals and businesses in terms of products and services. Additionally, students will delve into the characteristics of entrepreneurs, examining key traits like innovation, risk-taking, and resilience to understand how these qualities contribute to the success of a business. Students will develop responses to economic and business issues, evaluating potential costs and benefits, and using economic and business knowledge, concepts, terms, and research findings to create detailed descriptions and explanations.

In Civics and Citizenship, students will be able to describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They will explain the characteristics of Australian democracy. Students will describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.

Students will develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They will analyse information and identify perspectives and challenges related to political, legal or civic issues. They will identify and describe the methods or strategies related to civic participation or action. Students will use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments.

## Examples of Activities and Assessment

- Role Play
- Digital Quizzes
- Group work and collaboration
- Scenarios
- Written responses
- Presenting verbal arguments
- Exams
- Journaling
- Business and Economics report

## Pathways to Senior Subjects

- Modern History
- Geography
- Legal Studies
- Business
- Economics



# HISTORY

## Description

In Year 7 History, students begin to learn the foundational skills of critical analysis. In a world with so much access to unreliable information, students learn how to make judgements on the reliability of sources of information and the perspectives and bias that may exist in texts. Other skills include evaluating how significant events have impacted our current society and what inventions and ideologies continue to influence our society. They also develop a sense of empathy and try to understand why people of the past made certain decisions.

The topics that will be explored are the ancient history of Australia, including the issues around archaeology and scientific treatment of human bones in the current context. In the second unit of study, the focus moves to Ancient Rome and students will learn about how to evaluate the significance of historical people e.g. Julius Caesar, Augustus and events such as Pompeii.

## Examples of Activities and Assessment

- Decision-making activities
- Interactive simulations
- Collaborative learning
- Independent and guided source analysis
- Source-based exam
- Ongoing observation and feedback on class work

## Pathways to Senior Subjects

- Modern History



# GEOGRAPHY

## Description

In Year 7 Geography, we explore the liveability of our local community and social, environmental and economic impacts that we have on the world around us. In our data infused world, students will begin to learn the basic skills of collecting, representing and interpreting data starting on a local scale and broadening out to a more global sphere. Water availability and scarcity will be investigated in which students will look at solutions to water scarcity issues that various organisations, including the United Nations, are implementing. Students will learn about and consider the importance and value of water and complete impact chains about the impacts of drought.

## Examples of Activities and Assessment

- Visual literacy: interpreting data
- Write a descriptive report
- Article
- Sketches
- Graphing
- Mind Maps
- Data representation

## Pathways to Senior Subjects

- Geography
- Modern History



# ITALIAN

## Description

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs – to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal when learning Italian is communication.

Students do not simply learn Italian – they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Italian is a phonetic language and has many commonalities and connections with English. Students will become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They will learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). Students will identify cultural references in texts and consider how language reflects practices, perspectives and values. They will reflect on the process of moving between languages and cultures and develop their capability as learners of Italian.

## Buongiorno Italia!

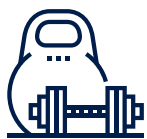
In Year 7, students will be introduced to the fascinating language and culture of Italy. They will develop basic communication skills to understand, read, write and speak Italian, while studying topics related to their personal, social and school worlds. In particular, students will learn about our College's connection with the region of Umbria and our Italian Sister School in Assisi.

## Examples of Activities and Assessment

- Dialogues
- Speeches
- Pronunciation tests
- Vocabulary tests
- Grammar tests
- Writing tasks
- Reading comprehension tasks
- Listening comprehension tasks

## Pathways to Senior Subjects

- Italian



## HEALTH & PHYSICAL EDUCATION

### Description

The HPE focus for Year 7 students is knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students also have the opportunity to discover and develop skills in a range of activities and selected sports in the practical component of the subject.

The curriculum for Year 8 continues to support students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

Students explore the role that sport, games, outdoor recreation and lifelong physical activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

### Examples of Activities and Assessment

- Written reviews/reports
- Multimodals
- Performance critique/evaluations
- Ongoing observation of practical performances and application
- Research assessment
- Performance in a range of sports such as Basketball, Touch, Oztag, Volleyball, Softball, Inclusive games

### Pathways to Senior Subjects

- Physical Education
- Health
- Recreation and Certificate III in fitness

## YEAR 7 ROTATIONAL SUBJECTS



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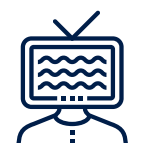
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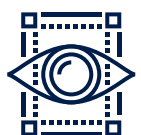
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Futsal (5-a-side Soccer) is an elective subject that students can apply for to study in Years 7, 8 and 9. Students apply for a position in the Year 7 Class in the preceding year and are required to trial to attain a position in the class.



# DESIGN TECHNOLOGY

## Description

### MATERIALS

Students investigate the nature and functions of available materials and resources through the application of inquiry, research, and problem-solving methodologies. The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment. Students will be able to confidently transfer their skills and problem-solving abilities to future life situations. Design Technology also aims to assist in the development of fine motor coordination, confidence and self-esteem through building a range of achievement orientated practical projects.

### DESIGN

In this unit students will be challenged by investigating, planning and proposing solutions to a variety of individual design scenarios. In communicating their creative and innovative design journey, students will generate and clarify ideas through annotated concept sketches and drawings, as well as prototype modelling. They will experience architectural, industrial and graphic design briefs as well as emerging technologies such as laser cutting and sticker printing. Finally, the students will communicate and evaluate all design solutions in a presentation folio.

### Examples of Activities and Assessment

- Journal/Folio
- Ongoing observation
- Practical expertise

### Pathways to Senior Subjects

- Design
- Engineering
- Industrial Technology Skills
- Certificate 1 in Construction
- Certificate 1 in Engineering
- Certificate 2 in Engineering





## DESIGN TECHNOLOGY: MATERIALS

### Description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. They will also develop confidence and proficiency in the design, production and evaluation of textile items.

During the elective rotation students will design an original cushion cover. The unit explores knowledge and understanding of basic sewing construction techniques such as the construction of seams and how to insert a zipper correctly while following correct textile safety rules. Students will evaluate the functional and aesthetic qualities of their cushion design.

### Examples of Activities and Assessment

- Journaling
- Written evaluation
- Production Drawings
- Product Construction (Cushion)

### Pathways to Senior Subjects

- ATAR - Design
- Applied - Fashion



## DESIGN TECHNOLOGY: FOOD SPECIALISATION

### Description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation and nutritional considerations. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

During the elective rotation students will design a food product suitable for sale in our school bistro. The unit provides opportunities for the development of design skills and food preparation skills and emphasises the importance of safe work practices. Students will cook and produce a variety of healthy snack foods and light teenage meals such as Fried Rice, Chicken Burger, Chocoanna Muffins, Asian Noodle Stir Fry etc.

### Examples of Activities and Assessment

- Journaling
- Written evaluation
- Weekly Practical cooking activities
- Individual Practical Exam

### Pathways to Senior Subjects

- ATAR – Food and Nutrition
- Cert II Kitchen Operations
- Cert II Hospitality



## DIGITAL TECHNOLOGIES

### Description

Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

In Year 7, students deepen their understanding of computational thinking and explore broader uses of information systems. They analyse networked systems, evaluate data storage and transmission, and model real-world objects and events. Students refine problem-solving skills by identifying key elements, constraints, and commonalities across systems. They design complex algorithms, explore data relationships using tools like pivot tables and graphs, and focus on user experience in interface design. Programming skills using advanced to general-purpose languages with subprograms including Python.

Students evaluate solutions for efficiency and sustainability, plan projects with autonomy, and collaborate effectively online, considering cultural and legal contexts.

### Examples of Activities and Assessment

- Algorithm Design
- Creative Programming using Python
- Exploring the Internet and its history
- Online Safety and Behaviours
- Networking

### Pathways to Senior Subjects

- Digital Solutions
- Certificate III in Information Technology



# DRAMA

## Description

In Year 7 Drama, students will explore the elements of Drama including role, character, relationships, tension, time, place, space, mood, language, symbol, and contrast. Through practical exercises and collaborative activities, students will build foundational skills in performance, communication, and teamwork. Across the term elective, students will work towards applying their new understanding of the elements of Drama in a Duo-Drama project, working in small groups to rehearse and perform a short scene based on a provided script. The course encourages creativity, self-expression, and critical reflection as students develop their understanding of dramatic conventions.

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

## Examples of Activities and Assessment

- Journaling
- Written reviews
- Performance critique/evaluations
- Performances (solo/group)
- Improvisation
- Scripted drama
- Devising performances
- Script writing

## Pathways to Senior Subjects

- Drama
- Drama in Practice



# MEDIA ARTS

## Description

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse social and ethical

responsibility of the makers and users of media artworks. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.

Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

## Examples of Activities and Assessment

- Folio of Media Works: Students apply their knowledge, understanding and skills to plan and create a series of 'Surrealist' media works
- Workbook/Evaluation
- Film Analysis - Students explore 'Surrealism' and its influence on the Film and Media Industry. They discuss points of view, technical and symbolic elements with reference to media works.

## Pathways to Senior Subjects

- Film, Television and New Media



# MUSIC

## Description

In Year 7, students engage with music from a variety of styles, cultures, times and locations. They are introduced to the fundamental elements of music and build on their understanding of these through theoretical and practical learning experiences. Students are provided with a range of creative and collaborative assessment opportunities, allowing them to express their true selves and further demonstrate an understanding of the music elements through the dimensions of performance, composition and musicological analysis.

As they make and respond to music, students explore the way intended meaning can be communicated through the purposeful manipulation of musical concepts including rhythm, melody, harmony, dynamics, form and structure, timbre and texture. They consider social, cultural and historical contexts of music and evaluate the expressive techniques used in the music they listen to and experience in performance. Moreover, students are exposed to high-quality instrumental equipment and modern recording technologies to help guide their creative practices and engage with music through a contemporary and 'hands on' approach.

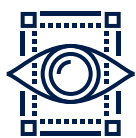
The subject offers a variety of transferable, 21st century skills to all students and provides them with an opportunity to develop confidence and musicianship; all whilst building positive working relationships with like-minded peers through a shared curiosity for the music artform.

## Examples of Activities and Assessment

- Critical listening of repertoire across a range of styles to develop aural skills
- Development of live performance assessment in peer groups
- Regular performance/composition critiques and evaluations
- Music theory exam and rhythmic dictation exercises
- Use of classroom instruments to experiment with music elements and concepts through singing and playing
- Ongoing observation and application of practical performance skills

## Pathways to Senior Subjects

- Music
- Music in Practice



# VISUAL ARTS

## Description

Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. Students evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their artmaking in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate their use of visual conventions, techniques and processes to communicate meaning in their artworks.

## Examples of Activities and Assessment

- Folio of Artworks - Exploring the visual conventions (combination of components and approaches such as elements, design principles, composition and style) completing a variety of drawing activities using a variety of media
- Resolved Major Artwork - through developing idea, researching, resolving and reflecting (Artist Statement)
- Visual Diary

## Pathways to Senior Subjects

- Visual Art



# FUTSAL

## Course Description

The Futsal High Performance Program is offered to Assisi students who have shown (or intend to show) ability and a commitment to play Futsal or any of the associated games that share Futsal skills (e.g. Football, Fut-volley, Fut-tennis and Beach Soccer). The program operates as an "Elective" subject but students applying for a position in the program must meet criteria regarding demonstrated ability and proven or declared commitment.

Students wishing to choose this elective must fill out an official 'Futsal High Performance Program' Application Form and submit it for consideration by the Director of Futsal. Successful applicants will be asked to attend a trial before acceptance is granted into the course.

The overall objectives of the Futsal Program are threefold:

1. To develop the Futsal skills, tactics and strategies of students to a high level;
2. To use Futsal as a "tool" for educating students in life and curriculum matters;
3. To prepare students for employment in aspects of the Sports/Event Management industry.

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is essential to understand the progression the studies intend to follow. Students in the Middle Years Program (Years 7 to 9) will learn the skills, tactics and strategies of the game in order to subsequently use them in the Senior Years Program (Years 10 to 12), which will focus on the Senior students coaching these skills, tactics and strategies to students in the Junior Years Program (Years 4 to 6).

Senior Students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Year students to compete against other schools in the local community.

All Units of Work in the Middle Years (Years 7-9) are built around 5 Key Components:

1. Practical Component: understanding and applying the skills, tactics and strategies of the game
2. Physiological Component: improving all components of fitness, emphasising the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity) as well as learning about the prevention and management of injuries.
3. Analytical Component: analysing and evaluating to identify weaknesses of individual and team play (using video footage, statistics, computer databases or by observing games live) and then proposing and implementing strategies (e.g. a training program) to strengthen the identified weaknesses.
4. Event Management: preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and externally in the local community.
5. Psychological Component: studying and applying the mental aspect of the game, including Sports Psychology and the processes of dealing with positive and negative social situations arising from involvement in playing, coaching and organising Futsal (e.g. coping with the contrasting situations of losing and winning, dealing with the various challenges of coaching young children, handling the general public when managing events).



<b>Examples of Activities and Assessment</b>	<ul style="list-style-type: none"><li>➤ Ongoing assessment of skill acquisition and tactical awareness</li><li>➤ Creating videos to analyse and promote Futsal</li><li>➤ Sitting exams e.g. rules tests</li><li>➤ Organising small Futsal events e.g. a tournament</li></ul>
<b>Pathways to Senior Subjects</b>	<ul style="list-style-type: none"><li>➤ Futsal is an ATAR Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus.</li></ul>

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# thank you

Get in touch

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