VIEWBANK COLLEGE

Year 7 & 8

Handbook 2020

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Principal's Introduction to Year 7 & 8 at Viewbank College

Viewbank College is an outstanding government school which provides excellent opportunities and outcomes for students. We hope that being part of the Viewbank College community is a positive experience for your family and particularly, for your child.

The College is committed to continual improvement to ensure rich and relevant learning. The curriculum focus is designed to promote individual student growth and ensure that all students are challenged and supported to achieve their potential. Years 7 to 9 students have the opportunity to explore and experience a vast range of subjects towards informing their choices for successful outcomes in later years.

Added to the academic framework, the extensive co-curriculum and lunchtime programs, encourage students to develop stronger connections to their College, peers and teachers. Students through these experiences have the opportunity to explore their interests and talents.

The College has a Middle Years Leadership Program that mirrors the Senior Student Leadership Team. This builds on leadership opportunities already available through the SRC and Middle Years Council. The College values student voice and openly encourages students in Years 7 and 8 to be involved in leadership and look towards becoming a Middle Years Leader in Year 9.

The College motto 'Caring for Excellence' very much promotes the concept of a caring College where the expectation is that each student needs to work towards personal excellence.

Mrs. Sharon Grimes
Principal
"Caring for Excellence"

YEAR 7 – General Information

YEAR 7 ORGANISATION AND WELLBEING

In Year 7 the focus is on the student and that the transition from primary to secondary school is successfully achieved in a happy, stress free environment. The Year 7 team of teachers work closely with the primary schools and Grade 6 teachers to ensure the transition of students into Year 7 is a smooth and positive experience. Much care and thought is put into the placement of students into classes.

Year 7 is administered by a Wellbeing Leader, an Assistant Wellbeing Leader and Homegroup Teachers. In 2019, 11 Homegroups operated with approximately 25 students. Each Homegroup has a team of 8 – 9 teachers. The Homegroup Teacher teaches the students in their group and is responsible for the well-being of the students including monitoring absences. Year 7 students have their own Year 7 school yard area, basketball court, locker area and home rooms.

YEAR 7 TRANISITION & WELLBEING PROGRAM

Wellbeing Days

In Term 2 and 3, Year 7 students are involved in Year 7 Wellbeing Days where they interact with guest speakers and participate in activities and sessions on a range of topics concerned with the Health & Wellbeing of young people. Topics include bullying, cyber-safety, resilience, growing up and making choices as well as fun team building activities. All students are expected to attend. There is an additional cost to assist with covering the cost of the external providers of approximately $20.

Peer Support Program

Peer Support is a program running throughout the year involving all Year 7 students and run by a group of committed and responsible Year 10 Leaders. It gives all students undertaking the program the opportunity to develop positive relationships within the group.

Peer Support Program encourages Year 7 students:

- To develop positive relationships within the Year 7 class and with the Year 10 Leaders.
- To have the opportunity to take part in discussions and activities relevant to the transition from primary school.
- To develop their personal qualities and learning styles in a supportive environment.

Year 7 Camp

Year 7 students will attend a 3-day camp in Term 2 which is a component of the transition program and helps with the socialisation of the students in the cohort. The College believes this to be a significant and rewarding experience for the students. In 2019 the cost of the camp was $220.

Year 7 Wildlife Encounters Incursion

The Year 7 incursion in semester 1 is an integral part of the Year 7 learning experience and incorporates the wellbeing of our students with the curriculum in the unit of Classification in Science and further develops the students' understanding of Classification. Students will be involved in an interactive presentation by a member of the Reptile Encounters Team. All classes attend this day with their Science Teachers.

Year 7 Activities Day

At the end of the year the Year 7's are involved in an Activities Day. The Activities Day is an excursion outside of the school to celebrate the year that has past and the cost includes transport and entry/activity cost. Previous activities have included MSAC, Luna Park & Whittlesea Fun Fields.

YEAR 7 IMMUNISATION PROGRAM

Banyule City Council work with the College in providing an immunisation program for Year 7 students. Immunisations include HPV vaccination, Diphtheria/Tetanus/Pertussis (Whooping Cough) and Chicken Pox. Immunisation forms are given to all Year 7 students in their Welcome Pack (sent during Term 3 of their Grade 6 Year). These forms should be returned during Orientation Day. Immunisations take place at the College.

YEAR 8 – General Information

YEAR 8 ORGANISATION

Year 8 is administered by a Wellbeing Leader, an Assistant Wellbeing Leader and Homegroup Teachers. In 2019, 11 Homegroups operated with approximately 25 students per form. Middle Years meetings involving all Year 8 teachers are organized throughout the year to ensure a positive transition from Year 7 to 8. Students study German or Japanese as their Language selection and will attend an elective information session in early term 3 in preparation for their Year 9 elective choices.

YEAR 8 STUDY SKILLS

Students participate in 'Study Skills', where external presenters work on the importance of positive study habits and time management techniques relevant to students at the Year 8 Level.

YEAR 8 SPEAKER IN THE SPOTLIGHT PROGRAM

Throughout the year students participate in the "Speakers in the Spotlight Program". This involves students listening to guests share their real life stories and identifies issues relevant to adolescents. The program has presented: Sports Professionals, Cyber Safety experts, Cultural Enrichment Performances, speakers from The Resilience Project and fiction authors.

YEAR 8 HEADS UP WEEK

During term 2, students participate in 'Heads Up Week' where all Domain Areas promote the importance of positive Mental Health and students being their best. The week involves many activities such as: A Healthy BBQ lunch, Welfare workshops, guest presenters from HeadSpace and Safe Minds and a Dodgeball competition. During 2019, this was ran as an incursion at a cost of $30 per student.

YEAR 8 CAREERS DAY

Students participate in a careers workshop and Year 9 elective information session during term 3. Throughout the day, students will learn about electives offered at Year 9 and what career pathways these electives can lead to. Students will also research what career they would like to pursue and then listen to a range of professionals present about their career pathway and what their job entails.

YEAR 8 CAMP

In 2019 we will be running three separate activities concurrently, allowing students the voice in what they participate in. We also aim to provide a variety of activities that will interest different groups and cater for the large cohort of personalities. Students will choose a camp/program that interests them, which will then enable them to get to know other students that share the same interests. These camps are designed to enable a much smoother transition into Year 9 and create friendships outside their normal Year 8 class. The Year 8 Camps will increase connectedness and engagement in the cohort as well a build an inclusive community.

YEAR 8 PEER SUPPORT

Peer Support continues into Year 8, where the Year 11 Peer Support Leaders work with the Year 8 students in developing positive relationships. This program is designed to support the transition of students into Year 8 with a session focusing on team work and personal goals. It also focuses on the key issues surrounding cyber bullying, cyber safety and the appropriate use of social media.

ALPINE SCHOOL LEADERSHIP OPPORTUNITIES

Since 2013, Viewbank College has had the opportunity to apply for a number of positions for Year 9 students to attend a leadership program through the Alpine School for Student Leadership. They have 3 locations where students attend a term long course, in which they develop their skills in leadership, community involvement and team building exercises. Each year, the College applies for 6 positions in the program, with the hope that we can offer 6 students the opportunity to attend (availability of these positions is dependent on the number of Victorian Schools applying and may vary each year). Once positions are decided, Year 8 students have a wonderful opportunity to apply for the School for Student Leadership during term 3, with the hope of completing the program whilst they are in Year 9. The program costs approximately $1050 for one term. For more information, please access the Alpine Schools website at www.alpineschool.vic.edu.au.

YEAR 7 and 8 – General Information

YEAR 7 & 8 LEVEL LEADERS

The Level Leader's role is to assist students, in all possible ways, to ensure the school year runs smoothly. Any concerns should be addressed to the Wellbeing Leader. The Level Leader will be able to:

- Discuss any general concerns of either an academic or personal nature
- Assist in communicating the individual's needs clearly with teachers
- Discuss ways of organising and improving overall, or subject performance
- Help in planning courses and subjects to be taken, particularly at levels where electives are offered
- Assist with educational and vocational matters, and to refer students to the Transition and Pathways Coordinator
- Work with students, teachers and parents to ensure the wellbeing of students.

YEAR 7 & 8 LEVEL ASSEMBLIES & AWARDS ASSEMBLIES

Level Leaders hold regular Year Level Assemblies each term. This is an opportunity to recognize achievements and make announcements relating to the whole year level.

Awards Assemblies are held at the end of each semester. Students are given awards for the following achievements: academic excellence, academic endeavor, student leadership, co-curricular achievements, sports achievements and others relevant to the year level. Since 2016, our Year 9 Middle Years College Captains and House Leaders hosted the awards ceremonies across the Middle Years Levels.

STUDENT WELFARE

The College has three-part time student counsellors. They are the people in the school who have the special function of helping and advising students about many situations and problems. They are prepared to listen patiently, respect privacy, offer care, support and advice and speak on a student's behalf when necessary. The College Nurse is also available in cases of injury, accident or illness.

ABSENCES

Students may not leave the school during the day without having the absence approved in Compass by a parent or guardian which states some urgent or special reason. Students must also sign out via the attendance officer prior to leaving. Dental and medical appointments should be made outside school hours whenever possible. If a student has been absent from school, parents can approve absences on the Compass system or the student must bring a note from the parent or guardian stating the reason for the absence. This must be handed to the Attendance Officer *on return to school*. Alternatively, an email can be sent to the Attendance Officer absences@viewbank.vic.edu.au prior to the student returning to school.

PUNCTUALITY

Students are expected to arrive on time. If students arrive after 9am, it is the student's responsibility to use their student card at the Compass Kiosk to sign in or to report to the Attendance Officer in the Administration building before going to class. Students are expected to arrive to class punctually. If a student is late, this will be recorded. If a student is frequently late, parents or guardians will be notified. If a student has 10 lates recorded in a 6 week period, then they will be given a Mega-Detention. If another 10 lates are recorded in a 6 week cycle, there will be a parent meeting and another Mega-Detention issued. Any further lates will result in a suspension.

STUDENT COMMITMENT WHEN ABSENT FROM SCHOOL OR PARTICIPATING IN CO-CURRICULAR ACTIVITIES

If a student is absent from school or chooses to take part in co-curricular activities which occur while regular classes are being conducted, they must make a commitment to ensure that all work missed (and set for homework on that day) will be completed according to the guidelines and time lines provided by each subject teacher.

Students participating in College co-curricular programs need to make contact with all subject teachers whose lessons will be missed at times outside scheduled lesson time and prior to the absence occurring. Students who are absent from school for medical or other reasons are to follow up with their teachers on the day they return.

HOME STUDY

Parents are urged to take an interest in work done, both at school, and at home, and to encourage good study habits. There will always be some work which students should be doing at home. Home study does not always consist of written work. It may be reading or revising work completed at school. It is essential that all work should be revised at home. If work is not properly understood after revision, you should not hesitate to approach the class teacher. It is expected students will undertake about 1-1½ hours per night homework or revision.

Students are advised that two homework clubs are available to them every Monday and Thursday from 3.30pm for the purpose of catching up on work, seeking help or generally having a quiet study environment in which to work before going home. The Monday homework club has a Mathematics/Science focus whereas the Thursday afternoon club has an English/Humanities focus.

CHILD SAFE POLICY

Viewbank College commitment to child safety:

- Viewbank College want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- Viewbank College is committed to the safety, participation and empowerment of all children.
- Viewbank College has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- Viewbank College has legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Viewbank College is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Viewbank College has robust human resources and recruitment practices for all staff and volunteers.
- Viewbank College is committed to training and educating our staff and volunteers regularly on child abuse risks.
- Viewbank College supports and respects all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal and Torres Strait Island (ATSI) children, the cultural safety of children from a culturally and/or linguistically diverse background, and to providing a safe environment for children with a disability.
- Viewbank College has specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
- If staff believe a child is at immediate risk of either DHS or the police will be contacted.

Child Safe Policy and Our Students

This policy is intended to empower students who are vital and active participants at Viewbank College. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say. We promote diversity and tolerance at Viewbank College, and people from all walks of life and cultural backgrounds are welcome. In particular, we:

- Promote the cultural safety, participation and empowerment of ATSI children.
- Promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds.
- Ensure that children with a disability are safe and can participate equally.

OTHER SCHOOL POLICIES

Both the parent and student Compass portals contain other Viewbank College's Policies relating to information on the following (see diagram opposite):

You can access these policies by opening the Community Tab at the top of the Compass Page and clicking on School Documentation.

USE OF STUDY PLANNER

A Study Planner will be provided on the first day of term and remains the property of the College. Students are required to use the Study Planner as a daily record of their homework, classroom and extra-curricular commitments.

Students should:

- Always bring the Study Planner to class.
- Record on the appropriate date any set homework.
- Record all important dates on the appropriate page.
- Fill in the timetable noting subject, room and teacher.
- Record the appropriate personal details on the first page.
- Not use the Study Planner for personal reasons or include non-school related items in the Study Planner.
- Use the Study Planner when needing to temporarily leave during a class.

Parents should:

- Check student's Study Planner every night for any homework set or messages from teachers.
- Use the Study Planner to communicate with teachers, and ask their child to request a teacher's signature, when appropriate.
- Record and sign on the appropriate day if their child is absent from school.
- Feel free to contact the school at any time by phone or visit.

THE COLLEGE UNIFORM

It is the policy of the College and its Council that students wear the designated uniform during College hours, when travelling to and from College and when students are engaged in College activities that require uniform out of College hours.

The Uniform policy reinforces in students a sense of pride in their appearance and instils recognition of themselves as an integral part of the College community. We believe that a student's individuality at the College will be recognised by such factors as his/her personality, scholastic achievement, sporting prowess, leadership, initiative and involvement in College activities. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Policy.

Parents are asked to supervise the purchase of uniform items so they can ensure that their son/daughter is able to wear the correct uniform at all times and they are urged to make sure that each item of clothing is clearly named. Parents should also ensure that the uniform is clean and ready for wearing every day. If the purchase of the uniform causes genuine hardship, confidential assistance is available on application to the Principal or Business Manager.

Uniform Pass

A note from a parent/guardian is required if a student is not able to wear complete uniform for a brief period of time. A uniform pass must be obtained at the start of the day, either from an Assistant Principal or the Year Level Wellbeing Leader. Students are not to vary uniform without such a pass.

Uniform

The following expectations are in place to ensure that students represent the College with pride and recognise them as an integral part of the College. Uniform items are expected to be clean, well maintained and appropriately worn at all times.

The students are expected to dress in complete College uniform and to present a neat appearance at all times. Students are required to wear complete College uniform during College hours, when travelling to and from the College and when students are engaged in College activities out of College hours. The Blazer must be worn as the outer garment on all College occasions, to and from College, at Level Assemblies and College Assemblies. On days of extreme heat in Term 1 and Term 4, a blazer need not be worn, but the Blazer needs to be at the College for assemblies and other College events. The jumper or spray jacket is not to be worn as an outer garment. The jumper may be worn under the blazer.

Uniform

Students are to wear one of the five options listed below throughout the year:

Option 1:
- Viewbank College Blazer
- Viewbank College Dress, knee length or longer
- Black leather lace up College shoes or black T-Bar shoes
- Plain White Socks, above the ankle, no commercial logos

Option 2:
- Viewbank College Blazer
- Viewbank College Blue Slacks, with College logo
- Viewbank College White Shirt, short or long sleeved, with College logo
- Black leather lace up College shoes or black T-Bar shoes
- Plain White Socks, above the ankle, no commercial logos

Option 3:
- Viewbank College Blazer
- Viewbank College Shorts, Navy, with College logo
- Viewbank College White Shirt, short or long sleeved, with College logo
- Black leather lace up College shoes or black T-Bar shoes
- Plain White Socks, above the ankle, no commercial logos

Option 4:
- Viewbank College Blazer
- Viewbank College Skirt, Navy, knee length or longer
- Viewbank College White Shirt, short or long sleeved, with College logo
- Black leather lace up College shoes or black T-Bar shoes
- Plain long White Socks or Black Tights

Option 5:
- Viewbank College Blazer
- Viewbank College Trousers, long, grey
- Viewbank College White Shirt, short or long sleeved, with College logo
- Black leather lace up College shoes or black T-Bar shoes
- Plain White Socks, above the ankle, no commercial logos

SPORT AND PE:
- Viewbank College Navy Sports Shirt with College logo
- Viewbank College Navy Sports Shorts with College logo
- Viewbank College Navy Tracksuit Pants with College logo
- Plain White Socks, above ankle, no commercial logo
- Runners or Sports Shoes
- Navy Cap or Hat
- Viewbank College Spray Jacket, Navy and Maroon (optional with sports uniform only)

OPTIONAL ITEMS:
- Viewbank College Jumper
- Viewbank College Tie
- Viewbank College Bag
- Navy Scarf, plain

Jewellery

- Watches are acceptable.
- Jewellery must be minimal for safety reasons. Religious items are not to be visible.
- Ear Piercing: Small sleepers or studs are permitted.
- For all other visible piercings, a clear plastic stud is the only acceptable substitute.

Hair

- Hair dyes must be in natural tones.
- Hair longer than shoulder length is to be tied back.
- Extreme hairstyles are unacceptable.
- Navy blue head band
- Religious headwear is to be navy or white.

Uniform Suppliers

Noone Imagewear	283 Lower Heidelberg Road East Ivanhoe	9499 1439
BuxWear Direct	218 Settlement Road Thomastown	9464 7555

Campus Uniform Shop

Noone Imagewear have a Uniform Shop on campus for the convenience of students and their parents. It is a fully equipped store with a complete range of uniform requirements, fitting rooms and EFTPOS facilities. It is open from 8.15am-9.00am on Wednesdays in Room R13.

Second hand Uniform Shop

The College is conscious of the need to provide an efficient process for families to be able to buy and sell second-hand uniforms and other student resources. Therefore parents will have the ability to trade these second-hand items via the Sustainable School Shop: www.sustainableschoolshop.com.au On this website you can see the second-hand uniform items currently for sale on the Sustainable School Shop, by viewing the Stocktake Report: http://www.sustainableschoolshop.com.au/stocktake/viewbank-college

Further Viewbank College second-hand uniform information can be found at: http://www.viewbank.vic.edu.au/uniform

THE COLLEGE UNIFORM

INSTRUMENTAL MUSIC

At Viewbank College, all students have the opportunity to learn a musical instrument and participate in the wide variety of ensembles that the College has to offer. Tuition is offered in the following:

Brass	Woodwind	Strings	Singing	Other
• Trumpet • French Horn • Trombone • Tuba • Euphonium	• Oboe • Bassoon • Clarinet • Flute • Saxophone	• Violin • Viola • Cello • Double Bass	• Contemporary	• Percussion • Drum Kit • Guitar

There are 16 instrumental music teachers on staff who provide weekly lessons during the school day. Music lessons are undertaken during class time, on a rotating timetable. Students also have the opportunity to participate in one or more of our many ensembles including 4 jazz bands, 4 concert bands, 3 choirs, 3 string orchestras, 2 guitar ensembles and a number of smaller ensembles. Ensembles rehearse either before school, at lunchtime or after school. The College also offers VCE Music Performance Units 1 – 4.

Materials Charge: Participation in the instrumental music program is be subject to a materials charge. Please refer to the Materials Charges document in the School Documentation page on Compass. This payment includes weekly group tuition and participation in one or more of the ensembles listed above. Students who learn an instrument/voice outside of school are also welcome to enrol in our ensembles.

HOUSE COMPETITION

There are 4 Houses and each student will be assigned to one of them. Stella – yellow; Ignis – red; Terra – green; and Hydra – blue. Houses competitions are run throughout the year and students are encouraged to enter these competitions. However, Domains (Learning Areas) and the Extra Curricular Program will offer a variety of activities for students to participate in specific interest areas. Some

examples where points can be earned are through participating in any of the following: sporting events, lunchtime activities, debating, public speaking, subject competitions, volunteering, college production, orchestra, fundraising, subject awards and leadership, just to name a few.

INTERSCHOOL SPORT

Year 7 and 8 Interschool Sport is run throughout the school year. The majority of the sports offered are played on a Round Robin basis against other local schools. The round robin for district competition (first round) is all played on the one day. Winning teams/individuals then progress on to Zone and, ultimately, VSSSA (State) Finals. The actual sporting options made available to the students are:

Often the sports are played on the same day. Students may try out for different sports, but may only be selected for one sport each term. Sign-ups and try outs are notified on the COMPASS Newsfeed which should be accessed by students each morning.

Major carnivals are held each year, for Swimming and Athletics. Students with the fastest times in the main program, progress on to represent Viewbank in Zone and VSSSA Finals. Importantly, diverse and fun activities are also offered at the Swimming and Athletics Carnivals. Examples of such activities are Water Polo competitions (in a Learners' Pool), a diving / bombing competition. Students are encouraged to wear their House colours and there is a fashions on the field parade for those who have put effort into creating their outfit.

All students are encouraged to actively participate in a positive and enthusiastic manner in the school sporting program, which will help them to develop confidence, social skills and discipline in team-oriented situations.

Successful students/teams may also become recipients of medals/trophies during the year for achieving excellence in their sporting area.

TRANSITIONS AND PATHWAYS

The Transitions and Pathways program across the Middle Years assists students in making informed choices as they progress through the College. This program will include the students developing an understanding of their own personal traits and qualities, and understanding where their interests lie as they discover different challenges in the curriculum. This will lead to a more considered approach to subject selections as they embark on VCE.

A careers website is available for parents and students to access which contains links to information regarding career options, pathways and external resources. In Year 8 and 9, students will begin using this site to complete activities such as Career Interest Tests and will be able to create and update their pathways planning documents as they progress through Senior School. Parents and students can access this website through their Compass portal by accessing the School Favourites tab and clicking on Careers. Alternatively the direct link is: http://www.viewbankcollegecareers.com/

LEADERSHIP OPPORTUNITIES

Our Middle Years Leadership Team is aligned with the Senior Years Leadership Team, with Year 9 students occupying a range of positions to meet the needs of the College. These students embark on a rigorous selection process at the end of Year 8, with written applications and interviews, in order to be selected into this significant position in the College. These students are increasing student voice, expressing their opinions and raising issues relating to our school, with the common goal of improving Viewbank College for all students.

There are also opportunities for Year 7 & 8 students to increase their leadership potential with SRC captains at each year level. We also have 2 Middle Years Student Council Representative in each Homegroup conveying the thoughts and suggestions of their class members during group meetings.

SCHOOL PRODUCTION

Each year a theatrical production is staged which is open to all students in the school. All year levels are represented, both in performance and with technical assistance. Students in Years 9 and 10 are encouraged to audition for a role or assist in a technical capacity. Year Level Drama Productions in Years 9, 10, 11 and 12 are held throughout the year, and the College newsletter provides further details.

The Junior Production is open to all students in Years 7, 8 and 9, and is student run by the Viewbank College Drama Captain. The Junior Production is performed during Term 4.

THE ENHANCED ACCELERATION PROGRAM

Students selected for this group will undertake a compacted course of study over three years beginning in Year 7. The course will be structured so that students will be accelerated in their core subjects, but will complete Physical Education, Sport Education, LOTE, Health and all electives with other classes at the same age level. Student progress will be monitored year to year to ensure our students' continued success in the program.

Core		Electives
Year 1	Year 7 and part Year 8 work	HPE/Languages as Year 7
Year 2	Part Year 8 and Year 9 work	HPE as Year 8
Year 3	Year 9 and 10 work	Year 9 electives
Year 4	Enhanced English & Units 1&2 (if offered)	Subjects selected from Senior School Subject Handbook
Year 5	Units 1&2 and 3&4 (if offered)	Breadth, extension
Year 6	Units 3&4	Strongest subjects

Students in this program will be encouraged and are expected to be involved in a range of College activities such as sport, the College production, debating and music. They are also expected to be involved in a number of competitions and programs throughout the year.

THE LIBRARY

Hours of Operation

The Viewbank College Library is open from 8.30am until 3.30pm each day for both study, quiet reading and recreational use. When available the library will remain open until 4.15pm; students wishing to use the space after school should confirm availability with library staff first.

Borrowing

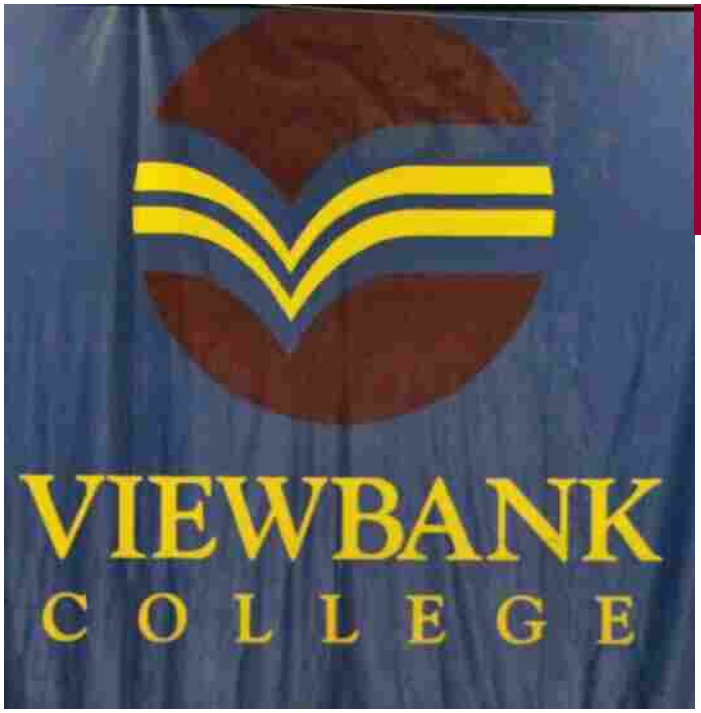
The library has a fantastic collection of fiction and non-fiction resources for students to borrow. Staff are always keen to help students find appropriate and engaging books for both their personal reading and research needs. Students can borrow up to 5 items at a time and may renew books if they are not finished with them within the 3-week loan period. Students will be notified by email when their book is overdue and lost items must be paid for by the student.

Contact

Parents and students who wish to contact the Viewbank College library staff can do so via vbclibrary@viewbank.vic.edu.au

Library Classes

As part of the Year 7 English course, all students have one period each week in the library. The teacher-librarian and the English teacher work together to encourage students to develop an independent, wide-reading program and to help them make strategic, interesting and challenging reading choices. The aim of the program is to encourage an appreciation of reading, in the hope of developing life-long readers. Alongside this, students will also learn how to utilise the library effectively and be encouraged to develop independent research skills.



THE VICTORIAN CURRICULUM

Domain Areas for Foundations to Year 10 are required to report against the Victorian Curriculum and the achievement standards. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. The curriculum includes both knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It is structured as a continuum across levels of learning achievement, not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

The Victorian Curriculum F–10 design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated across learning areas. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, and demonstrated by students in and through their learning across the curriculum. The achievement standards reflect the emphasis within the broad stages of schooling, these being: Breadth stage (Years 7–8) - Students have the opportunity to fully engage with all learning areas and capabilities, with a focus on English, Mathematics and Science, and Pathways stage (Years 9–10) - Students engage in a broad education and begin to plan their senior secondary program of study.

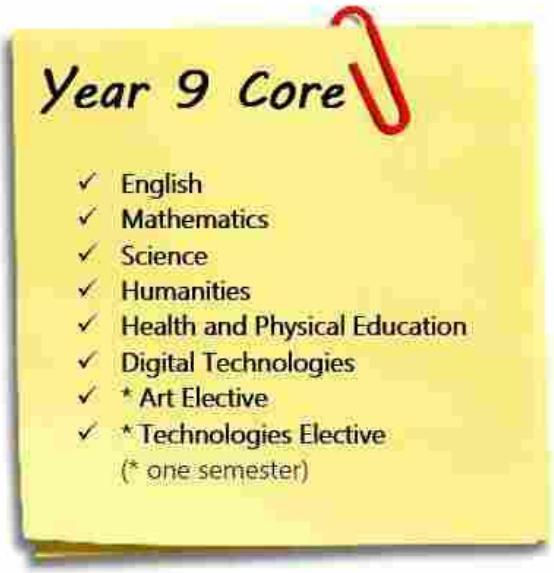
The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. The four capabilities in the Victorian Curriculum F–10 are: Critical and Creative Thinking, Ethical Capability, Intercultural Capability and Personal and Social Capability. There are also three cross-curriculum priorities; Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability. The Literacy, Numeracy and ICT general capabilities from the Australian Curriculum F–10 are represented in the Victorian Curriculum F–10 as embedded in each curriculum area and are not discrete areas against which teachers should report student progress.

SUMMARY OF THE 2020 CURRICULUM

Year 9 Students:

Will study a range of core subjects (listed below) as well as one Art Elective and one Technology elective* (from the list on the right).

* If a student chooses to study a Language, they may choose to only study the Core Digital Technologies as their Technologies subject.



THE ARTS - ELECTIVES

Dance
Drama
Express Yourself
Mask & Make-up
Media – Photography and Photoshop
Music (Performance)
Urban Art
Visual Communication Design

TECHNOLOGIES - ELECTIVES

3D Designing, Printing and Making
Food Whiz
Game Programming
Industrial Ceramics
Product, Design & Technology - (Wood/Metal/Plastics)
Textiles – Fashion

SUMMARY OF THE 2020 CURRICULUM

Year 9 Students: Will also choose a further two electives from the following Domain (table below), or from the Arts or Design and Technologies Domain table on page 18.
(In 2020, there will be three elective blocks with the inclusion of Languages as an elective subject).

Domain	Elective Choices:
English	Foundation English Literature Philosophy
Health & Physical Education:	Duke of Edinburgh Award – Bronze (Year Long) Duke of Edinburgh – Outdoor Recreation Sport Education: Court Sports (Boys) Sport Education: Court Sports (Girls) Sport Education: Field Sports (Boys) Sport Education: Field Sports (Girls)
Humanities	A Current Affair Should We Save Them? The Law and You
Languages	German (Year Long) Japanese (Year Long)
Mathematics	Mathematics Strategies
Science	Forensic Science Astronomy

SUMMARY OF THE 2020 CURRICULUM

Year 10 Students

The Year 10 timetable is aligned with the Years 11 and 12 timetables to allow students, who have applied and are eligible, to access a VCE Units 1 and 2 or a VET subject. At the same time, all subjects studied will be allocated five periods a week. Certain subjects will be Core subjects and must be undertaken while others will be Electives.

Year 10 Core

English*	
All students:	English
EA Program students:	Enhanced English
Mathematics*	
Choose 1 of:	Mathematics – Further Mathematics – Methods VCE Foundation Mathematics Units 1 & 2
EA Program Students:	VCE General Mathematics (Advanced) Units 1 & 2
Science	
Choose 1 of:	Atomic Chemistry/Physics^ Biology/Chemistry of Life^ Science^2 (Squared)*
Humanities^	Choose at least 1 from Humanities Elective selection below

(^ Semester-long subject)

(* Year-long subject)

All Year 10 students will need to study:

- English as a Core subject for the entire year
- Mathematics as a Core subject for the entire year
- One Science Core subject
- At least one semester- based Humanities Core subject

SUMMARY OF THE 2020 CURRICULUM

Year 10 students will also choose the remaining Electives from the following:

DOMAIN	ELECTIVES
The Arts	Dance
	Drama: Street Theatre
	Media - Film
	Media - Social Media and Design
	Music Performance
	Studio Art
	Visual Communication Design
Technologies	Digital Technologies
	Emerging Technologies, Systems and Design
	Fashion
	Food Studies
	Industrial Ceramics
	Product Design & Technology (Wood, Metal, Plastic)
English	Literature
	Philosophy
	Writers' Workshop
Health & Physical Education	First Aid and Coaching
	Lifestyle Fitness
	Outdoor Education
	Sports Science
	What the Health? An introduction to VCE HHD.
Humanities	Accounting
	Art History
	Degradation and Development
	Economics and Business
	Get Up! Stand Up! (Movements and rights in Australian society)
	Global Issues
	Legal Studies
	The World at War
Languages	German
	Japanese
Mathematics	Elective – Maths Methods
Science	Psychology
VET	Please see the Vocational and Pathways Coordinator for more information

SUMMARY OF THE 2020 CURRICULUM

Units 1 & 2 subjects available for acceleration in 2020

- Australian and Global Politics
- Biology
- Business Management
- Computing
- Economics
- Food Studies
- General Mathematics (Advanced)
- General Mathematics (Further)
- Geography
- German (Native speaker only)
- Health and Human Development
- History: Twentieth Century
- History: Global Empires
- Japanese (Native Speaker only)
- Legal Studies
- Literature
- Mathematical Methods
- Media
- Music Performance
- Philosophy
- Physical Education
- Product Design & Technology: Resistant Materials
- Product Design & Technology: Textiles
- Psychology
- Studio Arts
- Systems Engineering
- Theatre Studies
- VET
- Visual Communication Design

Please note:

- A Language subject is considered to be a year-long study
- A Units 1 and 2 VCE subject is year-long study
- If a VCE subject in Humanities is chosen this will replace the Humanities Core
- If a VCE subject in Science is chosen one of the Core Science subject must still be chosen
- Subject selection will be contingent on rigorous student counselling and teacher recommendations.

VCE SUBJECTS OFFERED IN 2020

Units 1 & 2	Units 3 & 4
Accounting	Accounting #
Art	Art #
Australian & Global Politics	(Global Politics)
Biology	Biology
Business Management	Business Management
Chemistry	Chemistry *
Computing	Software Development
Drama	Drama
Economics	Economics
English/EAL	English/EAL
Food Studies	Food Studies
Geography	Geography
(Australian & Global Politics)	Global Politics
Health & Human Development	Health & Human Development
History: Global Empires	History: Revolutions
History: Twentieth Century	
Legal Studies	Legal Studies
Literature	Literature
Languages German Japanese (Second Language)	Languages German * Japanese * (Second Language)
Mathematics Foundation Mathematics General Mathematics (Further) Mathematical Methods Specialist Mathematics	Mathematics - Further Mathematics * Mathematical Methods * Specialist Mathematics *
Media	Media
Music Performance	Music Performance
Philosophy	Philosophy
Physical Education	Physical Education #
Physics	Physics *
(PD&T)^: Resistant Materials	(PD&T)^: Resistant Materials
(PD&T)^: Textiles	(PD&T)^: Textiles
Psychology	Psychology #
Studio Arts	Studio Arts
Systems Engineering	Systems Engineering
Theatre Studies	Theatre Studies
VCAL: Work and Personal Development Skills	
VET: External	VET: External
VET: Structured Workplace Learning	
Visual Communication Design	Visual Communication Design

^ (PD&T) = Product Design and Technology

* indicates Units 3 & 4 subjects that require knowledge at Units 1 & 2 level.

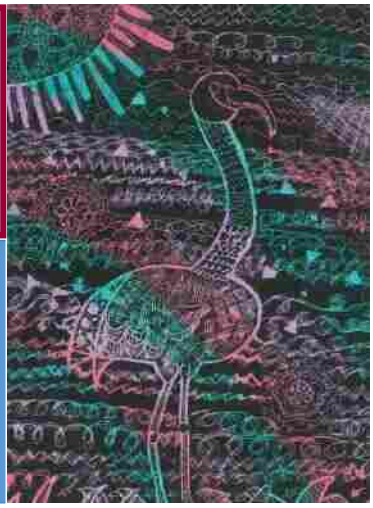
\# students attempting Units 3 & 4 would be advantaged by successful completion of Year 10 or Year 11 in this subject.

DOMAIN SUBJECT DESCRIPTIONS

- The Arts
- Technologies Domain
- English
- Health and Human Development
- Humanities
- Languages
- Mathematics
- Science

YEAR 7

Subject Descriptions



THE ARTS DOMAIN: *Subject Descriptions*

YEAR 7 THE ARTS
Two Dimensional Art - Core

Semester Overview

Throughout this subject, students will plan and make their own artworks within two dimensional mediums. They will respond to a variety of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks using drawing, painting and mixed media methods. Students identify and describe artworks from different cultures, times and places that utilise two dimensional mediums and how these ideas are interpreted by audiences.

Elaborations

- Explore and Express Ideas: Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.
- Visual Arts Practices: Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. Develop skills in planning and designing art works and documenting artistic practice.
- Present and Perform: Create and display artworks, describing how ideas are expressed to an audience.
- Respond and Interpret: Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences. Identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Students will be expected to maintain and complete a folio of works which contains a visual diary and finished artworks as well as a written analysis tasks.

YEAR 7
THE ARTS
Drama - Core

Semester Overview

The Year 7 course aims to provide students with the opportunity to devise, interpret and perform drama. Students learn the elements of drama and how to manipulate them to construct and structure narratives to communicate meaning. They learn a range of performance styles and theatrical conventions, with a specific focus on mime and puppetry, and apply these to convey status, relationships and intentions. Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform.

Elaborations

Explore and Represent Ideas

Students will be able to:

- Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes.
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions.

Drama Practices

Students will be able to:

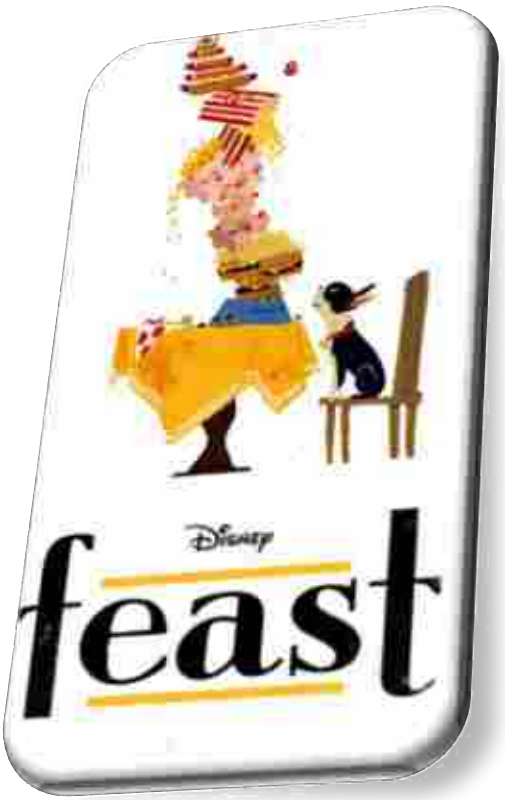
- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning
- Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions.

Present and Perform
Students will be able to:

- Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft

Respond and Interpret
Students will be able to:

- Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
- Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making



YEAR 7 THE ARTS
Media - Core

Semester Overview

The Year 7 Media Arts course focuses on providing students with specialised skills and knowledge in the analysis and production of animation. Students will have the opportunity to research how animation has evolved through the decades, analyse modern animated short and feature films, and create their own animations using industry-based software. They will use appropriate decision-making, problem-solving, collaborative and independent-learning skills to find the most effective way to develop, plan, produce, edit and distribute their own media.

Elaborations

Explore and Represent Ideas	Students will be able to: • Explore animated 'title and credit sequences' to develop their own unique style. • Represent ideas through planning their own animated artworks.
Media Arts Practices	Students will be able to: • Develop and refine media productions skills through the development, pre-production, production, post-production and distribution of their own media artworks. • Develop skills in industry-based software such as Adobe Animate and Adobe Photoshop.
Present and Perform	Students will be able to: • Present media artworks in the form of animation.
Respond and Interpret	Students will be able to: • Explore industry-based media artworks, specifically, in the form of short animation and feature length animation films, and discuss how these convey a message to an audience. • Identify and discuss Media Codes and Conventions in relation to animated film and 'title and credit sequences'.

Victorian Curriculum Assessment Areas

Explore and Represent Ideas
Media Arts Practices
Present and Perform
Respond and Interpret

YEAR 7 THE ARTS
Music – Core

Semester Overview

Students in Year 7 Music will participate in a variety of activities designed to give them an introduction to music and foundation skills. They will explore the western instruments of the orchestra as well as instruments of other cultures. Students study and manipulate the elements of music through compositional tasks including body percussion, Balinese gongs, rapping, arranging using samples and keyboards. An emphasis is given to developing students' confidence in performing and presenting in front of an audience as well as developing basic theory and notation skills.

Elaborations

Explore and Express Ideas:
Students will learn to:

- Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects.
- Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music.

Music Practices:
Students will learn to:

- Create, practice and rehearse music to develop listening, compositional and technical and expressive performance skills.
- Structure compositions by combining and manipulating the elements of music and using notation

Present and Perform:

Students will be able to:

- Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style.

Respond and Interpret:
Students will be able to:

- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music.
- Identify and connect specific features and purposes of music from contemporary and past times to explore viewpoints and enrich their music making.

Victorian Curriculum Assessment Areas

Explore and Express Ideas
Music Practices
Present and Perform
Respond and Interpret

YEAR 7 TECHNOLOGIES
Digital Technologies

Semester Overview

The Year 7 Digital Technologies course is based on the Victorian Curriculum which is organised into three interrelated strands: Digital Systems, Creating Digital Solutions and Data and Information. Together the three strands focus on developing students' knowledge, understanding and skills in computing and the interconnectedness of digital systems. Students are actively engaged in the processes of analysing problems, applying computational thinking, and developing a range coding skills and techniques in order to develop digital solutions. Students will study cybersafety and adopt principles of digital citizenship in order to collaborate ethically and responsibly in the classroom and the wider online community.

Elaborations

Digital Systems

- How digital systems are a combination of electronic hardware and computer software (code).
- To code digital systems through a hands-on approach using micro-computers or micro-robots.
- How information is communicated from device to device over digital networks.

Data and Information

- Different types of data are used to create information.
- To use data and manipulate it using software to form information that is easily understood through graphical representation.
- Techniques to collaboratively manage, create and communicate ideas, information and projects online while actively taking safety and social contexts including digital citizenship into account.

Creating Digital Solutions

- Design principles and how they apply to visual representation of information.
- To interpret written design requirements in order to complete a programming task.
- To write program code for webpages and digital systems using pre-built code blocks or open code editing while following the syntax and rules of the programming language.
- Follow algorithms represented either diagrammatically or in structured English.

Victorian Curriculum Assessment Areas

Digital Systems
Data and Information
Creating Digital Solutions

YEAR 7 TECHNOLOGIES - Textiles

Semester overview

This course aims to provide students with an opportunity to explore textile processes as well as properties and characteristics of fibres, yarns and fabrics. Students are introduced to the safe use of sewing machines as well as textile decorative techniques such as hand-stitching, appliqué or fabric painting. Individual expression of ideas and creative use of materials is encouraged. Students also explore sustainable solutions for future textile needs.

Elaborations

Students will be required to;

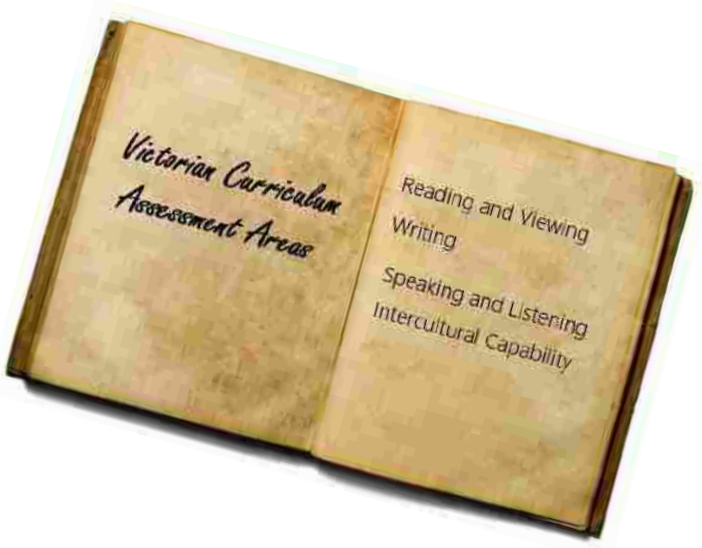
- Investigate and critique needs or opportunities for designing. Investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas
- Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies.
- Produce designed solutions by effectively and safely using a broad range of materials, components, tools, equipment and techniques.
- Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability.
- Use project management processes to coordinate production of designed solutions

YEAR 7 ENGLISH
English - Core

Semester 1 and 2 Overview

The Year 7 English course is based on the Victorian Curriculum which is organised into three interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in Reading and Viewing, Speaking and Listening, and Writing. The course encourages students to broaden their outlook on their world, increase their appreciation of written and multimodal forms and recognise that texts reflect different viewpoints. In addition, students will examine the Intercultural Capability which assists young people to become responsible local and global citizens.

Elaborations



Language

Students will learn:

- To understand the use of punctuation and grammar to support meaning in complex sentences.
- To understand that the coherence of texts relies on devices that signal text structure and guide readers.
- To understand how to use spelling rules.
- To understand how language evolves to reflect a changing world.

Literature

Students will learn:

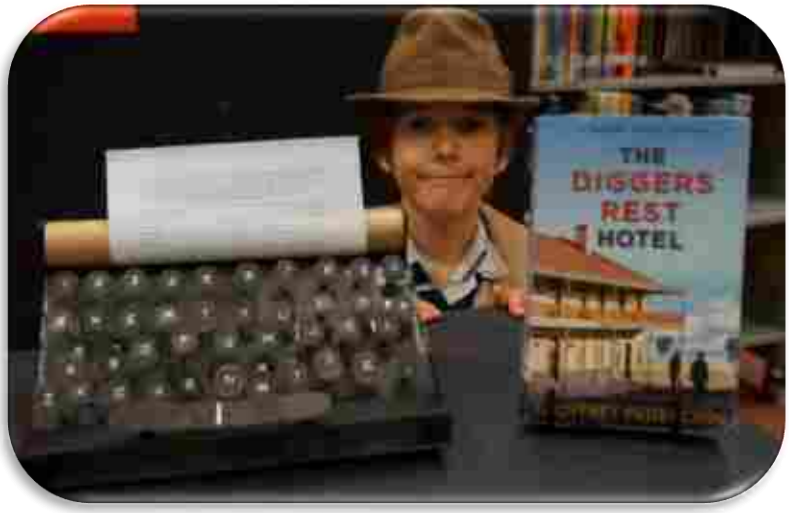
- To experiment with text structures and language features and their effects in creating literary texts.
- To create literary texts that adapt stylistic features encountered in other texts.
- To identify and explore ideas and viewpoints about events, issues and characters represented in texts.
- To compare the ways that language and images are used to create character.

Literacy

Students will learn:

- To plan, rehearse and deliver presentations.
- To identify and discuss main ideas, concepts and points of view in spoken texts.
- To analyse and explain the ways that text structures shape meaning and vary according to purpose and audience.
- To use comprehension strategies to interpret, analyse and synthesise ideas and information.
- To consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods.
- To edit for meaning.
- To use a range of software to produce texts.

YEAR 7 ENGLISH
Year 7 Enhanced/Accelerated English - Core



Semester 1 and 2 Overview

The Year 7 English course is based on the Victorian Curriculum which is organised into three interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in Reading and Viewing, Speaking and Listening, and Writing. The course encourages students to broaden their outlook on their world and increase their appreciation of written and multimodal forms. Students create structured and coherent texts for a range of purposes and audiences and develop their ability to express or challenge an opinion. In addition, students will examine the Intercultural Capability which assists young people to become responsible local and global citizens.

Elaborations

Language

Students will learn:

- To understand the use of punctuation and grammar to support meaning in complex sentences.
- To understand that the coherence of texts relies on devices that signal text structure and guide readers.
- To understand how to use spelling rules.
- To understand how language evolves to reflect a changing world.
- To understand how language is used to evaluate texts.

Literature

Students will learn:

- To experiment with text structures and language features and their effects in creating literary texts.
- To create literary texts that adapt stylistic features encountered in other texts.
- To identify and explore ideas and viewpoints about events, issues and characters represented in texts.
- To compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.

Literacy

Students will learn:

- To plan, rehearse and deliver presentations.

- To identify and discuss main ideas, concepts and points of view in spoken texts.
- To analyse and explain the ways that text structures shape meaning and vary according to purpose and audience.
- To use comprehension strategies to interpret, analyse and synthesise ideas and information.
- To consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods.
- To edit for meaning.
- To use a range of software to produce texts.

YEAR 7 HEALTH AND PHYSICAL EDUCATION
Health and Physical Education - Core

Semester 1 & 2 Overview

Students will develop Fundamental Motor Skills to a higher level by accessing a range of sports. These sports may include, but are not limited to, Athletics, Soccer, Cricket, Netball and Gymnastics. In addition to this, students will undertake a theory-based Health component, which will average to 1 period per week over the course of the year. This course focuses on Identity, Puberty, Reproduction and Drugs.

Elaborations

Students will learn to

- Investigate the impact of transition and change on identities
- Practise and apply strategies to seek help for themselves or others
- Investigate and select strategies to promote health, safety and wellbeing
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity
- Use feedback to improve body control and coordination when performing specialised movement skills
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Practise, apply and transfer movement concepts and

strategies

- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance
- Practise and apply personal and social skills when undertaking a range of roles in physical activities
- Modify rules and scoring systems to allow for fair play, safety and inclusive participation

Victorian Curriculum Assessment Areas

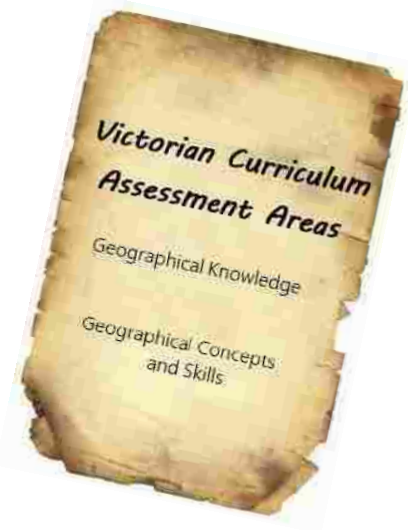
Movement and Physical Activity
Personal, Social and Community Health
Personal and Social Capability

Year 7 HUMANITIES
Geography - Core

Semester 1 & 2 Overview

Over the Year 7 course, students will study a range of topics across the areas of Geography and History. In doing so they will be exposed to concepts relating to Civics and Citizenship, and Economics and Business, as well as completing a specific unit on Consumer and Financial Literacy.

Geography Elaborations



Water in the world
Students will learn about:

- Environmental resources and the forms that water takes as a resource.
- Ways that flows of water connect and affect places as they move through the environment.
- The quantity and variability of Australia's water resources compared with those in other continents.
- The nature of water scarcity and the role of humans in creating and overcoming it.
- The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places.
- Causes of an atmospheric or hydrological hazard and its impacts on places.
- Human responses to an atmospheric or hydrological hazard to minimise harmful effects on places in the future.

Place and Liveability
Students will learn:

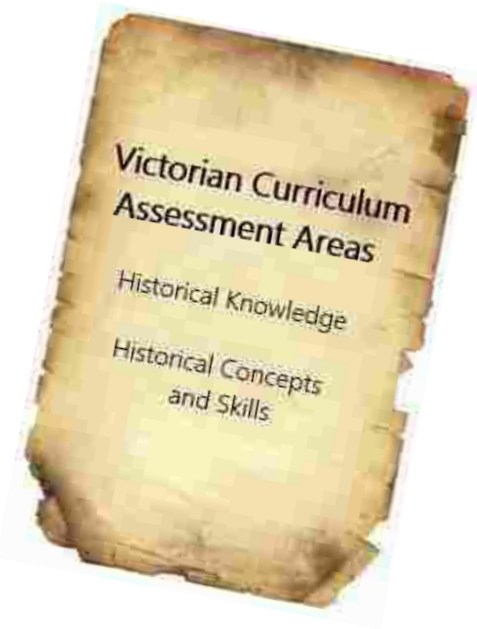
- Factors that influence the decisions people make about where to live and their perceptions of the liveability of places.
- Influence of accessibility to services and facilities, and environmental quality, on the liveability of places.

- Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places.
- Influence of social connectedness and community identity on the liveability of places.
- Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

Geographical Concepts and Skills
Students will learn to:

- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions.
- Analyse maps and other geographical data and information, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.
- Use digital and spatial technologies as appropriate to represent and/or analyse data and information.

History Elaborations



Historical Knowledge
Aboriginal and Torres Strait Islander peoples and cultures
Students will learn about:

- How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices.
- The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs.
- The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources.
- The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples.

One or more civilisations from the ancient period (from 60,000 BCE to c.650 CE)
Students will learn:

- How physical features influenced the development of the civilization.
- Changes in society and the perspectives of key groups affected by change including the influence of law and religion.
- Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs.
- Causes and effects of contacts and conflicts with other societies and/or peoples,

resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs.
- The role and achievements of a significant individual in an ancient society.
- The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery.
- The significance and importance of conserving the remains and heritage of the past.

Historical Concepts and Skills
Students will learn about:
- Chronology – Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Historical sources as evidence. - Analyse the different perspectives of people in the past.
- Continuity and change - Identify and explain patterns of continuity and change in society.
- Cause and effect – Analyse the causes and effects of significant events that caused change and/or a decline over the period.
- Historical significance – Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress

Economics and Business Elaborations

Financial and consumer literacy
Students will learn:
- The rights and responsibilities of consumers and businesses in terms of financial and economic decision making.

Victorian Curriculum Assessment Areas

Economics and Business – Consumer and Financial Literacy

YEAR 7 LANGUAGES
German - Core

Semester Overview

In Year 7 German, students begin to understand and use the language within the world of their own experience, sharing information about their personal world. Modelled language and simple expressions are used to ask and respond to familiar questions and make simple statements. Students obtain key points of information and identify main ideas in simple texts relating to their own world and that of teenagers in German-speaking countries. A range of basic grammatical elements are applied and students identify the relationship between language and culture, as well the key similarities and differences between English and German.

Elaborations

Communicating:	• Socialising: Students socialise and interact with teachers and peers to share personal and factual information. • Informing: Students present in modelled spoken and written texts information relating to own world. • Creating: Students adapt familiar texts and use modelled structures and language to create simple and original imaginative texts. • Translating: Students translate and interpret texts such as greetings, signs and conversations, from German to English and vice versa, noticing similarities and differences. • Reflecting: Students reflect on experiences of learning and using another language and share aspects of own identity.
Understanding:	• Systems of language: Students recognise and use key features of the German sound system. Students develop knowledge of elements of the German grammatical system. • Language variation and change: Students recognise some of the common variations in German. • The role of language and culture: Students recognise that German and English are related languages and that German is an important European and global language.

Victorian Curriculum Assessment Areas

Communicating
Understanding

YEAR 7 LANGUAGES
Japanese - Core

Semester Overview

The Year 7 Japanese curriculum aims to develop the knowledge, understanding and skills to ensure that students can communicate in Japanese. Using modelled language, they share information about their personal world. They begin to read and write the hiragana script and use their language knowledge to identify main ideas in simple texts. Students explore connections between languages and cultures and develop an awareness of the impact of culture on language.

Elaborations

Communicating:	• Socialising: Students interact with others to exchange information about self, personal worlds and immediate environment. They engage in collaborative activities and use appropriate formulaic expressions and gestures to participate in classroom routines. • Informing: Using a range of written and spoken texts, students locate key points and present the information in new forms. • Creating: Students listen to, read and view a range of texts, share reactions, create and present their own versions. • Translating: Students translate and create short texts, noticing similarities and differences between Japanese and English. • Reflecting: Students participate in intercultural interactions and reflect on communication, identity and culture.
Understanding:	• Systems of language: Students recognise the nature and roles of the three Japanese scripts, developing an understanding of the hiragana script. Students structure sentences using correct word order and apply aspects of pitch, accent, rhythm and intonation in spoken Japanese. • Language variation and change: Students recognise variations in language use that reflect different social and cultural contexts, purposes and relationships. They learn that languages change over time through contact with other languages and cultures. • The role of language and culture: Students explore connections between languages and cultures.

Victorian Curriculum Assessment Areas

Communicating
Understanding

YEAR 7 MATHEMATICS
Mathematics - Core

Semester 1 Overview

Students will solve problems involving the order, addition and subtraction of integers and make connections between whole numbers and index notation and the relationship between perfect squares and square roots. They will apply correct procedures to problems involving all four operations with fractions and percentages and their equivalences, and express fractions in the simplest form. They will assign ordered pairs to given points on the Cartesian plane and interpret and analyse graphs of relations from real data. Students will investigate the different types of angles formed by a transversal crossing parallel lines and apply their knowledge to solve simple numerical problems involving these lines and angles.

Elaborations

Number and Algebra

Students will:

- Investigate the associative, commutative and distributive laws as powerful ways of describing and simplifying calculations
- Define and compare prime and composite numbers and discover the differences between them.
- Apply knowledge of factors as strategies for expressing whole numbers as products of powers of prime factors
- Solve problems involving lowest common multiples and highest common factors for pairs of whole numbers
- Investigate square numbers and develop square-root notation
- Plot points on the Cartesian plane from tables of integer values and investigate simple patterns
- Interpret features of graphs from authentic data, such as slope, to real life scenarios and situations
- Explore equivalence among families of fractions and develop efficient strategies to solve additive problems involving fractions.
- Investigate multiplication of fractions using a range of strategies including patterning and repeated addiction and identifying the processes for division as the inverse of multiplication
- Understand that quantities can be represented by different number types and calculated using various operations as well as understanding that rate and ratio problems can be solved using fractions or percentages.
- Use their knowledge of percentages to express quantities as percentages of other amounts
- Design and implement mathematical algorithms

Measurement and Geometry
Students will:

- Define and classify pairs of angles as complementary, supplementary, adjacent and vertically opposite
- Construct parallel and perpendicular lines using their properties, a pair of compasses and a ruler, and dynamic geometry software
- Define and identify the relationships between alternate, corresponding and co-interior angles for a pair of parallel lines cut by a transversal

Semester 2 Overview

Students will solve problems involving all four operations with decimals and compare the cost of items to make financial decisions, with and without the use of digital technology. They will also make simple estimates to judge the reasonableness of results they obtain after applying correct procedures for the solution. Students will investigate the use of variables to represent arbitrary numbers and connect the laws and properties of number to algebra and substitute numbers into algebraic expressions. The development of simple linear models for situations will be discussed and used to make predictions and solve related equations. Formulas for the area and perimeter of rectangles, triangles and parallelograms are established and used in problem solving. They will classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students will investigate how to describe and produce different views of three-dimensional objects. Issues involving the collection of discrete and continuous data will be discussed in the topic of statistics as well as using data to identify and calculate the mean, mode, median and range for these data sets.

Elaborations

Number and Algebra
Students will:

- Connect fractions, decimals and percentages and carry out conversions when necessary for the correct solution
- Investigate and calculate best buys with and without digital technologies
- Create algebraic expressions and evaluate them by substituting a given value for each variable
- Identify the connections between algebraic and word representations as being descriptions of the same situation
- Solve equations and investigate strategies that can be applied for the correct solution

Measurement and Geometry
Students will:

- Build on their understanding of area of rectangles to develop formulas for the area of triangles and use these formulas to solving problems involving areas of surfaces
- Investigate volumes of cubes and rectangular prisms
- Describe patterns and experiment with different ways to produce transformations using digital technologies
- Identify properties of scalene, isosceles, right-angled and obtuse-angled triangles
- Investigate the angle sum of triangles and quadrilaterals

Statistics and Probability
Students will:

- Collect data and construct a range of data displays, such as ordered stem-and-leaf plots, to record and display data. They will also understand that some data representations are more appropriate than others for particular data sets
- Understand that summarising data by calculating measures of center and spread can help make sense of the data as well as help answer questions and make real life connections about the data set.

Victorian Curriculum Assessment Areas

Number and Algebra
Geometry and Measurement
Statistics and Probability

YEAR 7 MATHEMATICS

Year 7 Enhanced/Accelerated Mathematics

Semester 1 Overview

Students will use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. Rational and irrational numbers will be investigated, identified and described in context and problems involving rates and ratios will be discussed. Procedures for solving everyday problems involving profit, loss, rates and percentages will be discussed, with and without the use of digital technology. They will simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students will investigate angle properties, and solve related numerical problems using reasoning. The solutions of linear equations will be investigated using algebraic and graphical techniques.

Elaborations

Number and Algebra	Students will: • Evaluate numbers expressed as powers of positive integers and use patterns to assist in finding rules for the multiplication and division of integers. • Use the number line to develop strategies for adding and subtracting rational numbers. • Recognise terminating, recurring and non-terminating decimals and choose their appropriate representations as well as extending their knowledge of the real number system to include irrational numbers. • Use percentages to solve problems, including those involving mark-ups, discounts and population increases and decreases. • Investigate the methods used in retail stores to express discounts and express profit and loss as a percentage of the cost or selling price. • Understand that rate and ratio problems can be solved using fractions or percentages and will choose the most efficient form to solve a particular problem • Apply the distributive law to the expansion of algebraic expressions using strategies such as the area model • Recognise the relationship between factorising and expanding. They will also identify the highest common factor of numeric and algebraic expressions and use a range of strategies to factorise algebraic expressions.
Measurement and Geometry	Students will: • Identify properties related to side lengths, parallel sides, angles, diagonals and symmetry. • Investigate properties of triangles and quadrilaterals • Explore angles present at a point and those found within parallel lines and transversals

Semester 2 Overview

Students will solve linear equations using algebraic and graphical techniques. They will apply correct procedures to solve linear equations and plot linear relationships on the Cartesian plane with and without the use of digital technologies. Students will find the perimeter and area of parallelograms, rhombuses and kites. They will investigate the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. Students will use tools, including digital technology, to construct congruent shapes leading to the establishment and the use of the conditions for congruence for solving problems. Students will model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. They will choose appropriate language to describe events and experiments and determine complementary events and calculate the sum of probabilities. Problems involving rates and ratios will be discussed, as well as the process of finding solutions with and without technology. Transformations of plane shapes and the properties that determine congruence of triangles will be investigated.

Elaborations

Number and Algebra

Students will:

- Solve real life problems by using variables to represent unknowns.
- Use algorithms and related testing procedures
- Complete a table of values, plotting the resulting points and determine whether the relationship is linear. They will also investigate procedures for finding the rule for a linear relationship.

Measurement and Geometry

Students will:

- Establish and use formulas for areas such as trapeziums, rhombuses and kites
- Investigate the circumference and area of circles to establish an understanding of formulas
- Understand the properties that determine congruence of triangles and recgonise which transformations create congruent figures.
- Establish that two figures are congruent after one or more transformations and recognise that the matching sides and the matching angles are equal.
- Solve problems using the properties of congruent figures

Statistics and Probability

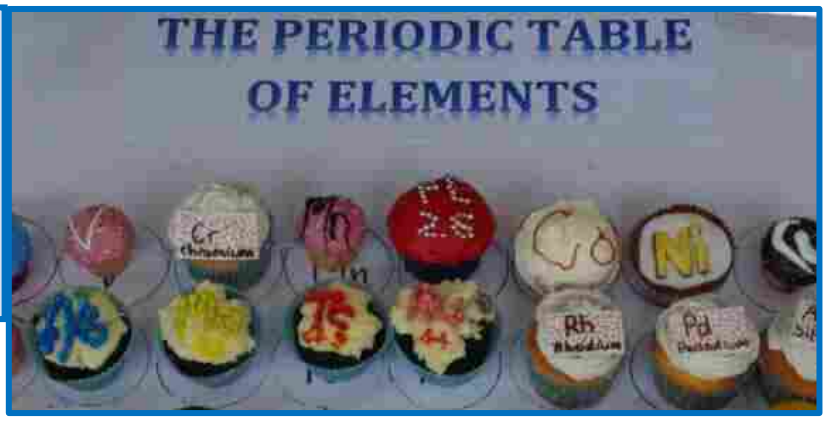
Students will:

- Understand that probabilities range between 0 and 1 and that calculating the probability of an event allows the probability of its complement to be found.
- Pose 'and', 'or' and 'not' probability questions about objects or people.
- Use Venn diagrams and two-way tables to calculate probabilities for events, satisfying 'and', 'or' and 'not' conditions as well as understanding that represent data in this way facilitates the calculation of probabilities.
- Collect data to answer the questions using Venn diagrams or two-way tables.

Victorian Curriculum Assessment Areas

Number and Algebra
Geometry and Measurement
Statistics and Probability.

YEAR 7 SCIENCE
Science - Core



Semester 1 Overview

The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. In semester 1, the Science Understanding strand includes recognising that matter can exist as a pure substance or as mixture of different substances. It also includes learning that these mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. It includes being aware that the properties of different states of matter can be explained in terms of the motion and arrangement of particles. It also includes being aware that science and technology contribute to finding solutions to a range of contemporary issues. The Science Inquiry Skills strand includes being able to work safely with appropriate equipment in the classroom and identify equipment that will allow data to be collected with accuracy appropriate to the task. Critical and creative thinking is also assessed in Science. The curriculum focuses on students developing the knowledge, skills and understanding to analyse their own thinking and selecting and applying of a range of techniques to support more effective thinking.

Elaborations

Science understanding	Students will learn: • To recognise the differences between pure substances and mixtures and identifying examples of each • To identify the solvent and solute in solutions • To investigate and use a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation • To comparing separation methods used in the home • To model the arrangement of particles in solids, liquids and gases • To use the particle model to distinguish between the properties of liquid water, ice and steam • To model the arrangement of particles in elements and compounds • To consider decisions made in relation to the recycling of water
Science Inquiry Skills	Students will be able to: • Consider whether an investigation using available resources is possible when identifying questions or problems to investigate • Take into consideration all aspects of fair testing, available equipment, safe investigation and ethical considerations when planning investigations • Use specialised equipment to increase the accuracy of measurement within an investigation • Identify variables that will affect the outcome of an investigation

Critical and Creative Thinking	Students will learn to • Identify different ways to represent data and justify a preferred way based on what will support purposeful thinking • Identify reasons for possible scepticism about cause and effect such as a sample size that is too small or an exaggerated claim, for example, a marketing claim that someone's relationship success is due to one particular product • Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals

Semester 2 Overview

The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. In semester 2, the Science Understanding strand includes recognising that there are differences within and between organisms and that classification can be used to help organise this diversity. It also includes recognising that energy appears in different forms, including kinetic, heat, light, chemical and potential energy and that devices can change energy from one form to another. It also includes recognising that changes to an object`s motion is caused by unbalanced forces. It includes recognising that predictable phenomena on Earth, including the seasons, are caused by the relative positions of the Sun, Earth and Moon.

Elaborations

Science understanding

Students will learn:

- To group a variety of organisms based on similarities and differences in particular features
- Classify organisms using hierarchical systems, for example, kingdom, phylum, class, order, family, genus, species
- To investigate the effects of applying different forces to familiar objects
- To investigate the energy transformations in devices
- To recognise that kinetic energy is the energy possessed by moving bodies
- To recognise that potential energy is stored energy, for example, gravitational, chemical and elastic energy
- To use flow diagrams to illustrate changes between different forms of energy
- How gravity affects objects on the surface of Earth
- To compare times for the rotation of Earth, Sun and Moon, and comparing the times for the orbits of Earth and the Moon
- To model the relative movements of the Earth, Sun and Moon and how natural phenomena such as solar and lunar eclipses and phases of the Moon occur
- To explain why different regions of Earth experience different seasonal conditions

Science Inquiry Skills
Students will be able to:

- Use simulations and identifying their strengths and limitations
- Understand different types of diagrammatic, graphical and physical representations and considering their strengths and limitations
- Discuss investigation methods with others to share ideas about the quality of the inquiry processes used
- Suggest improvements to investigation methods that would improve the accuracy of the data recorded
- Investigating how advances in telescopes and space probes have provided new evidence about space

YEAR 8

Subject Descriptions

THE ARTS DOMAIN:
Subject Descriptions

YEAR 8 THE ARTS
3 Dimensional Art- Core

Semester Overview

Throughout this subject, students will plan and make their own artworks within three dimensional mediums. They will respond to a variety of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks using installation, assemblage and ceramic methods. Students identify and describe artworks from different cultures, times and places that utilise three dimensional mediums and how these ideas are interpreted by audiences.

Elaborations

- Explore and Express Ideas: Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.
- Visual Arts Practices: Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. Develop skills in planning and designing art works and documenting artistic practice.
- Present and Perform: Create and display artworks, describing how ideas are expressed to an audience.
- Respond and Interpret: Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences. Identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Students will be expected to maintain and complete a folio of works which contains a visual diary and finished artworks as well as a written analysis tasks.

YEAR 8 THE ARTS
Drama

Semester Overview

The Year 8 course aims to provide students with the opportunity to devise, interpret and perform drama. Students learn the elements of drama and how to manipulate them to construct and structure narratives to communicate meaning. They learn a range of performance styles and theatrical conventions, and apply these to convey status, relationships and intentions. Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they, and drama practitioners from different cultures, times and locations communicate meaning and intent through drama.

Elaborations

Explore and Represent Ideas

Students will be able to:

- Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes.
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions.

Drama Practices

Students will be able to:

- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning
- Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions.

Present and Perform

Students will be able to:

- Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft

Respond and Interpret

Students will be able to:

- Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
- Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making

YEAR 8 THE ARTS
Music – Core

Semester Overview

Students in Year 8 Music will participate in a variety of activities designed to give them a further introduction to music. They continue to develop performance skills through learning guitar and the drum kit whilst expanding their understanding of musical styles and artists throughout the 20th century. The culmination of skills developed in both years 7 and 8 results in students producing rock band unit where students select an instrument they have studied and perform a cover of a song as an ensemble.

Elaborations

Explore and Express Ideas - Students will learn to:

- Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to create and manipulate effects.
- Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music.

Music Practices - Students will learn to:

- Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills.
- Structure compositions by combining and manipulating the elements of music and using notation

Present and Perform - Students will be able to:

- Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style.

Respond and Interpret - Students will be able to:

- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music.
- Identify and connect specific features and purposes of music from contemporary and past times to explore viewpoints and enrich their music making.

Victorian Curriculum Assessment Areas

Explore and Express Ideas
Music Practices
Present and Perform
Respond and Interpret

YEAR 8 THE ARTS
Visual Communication and Design – Core

Semester Overview

Semester Overview In Year 8, students investigate the ways designers work in the creation of visual communications. They experiment and develop their skills through the use of a design process. Students identify, analyse, interpret and evaluate visual communications. They use drawing conventions, a range of methods and materials as well as the design elements and principles to communicate ideas. Students develop an understanding of design practices when generating, developing and refining visual design presentations.

Elaborations

Explore and represent ideas

- Explore and apply methods, materials, media, design elements and design principles to create and present visual communications Visual Communication Design practices
- Use manual and digital drawing methods and conventions to create a range of visual communications Present and perform
- Develop and present visual communications for different purposes, audiences and in response to specific needs

Visual Communication Design practices

- Use manual and digital drawing methods and conventions to create a range of visual communications

Present and perform

- Develop and present visual communications for different purposes, audiences and in response to specific needs

Respond and interpret

- Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural context
- Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts

Victorian Curriculum Assessment Areas

Explore and represent ideas
Visual Communication Design practices
Present and perform
Respond and interpret

TECHNOLOGIES DOMAIN: *Subject Descriptions*

YEAR 8 TECHNOLOGIES
Design, Materials and Technology (Wood, Metal, Plastic)

Semester Overview

The Year 8 course aims to introduce students to the product design process where they learn about the techniques, materials and disciplines of creating, designing and making in wood, metal and plastic. It aims to develop in students an understanding of the properties and characteristics of various materials and their origins. Students will develop a proficiency in the use of hand tools, complex equipment and techniques, and an understanding of design through active involvement in the product design process. Students learn to develop safe work practices regarding materials, tools and equipment and minimise risk through assessment of processes.

Elaborations

Students will analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. Students will:

- Investigate aspects of technologies specialisations
- Investigate and select from a broad range of technologies – materials, systems, components, tools and equipment
- Consider the ways in which the characteristics and properties of technologies will impact on designed solutions
- Produce and evaluate designed solutions for the individual and the community considering social, economic and environmental factors.
- Apply project management skills to document and use project plans to manage production processes.
- Safely produce effective designed solutions for the intended purpose.
- Analyse the sustainability issues associated with design.

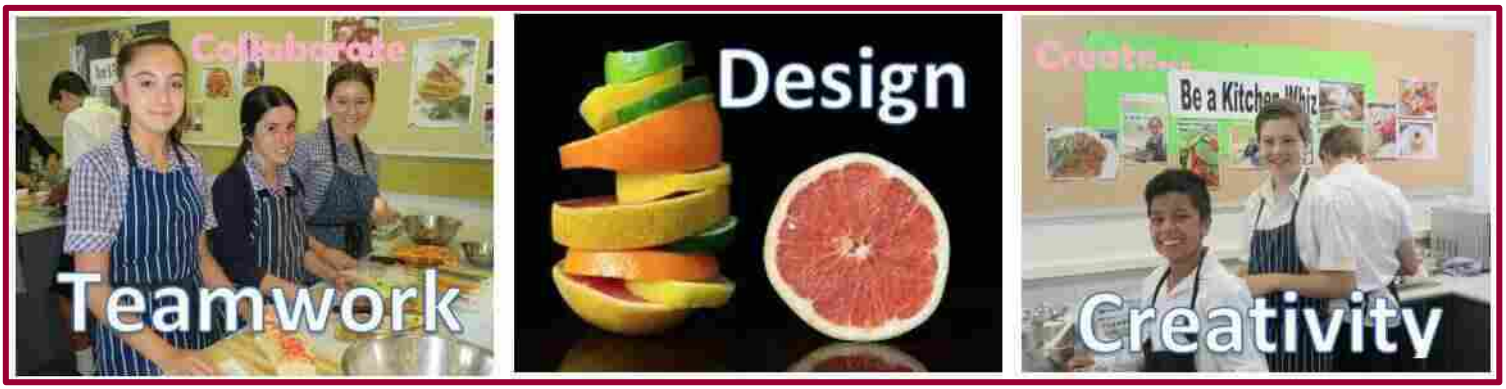
YEAR 8 TECHNOLOGIES
Food for Health

Semester Overview

The Year 8 course aims to introduce students to the knowledge and skills for healthy food preparation. Based on The Australian Guide to Healthy Eating, students analyse their own diet and how characteristics and properties of food determine preparation techniques and presentation when creating healthy eating solutions. Students produce a variety of nutritious foods using a range of equipment and safe food practices that aim to encourage healthy and more sustainable food choices.

Elaborations

- Investigating - students will investigate how factors including characteristics and properties of food, ethical and sustainable considerations will impact on healthy design solutions.
- Generating - Students will use creativity, a wide range of resources and innovation to develop, modify and communicate design ideas.
- Producing - Students will effectively and safely use a variety of tools, equipment and techniques to produce designed food items.
- Evaluating - Students will evaluate design ideas, processes and solutions in terms of sustainability potential.



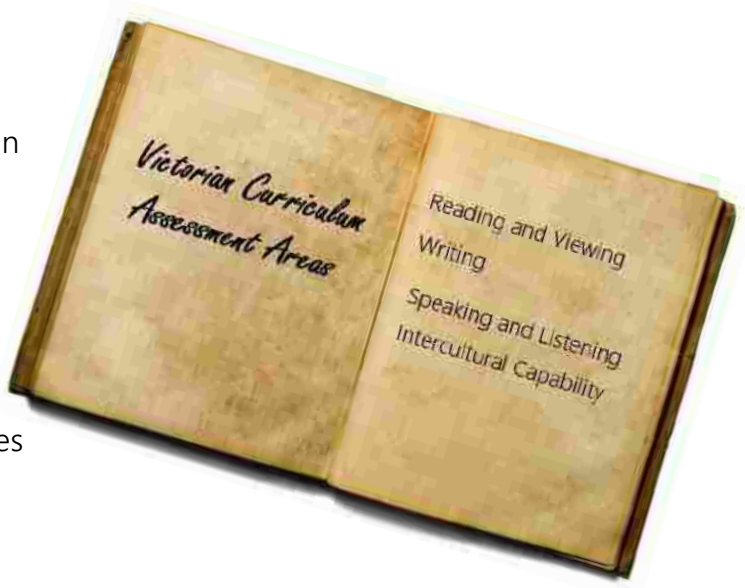
YEAR 8 ENGLISH

English - Core

Semester 1 and 2 Overview

The Year 8 English course is based on the Victorian Curriculum which is organised into three interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in Reading and Viewing, Speaking and Listening, and Writing. The course aims to continue to develop these skill areas and encourages students to broaden their outlook on their world. Students increase their appreciation of written and multimodal forms and recognise that texts reflect different viewpoints. In addition, students will examine the Intercultural Capability which assists young people to become responsible local and global citizens.

Elaborations



Language

Students will learn:

- To understand how coherence is created in complex texts.
- To understand the use of punctuation conventions.
- To understand how to apply learned knowledge consistently in order to spell accurately.
- To recognise that vocabulary choices contribute to the specificity of texts.

Literature

Students will learn:

- To explore the interconnectedness of Country and Place, People, Identity and Culture in texts.
- To interpret and analyse language choices in texts.
- To identify and evaluate devices that create tone in texts.
- To recognise and explain different viewpoints represented in texts.

Literacy

Students will learn:

- To plan, rehearse and deliver presentations, selecting and sequencing appropriate content.
- To use a range of software to publish texts.
- To apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts.
- To create imaginative, informative and persuasive texts that raises issues, report events and advance opinions.

YEAR 8 ENGLISH

Year 8 Enhanced/Accelerated English - Core

Semester 1 and 2 Overview

The Year 8 Enhanced Accelerated English course is based on the Victorian Curriculum which is organised into three interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in Reading and Viewing, Speaking and Listening, and Writing. The course covers a combination of the Year 8 and Year 9 English coursework. Students broaden their outlook on their world and increase their appreciation of written and multimodal forms. They create structured and coherent texts for a range of purposes and audiences and develop their ability to express or challenge a point of view. In addition, students will examine the Intercultural Capability which assists young people to become responsible local and global citizens.

Elaborations

Language

Students will learn:

- To understand how coherence is created in complex texts.
- To understand the use of punctuation conventions in formal and informal texts.
- To understand how to apply learned knowledge consistently in order to spell accurately
- To recognise that vocabulary choices contribute to the specificity, abstraction and style of texts.
- To understand how different layers of meaning are developed through the use of literary devices.

Literature

Students will learn:

- To explore the interconnectedness of Country and Place, People, Identity and Culture in texts.
- To interpret and analyse language choices in texts.
- To identify and evaluate devices that create tone in texts.
- To recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts.
- To recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities.

Literacy

Students will learn:

- To plan, rehearse and deliver presentations, selecting and sequencing appropriate content.
- To use a range of software to publish texts.
- To apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts.
- To create imaginative, informative and persuasive texts that raise issues, report events and advance opinions.
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources.

Victorian Curriculum Assessment Areas

Reading and Viewing

Writing

Speaking and Listening

Intercultural Capability

YEAR 8 HEALTH AND PHYSICAL EDUCATION
Health and Physical Education - Core

Semester 1 & 2 Overview

Students will refine Fundamental Motor Skills by accessing a range of sports which demonstrate a deeper understanding. These sports may include, but are not limited to, Gymnastics (equipment), Basketball, AFL, Hockey and Self Defence. In addition to this, students will undertake a theory-based Health component, which will average to 1 period per week over the course of the year. This course focuses on Mental Health, Lifestyle Choices and Safe Socialising.

Elaborations

Students will learn to:

- Evaluate strategies to manage personal, physical and social changes that occur as they grow
- Practise and apply strategies to seek help for themselves or others
- Investigate and select strategies to promote health, safety and wellbeing
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity
- Develop skills to evaluate health information and express health concerns
- Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities
- Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities
- Use feedback to improve body control and coordination when performing specialised movement skills
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Practise, apply and transfer movement concepts and strategies
- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans
- Investigate the cultural and historical significance of a range of physical activities
- Evaluate and justify reasons for decisions and actions when solving movement challenges
- Modify rules and scoring systems to allow for fair play, safety and inclusive participation

Victorian Curriculum Assessment Areas

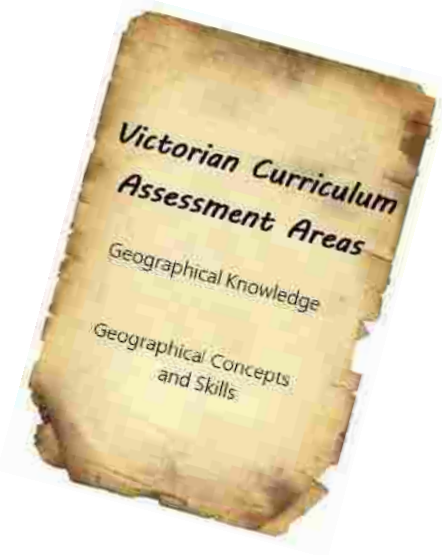
Movement and Physical Activity
Personal, Social and Community Health
Personal and Social Capability

YEAR 8 HUMANITIES
Humanities - Core

Semester 1 & 2 Overview

Over the Year 8 course, students will study a range of topics across the areas of Geography and History. In doing so they will be exposed to concepts relating to Civics and Citizenship, and Economics and Business, as well as completing a specific unit on Government and Democracy.

Geography Elaborations



Landscapes and Landforms

Students will learn about:

- Different types of landscapes and their distinctive landform features.
- Geomorphic processes that produce landforms, including a case study of at least one landform.
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved.
- Human causes of landscape degradation, the effects on landscape quality, and the implications for places.
- Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait
- Islander peoples, that influence the significance of places.
- Ways of protecting significant landscapes.
- Causes of a geomorphological hazard and its impacts on places.
- Human responses to a geomorphological hazard to minimise harmful effects on places in the future.

Changing Nations

Students will learn:

- The causes and consequences of urbanisation, drawing on a study from Asia.
- The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences.
- The reasons for and effects of international migration to Australia.
- The reasons for and effects of internal migration in Australia and China.
- The challenges of managing and planning Australia's urban future.

Geographical Concepts and Skills

Students will learn to:

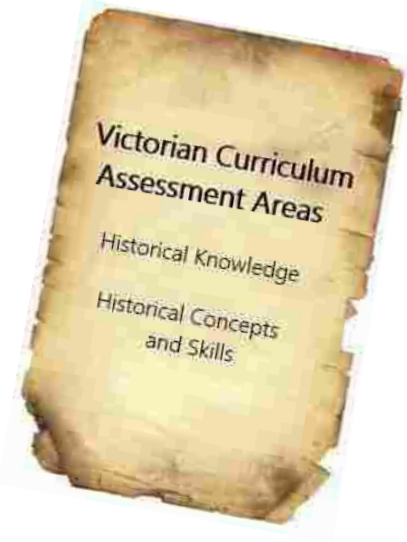
- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.

- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions.
- Analyse maps and other geographical data and information, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.
- Use digital and spatial technologies as appropriate to represent and/or analyse data and information

History Elaborations

Historical Knowledge
Medieval Europe (c.590 – c.1500)
Mongol Expansion (c.1150 – c.1400)
The Spanish Conquest of the Americas (c.1492 – c.1572)
Students will learn about:

- The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society.
- Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power.
- Perspectives of subject peoples and their interactions with power and/or authority of others.
- The role and achievements of a significant individual and/or group.
- One significant challenge and one development faced by the society that caused progress or decline.



Historical Concepts and Skills
Students will learn about:

- Chronology – Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Historical sources as evidence. - Analyse the different perspectives of people in the past.
- Continuity and change - Identify and explain patterns of continuity and change in society.
- Cause and effect – Analyse the causes and effects of significant events that caused change and/or a decline over the period.
- Historical significance – Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

Civics and Citizenship Elaborations

Government and Democracy – Students will:	• Key features of government under the Australian Constitution. • How citizens can participate in Australia's democracy.
Laws and Citizens – Students will:	• How Australia's legal system aims to provide justice. • How laws are made in Australia, including through parliaments (statutory law) and courts (common law).

Victorian Curriculum Assessment Areas

Civics and Citizenship – Government and Democracy
Civics and Citizenship – Laws and Citizens

YEAR 8 LANGUAGES

German – Language Choice

Semester 1 & 2 Overview

In Year 8 German, students share information about friends, interests, likes, dislikes and preferences. They use modelled language and simple expressions to socialise and demonstrate key features of pronunciation in different words, phrases and sentences. High-frequency vocabulary is used to describe characters, events and ideas encountered in imaginative texts and to create short informative texts using formulaic expressions. They work with German and English to translate and create simple bilingual texts. Students identify German as an important European and global language and that it is related to English.

Elaborations

Communicating	• Socialising: Make plans and arrangements to carry out activities together through transacting with others in simple and guided real or situations. Participate in classrooms exchanges by following instructions, asking and answering questions, apologising and making requests. • Informing: Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers. • Creating: Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas. • Translating: Translate and interpret texts such as emails and conversations, from German to English and vice versa, noticing similarities and differences. Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories. • Reflecting: Engage with German speakers and texts, noticing how interactions involve culture as well as language. Reflect on experiences of learning and using another language, reflecting on how these impact on intercultural exchange.

Understanding	• Systems of language: Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips. Continue to develop knowledge of elements of the German grammatical system. • Language variation and change: Further recognise the common variation in German as it is used in different contexts and locations by different peoples. • The role of language and culture: Further recognise that German and English are related languages and that German is an important European and global language.

Victorian Curriculum Assessment Areas

Communicating
Understanding

YEAR 8 LANGUAGES
Japanese – Core Subject

Semesters 1 & 2 Overview

The Japanese curriculum aims to develop the knowledge and skills to ensure that students can communicate in Japanese to share information about friends, family, interests and preferences. They learn to read and write the hiragana script and are introduced to some kanji characters. Students identify the main ideas in simple texts. They create their own texts using formulaic expressions and gestures with an understanding of the relationship between language and culture.

Elaborations

Communicating	• Socialising: Students interact with others to exchange information about self, personal worlds and immediate environment. Students engage in collaborative activities using appropriate formulaic expressions and gestures. • Informing: Using a range of texts, students locate key points of information and use the information in new ways. • Creating: Students listen to, read and view texts such as folk stories and video clips, share reactions, reinterpret, create and present their own texts. • Translating: Students translate and create short texts, noticing similarities and differences between Japanese and English. • Reflecting: Students participate in intercultural interactions and reflect on communication, identity and culture.
Understanding	• Systems of language: Students recognise different scripts within texts. They develop an understanding of aspects of pitch, accent, rhythm and intonation in spoken Japanese. Students structure sentences using correct word order and linking information. • Language variation and change: Students recognise variations in language use that reflect different social and cultural contexts, purposes and relationships. They learn that languages change over time through contact with other languages and cultures. • The role of language and culture: Students explore the relationship between language, culture and communication and how this impacts on attitudes and beliefs. They identify how Japanese values such as humility and harmony are reflected in language.

Victorian Curriculum Assessment Areas

Communicating
Understanding

YEAR 8 MATHEMATICS
Mathematics - Core

Semester 1 Overview

Students will use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. Rational and irrational numbers will be investigated, identified and described in context and problems involving rates and ratios will be discussed. Procedures for solving everyday problems involving profit, loss, rates and percentages will be discussed, with and without the use of digital technology. They will simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students will investigate angle properties, and solve related numerical problems using reasoning. The solutions of linear equations will be investigated using algebraic and graphical techniques.

Elaborations

Number and Algebra	Students will: • Evaluate numbers expressed as powers of positive integers and use patterns to assist in finding rules for the multiplication and division of integers. • Use the number line to develop strategies for adding and subtracting rational numbers. • Recognise terminating, recurring and non-terminating decimals and choose their appropriate representations as well as extending their knowledge of the real number system to include irrational numbers. • Use percentages to solve problems, including those involving mark-ups, discounts and population increases and decreases. • Investigate the methods used in retail stores to express discounts and express profit and loss as a percentage of the cost or selling price. • Understand that rate and ratio problems can be solved using fractions or percentages and will choose the most efficient form to solve a particular problem • Apply the distributive law to the expansion of algebraic expressions using strategies such as the area model • Recognise the relationship between factorising and expanding. They will also identify the highest common factor of numeric and algebraic expressions and use a range of strategies to factorise algebraic expressions.
Measurement and Geometry	Students will: • Identify properties related to side lengths, parallel sides, angles, diagonals and symmetry. • Investigate properties of triangles and quadrilaterals • Explore angles present at a point and those found within parallel lines and transversals

Semester 2 Overview

Students will solve linear equations using algebraic and graphical techniques. They will apply correct procedures to solve linear equations and plot linear relationships on the Cartesian plane with and without the use of digital technologies. Students will find the perimeter and area of parallelograms, rhombuses and kites. They will investigate the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. Students will use tools, including digital technology, to construct congruent shapes leading to the establishment and the use of the conditions for congruence for solving problems. Students will model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. They will choose appropriate language to describe events and experiments and determine complementary events and calculate the sum of probabilities. Problems involving rates and ratios, will be discussed, as well as the process of finding solutions with and without technology. Transformations of plane shapes and the properties that determine congruence of triangles will be investigated.

Elaborations

Number and Algebra - Students will:

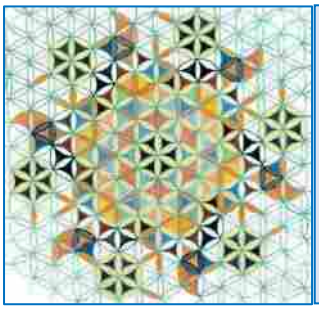
- Solve real life problems by using variables to represent unknowns.
- Use algorithms and related testing procedures
- Complete a table of values, plotting the resulting points and determine whether the relationship is linear. They will also investigate procedures for finding the rule for a linear relationship.

Measurement and Geometry - Students will:

- Establish and use formulas for areas such as trapeziums, rhombuses and kites
- Investigate the circumference and area of circles to establish an understanding of formulas
- Understand the properties that determine congruence of triangles and recgonise which transformations create congruent figures.
- Establish that two figures are congruent after one or more transformations and recognise that the matching sides and the matching angles are equal.
- Solve problems using the properties of congruent figures

Statistics and Probability - Students will:

- Understand that probabilities range between 0 and 1 and that calculating the probability of an event allows the probability of its complement to be found.
- Pose 'and', 'or' and 'not' probability questions about objects or people.
- Use Venn diagrams and two-way tables to calculate probabilities for events, satisfying 'and', 'or' and 'not' conditions as well as understanding that represent data in this way facilitates the calculation of probabilities.
- Collect data to answer the questions using Venn diagrams or two-way tables.



Victorian Curriculum Assessment Areas

Number and Algebra
Geometry and Measurement
Statistics and Probability

YEAR 8 MATHEMATICS
Year 8 Enhanced/Accelerated Mathematics

Semester 1 Overview

Students will solve problems involving linear equations and inequalities as well as pairs of simultaneous linear equations. They will substitute into formulas, find unknown values and manipulate linear algebraic expressions. Whilst investigating these concepts, students will become familiar with the procedures involved, with and without the use of digital technology. Students will solve problems involving simple interest and investigate the use of percentages, ratios and rates in the area of financial mathematics. They will investigate the distributive law and its application to algebraic expressions as well as numbers. Students will apply Pythagoras' theorem and trigonometric ratios to solve problems involving angles and lengths in right-angled triangles. They will apply the index laws using integer indices to variables and numbers and express numbers in scientific notation.

Elaborations

Number and Algebra	Measurement and Geometry
Students will: • Apply correct procedures to solve equations arising from formulas and those derived from worded problems. • Solve linear simultaneous equations, using algebraic and graphical techniques, including the use of digital and CAS technology. • Simplify and evaluate numerical expression, using both positive and negative integer indices. • Represent large and small numbers in scientific notation and numbers expressed in scientific notation as whole numbers or decimals. • Understand that financial decisions can be assisted by mathematical calculations. • Recognise that the distributive law can be applied to algebraic expressions as well as numbers. • Solve a wide range of linear equations and check solutions by substitution.	Students will: • Investigate Pythagoras' theorem as a useful tool in determining unknown lengths in right-angled triangles and has widespread applications. • Recognise that right-angled triangle calculations will generate results that can be integers, fractions or irrational numbers. • Understand the terms 'adjacent' and opposite' sides in a right-angled triangle. • Select and accurately use the correct trigonometric ratio to find unknown sides in right-angled triangles.

Semester 2 Overview

Students will use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They will find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies. Students will sketch and draw linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology. They will calculate relative frequencies to estimate probabilities and list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

Elaborations

Number and Algebra

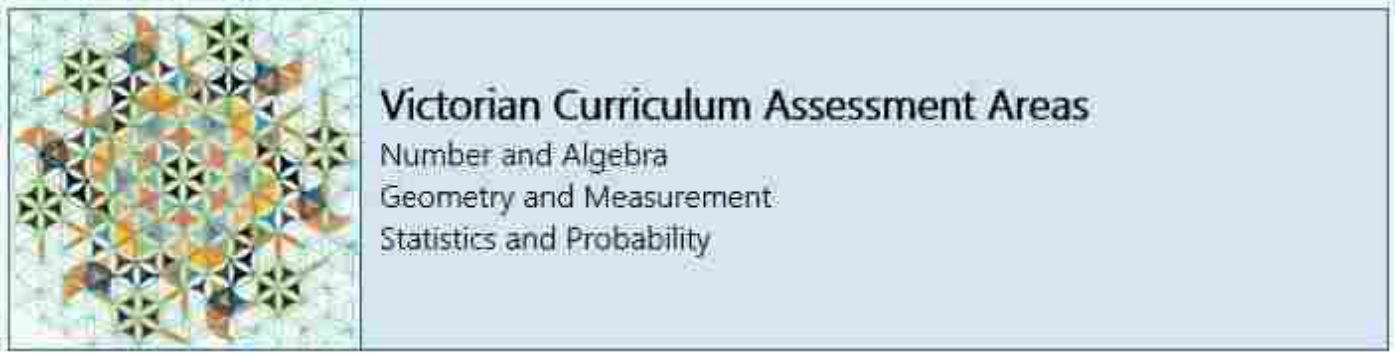
Students will:

- Investigate the relationship between expansion and factorisation and identify algebraic factors in algebraic expressions.
- Use Pythagoras' theorem to calculate the distance between two points on the Cartesian plane.
- Investigate graphical and algebraic techniques for finding the midpoint of line segments and gradients of straight lines.
- Learn and apply a range of procedures when solving problems involving parallel and perpendicular lines.
- Determine linear rules from suitable diagrams, tables of values and graphs and describe them using both words and algebraic expressions.

Statistics and Probability

Students will:

- Use systematic methods to list outcomes of experiments and list outcomes favourable to an event.
- Compare experiments which differ by being undertaken with replacement or without replacement.
- Use Venn diagrams or two-way tables to calculate relative frequencies of events involving 'and', 'or' outcomes.



YEAR 8 SCIENCE
Science - Core

Semester 1 Overview

The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. In semester 1, the Science Understanding strand includes recognising that all substances are composed of atoms, which themselves are made of protons, neutrons and electrons. Students will learn the differences between elements and compounds and recognise that the Periodic table can be used to organise elements, based on atomic structure and chemical properties. The strand also includes students recognizing that during chemical reactions, atoms are rearranged, but the number and types of atoms is unchanged. It also includes recognising that that cells are the basic units of living things and different cells have specialized structures and functions. Students will also investigate how the development of microscopes has changed understanding of cell function and malfunction, and how this has led to improved medical treatments for disease. The Science Inquiry Skills strand includes students identifying variables to be changed, measured and controlled. Students will also construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. Critical and creative thinking is also assessed in Science. Students learn strategies to assist them synthesise their thinking. Students develop an understanding that flexibility in thinking is often required and that certainty in thinking can be influenced by a range of factors.

Elaborations

Science understanding

Students will learn:

- to model the arrangement of particles in elements and compounds
- to recognise that elements and simple compounds can be represented by symbols and formulas
- to explain why elements and compounds can be represented by chemical formulas while mixtures cannot
- to identify the differences between chemical and physical changes
- to identify evidence that a chemical change has taken place
- to investigate simple reactions, for example, combining elements to make a compound
- to examine a variety of cells using a light microscope
- to distinguish plant cells from animal cells
- to recognise that some organisms consist of a single cell

Science Inquiry Skills

Students will be able to:

- identify data that provides evidence to support or refute the hypothesis being tested
- use information and knowledge from their own investigations and secondary sources to predict the expected results from an investigation
- identify and explain the differences between controlled, dependent and independent variables
- use diagrammatic representations to convey abstract ideas and to simplify complex situations

Critical and Creative Thinking

Students will learn to:

- Identify different ways to represent ideas such as storyboards, mock-ups and/or symbolically, and discuss their different applications
- Reflect on a learning strategy recently used and set a goal for the future
- Adjust problem-solving in light of new knowledge, for example finding evidence of vested interests in collected sources

Semester 2 Overview

The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. In semester 2, the Science Understanding strand includes recognising that multicellular organisms contain systems of organs that carry out specialized functions that enable them to survive and reproduce. It also includes identifying that interactions between organisms can be described using food chains and food webs. Complex ecosystems consist of communities of interdependent organisms and abiotic (non-living) components of the environment. Students also learn that matter and energy flow through these systems. These interconnections between organisms in an ecosystem mean that human interactions on one part of an ecosystem can have effects throughout the system. The Science Inquiry Skills strand includes students explaining how modifications to methods could improve the quality of their data and allowing students to apply their own scientific knowledge and investigation findings to evaluate claims made by others.

Elaborations

Science understanding

Students will learn:

- to describe the structure of each organ in a system and relating its function to the overall function of the system
- to identify the organs and overall function of a system of a multicellular organism in supporting life processes
- to compare similar systems in different organisms, for example, digestive systems in herbivores and carnivores, respiratory systems in fish and mammals
- to construct and interpret food chains and food webs to show relationships between organisms in an environment
- to recognise the role of microorganisms within food chains and food webs
- to use flow diagrams to illustrate changes between different forms of energy
- to research examples of human impacts on specific ecosystems

Science Inquiry Skills

Students will be able to:

- use digital technologies to access information, to communicate and collaborate with others to present science ideas
- selecting and using appropriate language and representations to communicate science ideas for a specified audience
- comparing and contrasting data from a number of sources in order to create a summary of collected data.