

MONTMORENCY SECONDARY COLLEGE

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PRINCIPAL

Ms. Victoria Baxter

ASSISTANT PRINCIPALS

Mr. Peter Bowen
Mr. Allan Robinson

HEAD OF MIDDLE SCHOOL

(Years 7, 8 & 9)

Mrs. Clara Rocca

YEAR 7 CO-ORDINATORS

Mr. Stephen Horn
Ms. Kerry Robinson

BUSINESS MANAGER

Mrs. Lisa Ball

ADMINISTRATIVE STAFF

Mrs. Lorraine Gioules
Mrs. Lyn Wilson
Mrs. Rose Taranto
Mrs. Brigitte Hone
Mrs. Leora Levacic

HANDBOOK 2009

YEAR 7 Handbook 2009

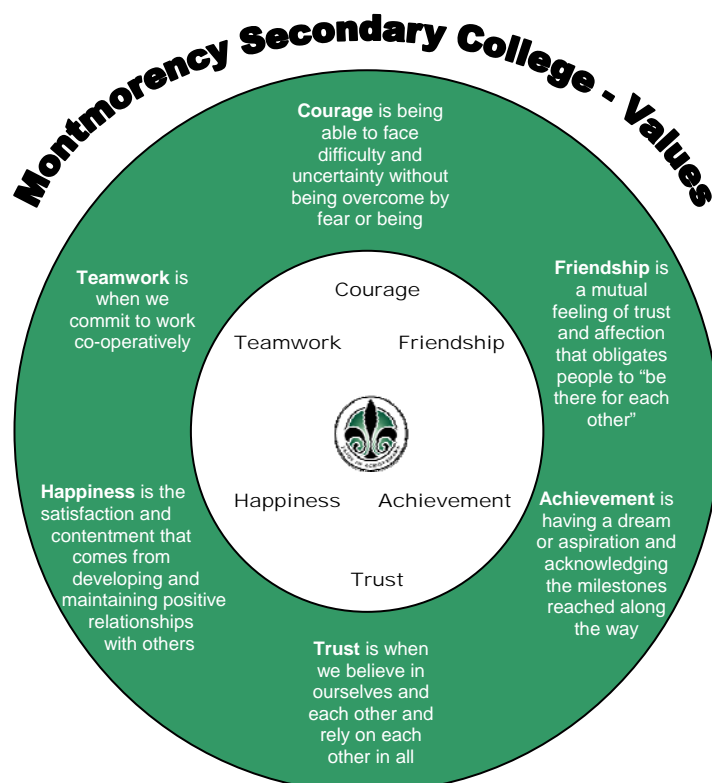
SCHOOL PROFILE

Montmorency Secondary College is a single campus Year 7-12 School situated 20 kilometres northeast of the city of Melbourne. Located in a pleasant, parkland environment adjacent to the Plenty River, the school has excellent facilities including a Performing Arts complex with a 410 seat auditorium; refurbished Resource and Food and Technology Centres; seven computer pods, a class set of notebook computers and four computer laboratories providing extensive ICT access for students. Sports facilities include a gymnasium, tennis, basketball and netball courts and access to neighbouring municipal grounds. Additional passive recreation space is available in the form of internal courtyard and garden areas for the enjoyment of the school community, particularly students at recess and lunchtime. The current school population is 950 students with approximately 75 teaching staff and 15 school support officers.

Almost 95% of the students at Montmorency Secondary College were born in Australia. Approximately 3% of our students come from a home where the main language spoken at home is not English. A small number of international students have been enrolled annually and special ESL tuition is provided.

Purpose

Montmorency Secondary College aims to encourage members of the school community to achieve their personal best in an environment that promotes excellence and responsibility, and recognises individual differences.



Vision

There is a strong commitment to building positive and empowering relationships between staff and students. These relationships are based on mutual respect, honesty and a shared belief that in partnership the best learning outcomes can be achieved in a safe and supportive learning environment committed to building resilience and a sense of belonging. Between staff there is strong collegial support, a high level of professional interaction, teamwork, sharing of ideas, and a commitment to students becoming life-long learners. The staff is committed to the well-being and effective operation of the whole school in partnership with the wider community. Students' needs are met with increased flexibility, provision of appropriate resources, emphasis on learning technologies and the ability to embrace change. Our students have their individual needs and learning styles catered for in all aspects of their development through the delivery of a creative and flexible curriculum, supported by the sub-school structure. Students develop as independent learners with a positive self-image, seeking to achieve their full potential and to respect the rights of others. They take responsibility for their behaviour and also respect and care for the environment.

COLLEGE COUNCIL

The College Council is a representative body which has responsibility for the determination of the school's educational policies, the care and maintenance of buildings and grounds, budgeting and the supervision of the expenditure of school funds.

The Council's constituting order specifies its composition as seven parents who are not employed by the Directorate of School Education, four employees of the Directorate (who may be staff or parents), three co-opted members, and the Principal.

School Council elections are held during March each year. Elected members have a two-year term; co-options are for one year only. The present membership of the Council is listed below.

President	Colin Baker (Parent Representative)
Secretary	Victoria Baxter (Principal)
Parent Representatives	Angie Ellis (Vice President) Raelene Morley Chris Hillier Lucon Foster Sandra Bishop Leanne Campbell Chris Eavis (Community Member)
DE&T Members (staff)	Peter Bowen (Treasurer) Allan Robinson Bronwyn Mackey Fran Jennings
Co-opted Student Members	Stephanie Pollock Celeste Ward

COUNCIL SUB-COMMITTEES

The Council has several sub-committees which meet regularly to formulate policy for recommendation to the full Council. Each sub-committee has a core of members from the Council but also has provision for involvement by other members of the school community. The sub-committees are:

Education Policy (ESCOM)
Finance and Facilities
Buildings and Grounds

TERM DATES FOR STUDENTS - 2009

TERM 1: Teachers Resume: Tuesday 27th January
 Students Resume: Year 7, 8 & 9 Wednesday 28th January
 Year 10, 11 & 12 Thursday 29th January
 Finish: Thursday 3rd April
 Good Friday: Friday 10th April
 Easter Monday Monday 13th April

TERM 2: Start: Monday 20th April
 Finish: Friday 26th June

TERM 3: Start: Monday 13th July
 Finish: Friday 18th September

TERM 4: Start: Monday 5th October
 Finish: Friday 18th December

BELL TIMES 2009

Session	Begins	Ends
Staff Briefing	8.40am	8.55am
Home Group	8.55am	9.05am
Period 1	9.07am	10.05am
Period 2	10.05am	11.03am
Recess	11.03am	11.33am
Period 3	11.33am	12.31pm
Period 4	12.31pm	1.29 pm
Lunch	1.29 pm	2.14 pm
Period 5	2.14 pm	3.12 pm
Buses Depart	Approx 3.30 pm	

DRESS CODE

Year 7 - 11 students are required to wear full school uniform. Students who persist in not wearing the correct uniform will be given Coordinator's detentions. If for some reason there are extenuating circumstances why a student is not in uniform a note from parents is required. This note should be shown to the Home Room teacher who will issue the student with a Uniform Pass. Any students without a uniform pass and not in the correct uniform will receive a Coordinator's Detention

School Uniform Requirements (Years 7 to 11)

All items of new uniform can be purchased through Dobsons Pty Ltd. This company operates a uniform shop on campus and holds stock of the Montmorency Secondary College uniform at their Greythorn premises. Please phone Dobsons on 9819 1122 to obtain the most up-to-date information. All items of uniform are distinctively Montmorency Secondary College and most carry a school logo.

Uniform Shops Hours (Current as at 7/7/08)

**Monday 8.30am – 11.30am
Thursday 1.30pm – 4.30pm**

Uniform Shop Phone Number – 9434 2796

Please note – Cheques are not accepted at the Uniform Shop

Girls' Uniform

1. Summer dress, short or long white socks, black shoes.
2. MSC black shorts, polo shirt or short sleeved white shirt, white socks, black shoes.
3. MSC skirt, long sleeved white shirt, jumper, black tights or long black socks, black shoes.
4. MSC black pants, long sleeved white shirt, jumper, and black shoes.

Boys' Uniform

1. MSC grey shorts, short sleeved white shirt or polo, white or grey socks, black shoes.
2. MSC grey trousers, long sleeved white shirt, jumper, black shoes.

PE/Sports Uniform

1. MSC black sport shorts and sports polo top
2. MSC cap

Optional Items – PE/Sport Uniform

1. MSC rugby top
2. MSC track pants

Notes on Uniform

1. The uniform is to be worn as intended. It should be of appropriate length and size and in a good state of repair. Holes/tears should not be present in trousers. Shirts should not have buttons missing. Shoes should be cleaned. Caps should be worn with peaks to the front. If you are in doubt about the uniform requirements please contact the school for advice.
2. Shoes: Black laced leather school shoes having a plain sole which will not pick up dirt/mud that could be tracked into the school. Boots are not permitted. Track shoes may only be worn with the sport uniform.
3. Jacket: The jacket may **only** be worn over the jumper.
4. Students representing the school in competition sport must wear their PE uniform or the specific uniform provided by the school. The rugby top and track pants or school uniform may be worn for additional warmth.

Bags

Students must supply their own school bags. Bags are not sold by the school. Bags **must be clearly marked** inside with the owner's name. Bags may not be taken into the classroom. The large lockers issued to students will accommodate a normal-sized school bag. Physical Education uniform should be carried in a plastic carry bag. If valuables are taken to PE they must be handed to the PE teacher for safe keeping.

Jewellery/Make-up/hair

- Jewellery should be unobtrusive and safe. Make-up is not encouraged and, unless kept to the minimum, will have to be removed
- Only clear nail polish is acceptable.
- Hair colouring is limited to “natural” colours. Blue, green, purple or scarlet, for example, is not acceptable.

Out of Uniform

Students are expected to be in uniform every day. However, if for some unavoidable reason, a student is out of uniform a note should be given to the Home Group teacher during Home Group. The Home Group teacher will issue a **UNIFORM PASS** for that day. If the student does not have a note from home he/she must see the Coordinator.

TRAVELLING TO SCHOOL

School Buses

The Department of Education supplies a school bus service to enable students who live a considerable distance from the school, but within the local area, to get to and from school. Students who have the best case for travelling on the buses are issued with MSC Bus Passes which entitle them to travel on a specified bus.

Students will need to have BOTH a school bus pass AND a current concession MET ticket (fortnightly, monthly, half-yearly or yearly).

An application for a bus pass is made during the first two weeks of the school year and during these weeks travel on the buses is available to students without a need for a bus pass. From the start of the third week of the school year, Years 7, 8 and 9 students will need to display both a school bus pass and a current concession MET ticket in order to be permitted to board a school bus.

The number of buses and their routes is reviewed each year. The number of stops has to be limited so a bus which passes your door will not necessarily stop outside. The bus routes bring students to school from Apollo Parkways along Plenty River Drive, from North Greensborough down Diamond Creek Road, and from Progress Road (near Ryans Road in North Eltham) via Karingal Drive and Sherbourne Road. The students are dropped near the pavilion Montmorency Oval at about 8.45 a.m. each morning. The buses leave on the return trip at 3.30 p.m.

Further details of any changes to these services will be forwarded to parents when they are available.

Bicycles

Students may ride bicycles to school provided that the bicycles are left in the bike enclosure with a lock attached and the rider wears an approved helmet. Bicycles must not be ridden in the school grounds and should not be brought into the courtyard area. Parents should note that the bike enclosure is locked during the day but security of the bike, including its fittings, is the responsibility of its owner. Scooters are not to be brought to school.

Trains

Montmorency Secondary College is a ten minute walk from the local Montmorency train station. With the school finishing time of 3.12 pm students can easily walk to the station to catch a train to Watsonia, Greensborough, Eltham, Diamond Creek or Hurstbridge.

Montmorency Secondary College

STUDENT MOBILE PHONE POLICY

Rationale

The mobile phone is an effective and quick means of communication. Where unforeseen events occur, mobile phones provide students and their families with a ready means of communication. There is a need, however, to set clear guidelines and limit their use during the school day, in particular, to avoid unnecessary interference with teaching and learning.

In normal circumstances, parents or caregivers wishing to leave messages for their children should do so by telephoning the College. Staff will do their best to ensure that messages are passed on during class breaks. Office staff are also available to assist students who need to contact family/other persons in an emergency.

Disclaimer

1. Mobile phones are brought to school at the owners' risk.
2. The Department of Education and Training does not hold insurance for personal property brought to schools and it will generally not pay for any loss or damage to such property. Staff and students are discouraged from bringing any unnecessary or particularly valuable items to school.

Guidelines for Use

1. There are times when it is genuinely appropriate and beneficial for students to have access to a mobile phone; for example, need to contact parents or guardians in emergencies.
2. Students can only use their mobile phones before or after school, or during recess and lunch breaks.
3. It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone.
4. Mobile phones must not be used in any manner or place that is disruptive to the normal routine of a school. Students must have their mobile phones switched off and out of sight during classes.
5. In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
6. Significant disciplinary action will be taken against any student who photographs or films individuals without their consent, or who sends/displays inappropriate or threatening phone messages or photos/video clips.
7. Internet broadcasting of unauthorised photos or video footage taken with a mobile phone camera is illegal and could lead to criminal proceedings. It will be treated as a serious breach of school rules.
8. Disciplinary action will be taken against any student who is caught using a mobile phone to cheat in exams or assessments.
9. Students must ensure that their phones are always stored in a safe and secure place, such as, locked in their lockers.
10. On no account are mobile phones or other electronic devices (iPods, etc.) to be taken to Phys. Ed classes or sport training and left in change rooms. Phys. Ed staff will not take responsibility for storing or securing these types of items.
11. This policy applies to students during school excursions, camps and extra-curricular activities as well.

Procedures for inappropriate use

1. Any student found acting in breach of these guidelines can expect that a staff member will take possession of the mobile phone, turn it off and place it in the school safe at the General Office for security. Parents or care givers will have to contact the school and negotiate an arrangement for collection of the mobile phone with the teacher concerned or the appropriate Year Level Coordinator.
2. The Year Level Coordinator and/or Sub-School Leader will determine any sanctions that will apply for more serious breaches of the guidelines. This may include withdrawing the privilege of a student having a phone at the College at all, and/or other disciplinary action as appropriate.

Evaluation

1. This policy will be reviewed bi-annually as part of the Council's policy review cycle.

This policy was last ratified by School Council in....

June 2007

GENERAL INFORMATION

Attendance

Attendance at all classes is compulsory. Regular, punctual attendance is essential.

After any absence, a note of explanation, signed by the parent or guardian of the student, must be given to the Home group teacher.

Montmorency Secondary College uses a Palm Pilot Attendance program, which means that the roll is taken electronically on a palm pilot for each of the five periods of the day. This allows the College to track truancy, and proactively enforce student attendance at all classes.

Year Level Co-ordinators will log on each night to ensure regular attendance by all students. In situations where a student has been absent from class without a reason, the matter will be dealt with by the Co-ordinator.

Arriving Late

Absences are noted by Home Group teachers during the first 10 minutes of the day (Home Group). Students who arrive after Home Group must report to the office, sign the Late Arrivals' register and obtain a "Late Slip" to present to the class teacher. Students who have been recorded in the Late Arrivals' register will be marked LATE in the attendance roll.

It is expected that students who arrive late for class will have an acceptable explanation. Parents will therefore be expected to provide a note for lateness.

Where lateness is persistent or reasons are unacceptable, the student will be given appropriate consequences.

Leaving Early

The process for a student leaving the school early is as follows:

- Provide a note from home, with a short explanation and the parent's signature.
- Student takes that note to the Year Level Coordinator's office and gets the note signed by their Year Level Coordinator.
- When it is time for the student to depart, the student goes to the General Office, where they hand in their note which has been signed by the Coordinator, and they sign out of the 'Early Leavers' book.
- Alternatively, a parent may arrange to meet their child in the General Office at a prescribed time. The parent can then sign the student out in the 'Early Leavers' book.

Under no circumstances is a student permitted to leave school without notifying their co-ordinator or signing out at the General Office.

Behaviour Code

A copy of the Student Behaviour Code is included in the School Study Planner which is issued to students at the start of the school year. The policy applies to all students.

Lost Property

Any articles found should be handed in to the General Office. The lost property store is kept by the Student Wellbeing Coordinator (SWC), Mrs Heather Douglas, and lost items may be claimed from her office. It is recommended that all clothing be clearly named, allowing us to contact the student if an item is handed in. It is also strongly recommended that **no items of value should be brought to school.**

Lockers and Padlocks

A locker will be allocated to each student. We have procured a supply of high quality Lockwood locks for sale to students. These are much more secure than cheaper locks. We retain the duplicate key. Also we have a master key so that locks can be opened if students leave their keys at home. The locks are sold to students at cost and will be repurchased from students when they leave the school for the same amount if the lock is in good working order. Replacement keys can be cut at the school - cost \$2.20.

All students must have a school padlock. Locks will be issued to students who have paid for them on the first day of Term 1 when they will be issued with their lockers. A lock can be ordered through the Bursar.

It is unwise to leave expensive electronic equipment in the lockers overnight or over the weekends. We have had occasional break-ins in the past and a determined thief will damage a locker to get at its contents. The school takes no responsibility for the security of a student's possessions. The school does not carry insurance to cover theft from the school of property belonging to students. Stolen materials will not be replaced by the school.

House System

In 1998 the school established a house system. Our 4 houses are Plenty, Darebin, Yarra and Diamond. This is used as a framework for operating the two major sports carnivals and has expanded to become an integral part of the entire school's program. Each new student will be allocated a house on enrolment with siblings having the option of being allocated the same house as their other family.

Weekly Newsletter

A Newsletter is distributed weekly on a Friday afternoon. The Newsletter is also available on the school's webpage at www.montysc.vic.edu.au.

Illness – First Aid

Students who become ill at school should report to the General Office. Assistance will be given but if a student is not well enough to attend classes parents will be contacted to take the student home.

We ask most strongly that students NOT be sent to school if they show signs of being unwell.

It is essential that a current emergency phone number or parent's work telephone number is listed on each student's school record. Any change to the home address or telephone number, to the work address or telephone number, or to the emergency contact person, should be notified to the office immediately.

Each year there are occasions where an ambulance is required to be called to take a student to hospital. We recommend that all parents ensure that their families are covered by the Ambulance Subscription Scheme.

Personal Counselling

This school has a full-time Student Wellbeing Coordinator (Mrs Heather Douglas) as a member of staff. The task of the Student Wellbeing Coordinator is to offer help to students who have problems which directly or indirectly affect their education. These may be concerned with methods of study, difficulty in relating to staff or fellow students or, more personal matters, such as boy/girl relationships or family difficulties. Parents should also feel welcome to contact Mrs Douglas by telephoning the school on 9422 1500.

Careers Counselling

The Careers Counsellor (Mrs Jennings) is available to offer advice on careers and the educational prerequisites for different careers. Detailed information about courses at tertiary institutions and prerequisite studies is readily available. The Careers Office possesses a wide range of resources including a computer which can provide access to the Australian Job and Course Explorer program. (OZJAC)

Homework and Use of the Study Planner

All students at Montmorency Secondary College are issued with a homework study planner. Students are expected to take the study planner to all classes to record homework, tests and assignments etc. Regular use of the study planner helps to develop sound organisational skills. The study planner informs parents of the study commitments of your child in each subject. We encourage parents/guardians to check the study planner regularly to monitor their child's progress and assist them in planning their time in order to complete tasks. The study planner is a useful means of communication with teachers.

Text Books and Stationery

North of the Yarra Booksellers is the official supplier of textbooks to the school. The complete list of textbooks required will be distributed in late November 2008. This list will need to be returned to the school at a date to be advised, approximately December 2008.

Books may be collected from the school on **a date to be advised, before the start of the school year.** Textbooks must be paid for when they are collected.

Education Maintenance Allowance (EMA)

Financial assistance is available for families who have net income levels below certain set amounts and who hold a valid health care card. The details of this allowance are modified slightly each year, so eligibility should be checked annually. The Student Wellbeing Coordinator, Mrs Heather Douglas, has details and will provide assistance.

MATERIALS AND REQUISITES

The School Council's policy is that students should have access to high quality materials and equipment for classroom use.

Each year the Council asks each learning area to prepare a budget which sets out its educational objectives as well as the costs involved in achieving them. The Council examines each budget and then sets an appropriate fee.

The total fee payable for consumable materials is only partly offset by the amount set aside by the school from its Student Resource Package - the money received by the school from the Department of Education which is paid directly to the school by the State Government. Parents are requested to pay the balance promptly or to contact the school to arrange payment by instalments. Fees may be paid using Bankcard/MasterCard/Visa facilities.

School Council, through its Finance Sub-committee, has set the level of the 2009 Levies & Charges for Year 7 following an extensive program budgeting process. This process is supported by the College Levies and Charges Policy that has been ratified by School Council. The program budget process began in Term 3, 2008 and culminated with the School Council ratifying the 2009 Year 7 Levies & Charges on 29/10/2008.

The Charges & Levies for Year 7 2009 are detailed on the following page.

Guidelines for the Use of the Resource Centre

The general conditions of Resource Centre use must be met by all students of the school including Year 7 students. The main requirement is that a **quiet working atmosphere is to be maintained at all times**.

The Resource Centre is set aside as a quiet work area. The Resource Centre foyer has been set aside as a senior study area where quiet work-related discussion is permitted, provided a working atmosphere is maintained. Resource Centre materials may not be taken from the Resource Centre into the senior study area unless they have been properly borrowed.

Resource Centre Borrowing

1. Students may borrow up to 8 items either on extended loan or on overnight loan. These may be any combination of fiction or non-fiction. Magazines, vertical file articles, reference and reserve books may only be borrowed overnight. Overnight loans **must** be returned the following morning - **before school**.
2. Video tapes may be borrowed - strictly overnight loan only. All tapes have the VHS format. A \$5 deposit is required for each video. Although we allow tapes to be borrowed, we prefer students to book into the audiovisual room and view tapes in school time.
3. Audio cassettes may also be borrowed. Again this is on overnight loan only. Alternatively, if students provide a blank tape we will copy audiocassettes on the high speed copier.

2009 Sports Program

Individual Sports

Each year our school holds two major carnivals. The Swimming Carnival is held at The Doncaster Aquarena facility in Term One each year. Every member of the school attends. Events include swimming, diving and novelty events. The school swimming team is selected on the basis of the results at this carnival. Any student can enter any event in their age group.

The Athletics Carnival is held at the end of Term One and also involves the entire school. Again the results of this carnival are used as the basis for selecting the school's athletics team. The emphasis in both of these carnivals is on student participation.

In addition to these opportunities, students can compete in the school cross country as well as enter the Northern Zone Open golf tournament and gymnastics. Students who represent the school in all of these competitions have the opportunity to progress from the district level to the Northern zone level and ultimately onto the State finals.

Team Sports

Team sports are divided into Summer and Winter competitions, with the summer sports being completed mostly in Term One and the Winter sports occurring in both Term Two and Three. Like the individual sports, competition begins at a district level, progresses to zone then ultimately onto the State finals.

Term 1

Baseball
Softball
Cricket
Tennis
Volleyball

Term 2

Netball
Badminton
Soccer
Football

Term 3

Basketball
Hockey
Table tennis
Squash

SCHOOL CURRICULUM

(Please also refer to the Curriculum Grid on the next page)

Montmorency Secondary College provides a contemporary student-centred, diverse curriculum program that embeds the curriculum essentials and gives students considerable choice. Support for this approach is strong and students, staff and the school community have responded to it with enthusiasm and purpose.

The curriculum runs on a two-week timetable with twenty-five, 58 minute periods per week. The school day starts at 8.55 am with a 10 minute home group. A Home Group system runs across the college from Year 7 to Year 12.

Victorian Essential Learning Standards (VELS)

The Victorian Essential Learning Standards describe what is essential for students to achieve from Years Prep to 10 in Victorian schools. They provide a whole school curriculum planning framework that sets out learning standards that schools use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

The Standards are based on the best practice in Victorian schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards provide the means for all Victorian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

Year 7 Curriculum

The Year 7 program is comprehensive and introduces students to subjects in all the key learning domains. A Pastoral Care program is a key feature of the first year of this college. Year 7 students learn in home groups and undertake the following course:

- | | |
|------------------------------------|-------------------------|
| • Mathematics | 8 periods per fortnight |
| • English | 8 periods per fortnight |
| • Humanities (History / Geography) | 6 periods per fortnight |
| • Science | 5 periods per fortnight |
| • LOTE (Japanese or French) | 5 periods per fortnight |
| • Physical Education | 4 periods per fortnight |
| • HHR / Pastoral Care | 2 periods per fortnight |

These subjects run all year.

Year 7 students also rotate through a number of Visual Art, Performing Art and Technology subjects so that they experience a variety of learning environments before they make elective choices in later years. Each unit runs for one semester and takes 4 periods per fortnight. They do:

Technology (Wood & Metal); Art/Ceramics; Visual Communication & Design (Graphics); Music; Drama; and Food Technology (Home Economics).

Assessment and Reporting

Interim reports are issued to all parents at the end of Term 1 and are accompanied by Parent Teacher Interviews. A second round of Parent Teacher Interviews are organised at the end of Term 3. Much more detailed written reports are issued at the end of each semester (July and December). The semester reports provide graded assessments of several areas of each subject. Student Led Conferences are also held early in Term 3 to review mid-year reports and set learning goals for the second semester. Parents are invited to contact the Level Coordinator at any time regarding the progress of their child. The College has a promotions policy, students meet expected guidelines, in order to gain promotion to Year 8.

Revised Montmorency Secondary College 7-9 Curriculum Grid for 2009
(10 day timetable – 25 periods per week @ 58 mins)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Year 7	English				Maths				Humanities Geog/Hist			Science (5 periods per 10 day cycle)			LOTE (5 periods per 10 day cycle)			PE		Wood/ Metal		Art/ Ceramics		Music		HHR/Pastoral Care
																				Food Tech.		VCD		Drama		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Year 8	English				Maths				Science			History (1) Medieval Life			PE 1		Learning Unit 1		Learning Unit 2		LOTE 1		HHR/Pastoral Care		
												Geography (1) Environments & Ecosystems			PE 2		Learning Unit 3		Learning Unit 4		LOTE 2				
Year 9	English				Maths				Science			History (2) Australian History			PE 3		Learning Unit 5		Learning Unit 6		Learning Unit 7		Community		
												Geography (2) People & Places			PE 4		Learning Unit 8		Learning Unit 9		Learning Unit 10				

Notes:

1. Science increases core time at Year 8 and 9 to 3 ppw.
2. History and Geography become core (3 ppw) and sequential to allow VELS assessment and reporting.
3. Year 8 students have to do two sequential semesters of LOTE in Year 8 as part of the Learning Unit elective blocks
4. PE at Year 8 & 9 to be included in the Learning Unit elective blocks at Year 8/9 as gender-based discrete Year 8 & Year 9 classes.
5. Students at Year 8 & 9 must choose at least one elective Learning Unit from the non-core VELS domains of *The Arts* and *Design, Creativity & Technology*.
6. Student may choose no more than two (2) learning units from any learning area sub-grouping in any one year (e.g. A maximum of 2 Food Technology units).

MATHEMATICS

(4 periods per week)

COURSE OUTLINE

This course builds on concepts and skills introduced in Primary School. Initially students have the opportunity to revise and consolidate their understanding of material from the Level 4 maths dimension. Progressively students are introduced to new concepts and skills as specified for Level 5 VELs. The following areas are covered during the year:

Space

- Lines and angles
- Transformations
- Co-ordinate number plane

Number

- Whole numbers & indices
- Decimals
- Fractions
- Percentages

Measurement, chance and data

- Length and perimeter
- Area & Volume
- Collecting & Interpreting Data
- Probability

Structure

- Expressing generality
- Equations & Inequations
- Functions
- Set theory

Throughout the course, emphasis will be placed on everyday applications to problem-solving tasks associated with the topics taught.

CLASSWORK REQUIREMENTS

Students will be required to keep a neat workbook, possess the class text and have a scientific calculator (TI-30X II). They need to be prepared to work on both an individual and group basis on such tasks as Skills and Practice exercises, and problem-solving activities as required by the class teacher at various stages throughout the year.

HOMEWORK

Set homework may be to finish off class tasks or to complete separate sets of exercises from the class text or worksheets. Students should also initiate their own homework study of the material covered in class on an ongoing basis and select similar problems from the textbook for further practice.

ASSESSMENT

Students will be assessed using a variety of tasks. Typical assessment activities may include: tests, problem solving tasks, group work activities, homework sheets.

ENGLISH

(4 periods per week)

COURSE OUTLINE

Students will have a balanced program of reading, writing, speaking and listening. Selected novels, short stories, poetry and plays are read and discussed in class, and wider reading is encouraged by students' participation in a wide reading program.

Students are encouraged to write in a variety of styles for a variety of audiences and purposes.

Work on speaking and listening includes class discussion, small group discussion, reading aloud, dramatic activities, and participation in the Public Speaking Competition.

Attention is given to expression, punctuation and spelling as part of effective communication.

HOMEWORK

- English Basics 1 – Sadler and Sadler
- There is always English homework in the form of reading - either wide reading or reading of class novels.
- Assignments must be completed and process writing is also to be worked on at home.
- Class teachers will set particular homework tasks.

ASSESSMENT

An assessment will be made for all the following areas of study within the English course

- Writing Folio
- Reading
- Speaking and Listening

HUMANITIES

(3 periods per week)

COURSE OUTLINE

Humanities involve the study of human societies and environments, people and their cultures in the past and the present. Students develop key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions; including the distribution of wealth, the development of codes, laws and belief systems and how people have interacted with their physical environment.

History focuses on Historical knowledge and understanding, as well as Historical reasoning and interpretation. Areas of study include Ancient Egypt, Ancient Greece, Ancient Rome and Contemporary Australia.

Geography focuses on Geographical knowledge and understanding and Geospatial skills. Areas of study include Place, Distribution, Relationships between People and Environment, Global Perspectives and Ecological Sustainable Development (e.g. Rivers and The Australian Environment) and Mapping.

Humanities encourage the use of research skills and inquiry processes. Students are expected to plan investigations, ask key questions, analyse a range of data and sources (e.g. artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media). Students then form conclusions supported by evidence and present information in variety of ways.

HOMEWORK

Students will be expected to complete unfinished class work at home. Teachers set questions and a variety of activities and homework. Research assignments are part of the homework for the Year 7 Humanities course.

ASSESSMENT

The following assessment will be undertaken:

- Research Tasks
- Workbook, Exercises and Tests

SCIENCE

(5 periods over 2 weeks)

COURSE OUTLINE

The course is activity based. Emphasis will be placed on the skills required for practical work: safety in science, use and identification of equipment, ability to follow and carry out given instructions, writing of practical reports as well as research skills. The course is aligned with the requirements of the VELS Science Dimensions of:

- Science Knowledge and Understanding
- Science at Work

CLASSWORK

Topics Include:

Being a Scientist
Solids, Liquids and Gases
Mixtures
Heat Light and Sound
Classification
Forces
Earth and Space
Our Planet Earth
The Senses

HOMEWORK

Completion of class work and approximately half an hour per week of set homework or revision is required.

ASSESSMENT

Assessment will include:

Topic Tests
Poster/Assignments
Class Exercises
Practical Reports

LANGUAGES

(5 periods over 2 weeks)

In Year 7, students study either French or Japanese. Emphasis is placed upon learning basic conversation skills, which will enable students to cope in a variety of everyday situations in the language they are learning. Words, expressions and sentence patterns are practised in conversational or acting situations. We believe that you learn another language by **using it**. In addition, students will study the geography and some cultural aspects of the country of their chosen language, by means of slides, film, video or worksheets.

COURSE OUTLINES

FRENCH

Greetings; introducing yourself; describing yourself and others; talking about: your likes and dislikes at school and understanding classroom commands; pets; discussing your weekend activities. Students also learn about French Geography and study some famous French people.

JAPANESE

Greetings; self-introductions, classroom instructions, fruits, colours, animals, likes and dislikes, stationery items, places, sports activities and transport. Basic sentence structures and linking words are taught. The "hiragana," written script, is also fully introduced with emphasis on its recognition. A cultural project will be given to learn Japanese geography and life style.

ASSESSMENT:

Language communication, cultural awareness interpersonal development, personal learning, communication skills and ITC.

ASSESSMENT:

Language communication, cultural awareness, interpersonal development, personal learning, communication skills and ITC.

HOMEWORK

Students will at times be required to complete set tasks (grammar, hiragana in Japanese, write dialogues, and practise vocabulary) as well as completing any unfinished class work.

PHYSICAL EDUCATION

(2 periods per week)

COURSE OUTLINE

The aim is to encourage each student to be physically active during Phys. Ed. classes. The program therefore is a practical one and theoretical components are introduced when relevant during practical lessons.

While acquisition of skills and participation in a variety of games are encouraged, emphasis is also placed on cardio-vascular fitness, flexibility and strength. In particular, body awareness and general human movement are emphasized, especially in gymnastics, dance and athletics. Physical Education encourages group co-operation, leadership, and positive games attitudes.

CLASS WORK

The activities covered throughout the year are as follows:

- Fitness assessments
- Basic skills
- Minor games
- Athletics
- Cross country
- Gymnastics
- Dance
- Volleyball
- Softball/Baseball
- Football/Soccer
- Netball/Basketball
- Hockey
- Badminton
- Cricket

ASSESSMENT

Students will be assessed using the following criteria:

- Skill development
- Skill application
- Physical fitness
- Attitude to participation

A written assignment is also included as an assessment task.

HEALTH AND HUMAN RELATIONS / PASTORAL CARE

(2 periods per fortnight)

COURSE OUTLINE

The course encourages students to look closely at themselves and how they relate to people in various situations. Relationships are particularly important as students change from primary to secondary school, especially student/teacher relationships and friendship groups.

TOPICS

Classes will develop topic areas which are relevant to their needs and interests. Initial work will concentrate on knowing the school, friendship, relationships, self awareness, body image, emotions and feelings. As the year progresses work is done on general health issues (Sun Smart, QUIT, Dental Health and First Aid), basic reproduction, human growth and development, with emphasis on puberty. "Protective Behaviours", which empowers students to have control over their own safety, is included in the course. Classes will also consider assertiveness, equal opportunity, harassment and bullying. Videos, texts and printed materials are used to extend students' knowledge and understanding. Students are encouraged to participate in all activities and discussions.

CLASSWORK

- Students are required to maintain an up to date workbook.
- Students are expected to participate in general and small group discussions and activities and to work co-operatively.

HOMEWORK

Students may be required: To complete class work at home; to undertake research, interviews and survey work to complement class activities and collect information from the media for use in class.

ASSESSMENT

A non-graded, descriptive assessment is provided based on behaviour, attitude, participation, understanding and the maintenance of the student's work book.

ART

(2 periods per week for a semester)

COURSE OUTLINE

In this subject students are introduced to a range of art forms and techniques, including painting, drawing, printmaking and ceramics.

Creating and Making:

Students use starting points to generate and expressively develop ideas when making and presenting artworks. They explore and manipulate art elements, principles and concepts to structure their artworks.

Exploring and Responding:

Students develop their ability to discuss their own and others' responses to artworks.

MAIN AREAS OF STUDY

- Drawing
- Landscape Painting
- Lino Block Printmaking
- Ceramic Sculpture

ASSESSMENT

Folio of Practical Work
Visual Diary

VISUAL COMMUNICATION

(2 periods per week for a semester)

COURSE OUTLINE

Visual Communication Practice – Creating and Making

Students will be introduced to a range of visual communications practice. It will include the development of skills in both freehand, instrumental drawing and rendering. Students will complete preliminary exercises in their sketch books as well as final presentations.

Responding to Visual Communication and Design – Exploring and Responding

Students will begin to distinguish between forms of visual communication and identify design elements and principles.

MAIN AREAS OF STUDY

- Visual Communication Practice Including
 - Logo and Symbol Design
 - Lettering
 - Maps and Diagrams
 - Drawing
- Responding to Visual Communication & Design

ASSESSMENT

- Exercises and Assignments – Sketch book Presentation
- Final Presentation Pieces

DRAMA

(2 periods per week for a semester)

COURSE OUTLINE

Drama allows students to explore ideas, situations, feelings and attitudes. Drama also builds confidence, improves communication skills and encourages students to find inventive solutions to tasks individually and through group work. Students will perform short scripted plays, develop different acting techniques, improvisation skills and experiment with stagecraft elements.

CLASS WORK

Class work will involve exploring drama skills and techniques such as voice, movement, awareness of space, improvisation, mime, short-scripted plays and stagecraft. Participation in group work is important.

ASSESSMENT

Assessment will be based on:

- participation as an individual
- contribution to group work
- understanding shown of dramatic elements by demonstrating a range of skills
- maintenance of a logbook
- recording observations and activities.

FOOD & TECHNOLOGY

(2 periods per week for a semester)

COURSE OUTLINE

Food & Technology at Year 7 level introduces food preparation through the technology process. Recipes and simple meals are planned and produced. Students then evaluate the suitability of the selected food products, equipment and processes.

Basic nutrition principles are examined, along with appropriate safety and hygiene procedures. Cooperative as well as independent work skills are actively encouraged.

HOMEWORK

Homework, assignments and tests are given throughout the semester.

ASSESSMENT

- Logbook
- Research Assignment
- Tests
- Production Exercises

TECHNOLOGY/WOOD/METAL

(2 periods per week for a semester)

COURSE OUTLINE

Students make simple projects that introduce them to the basic problem solving in design, hand tools, materials, construction and finishing techniques. All students are expected to complete at least three projects, these being a cutting board, key tag and a nickel band ring.

As each new tool or material is introduced the relative technology is discussed with each group. Notes, sketches and designs are recorded by each student.

HOMEWORK

Students will not have homework on a regular basis due to the practical thrust of the course, but they will have to plan designs and catch up on any bookwork which they have missed through absence or other reasons.

ASSESSMENT

- Practical
- Bookwork

MUSIC

(2 periods per week for a semester)

COURSE OUTLINE

This course is designed as a general introduction to the field of music.

Students are exposed to a wide variety of musical styles through active listening and analysis. There is also a practical focus on learning the basic language of written music and students' theory and aural abilities are developed, as well as creative skills such as composition. Students use music software to aid in their study of theory and for projects and research.

Students have the opportunity to both observe and play many different instruments across all major musical family groups, including singing. Individual and group practical work is used to actively engage students in the study and performance of the basic elements of music.

HOMEWORK

This will generally involve instrumental practice, the completion of unfinished class work, studying for tests and completing assignment work given during the year.

ASSESSMENT

Students will be assessed on:

- practical work
- theory
- tests and assignments
- participation in class