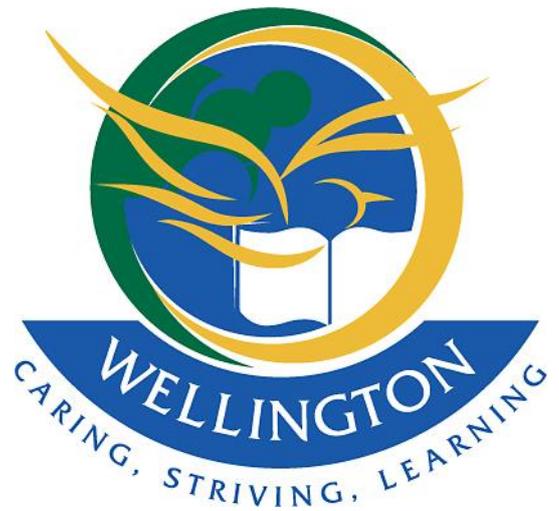


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WELLINGTON
SECONDARY COLLEGE

**Junior School
Handbook
2022**

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Dear Parents/Guardians and Students

This handbook outlines the program for Years 7 and 8 for 2022 and gives a course description for each of the subjects taught at these levels. The curriculum has been designed to follow on from studies in the primary years by providing a sound foundation in the Victorian Curriculum.

At these levels, all students complete a compulsory set of studies including a choice of French or Chinese. An effort has been made to minimise the number of different teachers with whom the students come into contact. Most subjects run for the whole year and only a relatively small number are offered as semester studies.

Every student is required to have their own computer device as ICT is an integral part of all Curriculum Areas.

Wellington Secondary College offers a **Select Entry High Flyers** class at Years 7 to 9. This program offers the opportunity for students to be part of a learning group that focuses on the development of higher order thinking skills including deep exploration of ideas and concepts, knowledge transfer and application, creative and critical thinking, and open-ended problem-solving.

Students in this program are expected to participate in a range of subject competitions, and learn a musical instrument in Year 7.

Yours sincerely



Mrs Fern Brisbane
Assistant Principal



Mrs Carmel Roberts
Head of Junior School

DIGITAL DEVICES

Wellington Secondary College is committed to providing students with a rich and engaging learning experiences that harness the power of learning technologies. Advances in technology have provided new opportunities to connect and show understanding, to think creatively and to problem solve and to work collaboratively. We believe that students accessing technology through a 1:1 program positively engages them in these learning opportunities and support improved learning outcomes.

Wellington Secondary College Council has appointed Learning with Technologies as its primary partner and supplier. LWT are one of the largest education suppliers in Australia and have worked with our College for over 10 years. Together we have chosen the Lenovo Thinkpad Yoga 11e 5th Gen device for 2022. It is a touch screen device that enables pen-based input, a sturdy construction with flexible configuration and can work both as a tablet and a notebook computer. According to research, the ability of students and teachers to continue to use pen based written input is highly beneficial. Devices are commercial grade and designed for the educational requirements of students.

All Year 7 students are required to have their own computer device in 2022. Wellington Secondary College is offering parents the following device for purchase direct from Learning with Technologies via an online ordering portal.

Lenovo ThinkPad Yoga 11e 5th Gen



Costing approx. \$1000 including GST, this package includes:

- Windows 10 eduSTAR SOE pre-installed with DET software
- 3 Years Lenovo onsite warranty and support from the College
- 3 Years Lenovo Accidental Damage Insurance with a \$100 excess (Optional)
- Intel Celeron Processor N4100 (Quad Core, up to 2.4 GHz)
- 11.6" HD LED 1366 x 768 Touch Screen
- 4GB DDR4 Memory
- Up to 12 hours battery life
- 128 GB EMMC storage
- Garaged Active Pen
- Everki 12" Hard Carry Case and Headphones (not covered by above warranty and insurance)

Learning with Technologies (LWT) Terms & Conditions and Lenovo Financial Services Guide and Product Disclosure Statement apply and are available for viewing and acceptance at the time of purchase.

Orders are to be placed online via the portal <https://wellingtonsc.orderportal.com.au/> and the following payment methods are accepted online at the time of ordering:

1. Credit Card
2. Pay Pal
3. BPay
4. Payment on invoice (device is not delivered until invoice is paid)
5. 3 Year payment instalment option provided by Latitude Finance. This costs approximately \$34.00 per month plus an annual fee of \$99. Please read all finance agreements carefully, ensuring that you fully understand all terms, conditions and additional costs, as acceptance is completely at the discretion of the customer.

Once fully paid for, devices will be delivered to you, ready for use, to **YOUR NOMINATED DELIVERY ADDRESS** as indicated on your order. Orders will be processed upon receipt of payment and will be shipped within 1 – 2 weeks.

Wellington Secondary College does not take delivery of any devices so if you plan to be away after you place your order, you will need to nominate a safe delivery address.

Contact: helpdesk@wellingtonsc.vic.edu.au

CO-CURRICULAR PROGRAMS

In addition to the timetabled program several additional co-curricular programs are available:

Instrumental Music

All Year 7 students are introduced to a musical instrument as part of the music course. If they wish to study an instrument further and become involved in the College Band, students are withdrawn from classes on a rotational basis for lessons in the chosen instrument. A fee is charged for private lessons at the College.

Peer Support Program

Year 7 students work in small groups with selected and trained Year 10 students during Semester 1 to assist their transition into Wellington Secondary College.

Transition Program

All Year 7 students are involved in the 'Wellington Welcomes You' program throughout the year to assist their transition into secondary school.

Year 8 Camp

Year 8 students have the opportunity to be involved in a five-day camp. This camp facilitates a positive community experience for students with their teachers, providing the opportunity to link academic learning to experiential learning in a fun-filled, affordable and safe program.

Student Wellbeing Program

A Student Wellbeing and Pastoral Care Program operates in the Junior School Health and PE curriculum, and is delivered during timetabled classes. The aim of the program is to develop a sense of belonging, resilience and secure individuals through covering areas such as:

1. Bullying and Harassment
2. Anger Management and Conflict Resolution
3. Loss and Grief
4. Knowing the Blues
5. Puberty
6. Drugs: Smoking and Alcohol
7. Developing Belongingness and Connectedness to school; Teamwork and Building Self Esteem

Drama Production

Each year the College stages a production that involves many students from all year levels.

Interschool Sports

The College is active in interschool sport and offers the chance for students to represent the College in sports including swimming, athletics, cross-country, netball, softball, tennis, table tennis, baseball, volleyball, hockey, cricket, football and soccer.

Houses Program

The College conducts a range of activities in an active Houses Program. Each student is allocated to a House: **Alexander (Blue)**, **Borrowdale (Gold)**, **Penrhyn (Green)**, or **Sirius (Red)** each of which was named after a ship in the First Fleet of 1788. Students can represent their House at the Swimming, Athletics and Cross-country Carnivals, as well as in competitions such as chess, mini-Olympics, basketball and four square.

JUNIOR SCHOOL TIMETABLED PROGRAM

A fortnightly timetable operates so that a balance of curriculum can be offered throughout the College. Each day is divided into 6 x 50-minute teaching periods. The morning periods are grouped in doubles and in the afternoon singles where possible. Semester units are indicated by (S).

Curriculum Area	Year 7 Subject	Minutes per Fortnight	Year 8 Subjects	Minutes per Fortnight
Arts	Art (S)	300	Visual Arts	300
	Drama	200		
	Music (S)	300	Music (S)	250
English	English	400	English	400
	EAL*	400	EAL	400
Health and Personal Development **	Physical Education, Sport Education & Health Education	300	Physical Education, Sport Education & Health Education	300
Humanities	History, Geography, Economics and Civics and Citizenship	400	History, Geography, Economics and Civics and Citizenship	400
Languages	French / Chinese	300	French / Chinese	300
Mathematics	Mathematics	400	Mathematics	400
Science	Science	400	Science	400
Technologies	Digital Technologies	300	Digital Technologies (S)	250
			Design Technology (S)	250
			Food Technology (S)	250

* Note: EAL (English as an Additional Language) runs parallel to English classes for eligible students in Year 7 and Year 8

**Note: Health and Personal Development at Years 7 and 8 combines the subjects of Physical Education, Sport Education and Health

The course descriptions for each of the studies offered are listed on the following pages for your information. For any further information regarding the contents of this handbook, please contact the Head of Junior School.

ENGLISH

YEARS 7 and 8

Duration: All year

Goals:

To develop:

- and enhance students' reading for pleasure and curiosity
- the ability to read and to comprehend the English language and consider alternative interpretations
- the ability to speak and to write fluently and coherently
- the appreciation of literature
- an awareness of self and relationships with others in society – involving reflection upon ideas and issues
- an awareness and appreciation of communication systems – such as print, film and multi media and ICT
- the ability to solve problems, learn independently and in groups, set goals, self-evaluate, show initiative and think creatively

Subject Content – Year 7:

- Reading: novels, films, short stories
- Writing: reflective, persuasive and narrative, and assignments. Emphasis is placed on process, precision, variety and vividness within a clear structure (e.g. paragraphing and essay planning)
- Speaking: basic skills through class/group work, reading aloud, specific presentation and debates
- Listening: through teaching specific skills for effective listening in different contexts
- Media: consideration of mass media and its place in society
- Skills: emphasis is placed on dictionary skills, spelling, punctuation, syntax and grammar

Subject Content – Year 8:

- Reading: novels, films, persuasive pieces
- Writing: informative, argumentative and analytical modes. Emphasis on drafting and editing of ideas (e.g. essay planning)
- Speaking: reinforce skills involved in small group discussion and public speaking
- Listening: through teaching specific skills for effective listening in different contexts
- Media: appreciation of the significance and role of mass media in society
- Skills: continue developing dictionary skills, spelling, punctuation, grammar and syntax, especially phrase, sentence and paragraph linkage. Parts of speech and tense agreement

Teaching Approaches:

Class lessons, group and individual tasks will focus on the processes of literary appreciation and writing competence. There will be occasions for participation as audience members at theatrical productions, films and public speaking activities. The learning will be supported by the use of ICT.

Assessment Methods:

There will be a number of Common Assessment Tasks which reflect the expected Achievement Standards of the Victorian Curriculum.

Contact teacher: Ms Rachael Masterton

ENGLISH AS AN ADDITIONAL LANGUAGE

YEARS 7 AND 8

Duration: All year

This subject specifically caters for the needs of students who come from a non-English speaking background and whose first language is not English. It recognises that EAL students are learning a new language at the same time as they are learning new conceptual and cultural knowledge and skills across the curriculum. In this subject EAL learners are given specific support by their EAL teachers to build the English language skills that are required for effective communication in their learning to achieve success across the curriculum. Classes are small to enable intensive, highly differentiated lessons, so that each student's learning is personalised. Eligible Year 7 EAL students are placed in this class at the start of the year, based on the recommendations of their primary school teacher, enrolment information, and diagnostic testing.

Goals:

- To develop students' understanding of how Standard Australian English (SAE) works in its spoken and written forms in a range of spoken, written, visual and multimodal contexts.
- To develop students' knowledge and understanding of the linguistic structures and features of English, including parts of speech, tenses and common language structures in order to improve language skills.
- To develop students' communicative skills, including reading, speaking and listening, as well as cultural understandings in English and their other languages, to enable their full participation in Australian society.
- To develop students' plurilingual awareness of the ways they use their own language(s) to help them learn English.
- To develop students' collaborative, and independent learning skills as well as 'learning how-to-learn' skills.
- To develop students' confidence to express opinions and actively participate in the classroom.
- To develop students' critical and creative thinking skills.

Subject Content:

Year 7

- Reading and viewing: myths and legends from different cultures, non-fiction texts, films, novels
- Speaking- oral skills explicitly taught through oral presentations and debates
- Listening: through practising specific skills for effective listening in different contexts, including interviews, comprehension of film clips and listening tests.
- Writing: note taking, biographies, creative writing and responses to texts.
- Language skills: vocabulary building, specific areas of grammar, sentence structures, spelling and vocabulary taught in context of the units covered.

Year 8

- Reading and viewing: novels, short stories, films
- Speaking – oral skills built upon through oral presentations and debates.
- Listening- through practising specific skills for effective listening in different contexts, including interviews, comprehension of film clips and listening texts
- Writing: note taking, narratives, persuasive writing, informative writing, responses to texts.
- Language skills: vocabulary building, specific areas of grammar, sentence structures, spelling and vocabulary taught in context of the units covered.

Teaching Approaches:

- Wide-ranging speaking, listening, reading and writing activities in groups or individually.
- Conferencing with other students and the teacher.
- ICT based activities, such as grammar and vocabulary quizzes and word games.

Assessment Methods:

- Students will be assessed both informally in their learning as well as formally through a number of Common Assessment Tasks.
- EAL students will also be formally assessed on their progress in Reading and Viewing, Speaking and Listening and Writing in accordance with the new EAL Pathways that come into effect in 2021

Contact teacher: Ms Maria Papatiriu

HUMANITIES

YEARS 7 and 8

Duration: All year

Goals:

- To develop understanding of the world in which they live and to gain a perspective of time and space
- To develop knowledge and skills in the disciplines of history, geography, economics and civics
- To develop skills necessary to investigate, analyse, interpret and communicate information in a variety of written and verbal formats
- To make and justify value judgements about local, national and global issues
- To develop information presentation skills

In developing the above, the course will, in an integrated manner, cover the following topics:

Year 7:

- Historical thinking and research skills.
- A study of ancient societies, including China, Egypt and Australia.
- A study of water as a renewable environmental resource and the different forms it takes.

Year 8:

- A study of medieval societies: daily life, social and political structures and the influence of medieval societies on the modern world. Medieval societies studied include Medieval Europe and the Angkor/Khmer Empire.
- Urbanisation and internal migration in Australia and Asia
- Characteristics of different environments, landscapes and landforms.
- Personal finance and Australia's economy
- The rights and responsibilities that we all share in Australian society.

Teaching Approaches:

Projects and research assignments, discussion, individual and collaborative tasks, map exercises, film, posters, oral presentations, guest speakers, excursions, incursions and fieldwork, e-learning activities, use of information technology.

Assessment Methods:

- Common Assessment Tasks
- Tests
- Research
- Projects
- Oral presentations using multimedia

Contact teacher: Mr Jackson Keat

MATHEMATICS

YEARS 7 and 8

The following areas of study are the focus for the Year 7 and Year 8 curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of Mathematics content across the three content strands and are assessed by in-class activities, topic tests, and application and analysis tasks. Digital technology, including the use of the CAS calculator for students in the High Flyer class, is utilised where appropriate.

Outline

Students develop their ability to use symbols to represent variables, find equivalent equations, solve equations with fractions as well as equations with pronumerals on both sides. Pythagoras theorem is used to solve right-angled triangles. Students are introduced to and manipulate expressions with negative integers. They investigate the measurement of complex shapes, including rhombuses and trapeziums. Venn diagrams and Two-Way Tables are used to find the probability of compound events. In Geometry, Transformations and Tessellations are studied. Real life problems are posed, and problem-solving activities undertaken. Extension topics such as Area of sectors, Surface area of prisms, Inequalities, Solving inequalities, Tree Diagrams, Similar triangles are offered.

Key Skills

Knowledge, understanding and application of basic facts in routine and non-routine problems, communicating mathematical understanding, using a scientific calculator appropriately and efficiently.

Assessment

- Common Assessment Tasks
- Topic tests
- Investigations

Resources

- Mathematics Textbook (booklisted)
- Scientific calculator (booklisted)

Contact teacher: Mrs Geetha Rangarajan

SCIENCE

YEARS 7 and 8

Duration: All year

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It is a dynamic, collaborative and creative human endeavour, arising from our desire to make sense of our world through exploring the unknown, making predictions and solving problems.

Students will develop an understanding of important scientific concepts and processes, the methods implemented to develop scientific knowledge and how scientific findings have contributed to the progression of our society. In addition to this, students will develop essential 21st Century skills, including the ability to think critically and creatively, to identify questions and draw evidence-based conclusions using scientific methods, and to work in a collaborative manner.

Aims:

Throughout their Junior School years, students will develop:

- a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena
- an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences and to justify ideas on the basis of evidence
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of Science, while considering the ethical and social implications of decisions

Subject Content:

Year 7

- Science Toolkit
 - Introduction to the Science Laboratory
 - Development of Science Inquiry Skills
- Biological Science
 - Classification of Organisms
 - Food Webs and Ecosystems
- Chemical Sciences
 - States of Matter and Mixtures
- Earth and Space Sciences
 - Phenomena Experienced on Earth
- Physical Science
 - Forces and Simple Machines

Year 8

- Biological Science
 - Cell Structure and Function
 - The Cardiovascular System
- Chemical Sciences
 - Physical and Chemical Change
- Earth and Space Sciences
 - The Rock Cycle and Minerals
- Physical Science
 - Energy, Light and Sound

Assessment Tasks:

- Topic tests
- Scientific reports on experimental work
- Inquiry-based projects
- 'Design Thinking' challenges
- Completion of set classwork and homework

Contact teacher: Mrs Marilyn Phillips

HEALTH/PHYSICAL EDUCATION and SPORT EDUCATION

YEARS 7 and 8

Duration: All year

Goals:

- Development of human movement
- To develop and improve fundamental motor skills in a range of sports
- To develop and improve fitness levels
- To develop health and well-being of individuals
- To develop a knowledge of health and fitness
- To increase participation and mastery in a wide range of varied activities
- To develop an appreciation of codes of behaviour, social interaction and co-operation in group situations
- To develop values of sportsmanship and 'fair play'
- To encourage the development of a 'personal best'

Subject Content:

Students experience some extended development in sports and other areas including:

Year 7

- Swimming
- Catching and throwing skills
- Striking skills
- Kicking skills
- Get smart about drugs!
- Eat well, live well
- Health benefits of physical activity
- Mental health, wellness and positive relationships

Year 8

- Net and court skills
- Catching and throwing skills
- Striking skills
- Kicking skills
- Think safe, act safe and be safe
- Playing the game and being a good sport
- Enhancing personal fitness through lifelong physical activity
- Just dance!

As part of the program, students also participate in:

- Various sports to develop and enhance fundamental motor skills
- Team activities
- Individual activities
- Fitness activities
- Movement awareness and evaluation of performance
- ACHPER fitness testing throughout the year
- Physical Activity and Sport Education Days

Teaching Approaches:

- Practical experiences
- Classroom theory
- Individual and team teaching

Assessment Methods:

- Attendance and Sports Uniform
- Practical testing – skills, fitness levels
- Collaboration and participation in both theory and practical lesson
- Assessment tasks

Contact teacher: Mr Michael Locco

THE ARTS – Art

YEAR 7

Duration: One Semester

This unit is designed to give students the opportunity to express ideas visually using a range of media. Students will develop confidence using art materials through practical experiments. A variety of techniques will be used in the production of drawing, painting and printing. It will also provide students with the opportunity to appreciate artworks made with particular cultural and historical contexts.

Goals:

- To encourage students to express their ideas visually using a variety of media
- To develop skills and techniques using a range of materials
- To encourage students to develop confidence in working with art materials
- To foster an appreciation of artworks made with particular cultural and historical contexts

Assessment Tasks:

- Art Production: 2D
- Art Production: 3D
- Art Production: Print
- Workbook
- Art Appreciation

Contact teacher: Mr Andrew Bare

THE ARTS – Visual Arts

YEAR 8

Duration: All year

This course is designed to extend students' opportunities to express ideas visually using a range of media and techniques, both 2D and 3D. Students will complete a folio of paintings, drawings, mixed media and three dimensional works. Students will acquire a vocabulary of appropriate art/design terminology and appreciate works of various art/design styles and artists/designers. The unit will also enable students to develop an awareness and appreciation of historical and cultural artworks.

Goals:

- To encourage students to express their ideas visually using a variety of media
- To develop skills and techniques using a range of materials both 2D and 3D
- To encourage students to develop confidence in working with art materials
- To foster an appreciation of artworks made with particular cultural and historical context

Assessment Tasks:

- Art production: 2D
- Art production: 3D
- Visual Communication and Design Production
- Visual Journal
- Art appreciation

Contact teacher: Mr Andrew Bare

THE ARTS – Music

YEAR 7

Duration: One Semester

This course is designed to give students opportunities to perform, create and respond to music in meaningful ways. Students will complete notation exercises for performances, listen to a range of music styles for personal, historical and cultural understanding and demonstrate an understanding of the function of music in society.

Goals:

- To develop performance skills and techniques on keyboard, classroom instruments and iPads
- To encourage students to express their ideas aurally in composition tasks using technology
- To encourage students to make informed decisions about the music around them
- To appreciate that music is a vital part of human experiences and values

Assessment Tasks:

- Performances on classroom instruments including keyboards and iPads
- Composition of a Soundscape
- Aural / Theory Exercises

Contact teacher: Mr Tray Driscoll-Plavins

YEAR 8

Duration: One Semester

This course is designed to extend students' opportunities to perform, create and respond to music in meaningful ways. Students will complete notation exercises for performances, listen to a range of popular music styles from the twentieth and twenty-first centuries for personal, historical and cultural understanding and demonstrate an understanding of the function of music in society. Students will also explore methods of production and editing of musical recordings using computers, instruments and iPads.

Goals:

- To develop performance skills and techniques on keyboard, guitar and classroom instruments
- To encourage students to express their ideas aurally in composition arranging tasks using instruments and/or computers and iPads
- To encourage students to make informed decisions about the music around them
- To appreciate that music is a vital part of human experiences and values

Assessment Tasks:

- Performances on keyboard and guitar
- Composition of various melodies on instruments, computer or iPad
- Aural / theory exercises

Contact teacher: Mr Tray Driscoll-Plavins

THE ARTS – Drama

YEAR 7

Duration: All Year

Year 7 Drama introduces and develops the skills associated with drama: improvisation, movement, mime, role-play and vocal skills. Students also explore dramatic elements such as the use of space, tension and timing. Emphasis is placed on the development of students' self-confidence, self-discipline and sensitivity towards others. Particular study will be made of the use of drama in different cultures, the basics of script writing and the mechanics of presentation to an audience.

Goals:

- To develop students' social skills and their ability to build constructive relationships with others
- To develop students' communication skills in a range of contexts both within and outside the school
- To develop students' understanding of the elements of drama and the way they may be employed to communicate meaning
- To enable students to use the expressive power of drama to shape their own message, stories and meaning
- To establish a cohesive and co-operative learning environment that enables students to show self-confidence, self-discipline and tolerance of others
- To encourage students to value each other's drama experience showing respect for others and using appropriate audience behaviour
- To encourage students to use appropriate language to describe the ways drama is organised to express ideas and feelings

Assessment Tasks:

- Role-play performance
- Workbook and journal
- End of year major performance task

Contact teacher: Mr Aben Alexander

LANGUAGES: Chinese

YEARS 7 and 8

Duration: All year

Goals:

- To give all students a basic knowledge of written (simplified characters) and spoken Chinese
- To encourage all students to use basic Chinese vocabulary and sentence structures both orally and in writing
- To develop the ability to use standard Chinese pronunciation with an appropriate level of intonation, stress and tempo in conversation
- To provide students with an opportunity to learn and appreciate Chinese artistic, literary and cultural traditions
- To consider each student's own culture and compare it with countries and communities where Chinese is spoken

Subject Content – Year 7:

Students will be given the opportunity to work at their own pace to develop their Chinese language skills in Chinese. Students will explore reading, writing, speaking and listening skills in relation to the topics below.

Topics Include:

• Introduction to Chinese	• Exchange personal information
• Numbers and dates	• Describe personal appearance
• Greetings and apologies	

Subject Content – Year 8:

The focus of this year is to learn to introduce own family. Students will continue to apply their reading, writing, speaking and listening skills to the topics below:

Topics Include:

• Time	• colours and clothing items
• sports and hobbies	• daily routines
• occupations	

Teaching Approaches:

- Participation in a variety of communicative activities such as role play, interview, pair work and games to allow students to practise using the Chinese language in meaningful contexts
- Listening, speaking, reading and writing activities are used to teach and consolidate all new expressions and grammar points
- Education Perfect activities are used to practise and reinforce what the students have learned in class

Assessment Methods:

Posters, tests, oral performances (dialogues, presentations), composition of a mini-book, recording.

Contact teacher: Mr Bushan Sookhareea

LANGUAGES: French

YEARS 7 and 8

Duration: All year

Goals:

- To introduce students to a new country and its language and to develop intercultural understanding by exploring similarities and differences between the Australian and French cultures and languages
- To give students a basic knowledge of written and spoken French
- To encourage students to use basic French vocabulary and structures both orally and in writing
- To develop the ability to use standard French pronunciation and intonation in conversation
- To develop the ability to use basic French vocabulary and sentence structures accurately in the written form

Subject Content – Year 7:

- The course is based on Units 1 – 4 of the Tapis Volant 1 (4th edition) which uses the French language in familiar situations, mentions the French links with Australia and compares French and Australian cultural backgrounds
- Students will study some aspects of French life through books, class discussion, videos and the Internet
- Students are introduced to basic expressions and structures that enable them to speak about themselves, families, friends, pets and school
- Students also learn about French monuments and icons, Paris, New Caledonia, and the French speaking countries

Subject Content – Year 8:

- Tapis Volant, Units 5 – 8 of the Tapis Volant 1 (4th edition) forms the basis of the course
- The Year 8 course revises and consolidates the language taught in Year 7 and introduces new vocabulary and sentence structures that enable students to talk about their family, pets, time, school life, likes and dislikes
- French listening, speaking, reading and writing skills of the students continue to be developed
- Students will study more aspects of French life through books, class discussion, videos and the Internet
- Education Perfect activities are used to practise and reinforce what the students have learned in class

Teaching Approaches:

- Computer games and activities are also used to practise the language
- Drills, games, songs, plays and poetry are used to reinforce new vocabulary and structures.
- Listening, speaking, reading and written activities are used to teach and consolidate all new expressions and grammar points
- Students are encouraged to role play the cartoon story and eventually to talk fluently in French about themselves, their friends, home and family, pets, school life, likes and dislikes, clothing and fashion
- Students research aspects of French life on the Internet and through books
- The Tapis Volant 1 Text is based upon continuing cartoon stories of a group of French school students

Assessment Methods:

Research assignments and presentations, tests, oral performances, completion of listening, reading and written work in the workbook

Contact teacher: Mr Bushan Sookhareea

TECHNOLOGIES: Digital Technology

YEARS 7 and 8

Description: Year 7 – all year Year 8 – one semester

Students work through independent modules throughout the 3 semesters which include:

Year 7

- My school/My place
- Makey Makey
- My online space
- What in the WWW?
- Drive my Bot

Year 8

- Big Data, Small World
- MicroBits
- Algorithmic Thinking using Flowgorithms

Students have the opportunity to sign up to Grok Learning and Code.org in order to access course materials and are free to explore other courses outside of these modules in their own time in order to develop a broad understanding of computing.

Goals:

- To utilise a range of platforms for learning including smart phones, laptops, ipads, online tools, collaborative tools and develop protocols around classroom use
- To develop an understanding of network systems and data storage and transmission including cloud storage
- To develop students' skills in computational thinking such as decomposing problems and prototyping
- To create digital solutions using a range of technologies including computers, Makey-makey, robotics and microbits
- To evaluate, design or modify a user interface for a computational model or system
- To collect and analyse various forms of data in order to manipulate and visualise information effectively
- To develop the ability to work independently or collaboratively in small groups and teams to complete a project or task in a timely manner and consider ways of managing the exchange of ideas, tasks and files, including techniques for monitoring progress and feedback

Subject Content:

- Computational and algorithmic thinking using both block based and text based programming languages such as Scratch, Python and html and apps such as Flowgortihms
- Creating digital solutions such as interactive web pages or graphic organisers to solve a problem or simulate the relationships between objects in the real world using coding.
- Define and decompose real world problems and use robotics systems such as MBots and Abilix to develop functional solutions and algorithmic thinking patterns using loops and iterations
- Identify and model the properties of networked systems and describe their suitability and use for the transmission of data types.
- Acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems as well as visualising and manipulating data
- Design complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation
- Design and modify a user interface (such as Makey Makey) and consider user experience factors such as user expertise, accessibility and usability requirements.
- Communicating and collaborating online for individual and team projects and develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal or ethical obligations.

Assessment Tasks and Work Requirements

Year 7

- E-portfolio and online documentation
- Home Networking Task
- Online Cybersafety Modules
- Scratch Programming Challenges
- Design Based Task (Makey-Makey)

Year 8

- Data Collection and Analysis using programming and spreadsheets
- Design Based Task (MBot or Microbit)
- Python Programming challenge

Contact teacher: Mr Robert Maalouf

TECHNOLOGIES: Design Technology

YEAR 8

Duration: One Semester

Goals:

- To develop students' skills in identifying the need of a client
- To develop the design thinking process
- To allow students to become familiar with the use of tools and equipment to carry out processes of designing, making and evaluating the product and process

Subject Content:

- Create a brief, design, produce and evaluate products
- Knowledge and understanding of the applications of materials and processes, construction, energy, simple machines and electronics
- Understanding of basic safety, risk assessment and accident prevention
- The correct use of machinery and equipment
- Exploring modern materials and manufacturing techniques including 3D printing and laser cutting
- Influence of technology on development of lifestyle and culture

Assessment Tasks and Work Requirements

- Sustainability Investigation
- Design Folio
- Production work
- Journal and evaluation reports

Contact teacher: Ms Rachel Biggin

TECHNOLOGIES: Food Technology

YEAR 8

Duration: One Semester

Goals

- To develop teamwork among students in their development of practical skills
- To promote well developed hygiene, safety and organisational skills
- To teach students different methods of food preparation and cooking methods, focusing on key foods
- To familiarise students with the use of different tools, equipment and machines
- To encourage students to make informed choices that will promote healthy eating
- To introduce the Design Process and provide opportunities for students to design their own 'Pizza'
- To encourage the use of ICT in student learning, via online video tutorials of selected recipes

Subject Content

- Exploring food and nutrition principles using the Australian Guide to Healthy Eating
- An appreciation of the application of indigenous food items and their health benefits
- Application of processes in recipes
- Understanding the role of key foods in food preparation and cooking

- Familiarisation of food labelling laws
- An appreciation of sustainable environments
- Application of the design process to meet the needs of a design problem

Assessment

- Food productions- Working individually and in teams to produce food items
- Design Brief – Design a nutritious pizza in accordance to the design process
- Workbook- Completion of classwork, homework and production evaluations

Food Technology Uniform: Black flat top chef hat and black bib apron provided by the school.

Dietary Requirements: Students individual dietary requirements will be enforced through recipe modification. All recipes are nut free.

Contact teacher: Ms Lauren Elverd

ASSISTANCE FOR FAMILIES

Being mindful of the increased costs families will incur, we will continue to look at all costs and programs and will advise the College community when we are able to implement additional support, if possible, through State Government Equity Funding in 2022. By identifying these areas now, we hope it will give families the opportunity to plan their financial commitments in a timely manner.

In 2022, the College commits to assisting parents by covering the costs of the following items for all students:

- Material Costs for all standard curriculum requirements and additional class materials for specialist classes - including but not limited to: Media, Music, Art, STEM, Food Technology and Design Technology for all year levels.
- Junior Sport Education Costs – Swimming, facility hire and costs for the sport activity provided (*limited access at the College due to the upcoming building project*)

Parents who hold Health Care Cards can apply for CSEF to support excursion/incursion costs throughout the year. Please apply through the General Office.