

# **Gippsland Grammar**



**YEAR 7 2017  
&  
YEAR 8 2018**

**HANDBOOK**

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## Gippsland Grammar Key Personnel

### School Staff

Principal: .....	Mr D Baker
Deputy Principal - Head of Garnsey Campus: .....	Ms J Henry
Deputy Principal - Academic: .....	Mrs L Cartledge
Deputy Head of Garnsey Campus: .....	Mrs K Arnup
Head of Junior School: St Anne's.....	Mr J Van Berkel
Head of Junior School: Bairnsdale:.....	Mrs V Evans
Head of Year 7: .....	Mr G Dihood
Head of Year 8: .....	Mrs F Kennedy
Head of Year 9: .....	Mr T Smith
Head of Year 10: .....	Miss J Dyke
Head of Year 11: .....	Mr A Nicholas
Head of Year 12: .....	Mrs L Bullers
Business Manager:.....	Mr C Beckman

### Mentor Teachers

#### Year 7:

Head of Year .....	Mr G Dihood
7A .....	Mr M Dolbel
7B .....	Mr P Ries
7C .....	Mr J Mitchell
7D .....	Mrs T Nicholas/Mrs J Gilmour

#### Year 8:

Head of Year .....	Mrs F Kennedy
8A .....	Ms J Cannon
8B .....	Mrs M Reynolds
8C .....	Mrs S Little
8D .....	Mr R Ogilvie
8E .....	Mrs M Peters

***The Mentor takes the Mentor Group through from Year 7 to Year 8.***

***Gippsland Grammar is an Anglican School community committed to opportunity and excellence.***

## Vision and Mission Statement

### Our vision and values

**Anglican ethos:** Gippsland Grammar is an Anglican school which in its life together reflects the Christian mission of the Anglican Church and the values implicit in that mission. Democratic principles are integral to the operations of the school, accepting students of all faiths (or none).

**Opportunity:** Consistent with those values, the school provides a broad and balanced educational opportunity which aims to nurture the intellectual, spiritual, creative, social, physical and emotional development of its students.

**Excellence:** The school values each student for who they are and encourages them to make the best of their abilities and talents. The School encourages excellence in academic and co-curricular pursuits and celebrates achievement and leadership.

**Community:** The school works to build a strong sense of community, respect for others, and the valuing of diversity, equity and social inclusion. A capacity for leadership and an understanding of responsibility to show compassion and to seek justice in the wider community in which we live is pursued.

## Academic Care

### Wellbeing

The School has a clearly defined educational model that outlines our best practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12.

At Gippsland Grammar

- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- behaviours and relationships are managed in a restorative way;
- relationships are respectful and characterised by positive dialogue and active listening;
- teachers know their students, and use positive education strategies in the classroom and beyond;
- a growth mindset is evident in all aspects of School life;
- students learn in spaces which reflect the enjoyment and value of learning; and
- a personal development program is explicit and based around the core pillars of Wellness, Achievement, Relationships and Community Involvement

### Curriculum

The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.

At Gippsland Grammar

- The Australian Curriculum provides our curriculum framework;
- teachers access a planned curriculum which is fully mapped, current and dynamic;
- a variety of programs and support structures meet diverse student needs;
- learning opportunities enable students to connect to virtual and real world situations and environments;
- students have service opportunities and collaborate to make a difference in both local and global contexts;
- well defined assessment practices are used;

- teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and
- an engaging, challenging and diverse variety of co-curricular opportunities is available.

## Teaching and Learning

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom.

At Gippsland Grammar

- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- our classrooms are places where our students can succeed and there is an understanding between the students and teachers of what success looks like;
- learning is paramount and strategies are developed to intervene, extend or encourage our students to achieve their best;
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent feedback from their teachers, peers and others;
- learning is challenging and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and
- our teachers use contemporary Information Communication Technologies to enhance teaching and learning and to promote flexibility and independence.

## Principles of Academic Care at Gippsland Grammar

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and enhance student learning, wellbeing and resilience and to embed these in classroom experiences.

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures, and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care is underpinned by our teachers' passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.



## **Introduction**

The purpose of this handbook is to provide you with information about the Year 7 and 8 curriculum with a particular emphasis on what is important for parents and students to know about entry into Gippsland Grammar at Year 7. Besides the subject outlines and overview of the academic program, information about some of the processes and procedures in place with regard to the timetable, homework, exit passes, use of the diary and so forth is presented in order that parents may become familiar with daily life at the School for students.

Of great importance to us at Gippsland Grammar is the successful transition of your child from the primary sector to the secondary sector. This is the beginning of our pastoral care program, which is integral to the academic program.

## **Pastoral Care**

Each Year 7 and 8 student will be assigned to a Mentor. The Mentor Groups are aligned to the academic classes – thus ensuring the wellbeing of the student in his or her new environment. The Mentor is the key contact for issues relating to students in their Mentor Group. They are supported by the Head of Year who oversees the Pastoral Care and welfare of the year level group. In addition, Year 7 students participate in the Peer Support program whereby they work in small groups under the leadership of trained Year 10 Peer Support leaders. Orientation into the School is thus enabled by the relationship that is formed between young students and older students. Year 7 and 8 students are also encouraged to maintain these relationships with older students and their peers through the many camps they will undertake as well as the co-curricular and house activities in which they will participate. Our School Chaplain, Reverend Jon Taylor and School Psychologist, Steve McNulty, are also available for counselling with students and/or their parents. In addition, each Year 7 and 8 Mentor Group participates in a Personal Development session each cycle. These sessions foster social and organisational skills.

## **The Academic Program**

The academic program is as outlined in this booklet. In English, Maths, Science and History, the outlines reflect the precepts of the Australian Curriculum. In the main, students undertake a common core of subjects with an Art block through which students experience a variety of art subjects in Years 7 and 8. Information and Communication Technology is an important feature of teaching and learning and is integrated into classes. The School's Intranet system is the vehicle by which some material can be accessed by students. Students can access the Portal both at home and at school. In addition, teachers are constantly striving to engage students in their classes by focusing on different learning styles and curriculum initiatives. Such approaches are embedded into the curriculum and go hand in hand with our Pathways program with its focus on literacy, numeracy and enrichment.

A specific aim for the School besides the incorporation of Information Communications Technology into teaching practice, is the explicit teaching of a variety of Thinking Processes and skills.

Students will receive a progress report at the end of each term and a full report at the end of each semester. An opportunity to speak with teachers occurs twice a year at the Parent/Teacher Interviews.

It is our desire that your child may have a positive educational experience at Gippsland Grammar. Welcome.

Kate Arnup  
**Deputy Head of Garnsey Campus**  
February 2017

## The Year 7 and 8 Academic Program

YEAR 7		YEAR 8	
Subject	Number of lessons per cycle	Subject	Number of lessons per cycle
English	8	English	8
Mathematics	8	Mathematics	8
Science	7	Science	8
History/Geography	6	History/Geography	6
Art Block	4	Art Block	4
Languages: French	4	Languages: French/Japanese	7
Languages: Japanese	4	Music	4
Music/Drama Block	4	Physical Education & Health	6
Physical Education & Health	6	Religious and Values Education (RAVE)	2
Religious and Values Education (RAVE)	2	Pastoral Care	3
Pastoral Care	3	Sport	4
Sport	4		

In Year 7 and 8, the curriculum is made up of core subjects. All students undertake all subjects. Mentor groups and academic classes are the same. There are four Mentor groups at each of the two year levels.

Students rotate through all four of the visual arts classes in the four semesters that make up Year 7 and Year 8. These subjects are the Food Technology, Art, Woodwork and VCD (Graphics). In addition, Year 7 and 8 students will undertake study of the performing arts; that is, one semester of Drama and three semesters of Music across two years.

There are four academic groups at both year levels. Students study Science, History or Geography, Physical Education & Health and RAVE in these groups. History and Geography are studied for one semester at each year level.

Art electives, Music and Language groupings are decided according to a range of factors particular to each subject area.

In Year 7, all students study French and Japanese. In Year 8, students elect to study one language other than English only. Students who require particular support with literacy study one language other than English in Year 7 and continue with LinC (Literacies in Context) classes in Year 8 in place of a language other than English.

In addition to curriculum differentiation within the classroom, the School offers Enrichment and Extension programs to help support our students. These programs are offered through the Pathways Department. Notwithstanding these programs, it is the School's aim that the range of student abilities is met in the classroom and our co-curricular program.



## Enrichment Programs

Teachers at Year 7 and 8 cater for the range of learning styles that students bring to the classroom. Strategies for assisting students with specific literacy and numeracy difficulties are explored and teachers are able to assist students in each subject area. Teachers are aware of the specific learning difficulties that some students face and are able to adapt tasks that build on students' strengths and focus on overcoming challenges. A small number of students may require a modified or an individualised program at Year 7 or 8 that is specifically tailored to meet their learning requirements.

In addition to the role that subject teachers take in assisting students, the School also offers a number of enrichment programs as outlined in the subject descriptions. These programs are offered to small groups of students who are working at a similar level of proficiency. **These programs are subject to the availability of staff.**

## Literacy: Year 7 and 8

### LinC

The programs that remediate and consolidate literacy skills for those students who have been identified as not achieving or at risk of not achieving National Literacy Benchmarks are outlined in the subject descriptions under Literacies in Context – LinC. Participation in the program will be determined by the Head of the Pathways Department as appropriate.

### Homework Club

Homework Club is offered after school on a Monday and Wednesday afternoon in the ISC from 3.30-5.00pm and aims to assist those students in Year 7 and 8 who may prefer to complete homework at School with support from a teacher.

## Social Skills

### LinCps

LinCps or Literacies in Context – Problem Solving, is a program that assists selected students who may require some extra guidance or support with their problem solving, organisation or social interactions. These small group classes target specific skills and goals using the Instrumental Enrichment program. Participation in the program will be determined by the Head of the Pathways Department as appropriate.

## Extension Programs

Students who demonstrate an exceptional ability in any academic area can expect subject teachers to offer extension activities to further challenge and extend their thinking. Teachers will focus on developing higher order thinking skills and providing opportunities for exceptionally able students to explore challenging concepts. Teachers negotiate the type of program modification that is necessary for students to derive the maximum benefit from a course of study. In addition to in class extension, the School offers a number of opportunities for extension as outlined below. These programs are facilitated by the Pathways Department and are subject to the availability of staff.

### Future Problem Solving Program (FPSP)

The School offers the Macquarie Bank Future Problem Solving Program to eligible students who have been identified as having high general academic ability. This program develops students' skills in research, teamwork, oral and written communication, self-direction and motivation, as well as focusing on analysis, synthesis and evaluation. The program values and emphasises creative, fluid and flexible thinking.

The Future Problem Solving Program targets higher order thinking as students work their way through a challenging future scenario. Students work in teams of four, or occasionally by themselves. They apply a six step process to the problem and devise a solution to the future scenario. During Terms 1 and 2, students practise and establish a high level of proficiency in this process through completing practice problems and attempting a qualifying problem. Teams that qualify may have the opportunity to compete at competition

level nationally and ultimately internationally and will continue to participate in the program during Terms 3 and 4. The Term 3 and 4 problems are at competition level and our students may compete in an international Future Problem Solving Competition. The program is offered during class and some lunchtimes and students are withdrawn to work on future problems. Times are negotiated in an attempt to accommodate everyone's timetables. Invitations to participate in the program are offered in Term 1.

Students who participate in this program should be able to manage their time well in order to keep up with general class work as well as the demands of Future Problem Solving.

### **Future Problem Solving Scenario Writing**

Scenario writing is a division of the FPSP in which very talented writers are invited to participate in creating futuristic, fictional pieces around a given theme. Students are able to compete at a State, National and International level. And they receive coaching and constructive feedback from the Gippsland Grammar coach as well as coaches from the Future Problem Solving Scenario Writers' panel.

### **Da Vinci Decathlon**

The Da Vinci Decathlon is a ten event academic gala day for Year 7 students. The school will enter teams of eight Year 7 students who will participate in activities in the following disciplines:

- **Mathematics** – emphasis on problem solving, number patterns and logic puzzles
- **English** – spelling, word origins, definitions, scrabble, and writing
- **Science** – students will be provided with higher level scientific concepts and be challenged to apply them
- **Code Breaking** – in the spirit of World War II, students will aim to decipher several codes
- **Engineering Challenge** – a building task designed to test creativity and ingenuity
- **Forensic Sleuths** – dealing with logic, observation, maps, photographs and other evidence
- **Creative Producers** – a sub-group from the team will have ten minutes to develop and present a 30-second commercial to promote a particular product
- **Art and Poetry** – the team will develop a poem plus a complementary work of art on a given theme
- **Games of Strategy** – Mastermind, Chess and 3Dimensional Connect 4
- **General Knowledge** – current affairs, issues, history, science, entertainment, sport and world facts

The tasks are exciting and challenging with a particular emphasis placed on higher order thinking skills. The school will aim to select students who are able to complement each other in the various disciplines and students will be required to commit to lunchtime training for the event.

### **Getting Ready in Numeracy (G.R.I.N)**

Our additional numeracy support program is designed to support students in their classroom mathematics program. Selected students will be involved in small group sessions after school each week to prepare for the classroom program and develop their confidence and skills in numeracy.

## Mediated Learning Experience - Instrumental Enrichment

This year we are offering an exciting learning opportunity to all our Year 7 students. This research based program is being taught in over 50 countries in the world as a way of improving thinking skills, problem-solving, concentration, and fostering positive attitudes to learning benefitting all learners of all ages.

This includes mainstream and gifted students as well as those with learning difficulties.

It has also been used in corporations such as Motorola to improve the thinking skills of executives and a number of armed forces around the world.

The program enhances the learning of our students to enable them to develop a growth mindset which encompasses skills needed to be successful in the 21<sup>st</sup> century.

### Background, philosophy and guiding principles:

The Instrumental Enrichment program consists of 14 different tools or Instruments that, if delivered appropriately, will enhance **a student's cognitive abilities**. The learner is transformed by two types of learning – the direct learning experience and the mediated learning experience.

Instrumental Enrichment presupposes that all learners are 'modifiable', and promotes the perspective that: we can change the neural pathways in the brain so that learners can better access the mainstream environment without assistance. The IE program will also enhance the learner's experience when they access remedial programs that will help them to spell, read, write and complete numeracy, making the learning in these classes more effective and transferrable.

Over the last 50 years, extensive studies have been done to measure the results of IE with a wide range of learners. In order to deliver the program, the teacher must follow a very specific series of steps. The tools are taught in a very specific way, and the mediated learning that occurs is also an integral part of the process.

Briefly each lesson has the following elements:

1. **An explicit learning intention** about what will be learned – so students are clear.
2. **Sub goals** – the teacher defines what each student will bring to the task and how the task should be mediated ( for example, a student who can't read will have words read to them, a student who lacks confidence and is easily confused will have a different sort of mediation).The teacher prepares this beforehand.
3. **Explicit unpacking** of the task and **vocabulary** – looking at what is similar/different/ what cues are there/ can we use the same guidelines / examining new/ similar vocabulary.
4. **Independent work** – students work on the specific page presented to them - teacher is mediator where and when necessary, as are other students.
5. **Feedback** – unpacking the why, when, what, where and how of the activity just performed.
6. **Bridging** – where, when, how and what will the use be of what we have just learned to other aspects of academic/ social / political life / vocational – how might we apply this to our maths class / could we use this in English/ where do we see this skill in our family interaction and so forth.

**Mediated learning**

Each lesson and learning tool is accompanied by active and consistent mediated learning, whereby the teacher works very closely with each participant. Mediated learning:

- Transforms the learner – takes into account exactly what it is that the learner brings to the task – it ensures that the learner can make the connection between the task / similar experiences and future experiences where the same skills will be useful and used.
- Mediated learning requires the teacher to ask: Has my student perceived this, was she / he attending, has there been enough time to grasp the meaning, has she / he understood the relevant attributes of the task – if the answer is ‘no’, then mediation will reposition the learner until the conditions for learning are all there.

**Instrumental Enrichment** aims to enhance a raft of cognitive abilities including an enhanced ability to:

- Perceive tasks / task requirements/ clearly and logically
- Define the problem or task
- Select relevant cues to help with working through tasks
- Search systematically for ways to solve a problem
- Use precision and accuracy
- Use more than one source of information accurately
- Make an effective plan to use for working
- Remembering various bits of information
- Looking for relationships, comparing and contrasting pieces of information
- Categorise
- Think hypothetically
- Use logic to prove or defend
- Use clear and precise language
- Eliminate the trial and error approach
- Restrain impulsive behaviour
- Stay calm when work is challenging
- Overcome the “I can’t do this” thinking

## Outdoor Education

**Learning Intentions:** The paramount objective of Gippsland Grammar's Outdoor Education program is to develop each student's positive self-concept. You will learn intrapersonal and interpersonal skills to help you have a co-operative and caring approach towards others and reveal leadership potential and strengths. You will be encouraged to demonstrate initiative, stamina and self-reliance. While on program, you will also get a greater understanding of our natural environment including flora, fauna, landforms and the cultural elements of the area. This will help to develop a respect for the outdoors and our community.

### Year 7 Opportunities:

- To grasp the concept of putting up different accommodation (tent/tarpaulin)
- To be able to look after self and others in the environment
- To be able to make a basic meal on a Trangia and assist with cooking with a camp oven
- Learn the basics of canoeing
- Learn the basics of raft building
- To gain basic hiking/navigational skills
- To gain a basic understanding of the local environment
- To be able to reflect and cover cross-curricular activities
- To be involved in the cultural aspects of the region
- To spend time with friends and get to know your whole class more
- To reflect about yourself and spend time alone on solo
- To answer question in the journal related to reflections and the environment.
- To have fun

### Year 8 Opportunities:

- To be able to set up a base camp and accommodation
- To be able to cook a meal on a Trangia safely
- To explore and get an understanding of a rock pool eco-system
- To support Parks Victoria and give back to the environment through weed eradication and rubbish removal
- To understand what the Southern Ark Program is
- To develop cultural awareness in the local area
- To spend time with friends and get to know your whole class more
- To reflect about yourself and spend time alone
- To answer question in the journal related to reflections and the environment.
- To have fun
- To cover cross-curricular activities throughout the program and back at school
- To be able to pack all equipment required in a pack
- To be able to set up and pack up a camp each day
- To gain rafting, caving, and climbing skills
- To develop navigation skills
- To explore and get an understanding of the Snowy River and its environment

### Personal Goals:

- Applies knowledge/skills and experience to a practical situation
- Demonstrates reliability in carrying out duties
- Demonstrates ability to accept responsibility
- Demonstrates appropriate initiative
- Answering all questions in program journal

### Student responsibilities:

- Coming prepared to program
- Makes effective use of program time
- Behaves appropriately on program
- Participates actively in all program activities
- Works co-operatively

**There will be a Year 7 Outdoor Information Evening held at the end of Term 3**

### Directory of Policies and Procedures [www.gippslandgs.vic.edu.au/community/policies](http://www.gippslandgs.vic.edu.au/community/policies)

Homework Policy:.....	Diary p. 26
School Uniform .....	Diary p. 31
Lockers .....	Diary p. 33
Bus Travel .....	Diary p. 33
Motor Vehicle and Drop-off and Pick-up Points .....	Diary p. 33
Bicycles .....	Diary p. 33
Smoking.....	Diary p. 34
Drinking .....	Diary p. 34
Sport Procedures at Garnsey Campus .....	Diary p. 36
Outdoor Education at Gippsland Grammar .....	Diary p. 37
Debating .....	Diary p. 153

### Student Timetable: Johnny Johns 7C 7Mitchell Semester 1 2017

The example shown is of a student's timetable. The information preceding the actual timetable, tells us that the timetable has been produced for Johnny Johns, his Academic group is 7C and he is in Year 7 Cooke for his Mentor Group.

Each day is generally divided into six fifty-minute periods. Two lessons occur before recess, two lessons occur before lunch and two lessons occur after lunch. Timings can vary on some days, the actual timings can be found on page 8 of the diary. Monday's lessons are shorter to allow for School Assembly, Wednesday we have House Meetings and Thursday morning's lessons may be shorter because of sport – especially SEISA (South Eastern Independent Schools Association) Inter-School sports days.

The timetable runs to a 10-day cycle and covers two weeks. Days 1 and 6 are Mondays, Days 2 and 7 are Tuesdays, and so the pattern continues until Days 5 and 10 are Fridays. Once Day 10 Friday is reached, the following Monday will be Day 1 and the cycle will repeat. If there is any doubt about what day of the cycle you are in, it is recorded for every day in the diary.

The number in brackets indicates which room the class takes place. Most rooms are numbered, except for Computer Rooms 1, 2, 3 and 4 which are C1, C2, C3 and C4 respectively and the Gymnasium, which is GYM.

		Day_1	Day_2	Day_3	Day_4	Day_5
R	MGam	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]
	1	Visual Communication and Design A NLL [65]	Music C DCM [C4]	Maths C TN [04]	Science C KD [24]	English C JUC [12]
	2		Japanese C ES [20]	Chapel C JLM [12]	English C JUC [12]	
	3	Physical Education and Health C RJW [12]	Science C KD [24]	History C GAD [12]	Music C DCM [C4]	Maths C TN [05]
	4	French C CL [17]		Science C KD [24]	Maths C TN [24]	Japanese C ES [20]
	Lunch					
	5	Maths C TN [05]	Physical Education and Health C RJW [GYM1]	English C JUC [12]	Sport C	French C CL [17]
	6	Science C KD [26]		Religious and Values Education C RCL [C2]	Sport C	History C GAD [12]
	MGpm	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]
	Day_6					
R	MGam	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]
	1	English C JUC [12]	Physical Education and Health C RJW [GYM1]	Physical Education and Health C RJW [12]	Religious and Values Education C RCL [C2]	English C JUC [12]
	2	French C CL [17]	Physical Education and Health C RJW [GYM1]	Chapel C JLM [12]	History C GAD [14]	French C CL [17]
	3	Maths C TN [05]	Visual Communication and Design A NLL [65]	Maths C TN [05]	Maths C TN [05]	Personal Development C JLM [12]
	4	Music C DCM [C4]	Japanese C ES [20]	History C GAD [12]	English C JUC [12]	Japanese C ES [20]
	Lunch					
	5	History C GAD [12]	History C GAD [12]	English C JUC [12]	Sport C	Science C KD [24]
	6	Visual Communication and Design A NLL [65]	Maths C TN [05]	Science C KD [25]	Sport C	Music C DCM [C4]
	MGpm	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]	Mentor Group C JLM [12]
	Day_7					
Day_8						
Day_9						
Day_10						

Subjects that are taught in Mentor groupings are Science, Geography, P.E. & Health, History, Music, Drama, RAVE, Maths and English. LANGUAGES have separate grouping structures, based on language preference. Classes for the Arts are sometimes based on mixed Mentor and Peer Support Groupings. The following is a list of Year 7 teachers and the subject they teach at Year 7.

Mr Richard Ogilvie .....RBO ....PE & Health, Science	Mrs Melissa Peters.....MGP .. LinC
Mr Chris Ray.....CJR .....PE & Health	Mrs Kate Arnup .....KEA ... LinC Problem Solving
Mrs Jane Baker .....JEB.....PE & Health,	Mr Andrew Hodges.....ANH... Maths
Mr Josh Flanagan.....JPF ..... Science	Mrs Sarah Little .....SL ..... Maths
Mr Kai Dettbarn .....KD ..... Science	Mrs Arun Singh.....ALS ..... Maths
Mr Jamie Mitchell.....JLM ..... Science	Mrs Tracey Nicholas.....TN ..... Maths
Miss Eri Shinagawa.....ES ..... Japanese	Ms Celine Lechappe.....CL ..... French
Ms Bree Henderson .....BH ..... Japanese	Mr Daniel De Keersmaeker.. DJD ..... French
Mrs Joy Reid.....JTR..... Art	Mr Nick Kuch .....NIK ..... Design Technology Wood
Mrs Jacinta Fleming .....JTF ..... VCD	Rev Rich Lanham .....RCL ..... RAVE
Ms Nadine Lineham .....NLL.... VCD	Mr Richard Macaulay .....RJM..... RAVE
Ms Wendy Ryan .....WJR .... Food Technology	Mr Dan McKimm.....DCM .... Music, Drama
Ms Julie Cannon.....JUC ..... English	Mr Paul Van Eekelen.....PJV ..... Music
Mrs Faye Kennedy .....FSK ... English, Geography	Mr Glen Dihood .....GAD .... Geography, History
	Ms Toni Salveson.....TS..... Geography

Most subjects have one double period per cycle.

Periods 5 and 6 on Thursdays are dedicated to Sport, which can be House or Inter-School competition, or non-competitive.

One period per cycle, in the example of the timetable Period 3 Wednesday, is dedicated to Chapel and extended Mentor Group. On every day of the cycle, Mentor Group sessions take place at the beginning and end of the day for ten minutes each. One lesson per cycle is also dedicated to Personal Development. In this subject, personal and pastoral issues are explored in Mentor Groups.

### The Student Diary

Each student has a school diary. This diary has two main purposes: the first is to record homework, and the second is to provide a means of communication between home and school. Parents are also welcome to contact the Mentor or Head of Year via email or phone. All Gippsland Grammar email addresses contain a first name followed by a full stop, surname and then @gippslandgs.vic.edu.au. Students are expected to maintain their diary in a neat and tidy state. It is not a personal diary and as such is not to be marked with graffiti, decorated with stickers or other markings or scribble. If the diary is not maintained in a satisfactory condition, it must be replaced.

Students are expected to take their diary to all classes, chapel services and assemblies. During Years 7 and 8, the Mentor teacher of each student will sign the diary regularly. Students are expected to obtain their parent's signature each week.

Parents are urged to use the diary as a means of communicating with staff. Notes explaining absences, requesting leave (during the school day or for an extended period during term) and notes explaining reasons for a student being out of uniform can be written into the diary.

The diary also explains uniform requirements on pages 30 and 31 in detail.



## Exit Pass

Students must have permission to leave the School during the School day. Parents must fill in the exit pass request in the diary. The student then obtains a signature from their Mentor and an exit pass from their Head of Year. Approval will only be given if there is a legitimate reason for their departure from the School. The student must sign the exit book at Reception before the departure and on return. This is to ensure that every child is accounted for in the case of an emergency. The diary must be carried by the student as evidence that they have permission to be out of the School.

## Homework for Year 7 and Year 8

In Years 7 and 8, students will be provided with a homework timetable by the Head of Year which allows for a designated period of time per subject and a set number of sessions per cycle.

The total recommended time for students in Year 7 is 60 minutes per night and generally three subjects per night.

The total time for a student in Year 8 is 75 minutes per night and generally three subjects per night.

YEAR 7		YEAR 8	
English sessions	6	English sessions	6
Maths sessions	6	Maths sessions	6
Science sessions	4	Science sessions	4
Hist/Geog sessions	4	Hist/Geog sessions	4
Languages sessions	6	Languages sessions	6
PE&Health sessions	1	PE&Health sessions	1
RAVE sessions	1	RAVE sessions	1
Music\Drama sessions	1	Music\Drama sessions	1
Art Block	1	Art Block	1

Students are expected to read, practise instrumental music and learn Language/s vocabulary on a regular basis and as required.

There is advice to parents and students about homework on page 26 of the diary.

## The Studies from Year 7 – 12

Subject Pathways      cs: core subject              c: compulsory to study before proceeding to next year level in subject  
 es: elective subject      d: desirable to study before proceeding to next year level in subject

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English [cs]	English [cs]	English [cs]	English [cs]	English [cs] + [c] Literature [cs] + [c] English Language [cs] + [c]	English [cs] Literature [cs] English Language [cs]
Mathematics	Maths [cs]	Maths [cs]	Maths [cs]	Maths [cs] Maths Enrichment [es]	Maths Methods [c] General Maths [c] Specialist Maths [c]	Maths Methods Further Maths Specialist Maths
Science	Science [cs]	Science [cs]	Science [cs]	Science [cs]	Biology [d] Chemistry [c] Physics [c] Psychology [d]	Biology Chemistry Physics Psychology
Humanities and Commerce	History [cs] Geography [cs]	History [cs] Geography [cs]	Modern History and Australia [cs] Environmental Studies [cs]	History [cs] Geography [cs] Business M/ment [cs] Personal Investment [es]	History Geography Business Management Accounting [d] Economics Legal Studies	History Geography Business Management Accounting Economics Legal Studies Global Politics
Physical Education and Health	Physical Education and Health [cs]	Physical Education and Health [cs]	Physical Education and Health [cs] Dance [es] Human Movement [es] Faster, Fitter, Stronger [es]	Physical Education [cs]	Health and Human Development, Physical Education, Outdoor and Environmental Studies	Health and Human Development, Physical Education, Outdoor and Environmental Studies
Religion and Values Education	RAVE [cs]	RAVE [cs]	Personal Development [cs]	RAVE [cs]		Cert. III in Christian Ministry and Theology
Music	Music [cs]	Music [cs]	Music Styles [es]	Music [es]	Music Performance [d]  Cert. III in Technical Production [d]	Music Performance  Cert. III in Technical Production [d]
Information and Communications Technology	ICT Skills	ICT Skills	Animation and Games Design [es] Robotics [es] Solar Technology[es]	Electronics and Programming [es]	Computing [d]	Informatics Software Development
					Cert. III in VET Interactive Digital Media[c]	Cert. III in VET Interactive Digital Media[c]

Languages	French [cs], Accelerated Japanese [cs], Continuing Japanese[cs]	French [cs] <b>or</b> Japanese [cs]	French [es], Japanese [es]	French [es] + [c], Japanese [es] + [c]	French, [c] Japanese [c]	French, Japanese
	<b>Year 7 &amp; Year 8 for one semester only per subject</b>					
Drama	Drama [cs]		Drama [es]		Drama	Theatre Studies
Design Technology Wood	Design Technology Wood [cs]		Design Technology Wood [es]	Design Technology Wood [es]	VCE VET Furnishing	VCE VET Furnishing
Food Technology	Food Technology [cs]		Food for Home [es] Food for Entertaining [es]		Cert. II in Hospitality (Operations) [d]	Cert. II in Hospitality (Kitchen Operations) [d]
Visual Communication and Design	Visual Communication and Design [cs]		Visual Communication and Design [es]	Visual Communication and Design [es]	Visual Communication and Design [d]	Visual Communication and Design
Art	Art [cs]		Art [es] Photography & Film [es]	Art [es]	Art [d]	Art Studio Arts
Media					Media	Media

**Points to note**

- One of the English studies is a compulsory study through to and including Year 12. Students can choose between English, Literature or English Language. See the VCE Handbook 2017 for rules governing selection.
- VCE Business Management 1/2 is listed in the Year 10 column as it can be taken as an alternative to Year 10 History or Geography.
- Students study one semester of History and one semester of Geography in both Year 7 and Year 8.
- Various support and extension opportunities exist for students to access eg. LinC classes, that is, Literacy in Context at Year 7 and 8 levels.

**VET subjects**

The VET subjects in the table above are offered at Gippsland Grammar. **Other VET subjects are studied off-site e.g. TAFE.**

**VCAL subjects**

There are four core subjects specific to the Victorian Certificate of Applied Learning. They are: VCAL Literacy, VCAL Numeracy, VCAL Work Related Skills, VCAL Personal Development. VCAL Numeracy may be provided via VCE General Maths F.

**Subject Pathways for the Victorian Certificate of Applied Learning**

Year 7 and 8	Year 9	Year 10	Year 11 VCAL Intermediate Certificate	Year 12 VCAL Senior Certificate
		English [cs] Maths [cs] Science [cs] PE [cs] RAVE [cs] Year 10/Year 11 VCE Subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VCE subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VCE subjects [e]

**In all instances, VCE, VET and VCAL subjects will only run in any given year if there is sufficient interest from students in the form of numbers electing to study the subject.**

## Subject Outlines – Year 7

### Core Subjects

<b>English</b>	
<b>AIMS:</b> The study of English in Year 7 develops students' knowledge, understanding and skills in the key areas of listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.	
<b>Semester 1:</b> Year 7 students study English for the full academic year, participating in activities to enhance their skills in communicating in written and spoken English. Consistent with the Australian Curriculum the Year 7 curriculum incorporates the key strands of Language, Literature and Literacy and integrates ICT and Thinking Skills strategies. Students are encouraged to read widely and with discrimination through the Wide Reading Program, Literature Circles and their participation in the Premier's Reading Challenge. Students also experiment with writing, exploring a range of text forms, with particular emphasis on personal/imaginative writing and the short story narrative. They begin to develop an understanding of the importance of audience, form and purpose in the writing process. Oral skills are fostered through a range of formal and informal tasks, including speeches. The entire curriculum aims to develop language skills by strengthening students' understanding and use of the fundamentals of spelling, punctuation and grammar, as well as parts of speech and sentence types.	
<b>Topics/Texts</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Text Response</li> <li>• Creating and Presenting</li> <li>• Oral Communication</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Written responses, oral presentations</li> <li>• Writing folio</li> <li>• Speeches, small group work</li> <li>• Language exercises, writing tasks, tests</li> </ul>

<b>English</b>	
<b>AIMS:</b> The study of English in Year 7 develops students' knowledge, understanding and skills in the key areas of listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.	
<b>Semester 2:</b> The study of English in second semester builds upon and extends skills in literacy developed in Semester 1. Students begin to develop skills in detailed textual analysis through a study of a class novel. The focus is on <i>analysis</i> of the key elements of the text and how the conventions of the novel form have been used to create meaning. Students are introduced to writing extended analytic and interpretive responses that critically discuss the themes and issues in the texts they study. In their folio work, students continue to explore the requirements of effective writing, by crafting written pieces for different audiences and purposes. In developing their appreciation of media texts, students explore the way that language is used to express particular views and they are encouraged to become more discriminating in their reading of the Australian media. Oral skills continue to be fostered through students' involvement in debating.	
<b>Topics/Texts</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Text Response</li> <li>• Media Analysis</li> <li>• Creating and Presenting</li> <li>• Oral Communication</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Written responses, oral presentations</li> <li>• Comprehension and analytical exercises</li> <li>• Writing folio</li> <li>• Speeches, debates, small group work</li> <li>• Language exercises, writing tasks, tests</li> </ul>

<b>Mathematics</b>	
<b>AIMS:</b> Year 7 Mathematics aims to ensure that students develop thinking, reasoning, analysing and problem solving. Students will also become confident and creative users and communicators of Mathematics.	
<b>Semester 1:</b> Throughout the course of this unit and consistent with the Australian Curriculum, the emphasis will be on consolidation of number skills and the introduction of new skills in Algebra and Geometry. Information and Communication Technology skills will be integrated throughout.	
<b>Topics/Texts</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Whole Number Review</li> <li>• Factors, Multiples, Primes</li> <li>• Introduction to Algebra</li> <li>• Introduction to Geometry</li> <li>• Fractions</li> <li>• Problem Solving Techniques</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Problem Solving</li> <li>• Semester test</li> <li>• Investigative Task</li> </ul>

<b>Mathematics</b>	
<b>AIMS:</b> Year 7 Mathematics aims to ensure that students develop thinking, reasoning, analysing and problem solving. Students will also become confident and creative users and communicators of Mathematics.	
<b>Semester 2:</b> Throughout this semester and consistent with the Australian Curriculum, students will be introduced to further properties of geometrical figures and algebraic techniques, chance and data, and applications to real situations. Information and Communication Technology skills will be integrated throughout.	
<b>Topics/Texts</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Decimals and Percentage</li> <li>• Measurement</li> <li>• Basic Geometry (Triangles and construction)</li> <li>• Statistics</li> <li>• Problem Solving Techniques</li> <li>• Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Project</li> <li>• Problem Solving</li> <li>• Semester test</li> </ul>

<b>Science</b>	
<p><b>AIMS:</b> The Year 7 Science content has been set out in line with the Australian curriculum and it includes content and activities that enhance the development of Year 7 achievement standards with the three interrelated strands of Science Inquiry skills, Science as a Human Endeavour and Science Understanding. The content is presented through a range of contexts to engage students and to assist them make connections between Science and their lives.</p> <p>Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.</p>	
<p><b>Semester 1:</b> Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Laboratory Techniques and Safety</li> <li>• Mixtures and Solutions</li> <li>• Planning Investigations</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Workbook / text exercises – Discussion and Review</li> <li>• Worksheet activities</li> <li>• Field work reporting</li> <li>• Laboratory investigations</li> <li>• Tests</li> </ul>

<b>Science</b>	
<p><b>AIMS:</b> The Year 7 Science content has been set out in line with the Australian curriculum and it includes content and activities that enhance the development of Year 7 achievement standards with the three interrelated strands of Science Inquiry skills, Science as a Human Endeavour and Science Understanding. The content is presented through a range of contexts to engage students and to assist them make connections between Science and their lives.</p> <p>Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.</p>	
<p><b>Semester 2:</b> They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Ecosystems, Habitats and Classification</li> <li>• Forces and Machines</li> <li>• Earth in Space</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Workbook / text exercises – Discussion and Review</li> <li>• Worksheet activities</li> <li>• Research assignments</li> <li>• Laboratory investigations and reporting</li> <li>• Tests</li> </ul>

<b>French</b>	
<p><b>AIMS:</b> The aim of this course is to develop an understanding of the French language and culture. This involves speaking, listening, reading and writing activities, centred on the gestures-based approach called AIM (Accelerative Integrated Methodology) to strengthen the speaking and listening skills. Communication is only in French during class time.</p>	
<p><b>Semester 1:</b> Year 7 students study French for the full academic year. Students take part in activities to develop their skills in communicating in both written and spoken French using the AIM Methodology. The theme during this semester is the personal world, greetings, seasons, the calendar and the play 'les 3 petits cochons'. Information Communication Technology and specific thinking processes will be incorporated.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Greet and ask someone's name</li> <li>• Apologise and thanking</li> <li>• Say/Ask how you are</li> <li>• France's main cities, rivers, oceans, bordering countries</li> <li>• 22 countries and nationalities</li> <li>• The present tense of the verb être</li> <li>• French alphabet</li> <li>• Numbers to 31, days of week and months</li> <li>• festivals and significant dates in French-speaking countries</li> <li>• Agree/disagree with someone</li> <li>• Birthdays and seasons</li> <li>• Possessives and questions</li> <li>• Feelings and emotions</li> <li>• Sport activities</li> <li>• Songs</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Listening comprehension exercises</li> <li>• Role play</li> <li>• Reading tasks</li> <li>• Activities and French play</li> <li>• Peer activities and assessments</li> </ul>

<b>French</b>	
<p><b>AIMS:</b> The aim of this course is to develop an understanding of the French language and culture. This involves speaking, listening, reading and writing activities, centred on the gestures-based approach called AIM (Accelerative Integrated Methodology) to strengthen the speaking and listening skills.</p>	
<p><b>Semester 2:</b> Students continue to develop their skills in the subject area. The theme of the personal world is further developed throughout this semester (introducing people and friends). The gestures-based AIM Methodology, Information Communication Technology and specific thinking processes will be incorporated.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Give basic personal details about others</li> <li>• Use the negative of verbs</li> <li>• regular adjectives and the feminine form</li> <li>• questions about people and things</li> <li>• plural of nouns</li> <li>• Use the demonstrative ce in c'est and ce sont</li> <li>• vocabulary used in the classroom</li> <li>• vocabulary of daily leisure activities</li> <li>• present tense group-I regular er-verbs and negative form</li> <li>• opposites / les contraires</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Listening comprehension exercises</li> <li>• Role play</li> <li>• Reading tasks</li> <li>• Activities and French play</li> </ul>

<b>Japanese</b>	
<p><b>AIMS:</b> The aim of this subject is for students to develop an understanding of the Japanese language and culture. The course aims to foster an awareness of different cultures and to show students that there are many ways of viewing the world. Students also learn and understand the way the language functions. Students without previous knowledge of Japanese receive extra support during Tem 1 and should then be able to recognise the forty-six hiragana signs. All students are introduced to the gestures-based approach called AIM (Accelerative Integrated Methodology) to support the speaking and listening skills.</p>	
<p><b>Semester 1:</b> Throughout the semester, students learn greetings, self-introduction, stationery and useful expressions in class. The first part of the course focuses on the mastering of the 46 hiragana sounds and script. Culture etiquette is also taught. There are a range of activities to assess students' achievements and progress through the AIM methodology and its story Douyatte ikimasu ka? Information Communication Technology and specific thinking processes will be incorporated.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Hiragana and Kanji scripts</li> <li>• Greetings</li> <li>• Story Douyatte ikimasu ka? How do I go?</li> <li>• Classroom instructions phrases</li> <li>• Self-introduction</li> <li>• Counting numbers up to 100</li> <li>• Cultural aspects of Japan</li> <li>• Mastering hiragana characters</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Basic class instructions and questions</li> <li>• Initial short role-plays based on Story</li> <li>• Worksheets and online activities</li> <li>• Listening and speaking activities</li> <li>• Reading comprehension exercises</li> <li>• Recognising and writing the hiragana signs from the Hiragana Chart</li> <li>• End of unit tests</li> </ul>

<b>Japanese</b>	
<p><b>AIMS:</b> The aim of this subject is for students to continue developing an understanding of the Japanese language and culture. The course aims to foster an awareness of different cultures and to show students that there are many ways of viewing the world. It is delivered continuing the gestures-based approach called AIM (Accelerative Integrated Methodology) to support the speaking and listening skills, to set up the students to understand and establish communication skills before starting Year 8. Assessment is organised into four skill areas; speaking, listening, reading and writing.</p>	
<p><b>Semester 2:</b> In this semester, students look beyond themselves to express their feelings. They will also learn how to get to places by different transport. Information Communication Technology and specific thinking processes will be incorporated with the use of gestures (AIM Methodology) to support the speaking and listening skills.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Story Douyatte ikimasu ka? How do I go?</li> <li>• Revision of hiragana and improve the fluency of reading and writing</li> <li>• Kanji scripts</li> <li>• Transport</li> <li>• Describing emotions using a range of adjectives</li> <li>• Learn how to say, "I want to"</li> <li>• Cultural aspects of Japan</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Basic class instructions and questions</li> <li>• Role-plays and Story performance</li> <li>• Worksheets and online activities</li> <li>• Listening and speaking activities</li> <li>• Reading comprehension exercises</li> <li>• Test on the hiragana signs</li> <li>• End of unit tests</li> </ul>



<b>Literacies in Context (LinC)</b>	
<p><b>AIMS:</b> The focus of this course is to improve the student's ability to interpret and use language in a range of contexts. The course exposes students to many opportunities for speaking, listening, reading, writing and viewing as well as social interaction and critical thinking. The course is tailored to individuals' learning requirements, therefore the content may vary to meet student needs.</p>	
<p><b>Semester 1:</b> Individual learning goals will be set for and/or by each student in Semester 1. Spelling and reading comprehension levels will be assessed at the beginning of the year. Students begin the year discussing their interests and attitudes to learning and literacy. Throughout the semester, language conventions of spelling, grammar and punctuation will be explicitly taught through practical, hands on and engaging themes and projects that maximise opportunities to create a variety of text types. Students will be exposed to spelling strategies to assist them as they move towards becoming more independent spellers. Organisational tools such as mind maps and graphic organisers will be utilised to support the writing process and students will work towards writing a series of paragraphs. Audience and purpose will be drawn from a real world context. Reading and comprehension activities, including everyday texts, will be completed. Students explore familiar topics of high interest and story writing. They conduct an investigation into breakfast cereals. They taste test cereals and make their recommendation based on a set of criteria. Students create their own cereal box design, using appropriate language and literacy conventions.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Student interests/familiar topics</li> <li>• Individual Learning Goals</li> <li>• What's for breakfast?</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Cereal Box</li> <li>• Taste Test report</li> <li>• Spelling and Grammar exercises</li> <li>• Reading and Comprehension activities</li> <li>• Learning Goals Reflective</li> </ul>

<b>Literacies in Context (LinC)</b>	
<p><b>AIMS:</b> The focus of this course is to improve the student's ability to interpret and use language in a range of contexts. The course exposes students to many opportunities for speaking, listening, reading and writing, as well as social interaction and critical thinking. The course is tailored to individuals' learning requirements, therefore the content may vary to meet student needs.</p>	
<p><b>Semester 2</b> Students reassess their learning goals. Spelling and reading comprehension will be assessed towards the end of the year to determine achievement. Language Conventions will continue to be explicitly taught as students continue to examine the language of different texts. This semester students work consolidation skills as they apply different language conventions to suit various text types. They undertake a major writing project that requires them to conduct research into a specific topic of interest and to create a publishable book that can be used as a resource for other students. Students will use an assessment rubric to reflect on their work. Students choose from a range of topics around which reading, writing and viewing will be based. Topics include: Mythbusters, Man versus Wild and Science Fiction. Research skills will support their work in Semester 2.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Research into non-fiction topics</li> <li>• Individual Learning Goals</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Research Project and book publication</li> <li>• Spelling and Grammar exercises</li> <li>• Reading and Comprehension activities</li> <li>• Viewing and listening activities</li> <li>• Learning Goals Reflection</li> </ul>

<p><b>Literacies in Context (LinC) Problem Solving</b></p>	
<p><b>AIMS:</b> This class is introduced to the Instrumental Enrichment Program (I.E). It provides students with an opportunity to practice a range of problem solving and social skills. There is a focus on developing the use of a systematic search to work through a problem; using the model provided as well as looking back to see what has been done previously; testing a hypothesis and becoming more confident at drawing conclusions. Students are encouraged to utilise these strategies in their approach to school work.</p>	
<p><b>Semester 1 &amp; 2</b> Each session will involve the students working through a different page of the Instrument. The sessions are structured as follows: Introduction and objectives, working on a page – mediation of learning, discussion and bridging to life experienced – making connections. Students will be assessed on their ability to make connections between how I.E. can assist in other areas of learning, ability to hypothesise, ability to use prior learning in working through new problems and perseverance and completion of each task.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Instrumental Enrichment – Standard program</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Completing pencil and paper instrumental tasks which develop or encourage:             <ul style="list-style-type: none"> <li>- flexible thinking</li> <li>- restraining impulsivity</li> <li>- reducing trial and error behaviour</li> <li>- to make systematic searches</li> <li>- to develop a plan for solving problems</li> </ul> </li> </ul>

<b>Geography</b>	
<p><b>AIMS:</b> As specified in the Australian Curriculum the two units of study in the Year 7 Geography curriculum are Water in the world and Place and Liveability. The course focusses on people's reliance on water as a resource, its distribution, its availability and how the distribution of water among users can be improved. Place and livability will examine why some places are more livable than others and how conditions can be changed to improve livability.</p>	
<p><b>Semester 1 or 2:</b> The role of water as a key renewable resource in our area is studied in Unit 1. All of the uses water has in our society will be studied and examined. A comparison study will compare the uses, conflict over and the sustainability of water resources in an Asian country compared to Australia. The Place and Liveability unit of study will investigate the aspects of communities that impact on liveability. A comparison of two different communities will be used to explore these concepts. In at least one of the units studied a fieldtrip will be undertaken to collect data, test hypotheses and from which a report will be written. In both units students will use digital technologies and other ways of representing their data. Ethical research and the use of graphic and map data will be taught throughout both units.</p>	
<p>Topics/ texts</p> <ul style="list-style-type: none"> <li>• Oxford Big Ideas Geography 7</li> <li>• Internet</li> <li>• Fieldwork plans</li> <li>• Data Response format</li> </ul>	<p>Tasks</p> <ul style="list-style-type: none"> <li>• Class Survey</li> <li>• Fieldwork Report</li> <li>• Water use in the world</li> <li>• Liveability Evaluation</li> </ul>

<b>History</b>	
<p><b>AIMS:</b> This course aims to introduce students to the nature and processes of historical enquiry. The course is built around three Depth Studies as set out in the Australian Curriculum. As specified the course encompasses the period 60,000 BCE to around 600 CE.</p>	
<p><b>Semester 1 or 2:</b> The course begins with a study entitled 'Investigating our ancient past'. Students create a human evolution timeline to explore the process of human development. This is followed by a study of the 'Out of Africa' theory and an examination of the evidence for this idea. The next study focusses of the development of complex societies, in particular the ancient Egyptian civilisation. This early civilisation is studied in depth from a range of perspectives. The course concludes with a comparison of some aspects of ancient Egyptian society with developments in ancient China at the same time. A range of IT skills and the use of on line tools for the presentation of ideas are built into the course as a foundation for learning in future years.</p>	
<p>Topics/ texts</p> <ul style="list-style-type: none"> <li>• History Mysteries – Lake Mungo</li> <li>• National Museum of Natural History website</li> <li>• ISC designed coursework on Egypt</li> <li>• Oxford Big Ideas History 7</li> </ul>	<p>Tasks</p> <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Timeline</li> <li>• Evidence evaluation</li> <li>• Research Task</li> <li>• Comparison of ancient civilisations</li> </ul>

<b>Physical Education &amp; Health</b>	
<p><b>AIMS:</b> To provide students with knowledge skills and behaviours to enable them to achieve a level of autonomy in developing and maintaining their physical, social and emotional health. To focus on the importance of a healthy lifestyles and physical activity in the lives of individuals and groups in our society; however, primarily focusing on adolescence. To develop skill, understanding, decision making and teamwork in a range of physical activities.</p>	
<p><b>Semester 1</b> Students in Semester One, students participate in four major areas of physical development. Athletics aims to refine skills and to develop strategies to improve performance. Students' fitness and physical activity levels are evaluated using National standards and guidelines. In Invasion Games, students develop skills, knowledge and understanding of the games to participate effectively. There may be occasions when other games or activities are used to enhance student learning or engagement. Students learn about the impact of puberty on an adolescent's physical, social and mental health.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Health Related Fitness</li> <li>• Invasion games</li> <li>• What is Health?</li> <li>• Adolescents and change</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Track and Field events</li> <li>• Health collage</li> <li>• Skill activities/Games rules/Positional play and teamwork</li> <li>• Response to adolescence</li> </ul>

<b>Physical Education &amp; Health</b>	
<p><b>AIMS:</b> To provide students with knowledge skills and behaviours to enable them to achieve a level of autonomy in developing and maintaining their physical, social and emotional health. To focus on the importance of a healthy lifestyles and physical activity in the lives of individuals and groups in our society; however, primarily focussing on adolescence. To develop skill, understanding, decision making and teamwork in a range of activities.</p>	
<p><b>Semester 2</b> Students will continue to develop their physical skills and technical knowledge of the major sports covered. There may be occasions when other games or activities are used to enhance student learning or engagement. Students will develop an understanding of the role of nutrition in growth and development. Students will investigate the influences on their decision making and how they can make responsible choices.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Rowing</li> <li>• Basketball</li> <li>• Softball</li> <li>• Decision making and risk</li> <li>• Nutrition</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Skill activities, game rules, positional play and teamwork</li> <li>• Decision making assessment task</li> <li>• Nutrition assignment</li> </ul>

<b>Music (Course One – Making Music)</b>	
<p><b>AIMS:</b> To give the students an appreciation and understanding of music through the hands-on experience of music making within the class band program. Students of Years Seven and Eight undertake a total of three semesters of Music over two years beginning with the class band program; however, Course One only takes place in Year 7.</p>	
<p><b>Semester 1:</b> Students participate in a class band program which includes developing an understanding of theory to ensure all students can read pitch and rhythm in the band program. The Class Band program will involve singing in class, which aids in aural and pitch discrimination. Students will investigate the instruments of the orchestra and the related topics of instrument classification and sound production.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Class Band (2*per fortnight)</li> <li>• Class singing</li> <li>• Classification of instruments</li> <li>• How sound is transmitted</li> <li>• Instruments of the Orchestra</li> <li>• The Elements of Music - Rhythm, Pitch, Melody and Structure</li> <li>• History or Rock and Roll</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Music performance through the class band</li> <li>• Theory of music worksheets</li> <li>• Care and maintenance of instruments task</li> <li>• Instruments research task</li> </ul>

<b>Music (Course Two – Music of the World)</b>	
<p><b>AIMS:</b> To give the students an appreciation and understanding of music through the hands-on experience of music making within the class band program. Students of Years Seven and Eight undertake a total of three semesters of Music over two years. Course Two will be completed in either Year 7 or Year 8 depending on the Semester Timetable.</p>	
<p><b>Semester 2:</b> Students continue to participate in the class band program which includes developing an understanding of theory to ensure all students can read pitch and rhythm in the band program. The Class Band program will involve singing in class, which aids in aural and pitch discrimination. Students will further their understanding of the <i>Elements of Music</i> and increase their skills and knowledge of music through the study of vocal music, including listening to a variety of vocal styles and writing and song lyrics which will be performed rhythmically.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Class Band (2*per fortnight)</li> <li>• Class singing</li> <li>• The elements of Music - Rhythm, Pitch, Melody and structure</li> <li>• Song Lyric Writing Basics</li> <li>• Vocal Styles and Song Forms</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Music performance through the class band</li> <li>• Further Music Theory Worksheets</li> <li>• Basic introduction to keys and the three primary chords</li> <li>• Writing Lyrics</li> <li>• Performing Lyrics Rhythmically</li> </ul>

<b>Drama</b>	
<b>AIMS:</b> To increase students' communication skills (verbal and nonverbal), co-operative work practices, problem solving skills, critical awareness, self-confidence, creativity and imagination, while learning some basic techniques and principles of Drama.	
<b>Semester Description:</b> In Year 7 or Year 8, Drama will be studied for one semester. Using a variety of stimulus material, including theatre games, poetry, traditional stories, and improvisation, students learn simple mime techniques, the basics of plot and characterisation, as well as movement and effective verbal and nonverbal communication. Students perform in groups for the class, which is encouraged to be a supportive audience and to develop critical awareness by acknowledging and celebrating the strengths and suggesting improvements for the weaknesses in their own and others' performances.	
<b>Topics/Texts</b> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Characterisation</li> <li>• Movement</li> <li>• Story Building</li> <li>• Evaluation and Reflection</li> </ul>	<b>Tasks</b> <ul style="list-style-type: none"> <li>• Class ensemble performance in response to stimulus material</li> <li>• Written and Oral Evaluations and Reflections</li> </ul>

*Music is undertaken for three semesters out of four. Music and Drama make up the Music/Drama block in the timetable. Every student will undertake both subjects across four semesters or two years.*

<b>RAVE Religious and Values Education</b>	
<b>AIMS:</b> The Year 7 RAVE course continues to give students the opportunity and encouragement to delve deeply into the search for meaning and understanding of who they are and how they can live in relationship with themselves, their communities, the sacred and the world.	
<b>Semester 1:</b> The work in this unit is designed to explore stories from the Judeo – Christian tradition as grounding stories that create meaning and identity within human experience. Other creating stories are also examined to enable students to understand and respect a broad range of ideas of the sacred.	
<b>Topics/Texts</b> <ul style="list-style-type: none"> <li>• Stillness and Silence</li> <li>• Telling your story</li> <li>• Stories, Symbols, Myths and Metaphors</li> <li>• Story of Easter</li> <li>• The Lion, the Witch and the Wardrobe – and Easter Story</li> <li>• Creation Stories</li> </ul>	<b>Tasks</b> <ul style="list-style-type: none"> <li>• Workbook Activities</li> <li>• Class participation and discussions</li> <li>• Class presentation on a Creation story</li> </ul>

<b>RAVE Religious and Values Education</b>	
<b>AIMS:</b> The Year 7 RAVE course continues to give students the opportunity and encouragement to delve deeply into the search for meaning and understanding of who they are and how they can live in relationship with themselves, their communities, the sacred and the world.	
<b>Semester 2:</b> This unit looks at the wider traditions of our world religions to enable students to understand and respect a broad range of ideas and approaches to creating meaning and identity through the sacred. Students also continue to explore stories from the Judeo Christian tradition that are a further help to create meaning and identity within human experience.	
<b>Topics</b> <ul style="list-style-type: none"> <li>• Stories of Religious belief “More than a material body”</li> <li>• World Religions and their founding stories</li> <li>• Stories from the Old Testament – Abraham’s Story and Story of Joseph</li> <li>• Growth and change: a contemporary story</li> </ul>	<b>Tasks</b> <ul style="list-style-type: none"> <li>• Workbook activities</li> <li>• Class participation and discussion</li> <li>• Class presentation of a world religion</li> </ul>

## Art Subjects

Art	
<p><b>Aims:</b> This subject is designed to enable students to learn about visual art, its characteristics, processes and its role as a vehicle for creative expression</p>	
<p><b>Semester:</b> In either Year 7 or 8, Art is studied for one semester. The course introduces students to the Elements of Design as the foundations for making works of art and the expression of ideas in the form of drawings and paintings. The drawings and paintings that students undertake also entail the development of skills that need to be practiced and mastered progressively. Students also produce a Folio piece using a medium of their choice that responds to a set theme. They will also research Pop Art and French Impressionism to produce an annotated visual report showing the artworks of the major artists working in those periods.</p>	
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Folio Piece</li> <li>• Art Appreciation</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Grid drawing</li> <li>• Colour wheel</li> <li>• Warm and cool colour paintings</li> <li>• An art piece responding to a theme</li> <li>• Art appreciation project</li> </ul>

Food Technology	
<p><b>AIMS:</b> Food Technology seeks to investigate issues relating to food and nutrition as well as demonstrate safe and hygienic methods for food preparation and storage.</p>	
<p><b>Semester:</b> In Year 7 or 8 Food Technology is studied for one semester. The unit identifies issues relating to the safe and hygienic preparation and storage of food, focuses on equipment management and healthy food choices and has practical food preparation lessons.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Ground rules for food</li> <li>• Preparing food safely and hygiene management</li> <li>• Safe storage of food</li> <li>• Identification of equipment</li> <li>• Recipe work plans</li> <li>• Breakfasts/lunches</li> <li>• Healthy Snack Task</li> <li>• Text: Food Technology 7/8</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Practical classes in cooking</li> <li>• Workbook</li> <li>• Practical skills testing</li> <li>• Recipe interpretation exercises</li> <li>• Design brief</li> </ul>



<b>Design Technology Wood</b>	
<p><b>AIMS</b> This subject is designed to enable students to learn about Wood Technology, its various characteristics, the use of hand tools, working processes and safety in the workshop.</p>	
<p><b>Semester:</b> Wood Technology in Year 7 is designed as an introduction to working with timber correctly and safely. Firstly the students discuss safety in a workshop environment along with an understanding of the terminology used. The student's first task is designed to develop and maintain accurate measuring and marking out skills. They are also encouraged to use technology to investigate and design various tasks within their workbooks from a design brief.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Safety within a workshop</li> <li>• Research and design</li> <li>• Accurate measuring and marking out</li> <li>• Basic project construction</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Onguard safety certificates</li> <li>• Jewellery box</li> <li>• Key holder</li> <li>• Carry container</li> </ul>

<b>Visual Communication Design</b>	
<p><b>Aims:</b> This subject is designed to enable students to solve design problems using freehand and instrumental drawing, rendering and computer aided design. Students are introduced to creating visual communications through the application of the design process and the development of the elements and principles of design.</p>	
<p><b>Semester:</b> In either Year 7 or 8, Visual Communication Design is studied for one semester. The course introduces students to the design fields of architecture, engineering, graphic design, industrial and multimedia design, advertising and marketing, cartography and fashion. The two and three dimensional drawings, renderings and computer aided design that students undertake, develop skills that need to be practiced in order to acquire knowledge of the design breadth of visual communication. The study also provides the opportunity to develop an informed and critical approach to visual communications encountered in everyday life.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Freehand drawing</li> <li>• Design process</li> <li>• Computer aided design</li> <li>• Two-dimensional and three-dimensional drawing</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Design Folio</li> <li>• Rendering</li> <li>• Isometric Drawing</li> <li>• Digital illustration</li> </ul>

## Subject Outlines – Year 8

### Core subjects

<p><b>English</b></p> <p><b>AIMS:</b> The study of English in Year 8 develops students' knowledge, understanding and skills in the key areas of listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.</p> <p><b>Semester 1:</b> Year 8 students study English for the full academic year. Students participate in activities to augment their skills in communicating in written and spoken English. Consistent with the Australian Curriculum the Year 8 curriculum incorporates the key strands of Language, Literature and Literacy and integrates ICT and Thinking Skills strategies, particularly graphic organisers and the Thinkers' Keys. Students undertake two detailed studies of traditional text types – one in each semester.</p> <p>In Term 1 they undertake a detailed novel study. Students complete short tasks to refine their skills in comprehension of the elements of a text, and are expected to undertake more extensive interpretive and analytical tasks, in which they develop their ability to critically discuss themes and issues. They recognise and use knowledge of the principal conventions of texts to construct meaning and create interpretive responses to texts, in particular analytic/expository text response essays. To encourage and develop their interest and ability in reading, all Year 8 students are involved in a Wide Reading Program throughout the entire year. Students read a range of authors, genres and text types and complete activities on each. The Wide Reading Program is supported by regular visits to the ISC and performances by visiting writers, and quiet reading in class and at home.</p> <p>Folio work develops students' writing skills by deepening their understanding and appreciation of how the different forms, audiences and purposes of writing shape effective communication. Students are introduced to the stylistic conventions of more forms of writing and are provided with opportunities to practise their own writing in different forms and for a range of audiences and purposes. Exercises and tasks in the oral component of the curriculum introduce students to speaking for different audiences and purposes, and encourage students to speak with confidence and in an informed manner in different contexts. The entire curriculum at Year 8 is supported by an emphasis on developing language skills through strengthening students' knowledge and use of the fundamentals of spelling, punctuation and grammar.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Text Response</li> <li>• Creating and Presenting</li> <li>• Oral Communication</li> <li>• Language</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Written exercises, oral presentations</li> <li>• Writing Folio</li> <li>• Speeches, debates, small group work</li> <li>• Language exercises, writing tasks, tests</li> </ul>

<b>English</b>	
<b>AIMS:</b> The study of English in Year 8 develops students' knowledge, understanding and skills in the key areas of listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and follows the Australian Curriculum.	
<b>Semester 2:</b> The study of English in second semester builds on and extends skills in verbal and written literacy developed in Semester 1. Students broaden their definition of what a text can be by undertaking critical studies of film and media texts and electronic texts. Working on set texts, the focus widens to incorporate both the 'inner' world of the text (the key elements of character, plot, etc.) and exposes students to the 'outer' world, or 'context', of texts; that is, the author's intentions when constructing a text in a particular way. Students write extended analytic/expository essays that critically discuss the themes and issues in the text, and the writer's views and values as explored in the text. In their work on media texts, students explore the way that language is used to express particular views (of citizens, journalists and newspapers) and continue to develop their skills in discernment in their reading of the print media. In folio work, students continue to explore the characteristics of effective writing by crafting written pieces for different audiences and purposes. In the oral component of the English course, students refine their skills through involvement in debating. Information and communications technology and problem solving skills are integrated throughout the course.	
<b>Topics/Texts</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Text Response</li> <li>• Media Analysis</li> <li>• Creating and Presenting</li> <li>• Oral Communication</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Short responses, essays, oral presentations</li> <li>• Comprehension and analytical exercises</li> <li>• Writing folio</li> <li>• Speeches, debates, small group work</li> <li>• Language exercises, writing tasks, tests</li> </ul>

<b>Mathematics</b>	
<p><b>AIMS:</b> Year 8 Mathematics aims to ensure that students consolidate and extend their thinking, reasoning and problem solving skills. Students will be more effective and confident users and communicators of Mathematics. Students will also be more competent with their mathematical abilities. The course is aligned to the Australian Curriculum.</p>	
<p><b>Semester 1:</b> Throughout the course of this unit, skills in plotting, ordering and operations with directed numbers, basic arithmetic operations on numbers, working with symbolic expressions and geometry skills will be emphasised.</p>	
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction of Integers</li> <li>• Perimeter, Area and Volume (including circles)</li> <li>• Indices</li> <li>• Probability</li> <li>• Algebra</li> <li>• Problem Solving Techniques</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Project</li> <li>• Problem Solving</li> <li>• Semester test</li> </ul>

<b>Mathematics</b>	
<p><b>AIMS:</b> Year 8 Mathematics aims to ensure that students consolidate and extend their thinking, reasoning and problem solving skills. Students will be more effective and confident users and communicators of Mathematics. Students will also be more competent with their mathematical abilities. The course is aligned to the Australian Curriculum.</p>	
<p><b>Semester 2:</b> Throughout this semester, students will study the properties of geometrical figures, solutions to linear algebraic equations, collection and display of data, coordinate geometry, probability, indices and rates of change and applications of these topics to real situations.</p>	
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Integers (Multiplication/Division)</li> <li>• Time Zones</li> <li>• Rates, Ratio and Percentage</li> <li>• Statistics</li> <li>• Real Numbers</li> <li>• Co-ordinate Geometry</li> <li>• Congruence</li> <li>• Problem Solving Techniques</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Project</li> <li>• Problem Solving</li> <li>• Semester test</li> </ul>

<p><b>Science</b></p> <p><b>AIMS:</b> In accordance with the Australian curriculum, the Year 8 Science curriculum provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</p> <p>In addition to its practical applications, learning science is a valuable pursuit in its own right. Students will experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they will develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.</p>	
<p><b>Semester 1:</b> Students continue to explore and acquire scientific knowledge in Chemical, Physical and Earth Science as prescribed in the Australian curriculum under the following content areas:</p> <ul style="list-style-type: none"> <li>• Science Inquiry skills</li> <li>• Science as a Human Endeavour</li> <li>• Science Understanding</li> </ul>	
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Analysis skills</li> <li>• Physical and Chemical Changes (including Chemical Reactions)</li> <li>• Structure of the Atom, Elements, Compounds and Mixtures</li> <li>• Energy and Energy efficient systems</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Workbook / text exercises – Discussion and Review</li> <li>• Worksheet activities</li> <li>• Research assignments</li> <li>• Laboratory investigations and reporting</li> <li>• Tests</li> </ul>

<p><b>Science</b></p>	
<p><b>AIMS:</b> In accordance with the Australian curriculum, the Year 8 Science curriculum provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</p> <p>In addition to its practical applications, learning science is a valuable pursuit in its own right. Students will experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they will develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.</p>	
<p><b>Semester 2:</b> Students continue to explore and acquire scientific knowledge and information of units in Physics and Biology units as prescribed in the Australian curriculum with the following intention and purpose:</p> <ul style="list-style-type: none"> <li>• Science in Inquiry skills</li> <li>• Science as a Human Endeavour</li> <li>• Science Understanding</li> </ul>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• The Microscope</li> <li>• Cells as the building block for all living organisms</li> <li>• Organs and Body Systems</li> <li>• Life Cycle and Reproduction</li> <li>• Rocks and the Rock cycle</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Workbook / text exercises – Discussion and Review</li> <li>• Worksheet activities</li> <li>• Research assignments</li> <li>• Laboratory investigations and reporting</li> <li>• Tests</li> </ul>

<b>Geography</b>	
<p><b>AIMS:</b> As specified in the Australian Curriculum the two units of study in the Year 8 Geography curriculum are Landforms and Landscapes and Changing Nations.</p>	
<p><b>Semester 1 or 2:</b> The study of Landforms and Landscapes will begin with an examination of geomorphic processes that create and modify the various Landforms. A fieldtrip will examine the natural and human processes that impact on the Mitchell River system. How to protect significant Landscapes will be studied using the Mitchell River as a case study. A comparison between the population distribution in the USA and Australia will include a study of why people choose to live where they do. Students will complete their study of Changing Nations by creating a detailed presentation on the phenomenon of ghost cities in China.</p>	
<p>Topics/ texts</p> <ul style="list-style-type: none"> <li>• Oxford Big Ideas Geography 8</li> <li>• Internet</li> <li>• Fieldwork plans</li> <li>• Teacher designed resources</li> </ul>	<p>Tasks</p> <ul style="list-style-type: none"> <li>• Landscapes exercise</li> <li>• Australian Alps Timeline</li> <li>• Fieldwork Report</li> <li>• Overlay Map Task</li> </ul>

<b>History</b>	
<p><b>AIMS:</b> This course aims to further develop the skills of historical enquiry and the use of ICT. The course is built around three Depth Studies as set out in the Australian Curriculum. As specified the course encompasses the period 600 CE to around 1750 CE.</p>	
<p><b>Semester 1 or 2:</b> This course bridges the period between the ancient world and the industrial revolution of the 18<sup>th</sup> century. The first Depth Study examines daily life, development and technological progress in Medieval Europe. Students will be given a choice of aspects of daily life to do a more detailed investigation of, such as crime and punishment. The second Depth Study focuses on Japan under the Shoguns and some comparison with progress in Medieval Europe forms part of this study. In particular the code of bushido and the knight's code will be compared. The third Depth Study investigates the impact of the discovery of the America's on the Aztec Empire. The course will conclude with a brief examination of the Age of Exploration.</p>	
<p>Topics/ texts</p> <ul style="list-style-type: none"> <li>• Oxford Big Ideas History 8</li> <li>• Internet</li> <li>• Teacher designed resources</li> </ul>	<p>Tasks</p> <ul style="list-style-type: none"> <li>• Historical Skills Tasks</li> <li>• Medieval Inquiry</li> <li>• Medieval Japan Comparison</li> <li>• Aztec Society Report</li> </ul>

<b>French</b>	
<p><b>AIMS:</b> The aim of this course is for students to understand and use French within the world of teenage experience. The Year 8 course extends the work begun in Year 7 concentrating on the student’s personal world. Students are exposed to a variety of contexts and topics of interest which present authentic use of the French language through the use of the gestures-based approach called AIM (Accelerative Integrated Methodology). Communication is only in French during class time.</p>	
<p><b>Semester 1:</b> Year 8 students study French for the full academic year. Students learn to communicate in French through speaking, listening, reading and writing activities, using many gestures (AIM Methodology) to develop speaking and listening skills, and perform the play ‘Salut, mon ami’.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• 12-hour and the 24-hour clock</li> <li>• Numbers up to 100, addresses, phone numbers</li> <li>• Regular – ER verbs and ‘avoir’; negative forms</li> <li>• Colours and family</li> <li>• Adjectives, sports and leisure</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Listening comprehension exercises</li> <li>• Role play (speaking tests)</li> <li>• Reading tests</li> <li>• Unit tests and French play</li> <li>• Group activity and performance</li> </ul>

<b>French</b>	
<p><b>AIMS:</b> The aim of this subject is for students to understand and use French within the world of teenage experience and strengthen their communication skills using the gestures-based approach called AIM (Accelerative Integrated Methodology).</p>	
<p><b>Semester 2:</b> Students continue to develop their communication skills in the subject area and learn how to describe people, to enjoy food and give opinions.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Sport and activities</li> <li>• Famous French people</li> <li>• Parts of the body</li> <li>• Cultural activities</li> <li>• Plural of nouns and phrases</li> <li>• Likes and dislikes</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Listening comprehension exercises</li> <li>• Role play</li> <li>• Reading tests</li> <li>• French play</li> <li>• Unit tests</li> </ul>



<b>Japanese</b>	
<p><b>AIMS:</b> The aim of this course is for students to continue learning how to communicate by speaking and writing in Japanese about themselves, their leisure activities and body parts. They also learn how to read and write using the different forms of script and continue using the gestures-based approach called AIM (Accelerative Integrated Methodology). Cultural and language awareness is also considered to be important and one of the main aims of the course is to integrate this through a story.</p>	
<p><b>Semester 1:</b> Students centre their learning on leisure activities and body parts to describe their favourite cartoon character's personality and hobbies.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Story (AIM)</li> <li>• Hobbies and sports</li> <li>• Parts of body</li> <li>• Describing physical appearance</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Basic role-plays and Story performance</li> <li>• Worksheets and online activities</li> <li>• Listening and speaking activities</li> <li>• Reading comprehension exercises</li> <li>• Portfolio</li> </ul>

<b>Japanese</b>	
<p><b>AIMS:</b> The aim of this course is for students to learn how to communicate by speaking and writing in Japanese about imaginative Japanese festival experiences. They also learn how to read and write using the three different forms of script. Cultural and language awareness is also considered to be important and one of the main aims of the course is to integrate this knowledge into the final Story.</p>	
<p><b>Semester 2:</b> Students learn how to describe their past experiences in Japanese including using a range of adjectives. They also learn about Japanese traditional festivals and learn how to read and write katakana as well as hiragana and kanji. They finish the semester with the performance of the AIM Story.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Story (AIM)</li> <li>• Japanese festivals</li> <li>• Describing past experiences</li> <li>• Using adjectives effectively</li> <li>• Revision of combining adjectives</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Speaking activities</li> <li>• Role-play for Story performance</li> <li>• Cultural assignment</li> <li>• Portfolio and poster</li> </ul>

<b>Literacies in Context [LinC]</b>	
<p><b>AIMS:</b> The focus of this course is to improve the student’s ability to interpret and use language in a range of contexts. The course exposes students to many opportunities for speaking, listening, reading and writing, as well as social interaction and critical thinking. The course is tailored to individuals’ learning requirements, therefore the content may vary to meet student needs.</p>	
<p><b>Semester 1:</b> Spelling and reading comprehension will be assessed at the beginning of the year to determine achievement. Students will continue to develop their writing skills and will produce writing pieces in which they can demonstrate their language and literacy skills. Literacy is linked to authentic learning during Semester 1. Students complete a series of media analysis tasks throughout the course of the year which requires close examination of a range of newspaper articles. Students will demonstrate their understanding through a range of vocabulary, comprehension and clear thinking activities. During this semester, students undertake an investigation of food, they write a letter or email of complaint and a restaurant review at the end of this unit of work.</p>	
<p><b>Topics / Texts</b></p> <ul style="list-style-type: none"> <li>• What’s on the menu?</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Letter/Email of complaint</li> <li>• Survey</li> <li>• Restaurant review</li> <li>• Media tasks</li> </ul>

<b>Literacies in Context [LinC]</b>	
<p><b>AIMS:</b> The focus of this course is to improve the student’s ability to interpret and use language in a range of contexts. The course exposes students to many opportunities for speaking, listening, reading and writing, as well as social interaction and critical thinking. The course is tailored to individuals’ learning requirements, therefore the content may vary to meet student needs.</p>	
<p><b>Semester 2:</b> Spelling and reading comprehension will be assessed towards the end of the year to determine achievement. During this semester students will explore the world of careers, and the language and literacy work will be drawn from texts that explore work and work related topics. Students will examine the features of print media publications and will collaborate to produce a magazine suitable for a teenage audience.</p>	
<p><b>Topics / Texts</b></p> <ul style="list-style-type: none"> <li>• Print media publications and the magazines that teenagers buy</li> <li>• The world of work</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Activities related to the On the Job series</li> <li>• Resumes and cover letters</li> <li>• Magazine Publication</li> <li>• Media tasks</li> </ul>

<b>Music (Course Two – Music of the World)</b>	
<p><b>AIMS:</b> To give the students an appreciation and understanding of music through the hands-on experience of music making within the class band program. Students of Years Seven and Eight undertake a total of three semesters of Music over two years. Course Two will be completed in either Year 7 or Year 8 depending on the Semester Timetable.</p>	
<p><b>Semester 2:</b> Students continue to participate in the class band program which includes developing an understanding of theory to ensure all students can read pitch and rhythm in the band program. The Class Band program will involve singing in class, which aids in aural and pitch discrimination. Students will further their understanding of the <i>Elements of Music</i> and increase their skills and knowledge of music through the study of vocal music, including listening to a variety of vocal styles and writing and song lyrics which will be performed rhythmically.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Class Band (2*per fortnight)</li> <li>• Class singing</li> <li>• The elements of Music - Rhythm, Pitch, Melody and structure</li> <li>• Composition skills</li> <li>• World Music</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Music performance through the class band</li> <li>• Further Music Theory Worksheets</li> <li>• Basic introduction to keys and the three primary chords</li> <li>• Composition examples</li> <li>• Research topic</li> </ul>

<b>Music (Course Three – The Jazz Era)</b>	
<p><b>AIMS:</b> To give the students an appreciation and understanding of music through the hands-on experience of music making within the class band program. Students of Years Seven and Eight undertake a total of three semesters of Music over two years. Course Three will be undertaken in Year 8.</p>	
<p><b>Making Music Course Three:</b> Students continue to participate in the class band program which includes further developing an understanding of theory to ensure all students can read pitch and rhythm in the band program. The Class Band program will involve singing in class, which aids in aural and pitch discrimination. Students will continue to further their understanding of the <i>Elements of Music</i> and also increase their skills and knowledge of music through a study of popular music includes the history of Jazz, Rock, Pop and Blues, with some emphasis on Australian Music.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Class Band (2*per fortnight)</li> <li>• Class singing</li> <li>• The Elements of Music - Rhythm, Pitch, Melody and structure</li> <li>• Jazz and Blues</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Music performance through the class band</li> <li>• Theory of music worksheets</li> <li>• History of jazz and blues music research task</li> </ul>

<b>Drama</b>	
<b>AIMS:</b> To increase students' communication skills (verbal and nonverbal), co-operative work practices, problem solving skills, critical awareness, self-confidence, creativity and imagination, while learning some basic techniques and principles of Drama.	
<b>Semester Description:</b> In Year 7 or Year 8, Drama will be studied for one semester. Using a variety of stimulus material, including theatre games, poetry, traditional stories, and improvisation, students learn simple mime techniques, the basics of plot and characterisation, as well as movement and effective verbal and nonverbal communication. Students perform in groups for the class, which is encouraged to be a supportive audience and to develop critical awareness by acknowledging and celebrating the strengths and suggesting improvements for the weaknesses in their own and others' performances.	
<b>Topics/Texts</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Mime</li> <li>• Characterisation</li> <li>• Movement</li> <li>• Story Building</li> <li>• Evaluation and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Class ensemble performance in response to stimulus material</li> <li>• Written and Oral Evaluations and Reflections</li> </ul>

*Music is undertaken for three semesters out of four. Music and Drama make up the Music/Drama block in the timetable. Every student will undertake both subjects across four semesters or two years.*

<b>Physical Education &amp; Health</b>	
<p><b>AIMS:</b> To provide students with knowledge skills and behaviours to enable them to achieve a level of autonomy in developing and maintaining their physical, social, emotional health. To focus on the importance of a healthy lifestyles and physical activity in the lives of individuals and groups in our society; however, primarily focussing on adolescence. To develop skill, understanding, decision making and teamwork in a range of activities.</p>	
<p><b>Semester 1:</b> Students record and evaluate their fitness and physical activity levels and suggest strategies to improve. In Health Related fitness students will participate and learn the different training methods that can be used in everyday life. In Athletics, students will continue to develop technique and performance. They will record and evaluate their performance against the Australian/Victorian standards. In Badminton students combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. There may be occasions when other games or activities are used to enhance student learning or engagement. Students analyse and critically evaluate what influences an adolescent's eating pattern. Students will evaluate and critically assess harm minimisation strategies that encompasses risk taking behaviour towards alcohol.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Health Related Fitness</li> <li>• Badminton</li> <li>• Volleyball</li> <li>• Nutrition</li> <li>• Harm minimisation - Alcohol Education</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Track and Field events</li> <li>• Skill activities/Games rules/positional play and teamwork</li> <li>• Nutrition assignment</li> <li>• Drug Education assessment task</li> </ul>

<b>Physical Education &amp; Health</b>	
<p><b>AIMS:</b> To provide students with knowledge skills and behaviours to enable them to achieve a level of autonomy in developing and maintaining their physical, social, emotional health. To focus on the importance of a healthy lifestyles and physical activity in the lives of individuals and groups in our society; however, primarily focussing on adolescence. To develop skill, understanding, decision making and teamwork in a range of activities.</p>	
<p><b>Semester 2:</b> Students will continue to develop their skills; knowledge of the major sports covered. In Gymnastics, students aim to improve their coordination and skills in floor work with an emphasis on safety in a challenging environment. There may be occasions when other games or activities are used to enhance student learning or engagement. Students critically assess harm minimisation strategies and research the impact of the use of legal and illegal drugs. In Healthy Relationships students move beyond the biological aspects of anatomy and will focus on how to generate and maintain healthy relationships, focusing on love, safer sex, abstinence, respect for others and oneself, diversity, personal rights and responsibilities, effective communication, decision-making and risk behaviours.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Circuit Training</li> <li>• Gymnastics</li> <li>• Softball/Cricket</li> <li>• Harm minimisation - Drug Education</li> <li>• Harm minimisation – Risk Taking</li> <li>• Healthy Relationships – Human Sexuality</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Students develop skills on multiple apparatus</li> <li>• Skill activities, game rules, positional play and teamwork for basketball and softball</li> <li>• Drug Education task</li> <li>• Healthy Relationships assessment task</li> </ul>

<b>RAVE Religious and Values Education</b>	
<p><b>AIMS:</b> The Year 8 RAVE course will encourage the students to explore the connections between spirituality, religious faith and human intelligence and experience. Students will examine existential questions such as: What does it mean to be a person? What rights should a person have? Should all humans be treated equally? What are the relationships between humans and animals and humans and AI?</p>	
<p><b>Semester 1:</b> Students will be encouraged to express and explore questions that concern them as people; to examine a variety of views on spirituality and religious faith; to reflect on their own beliefs about spirituality, values and human experience and to explore their own experiences in terms of spiritual, emotional and intellectual development.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Exploring questions of 'Personhood'</li> <li>• Exploring the 'Personhood of God' through the Easter Story</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Workbook/Journals</li> <li>• Class discussion</li> <li>• Oral presentations</li> </ul>

<b>RAVE Religious and Values Education</b>	
<p><b>AIMS:</b> The Semester 2 RAVE course encourages students to continue to examine the notion of personhood through an exploration of disability as a human condition. Students will then examine the notions of evil and suffering and fate and freewill within a variety of religious and philosophical traditions.</p>	
<p><b>Semester 2:</b> Students will be encouraged to continue to express and explore questions that concern them as people and to explore their own experiences, beliefs and ideas as well as a variety of religious and philosophical traditions about notions such as: disability and personhood; evil and suffering and what does it mean to be happy.</p>	
<p><b>Topics/Texts:</b></p> <ul style="list-style-type: none"> <li>• Disability and 'Personhood'</li> <li>• World Religions and suffering</li> <li>• Problem of a Good God and the existence of Evil</li> <li>• What is happiness</li> </ul>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Workbooks/Journals</li> <li>• Class discussions</li> <li>• Oral Presentations</li> </ul>

## Art Subjects

<b>Art</b>	
<b>Aims:</b> This subject is designed to enable students to learn about visual art, its characteristics, processes and its role as a vehicle for creative expression.	
<b>Semester:</b> In either Year 7 or 8, Art is studied for one semester. The course introduces students to the Elements of Design as the foundations for making works of art and the expression of ideas in the form of drawings and paintings. The drawings and paintings that students undertake also entail the development of skills that need to be practiced and mastered progressively. Students also produce a Folio piece using a medium of their choice that responds to a set theme. They will also research Pop Art and French Impressionism to produce an annotated visual report showing the artworks of the major artists working in those periods.	
<b>Topics:</b>	<b>Tasks:</b>
<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Folio Piece</li> <li>• Art Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Grid drawing</li> <li>• Colour wheel</li> <li>• Warm and cool colour paintings</li> <li>• An art piece responding to a theme</li> <li>• Art appreciation project</li> </ul>

<b>Food Technology</b>	
<b>AIMS:</b> Food Technology seeks to investigate issues relating to food and nutrition as well as demonstrate safe and hygienic methods for food preparation and storage.	
<b>Semester:</b> In either Year 7 or 8, Food Technology is studied for one semester. The unit identifies issues relating to the safe and hygienic preparation and storage of food, focuses on equipment management and healthy food choices, and has practical food preparation lessons.	
<b>Topics/Texts</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Ground rules for food</li> <li>• Preparing food safely and hygiene management</li> <li>• Safe Storage of food</li> <li>• Identification of equipment</li> <li>• Recipe work plans</li> <li>• Breakfasts/lunches unit</li> <li>• Healthy Snack Task</li> <li>• Text: Food Technology 7/8</li> </ul>	<ul style="list-style-type: none"> <li>• Practical classes in cooking</li> <li>• Workbook</li> <li>• Practical skills testing</li> <li>• Recipe interpretation exercises</li> <li>• Design brief</li> </ul>

<b>Design Technology Wood</b>	
<p><b>Aims:</b> This subject is designed to enable students to learn about Wood Technology, its various characteristics, the use of hand tools, working processes and safety in the workshop.</p>	
<p><b>Semester:</b> Wood Technology in Year 7 is designed as an introduction to working with timber correctly and safely. Firstly the students discuss safety in a workshop environment along with an understanding of the terminology used. The students first task is designed to develop and maintain accurate measuring and marking out skills. They are also encouraged to use technology to investigate and design various tasks within their workbooks from a design brief.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Safety within a workshop</li> <li>• Research and design</li> <li>• Accurate measuring and marking out</li> <li>• Basic project construction</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Ongoing safety certificates</li> <li>• Jewellery box</li> <li>• Key holder</li> <li>• Carry container</li> </ul>

<b>Visual Communication Design</b>	
<p><b>Aims:</b> This subject is designed to enable students to solve design problems using freehand and instrumental drawing, rendering and computer aided design. Students are introduced to creating visual communications through the application of the design process and the development of the elements and principles of design.</p>	
<p><b>Semester:</b> In either Year 7 or 8, Visual Communication Design is studied for one semester. The course introduces students to the design fields of architecture, engineering, graphic design, industrial and multimedia design, advertising and marketing, cartography and fashion. The two and three dimensional drawings, renderings and computer aided design that students undertake, develop skills that need to be practiced in order to acquire knowledge of the design breadth of visual communication. The study also provides the opportunity to develop an informed and critical approach to visual communications encountered in everyday life.</p>	
<p><b>Topics/Texts</b></p> <ul style="list-style-type: none"> <li>• Freehand drawing and rendering</li> <li>• Design process</li> <li>• Two-dimensional and three-dimensional drawing</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Design Folio</li> <li>• Rendering</li> <li>• Isometric Drawing</li> <li>• Digital illustration</li> </ul>



## Stationery Requirements, Year 8 - 2018

- 2 Four Ring Folders
- 4 Binder Books, lined A4 size (96 pages) (one binder book will be held back for use in F.I.E)
- 1 Binder Book, (48 page - English)
- 3 Binder Books, Polypropylene Covered (96 page)
- 9 Display Folder
- 1 Grid Book, 5mm squares, refill book, 128 pages (Maths)
- 1 Packet Lined A4 looseleaf paper
- 1 Packets subject dividers (English)
- 3 Packet plastic pockets A4 size (pkt 10)
- 1 Exercise Book A5 size (64 page – Maths)
- 1 Packet of 4 Highlighters
- 2 USB Stick 8 GB (minimum size – one for general use and one for Music/Drama)
- 1 USB Stick 1 GB (Languages)
- Red, blue and black biros
- HB lead pencil
- 2B pencil
- Fine liner .5 black
- Pencil Sharpener
- Compass
- Protractor
- Coloured Pencils
- Scissors (small)
- Glue (large)
- Eraser
- Ruler (M.A.D. Maths – plus and minus number line)
- Calculator (TI30XB Multiview)
- THRASS Chart
- Headphones
- Large pencil case for the above listed items



### Directions regarding use of Stationery

1. Please label every item **permanently**.
2. Your Notebook Computer will be used extensively for classwork. It must be taken to every class, unless directed otherwise (e.g. Physical Education) and it is your responsibility to ensure it is fully charged for the start of the School day.
3. **Label** three 96 page binder books as follows -
  - Science
  - RAVE
  - Elective
 Note: You may not need a binder book for the elective. If it is not necessary, you will be able to use the unused book during second semester.
4. Label the three Polypropylene Covered binder books as follows –
  - Geography and History (You will study one in Semester 1 and one in Semester 2)
  - One for Languages (Japanese or French)
5. Also in each folder keep a plastic pocket for the subjects stored in your folder.

### Suggested use of folders

<b>Folder 1</b>	<b>Languages/LinC</b>	Languages binder book (French or Japanese) Four plastic pockets for either French or Japanese
	<b>Geography/ History</b>	Geography binder book History binder book
<b>Folder 2</b>	<b>Science</b>	Science binder book Plastic pockets for Science

**Display folder 1** – RAVE binder book kept inside

**Display folder 2** – PD/Extended Mentor sessions

**Display folder 3** – English (48 page Binder Book to be kept inside)

**Display folder 4** - Geography

**Display folder 5** - History

**Display folder 6** - Japanese (not needed if studying French)

**Display folder 7** - Food Technology

**Display folder 8** - Maths

**Display folder 9** - Music/Drama

1. Save your other plastic pockets for storing assignments to be handed in for assessment.
2. The packet of lined A4 looseleaf paper is for assignments, not normal classwork (several pages kept in each folder is worthwhile). All classwork should be completed in the appropriate binder book, **unless your teacher directs you otherwise.**
3. Obtain a pencil case to hold your calculator pens, pencils, pencil sharpener, compass, colour pencils, scissors, glue, eraser and ruler (if possible).
4. Please note it is against School policy for liquid paper or similar products to be used.
5. For students who do not continue with Japanese and instead enrol in Literacies in Context (LinC), Display folder 7 should be used for this subject.
6. For students who do not continue with French, a display folder will be purchased by the School for use in LinC and charged to the student's School account.

In addition to the above stationery, various subjects have workbooks that will be distributed during classes at the beginning of next year, or sooner if stock arrives. The cost of the workbooks listed below will be charged to student accounts; the Japanese book is used in Year 7 & 8.

French – Tapis Volant 1 Workbook (covers Years 7-9)	\$35.00
Japanese - iiTomo 2	\$20.00

## Responsible Use of ICT Agreement – Secondary Students

**Part A: Introduction****1. Purpose**

Gippsland Grammar recognises that electronic information and communication skills are essential knowledge for all members of our society and as future employees/employers.

The electronic communication and information resources of Gippsland Grammar are made available to enhance the educational experiences of students and to provide staff with the tools necessary to implement and enhance the school's educational program. Electronic communication systems include Internet, Portal, email, software and related applications. The purpose of this document is to provide a set of guidelines on the utilisation of these resources.

**2. Access**

Gippsland Grammar provides access to information and communication technology resources for students as part of their courses.

**Gippsland Grammar recognises the need for students to be safe and responsible users of digital technologies. We understand that teaching students about safe and responsible online behaviours is essential and is best taught in partnership with parents/guardians. Parents and/or guardians should work with us and encourage this behaviour at home.**

Our school has cybersafety practices and policies in place, which include Responsible Use of ICT agreements for all school staff and students.

The overall goal of the school in this matter is to create and maintain a technology/cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations; to support this, the school will work within the eSmart Schools framework. This Responsible Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

All students will be issued with a user agreement and once signed consent has been returned to School, students will be able to use the School ICT equipment/devices. This should be completed upon enrolment, or when the student receives a Netbook Computer.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. **This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on or off the school site.**

There may be times where this document needs to be reviewed at a more regular frequency due to an occurrence of particular event/s or changes in legislation. These changes will be communicated through electronic means.

**At Gippsland Grammar we:**

- Support the rights of all members of the school community to engage in and promote a safe, inclusive and supportive learning environment.
- Have a Student Behaviour Management Policy that clearly states our school's values and the expected standards of student behaviour, including actions and consequences for inappropriate behaviour.
- Educate our students to be safe and responsible users of digital technologies.
- Raise our students' awareness of issues such as online privacy, intellectual property and copyright.
- Supervise students when using digital technologies for educational purposes.
- Provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed.
- Respond to issues or incidents that have the potential to impact on the wellbeing of our students.
- Know that some online activities are illegal and as such we are required to report this to the police.
- Provide parents/guardians with a copy of this agreement.
- Support parents/guardians to understand the importance of safe and responsible use of digital technologies, the potential issues that surround their use and strategies that they can implement at home to support their child.

## Part B: Student Declaration

**This Responsible Use Agreement applies when I am using any digital technologies at school, at home, during school excursions, camps and co-curricular activities.**

**I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement. I understand that there are actions and consequences established within the Gippsland Grammar Student Behaviour Management Policy if I do not behave appropriately.**

**When I use digital technologies I agree to be a safe, responsible and ethical user at all times, by:**

- Respecting others and communicating with them in a supportive manner; never writing or participating in online bullying (for example, forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviours)
- Protecting my privacy; not giving out personal details, including my full name, telephone number, address, passwords and images
- Protecting the privacy of others; never posting or forwarding their personal details or images without their consent
- Talking to a teacher if I feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours
- Carefully considering the content that I upload or post online; this is often viewed as a personal reflection of who I am
- Confirming that I meet the stated terms and conditions for all online material accessed; completing the required registration processes with factual responses about my personal details
- Handling ICT devices with care and notifying a teacher if it is damaged or requires attention
- Abiding by copyright and intellectual property regulations. If necessary, I will request permission to use images, text, audio and video and cite references
- Not interfering with network systems and security, the data of another user or attempting to log into the network with a user name or password of another student
- Not bringing to school or downloading unauthorised programs, including games.
- Understanding that these rules also apply to any privately owned electronic device I bring to school or a school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment.

**In addition, when I use my personal mobile phone, I agree to be a safe, responsible and ethical user at all times, by:**

- Respecting others and communicating with them in a supportive manner; never verbally or in writing participating in bullying (for example, harassing phone calls/text messages, supporting others in harmful, inappropriate or hurtful online behaviours by forwarding messages)
- Keeping the device on silent during class times; only making or answering calls or messages outside of lesson times (except for approved learning purposes)
- Respecting the privacy of others; only taking photos or recording sound or video at school when I have formal consent or it is part of an approved lesson
- Obtaining written consent from individuals who appear in images or sound and video recordings before forwarding them to other people or posting/uploading them to online spaces.
- Ensuring that these devices are not taken on Outdoor Education programs.
- Understanding that when my mobile phone/digital device is used inappropriately there will be consequences put in place by both the teacher and Head of Year. This will usually include confiscation of the device for a period of time.

## Part C: Conditions of use for Netbook Computers

### Ownership

- If taken home, the student must bring portable devices fully-charged to School every day.
- The School retains ownership of the device until the student completes Year 11. At this time ownership of the device will be determined by the School.
- Parents/guardians and students should be aware that files stored on the device, or on the School's server, are not private.
- If the student leaves the School prior to completing Year 11 or moves to another School, interstate or overseas, the device must be returned to the school, or the final payments made to the School.

**Damage or loss of equipment**

- All devices and batteries are covered by a manufacturer's warranty. The warranty covers manufacturer's defects and normal use of the device. It does not cover negligence, abuse or malicious damage.
- Any problems, vandalism, damage, loss or theft of the device must be reported immediately to the school.
- In the case of suspected theft, a police report must be made by the family and a copy of the report provided to the school.
- In the case of loss or accidental damage, a statement should be signed by a parent/carer and provided to the school.
- Students may be required to replace lost or damaged chargers.
- If a device is damaged or lost, the principal or their nominee will determine whether replacement is appropriate and/or whether the student retains access to a device for home use.
- If a device is damaged and the damage is not covered by the manufacturer's warranty or any of the school's insurance arrangements, the principal may determine that the student will pay the costs of repairing the damage or if necessary the costs of replacing the device.

**Standards for device**

The student is responsible for:

- Adhering to the school's Responsible Use Agreement or Student Behaviour Management Policy when using the machine, both at home and school.
- Backing up data securely.
- Maintaining settings for virus protection, spam and filtering that have been set

**Definition of Digital Technologies**

**This Responsible Use Agreement applies to digital technologies, social media tools and learning environments established by our school or accessed using school owned networks or systems, including (although are not limited to):**

- School owned ICT devices*
- Mobile phones/Portable Electronic Devices*
- Email and instant messaging*
- Internet and Intranet*
- Social networking sites*
- Video and photo sharing websites/podcasts/vodcasts etc*
- Blogs, Forums, discussion boards and groups*
- Wikis*

**Please sign and return this page to your Mentor**

**Section for student**

**My responsibilities include:**

- I will read this Responsible Use agreement carefully
- I will follow the cybersafety rules and instructions whenever I use the school's ICT
- I will also follow the Responsible Use rules whenever I use any electronic device on the school site or at any school-related activity, regardless of its location
- I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety or security of the school or other members of the school community
- I will take proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may have responsibility for the cost of repairs or replacement
- I will keep this document somewhere safe so I can refer to it in the future
- I will ask my Mentor or Head of Year if I am not sure about anything to do with this agreement.
- I will advise the school of any change to my Mobile Phone number on the phone I bring to school

**I have read and understood my responsibilities and agree to abide by this Responsible Use agreement. I understand that any breach of these conditions will result in computer and Internet access privileges being suspended or revoked.**

**Name of student:** .....

**Mentor Group:** .....

**Signature:** .....

**Date:** .....

**Student Mobile Phone Number:** .....

**Section for parent/guardian**

**My responsibilities include:**

- I will read this Responsible Use agreement carefully and discuss it with my child so we both have a clear understanding of their role in the school's work to maintain a cybersafe environment
- I will ensure this use agreement is signed by my child and by me, and returned to the school
- I will encourage my child to follow the cybersafety rules and instructions
- I will contact the school if there is any aspect of this use agreement I would like to discuss
- I will use technology to communicate in a respectful manner in accordance with this policy.
- I will advise the school of any change to my child's Mobile Phone number.

**I have read this Responsible Use agreement document and am aware of the school's initiatives to maintain a cybersafe learning environment, including my child's responsibilities.**

**Name of parent:** .....

**Signature:** .....

**Date:** .....

*For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents/carers call Parentline 132289 or visit <http://www.cybersmart.gov.au/report.aspx>*

*This document was developed using document adapted from the Department of Education & Early Childhood Development's Acceptable use for Secondary Students Policy template, and material from [www.netsafe.org.nz](http://www.netsafe.org.nz)*

**Review cycle: Annually by eSmart and/or Pastoral & Welfare Committee**

## **Notebook Handbook**

### **Introduction**

Notebooks and associated technologies have the potential to transform teaching and learning through activities such as making short films, researching the latest information and connecting your child to students around Victoria, Australia and abroad. They complement the existing school curriculum by providing digital learning tools that link in with planned classroom activities. This exciting education development will allow students to further their learning through technology at school and at home, foster collaboration and teamwork and encourage shared learning experiences.

This handbook will support the Gippsland Grammar Notebook program that will provide Gippsland Grammar students with notebooks for a 1-to-1 learning environment. 1-to-1 learning is where each student and teacher has one internet-connected wireless computing device for use in the classroom and at home.

Each student is responsible for the notebook which has been issued to them. Students are reminded that while they are permitted to take the notebook home each night, the notebook remains the property of the School for the duration of the program.

### **Common Questions**

#### **What is a notebook?**

A 21st century education tool, the notebook is a small computer weighing just over 1kg that fits into a standard schoolbag.

#### **What can a notebook do?**

Notebooks provide anytime, anywhere access to information and learning.

Through a notebook, a student can complement learning that takes place in the classroom using software programs, referring to resources that have been downloaded onto the notebook, or working with audio, picture or video files that have been saved. Students will have broadband internet access at school. You do not need internet access at home for your child to use the notebook, although logging onto the School's portal, writing and receiving e-mails from teachers would be advantageous.

#### **We already have a laptop. Can my child use that?**

Your child will be required to use a school-supplied notebook. Privately sourced computers are not covered by the school's software licensing agreements or repair contracts, and may be a source of viruses. Only school supplied notebooks can be configured to the school network. The notebooks are meant to be a companion device to whatever computer your child may have at home, not a replacement.

#### **How do we look after the notebook?**

Encourage your child to store the notebook in its protective cover and avoid packing it at the bottom of a schoolbag where heavy books and other items may cause the screen to crack. Care should be taken to avoid dropping the notebook, or spilling drinks or food on it. Students should avoid displaying or using their notebook in public to reduce the risk of theft or damage. Students are responsible for backing-up their school and personal files. Students should be encouraged to frequently back up their information to a USB stick and keep it in a safe place.

#### **Can we personalise the notebook?**

Permanent changes to the notebook, such as engraving, marking, painting or drawing will not be permitted as the repair process may involve the swapping of hard drives into different cases. However, your child may load software on to the notebook as long as copyright and licensing laws are followed, and there is sufficient resources available for schoolwork.

### **Notebooks and student learning**

Will students use computers 'too much' for schoolwork?

The notebook will complement the existing school curriculum by providing appropriate digital learning tools in balance with more traditional learning tools. The goals of the curriculum are supported, not supplanted, by the use of notebooks. Students will use notebooks where they serve a purpose, for instance, in research, data analysis and generating presentations.

Wireless access will allow for 'just-in-time' learning where students can search for information or collaborate with others in a real-time context. Students will be able to use their school files at home and be able to collaborate with their peers on projects through social networking.

**How can notebooks improve learning?**

With greater access to real-time information, digital learning resources, educational software and collaborative workspaces, students experience higher levels of motivation and engagement in their learning.

Typically students experience initial improvement in areas such as organisational and technological skills, revision, writing and editing work. With the development of presentations and other multimedia projects, students experience subsequent improvement in analytical, presentation and speaking skills.

Involvement in 'virtual learning areas' or 'virtual workspaces' creates opportunities for collaboration and communication, improving relationships in the classroom through a greater level of interaction between students, their peers and their teachers. A networked environment, where it is easy to share developing work and research with peers and teachers, is the environment students will live and work in during secondary school and the future.

Students working together and providing solutions to real-world problems will create links beyond the classroom and move levels of thinking beyond a simple knowledge framework to complex analysis and evaluation.

Notebooks will promote increased levels of learning both in and out of school with an emphasis on higher-order thinking, creative thinking and expression.

**How will notebooks be used in the classroom?**

This is a technology-rich world and students are immersed in digital technology in their out-of-school lives. Schools can either capitalise on young people's affinity for technology or fail to engage them in learning, and be perceived as more and more irrelevant. The use of notebooks in the classroom will evolve over time as students and teachers become more familiar with notebooks and so will be able to optimise the advantage of their use to support teaching and learning in the classroom, wherever that classroom may be.

For example, we may soon see a class where students create a podcast of their original poetry, accompanied by a soundtrack they have written and enhanced with their own digital images to share with the world. The notebook can be used to record and document information, then share learning.

In Art, students can research projects on various artists then use the notebook as a medium to create their own drawings as well as clay animations. Students in Science could attach probes for data analysis and physical education may involve analysing patterns of movement.

Staff and students will collaborate to use the notebook as a tool that develops the student as information seeker, analyser and evaluator, problem-solver and decision-maker. They will use programs to create ways in which to communicate their findings and become publishers of their own work.

**Will learning outcomes be evaluated differently?**

Notebooks complement the existing school curriculum by providing digital learning tools that link in with planned classroom activities. Wireless access points at schools will foster collaboration and teamwork, allowing students to search for information together and share the learning experience.

**What about handwriting?**

Students will continue to write with paper and pen and work to improve their handwriting as well as use the keyboard.

**What about touch typing?**

The notebooks will have a typing tutor program installed which will provide self-paced lessons for students.

**Won't students be able to 'cheat' by using the spell checker?**

The spell checker is a tool to allow students immediate feedback on the correct spelling of words they use. It supplements our existing school spelling program, but does not replace it.

**What if students play on the notebooks during the school day instead of going outside for recess?**

The notebooks will provide additional support for student learning, and therefore students will be supervised as they would be for any learning activity. The issues of screen time limits, supervised internet use and best academic uses are covered by Gippsland Grammar's Acceptable Use Agreement.

**How will parents continue to be informed about the integration of notebook into the curriculum?**

The School Newsletter will provide updates to the whole school community about the use of the notebooks by students and teachers in and out of the classroom.



**How will teachers be trained and supported?**

Peer support is a strong element for success and teachers will be involved in mentoring and coaching each other to complement their growing ICT capabilities. Staff will also attend regular ICT Professional Learning programs.

**Student safety and online privacy****Will children be safe carrying notebooks?**

Overseas research has shown that insurance companies have reported very few incidents while students travel to and from school. Students should be specifically warned not to take the notebooks out in public, and to carry them in the protective cover provided, which should be placed within their school bags.

**Are these notebooks going to add to the heavy loads students carry from home to school?**

The notebook has been deliberately chosen for a number of reasons, including its weight specifications. At around one kilogram the notebook is light enough for students to carry without incurring problems. The notebook will alleviate the need for students to carry calculators and some textbooks, further reducing the weight of items students need to carry to school.

The notebook should not be packed into the bottom of an oversized backpack with other books and items, because this can lead to a compression fracture of the screen.

**Will the student files on the notebooks be private?**

Students can expect their notebooks to be periodically inspected and monitored for appropriate usage. School personnel may request access to the browser history and/or caches as well as any and all files belonging to the student resident on the notebooks as well as stored on the school servers. Students and parents need to be aware that files stored locally on the notebooks or on school servers are not private.

**Contractual obligations, cost and maintenance****What kind of contract or agreement needs to be signed?**

Prior to receiving a Notebook, students and parents:

- must read the Gippsland Grammar Notebook User Agreement
- students **AND** parents must sign the Notebook User Agreement and return it to their Head of Year.

**What will the notebook cost?**

There is no additional cost for the notebook. All costs, including insurance, are included in the tuition fee. An excess of \$50 will be charged, however, for any accidental damage, theft or loss of the notebook. Where the cost of repair is less than \$50, the actual repair cost will be charged.

Notebooks are scheduled to be replaced every three years, in order to ensure that our students are utilising up-to-date technology. At the end of the three years, the notebook becomes the property of the student.

**Can students bring their own notebooks from home instead?**

Students will not be able to bring their own notebook to school instead of the notebook supplied. Home notebooks are not configured to the school network, can be a source of viruses and are often not enabled with the licensed software. Home notebooks cannot use the school image due to licensing arrangements and maintenance issues may not be resolved in an appropriate time frame.

**Will textbooks still need to be purchased?**

Yes, but textbooks only need to be purchased at Gippsland Grammar for students undertaking a VCE subject or the VCE. Many books are not yet on CD. When they become available and it is advantageous, we may put such *textbooks directly on the notebook's hard drive. Some book suppliers who have CD-based textbooks require the purchase of the book in addition to the CD or charge more for the CD than the book.* In these cases it is cheaper to continue to use the textbook.

**Is the notebook password-protected?**

Students will be required to log on with a password when turning on the notebook. A password-protected notebook will help protect students' personal information in instances of loss or theft.

**Can students install their own software?**

This is a personal device, school-owned with a parent contribution. Students should feel free to change background images and use pictures to personalise the notebook. Software may be installed where students hold appropriate licences. It is the student's responsibility to ensure that there is enough hard drive space and RAM available to engage in all educational requirements.

Music and movies will be allowed for academic and recreational reasons, provided copyright obligations are met. Downloading music, games and videos from the internet during school hours is prohibited except when directed by a teacher. The national Copyright Advisory Group (CAG) has developed the [Smartcopying Website](http://www.smartcopying.edu.au/scw/go) <http://www.smartcopying.edu.au/scw/go> to provide a comprehensive guide to copyright issues affecting Australian schools.

If a game or scenario software is used by a class for academic purposes, the school will purchase licences and install the software for student use.

Permanent changes to the notebook, such as engraving, marking, painting or drawing will not be permitted as the notebooks may be used by more than one family during its lifetime at the school. However students will be able to personalise the software interface and background.

#### **Who is going to handle warranties and repairs?**

Gippsland Grammar is an authorised ACER repair agent and will either repair or exchange the failing notebook at school and verify its operation.

Please be aware that warranty DOES NOT COVER any damage or changes to configuration due to the installation of GAMES or UNAUTHORISED SOFTWARE. A service charge of \$79.00 will be applied to repeat offenders.

#### **What happens with theft, loss and non-warranty repairs?**

An excess of \$50 is payable by parents for accidental damage, theft or loss. All theft and loss claims must be accompanied by the appropriate Police report. Where the cost of repair is less than \$50, parents will pay the actual cost of repair. Non-warranty repair will attract market pricing for parts and labour and will be charged to parents accordingly. A notification of loss must be accompanied by an appropriate police report.

#### **Where do the notebooks go when not in use?**

When not in use, the notebooks should be in a student's locker or locked classroom. An unattended notebook around buildings or school grounds will be picked up immediately by a staff member and treated as a lost item. This may incur a penalty such as confiscation of the notebook for a period of time as unattended notebooks invite theft and/or damage.

#### **Batteries and chargers**

**The notebook battery should be charged to last the entire day at school. For Occupation, Health and Safety reasons notebook chargers are not to be brought to school.**

**If the battery does go flat, there are charging stations at the Year 9 Centre, the ISC and at IT Services.**

#### **Home use of notebooks**

##### **The school monitors usage at school, but who monitors it at home?**

That is the responsibility of the parents. When off school grounds, parents have full authority to monitor notebook usage. Examples of this include:

- encourage use in a family room and not in the bedroom
- restrict use at certain times of the evening or weekend
- advise not to take on long trips, and
- examine the documents and other contents of the notebook.

#### **What does it mean to 'reimage' a notebook?**

Reimaging a notebook removes all software and re-installs the School's original notebook image. The notebook is set up again, just like the first time the student received it. Whilst every effort is made to retain personal documents, music, pictures, and home settings, it is the responsibility of the student to backup and restore these files.

#### **How can students access the internet from home?**

Home internet connection is not supplied by the school. There is no mandated expectation that internet access is available at home. If there is an existing internet provision at home, a notebook is able to be configured for access.

**How can notebooks be used at home?**

Examples of home use for which internet access would be required include:

- using online collaborative websites such as class blogs, wikis and potential online conferences via the School's Portal and subject virtual learning areas (VLAs).
- using school email if available
- completion of homework using online resources.

Examples of home use for which internet access would not be required include:

- using any of the Microsoft applications or open source software provided
- using any subject-specific software
- working with audio, picture or video files on the notebook.

## Notebook Checklist for Parents

- Ask questions about what your child is doing and learn together. You don't need to be an expert in technology to help your child learn.
- Remind your child to store the notebook in its protective cover. Don't put heavy items on top of the notebook in the school bag as the screen may crack.
- Remind your child to carry the notebook inside their schoolbag when travelling to and from school. To prevent theft or damage children should not use or display their notebook in public.
- If you believe someone has damaged your child's notebook on purpose, report it to the School as soon as possible. You may also need to report it to the police.
- It is permissible for your child to add extra software to the notebook, as long as you comply with copyright and licensing rules and there is enough memory left for schoolwork.
- Encourage your child to save their information regularly to the hard drive or to a USB stick as backup.
- Teachers, students and parents share responsibility for safe and appropriate use of the notebooks. At home you may consider:
  - allowing notebook use in family areas, in preference to bedrooms
  - restricting notebook use to certain times of day
  - reviewing documents and the contents of the notebook.
- If you don't have broadband at home your child can participate by:
  - accessing relevant learning software
  - working with files saved to the notebook or USB stick.
- Ask the School for information about appropriate use, copyright and health and safety.
- Encourage your child to explore and enjoy the learning opportunities that using a notebook offers.  
*Acknowledgement: © State of Victoria 2007. This work is based on the Victorian Department of Education's Notebook Program and copyright is owned by the Crown in right of the State of Victoria. Some alterations have been made to accommodate specific requirements.*

### Things the Students Should Know:

1. The notebook is the property of the School it should not to be altered or personalised in any way that is irreversible.
2. It is the student's responsibility to ensure that there is enough hard drive space and memory available to engage in all School activities and educational requirements.
3. You must retain the School's anti-virus software on your notebook. It is your responsibility to keep it up to date. You will be advised on a regular basis on how to do this.
4. Do not install other anti-virus products on your notebook as this will affect performance, reliability and security.
5. The installation of illegal software is not allowed.
6. You are encouraged to return your notebook to IT Services if you believe your security or settings have been compromised or changed in any way.
7. If something is broken or not working correctly you should bring your notebook to IT Services to have it rectified immediately.
8. Network games should not be played at school.
9. Internet file sharing and torrent programs are not encouraged as they promote the spreading of viruses **and malware.**

**Failure to observe the above points may lead to the student's notebook and network access being restricted.**