

Year 7&8

CURRICULUM HANDBOOK 2023



KEW
HIGH SCHOOL


Principal's Message

Successful students are those who set goals; then practice the work they need to complete in reaching those goals; then listen to feedback and adjust their practice. A student may not always reach the goals they originally set, but the practice and the feedback has ensured that there has been both learning and growth.

Successful students set goals, practice and respond to feedback across a range of curricular and cocurricular areas throughout their school experience. By immersing themselves in this process they become reflective, creative and considerate global citizens.

The curriculum at Kew High School is specifically designed to provide a successful academic pathway for every student. Students are able to set goals, practice and respond to feedback in a wide range of subjects. At Kew High School, students develop skills and knowledge in a wide range of subject areas and in doing so prepare for their own academic success in a range of diverse areas.

A key component of each student's successful engagement in the curriculum is parental involvement. We ask that every parent reads this handbook together with the student. With a shared understanding of the curriculum progression throughout Year 7 and 8, students, teachers and parents will be empowered to have meaningful conversations about the goals that have been set and reached, the responses to feedback and the engagement in practice that has occurred throughout the learning process.



Josie Millard
Principal





YEAR 7 & 8 Contents

Handbook Overview.....	1
Victorian Curriculum.....	1
Learners & Learning.....	2
School Values.....	4 – 5
Overview of the Year 7 & 8 program.....	5
Kew's Continuous Assessment & Reporting Model.....	6
Student Wellbeing	7
Peer Support & Student Leadership.....	8
Learning Technologies	8
Integration & Student Support	9
Numeracy Support	9
Library.....	9
Literacy Program.....	10
Enrichment Program	11
Expectations of Students in Years 7 & 8	13 – 15
The Role of the Parent or Carer.....	16
 Year 7 & 8 Subject Outlines.....	 17– 35
Year 7 & 8 Course Fees	36

Handbook Overview

This handbook has been produced to assist students, parents, and teachers to work together to plan for the junior school years. During the first three years of schooling, students will undertake studies aligned with the Victorian Curriculum. The Victorian Curriculum is the Foundation to Year 10 curriculum that provides a single, coherent, and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

Students at Kew High School undertake studies from each learning area in Year 7 and 8.

The Domains outlined in the Victorian Curriculum are grouped into the following studies:

LEARNING AREAS	CAPABILITIES
<div>The Arts<ul style="list-style-type: none">DanceDramaMedia ArtsMusicVisual ArtsVisual Communication Design</div> <div>English<ul style="list-style-type: none">EnglishEnglish as an Additional Language (EAL)</div> <div>Health and Physical Education</div> <div>The Humanities<ul style="list-style-type: none">Civics and CitizenshipEconomics and BusinessGeographyHistory</div> <div>Languages</div> <div>Mathematics</div> <div>Science</div> <div>Technologies<ul style="list-style-type: none">Design and TechnologiesDigital Technologies</div>	<div>Critical and Creative Thinking</div> <div>Ethical</div> <div>Intercultural</div> <div>Personal and Social</div>

Victorian Curriculum

Kew High School’s curriculum aligns with the Victorian Curriculum.

Capabilities such as critical and creative thinking, ethical and intercultural understanding and personal and social capabilities are an integral part of the curriculum at Kew High School.

Our online curriculum templates can be accessed through Compass. These documents reflect the dimensions, learning focus and achievement standards outlined in the Victorian Curriculum. All studies at Years 7 and 8 have differentiated curriculum documentation which is consistent with the Victorian Curriculum.

Teachers at Kew High School use a range of learning data to determine each student’s entry into a unit of work. Teachers use this information along with formative and summative assessments strategies to determine how to best teach each student.

Class Learning Tasks and Common Assessment Task results and feedback are instantaneously available to students and parents through the schools online reporting system. Feedback given in the CATs indicate whether the student is at, above or well above the expected standard.



Learners & Learning

Kew High School aims to provide a stimulating and challenging learning environment which is safe, supportive and inclusive and successfully prepares our students for the future. We recognise the importance of developing positive and respectful relationships and promoting pro-social values and behaviours.

The Kew High School motto is Aspire, Strive, Achieve and the school values are: Accountability, Social Equity, Participation, Integrity, Respect, Excellence. Teachers and students at Years 7 and 8 at Kew High School use the motto and values along with the following principles to guide their approach to learning.

LEARNING TO LEARN PROGRAM

The Year 7 and 8 Learning to Learn Program is a 2-day intensive program designed to improve the students' ability to recognise and use their learning strengths. The program explores different parts of the learning process, helps students to understand themselves as learners as well as introducing them to a variety of strategies that they can use to help them in their learning.

CLASSROOM NORMS & EXPECTATIONS

Restorative Practices, mediation and counselling are key strategies employed to guide and develop student behaviour. Staff undertake professional learning in student behaviour and discipline management, in particular, Restorative Practices and School Wide Positive Behaviour Support. Students with diagnosed learning difficulties will be supported with individualised education plans. The following classroom norms have been developed to ensure the learning environment is supportive and productive.

Classroom norms and expectations

A

Accountability

- Organised and prepared for learning
- Clean environment for learning
- Lead own learning

S

Social Equity

- Inclusive and supportive of everyone's right to learn
- Understanding of strengths, differing abilities and beliefs

P

Participation

- Involvement of all
- Proactive in learning
- Be your best

I

Integrity

- Clear learning goals
- Positive learning environment

R

Respect

- Respectful of all
- Following instructions

E

Excellence

- Positive attitude
- Commitment for personal best
- High expectations of yourself and others
- Celebrate success

Non-negotiables

- Wearing correct uniform
- Adherence to phone policy
- Prepared with correct subject equipment



Accountability
Social equity
Participation
Integrity
Respect
Excellence



Overview of the Year 7 & 8 program

The first two years of secondary school is a time when a culture of learning is established.

The program in Year 7 and 8 has been developed with the following aims:

- Engage, enrich, and extend all students in the school community cognitively, behaviourally and emotionally.
- Maximise student learning potential and give opportunities for all students to explore new experiences and interests as well as building on existing strengths.
- Improve student wellbeing and morale as well as a student's sense of connectedness to the learning community.
- Develop in students a culture of life long continuous learning.
- Develop in students an awareness of their roles and responsibilities in society and equip them with the skills to think deeply about real life issues around culture, government, environment, and ethics.
- Uphold the school values of accountability, social equity, participation, integrity, respect, and excellence in our relationships with others at all times.
- Support and encourage individuals to aim for their full potential by developing their unique skills and individuality.
- Develop a culture whereby any forms of unsafe behaviour which are negative, aggressive, or dangerous or do not protect the safety of school members are not tolerated.

YEAR 7

Domain	Periods per fortnight
English	8 periods
Mathematics	8 periods
Science	6 periods
Humanities	6 periods
Languages	5 periods
Health and PE	5 periods
Sport	2 periods
The Arts	7 periods
Digital Technology	2 periods

YEAR 8

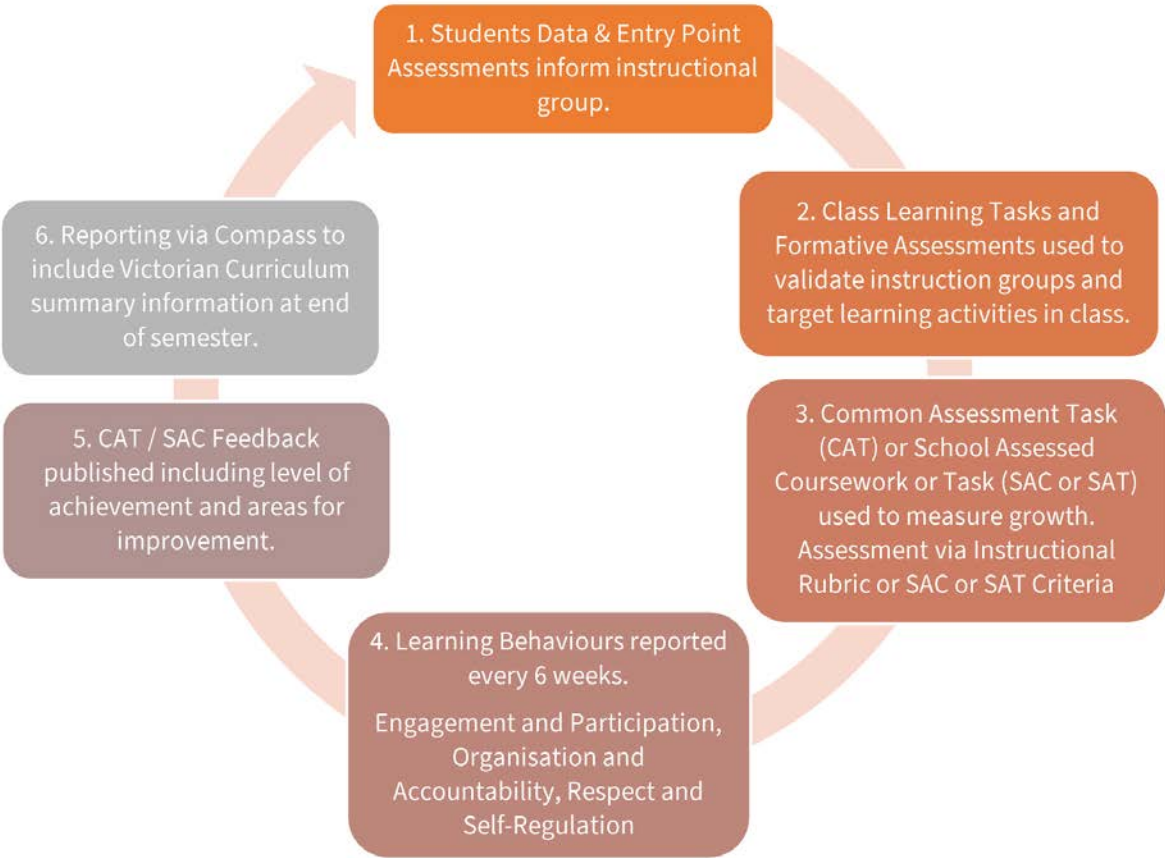
Domain	Periods per fortnight
English	8 periods
Mathematics	8 periods
Science	6 periods
Humanities	6 periods
Languages	5 periods
Health and PE	5 periods
Sport	2 periods
The Arts	6 periods
Home Economics	3 periods



Kew’s Continuous Assessment & Reporting Model

At the end of a semester students in Years 7 and 8 are able to print off a summary report which outlines their progress and growth throughout the semester. This summative report gives a detailed overall view of the student’s achievement in relation to the Victorian Curriculum Standard within each area of study.

Parents are encouraged to regularly access Compass as well as attending Student Led Conferences each semester to obtain information about their child’s progress.



Student Wellbeing

Student wellbeing is integral to student learning. Students need to feel happy, safe and connected to reach their full social, emotional and academic potential. We have a dedicated wellbeing team to cater for the needs of students including a Student Wellbeing Coordinator, Chaplain, Psychologist, Psychotherapist as well as access to a specialist Adolescent Mental Health Care worker. We deal with a range of issues including mental health issues, family issues, learning difficulties, social difficulties and conflict. Students may be referred for support by teachers, parents, other students or they may self-refer. Parent consent is required for students to access support from the school psychologist, provisional psychotherapist and the Adolescent Mental Health Care worker.

Parents are encouraged to contact our Student Wellbeing Coordinator or Chaplain if they have any concerns about their child.

Student wellbeing is integral to student learning and flourishing. Students need to feel happy, safe and connected to reach their full social, emotional and academic potential. At Kew High School, we have a dedicated and highly experienced wellbeing team to cater to the wellbeing needs and growth of our students. This includes a Student Wellbeing Leading Teacher, a psychotherapist and an Occupational therapy qualified Mental Health Practitioner.

The Wellbeing Team works in conjunction with the Junior, Middle and Senior Schools as well as with teachers in ensuring that there is a whole school approach to wellbeing and student flourishing.

We support students and families through a range of issues that young people may experience, including: mental health, family conflict, social issues, disordered eating, school refusal and absenteeism as well as social integration and developing a healthy internal narrative and growth mindset.

Kew High School is also at the forefront of responding pro-actively to the wellbeing needs of young people in a rapidly changing world. We are passionate about and proud of the fact that we are an inclusive and progressive school community.

Students often self-refer, or approach wellbeing with the support of a friend, though teachers and parents are also encouraged to refer students to the wellbeing team for a wellbeing conversation. Parents are encouraged to contact either:



Mike Nelson, Wellbeing Leader
mike.nelson@kew.vic.edu.au

Rosemary Carter, School Chaplain
Rosemary.Carter@kew.vic.edu.au

Jenny Wu, Mental Health Care Practitioner
Jenny.Wu@kew.vic.edu.au

If you have any wellbeing concerns for your young person.

STUDENT WELLBEING: CONNECT

The Connect program has been implemented to build community, promote connectedness, and enhance student learning and wellbeing. It creates the opportunity for one staff member to become a significant adult figure in the life of each student who can provide care and support on a personal level. Research shows that a positive relationship with an adult figure outside the immediate family acts as a protective factor in a young person's life. Students participate in a weekly session with the same staff member who mentors them through their time at the school. Connect sessions provide a student with a smaller group of peers with whom they can interact to develop meaningful, supportive relationships. Building strong, positive relationships is central to the health and wellbeing of all individuals in a community and the Connect program provides a forum for this to occur. The Connect program material has been designed to support student learning in Values Education, Careers Competencies and the Personal Learning and Interpersonal Development domains of the Victorian Curriculum.



Peer Support & Student Leadership

In order to support Year 7 students in their transition from primary to secondary school, the Peer Support program runs in Semester 1 of Year 7. The program is part of the Health subject, with one period per fortnight spent in Health and the other period in Peer Support. The program involves Year 10 students working with Year 7 students in small groups to ease the integration of Year 7 students into the school community. In Semester 2, the students have two periods of Health per fortnight.

HOUSE LEADERS

In order to foster and develop the leadership capabilities of our students, each year level has a Student Leadership Team that is elected from and by the student body at that year level. The House Leaders consists of 8 students, two from each of the houses: Barker, Booroondara, Cotham and Wilsmere. These students have a wide range of responsibilities including running Year Level Assemblies, organisation of lunchtime activities and sporting activities and organization of special days and programs such as Drama and Music Festivals.

The House Leaders at each year level work closely with the Year Level Co-ordinators and/or the Sub-School Leader to devise, co-ordinate and run special activities and programs for their year level. The Year 8 to 11 House Leaders are elected towards the end of the previous year. The Year 7 House Leaders are elected early Term 1.

Learning Technologies

Kew High School implements an innovative information and communications technology (ICT) program. Our program is considered to be an exemplar of its kind across the state. Teachers and educational support staff are expert users of a range of learning technologies and both curricular and cocurricular programs are enhanced by these rich technologies.

Learning formats are flexible at Kew High School and the program is able to be adapted quickly and effectively due to the technological capability of staff and students.

Parents and carers are asked to engage in the learning program through the Compass Parent Portal. This is the main communication tool between the school and home. Information regarding learning progress, attendance, school events and school engagement may be accessed through this portal.

Integration & Student Support

Kew High School boasts a committed, knowledgeable, and professional learning support team. The focus for the team is to support pupils to access the full curriculum and to achieve their best academically, personally, and socially.

The learning support team works in close co-operation with the Year Level Coordinators and classroom teachers. To avoid any possible 'stigma' attached to a student who requires additional assistance, the support officer works with all students in the classroom. An unobtrusive yet close supervision of the student is maintained, and in this way, special needs students are not singled out. In most instances their peers remain unaware of their particular needs and social interaction is not hindered. This also provides the classroom teacher time to work personally with the student.

Students with specialised needs, such as a physical disability requiring personal contact, are fully supported to ensure they too avail themselves of the full curriculum. The team also runs a homework group twice weekly to help students keep up to date with their work and assist them in developing their organisational skills.

Numeracy Support

All students have access to mathematics support sessions throughout the school week. These sessions occur at lunchtimes on two days of the week. Any student is welcome to attend in order to seek additional assistance with their class or homework. These support sessions are run by Kew High School mathematics teachers.

In addition to this, an integral component of the mathematics curriculum throughout Years 7 and 8 is a series of Number Sense units that are designed to address student's misconceptions, as well as focussing on mental computational skills. The main emphasis of these units is to have the students communicating and sharing the strategies they employ.

Library

The Library sources and provides print, digital and audio-visual resources for use by students and staff in pursuit of school curriculum and recreational goals. The Library staff, services and resources aim to encourage all members of the school community to be independent lifelong learners in this rapidly changing information world. Students are encouraged to use the Library space for class work and private study, as well as chess and other recreational interests.

HOURS

The Library is open before school, at lunchtime and after school from Monday to Wednesday until 4:30pm. It will be closed early on Fridays and on staff meeting days.

ID CARDS

All students are asked to present their ID cards when borrowing resources from the Library. ID cards are also needed for access to the photocopier. Replacement ID cards can be ordered from the General Office. The replacement cards cost \$10 and payment is required before the order is sent to Compass.

BORROWING

Students are able to borrow books for two weeks. If needed all loans can be extended. However, it is preferred all audio visual loans by Year 7 and 8 students are returned by the end of the day.

LAPTOP COMPUTERS

Students can borrow a laptop from the Library when required. If a personal laptop is in the ICT office for repairs; if a personal laptop is not charged; and if a student has left their personal laptop at home.

Literacy Program



At Kew High School, students in Years 7 and 8 have access to an intensive literacy program. In order to target specific literacy needs, selected students are either withdrawn to undertake the program or alternatively, are provided support in class. The focus of the program includes the teaching of reading comprehension strategies, correct use of punctuation and grammar and the improvement of spelling skills, with a focus on developing fluent and coherent written expression. An additional focus on speaking and listening is also considered.

Students are selected for both the Year 7 and Year 8 Literacy Program after extensive testing of their literacy skills. Classroom teachers are also consulted, with school assessments used to add another data snapshot to the students' profile. Once all the data is collated and analysed, students with specific literacy needs are identified.

In Year 7 and 8 the Literacy Program is designed to directly respond to the literacy needs of the students selected for the program, with units of work to support specific skill development. These units explicitly teach students the literacy skills that they need, to ensure a successful start to secondary school. The Literacy curriculum is continuously evaluated and adjusted to meet the needs of the students targeted.

Enrichment Program

In Years 7 and 8 Kew High School offers extra-curricular programs which are designed to both extend the more able students and to support those students who are experiencing challenges with their learning.

Kew High School offers a wide range of opportunities for students to enrich their learning in many different areas. For some of these programs, students are asked to express interest in being involved, and for others, groups are formed on the basis of teacher recommendation. Students should ensure they regularly read the various school publications, and keep an eye on the Compass News Feed for details of the programs which may include some of the following:

DEBATING

Year 7, 8 and 9 students can elect to be part of the Inter-school Debating Competition organized by the Debating Association of Victoria. They receive training from a teacher / facilitator throughout Terms 1 and 2.

PUBLIC SPEAKING

This option is offered to public speakers in Years 8 and 9. Students travel to Legacy House to test their public speaking skills by preparing a five-minute speech reflecting the broad ideals of Legacy. Each speaker is required to deliver an individual speech and to be prepared to deliver a two-minute speech on an impromptu topic. This option is designed to help students develop their confidence in speaking in a public forum.

SCIENCE TALENT SEARCH

Through their Science classes, students explore and develop scientific responses in the form of posters, models, games, and essays.

VICTORIAN HIGH-ABILITY PROGRAM

The Victorian High-Ability program provides high-ability students in Years 7 and 8 at government schools the opportunity to participate in 10-week online extension and enrichment programs, in English and mathematics. The selection of these students is centrally managed by the Department of Education and is based on student academic performance

The virtual program, delivered by Virtual School Victoria focuses on extending and developing students' mathematical and English abilities.

The VHAP classroom provides students with the opportunity to:

- Explore and express their ideas freely
- Make their own decisions about their work
- Be inspired and challenged by each other
- Gain confidence in their choices and abilities
- Feel excited by their learning.

In the VHAP English course, students explore links between reality and fiction by observing the world around them and their journeys into fictional worlds. VHAP English empowers students through cultivating confidence and a willingness to take academic risks.

In the VHAP Maths course, students embrace the “why” of maths, not just the “what”. Students and teachers dive into the philosophical implications of mathematical topics.

There are opportunities for differentiation within the course. Students can choose to work at a pace comfortable for them or be extended.

VHAP promotes development of key skills such as teamwork, collaboration and resilience.

The program is a safe space for high-ability students to stretch their wings, encounter change and challenge, and confront fears around making “mistakes.”

After completing the virtual program, students participate in a face-to-face masterclass with other high-ability students from schools in their local area.

Parents of students selected for the program will be provided with more information about the program by their school.

3 IN 6 FILM COMPETITION

Students from all year levels are invited to sign up for a one-day event where they create a three-minute film on a given topic over 6 hours.

Enrichment Program

SUBJECT COMPETITIONS

Geography, Maths, Science and English. All students are given the opportunity to participate in these national subject competitions.

SCHOOL FOR STUDENT LEADERSHIP

Should they wish to students can apply for the School for Student Leadership towards the end of Year 8 with a team of three boys and three girls selected from Kew High School. A rigorous selection process is followed to select the students. This process includes a written application and a formal interview. Students selected will attend the school for one term in Year 9. During their term at the School for Student Leadership students have the opportunity to mix with other teams of students from different schools and to develop their Community Learning Project, which is an integral part of their learning. The aim of the School for Student Leadership is to develop leadership and enterprise in young people. This is a great opportunity for interested students.

SCHOOL PRODUCTION

Every second year the school presents a dramatic or musical production in the Renaissance Theatre on the school campus. Year 7 and 8 students are strongly encouraged to audition. Acting, singing and dancing skills may be sought by the Director of the Production, but more importantly, they will look for energy, enthusiasm and discipline.

MATHEMATICS ENRICHMENT ACTIVITIES

Kew High School offers all students undertaking maths at Year 7, 8 and 9, the opportunity to be enriched by participating in a broad range of activities. The curriculum offers all students a series of mathematical experiences that are both stimulating and challenging. As a result of these experiences, it is hoped that students will become more engaged in the learning of mathematics and will be rewarded with an improvement in their level of performance.

Some of the enrichment activities being offered at Year 7 and 8 involve all students, such as the Kew Maths Challenge, while other activities are offered to students based on their ability, such as the Mathematics Challenge for Young Australians.

Expectations of Students in Years 7 & 8

ATTENDANCE

Students are required to attend school on all designated school days including days of extra-curricular activities such as House Swimming and Athletics sports. Other special events which require attendance include Presentation Night. In the case of student absence parents should register any absence via the Compass Parent portal or a message left on the school absence line. In the case of absences of more than two consecutive days, parents are requested to contact the Year Level Co-ordinator or Sub-School Leader.

Students are required at school in the morning at 8.40 a.m. If a student has an appointment for the early part of the day, parents should put an attendance note on Compass to explain the absence and avoid any misunderstanding. Late-comers must report to the Classroom teacher as soon as they arrive. A record is kept at all levels of the school of students who arrive late.

Punctual attendance at all lessons is required of all students. Parents are able to monitor attendance on Compass.

Students are expected to remain in the school grounds throughout the school day, except when permission to leave is granted by the Year Level Co-ordinator or Sub-school Leader. If a student needs to be dismissed from school early because of a previously arranged appointment, parents should put a parent approval note on Compass. Students who need to leave early because of such an arrangement should report to the General Office at the beginning of the day in order to receive an early leavers pass.

SUBMISSION OF WORK

Students are encouraged to develop sound organisational skills and to be efficient and reliable in their approach to studies. Students should take responsibility for ensuring that work is submitted by the due date. If this is not possible for some reason, an extension must be negotiated with the class teacher on or before the due date. An extension may be granted for up to one week where the teacher considers this to be reasonable. If work is not submitted by the due date and an extension has not been obtained the students' parents will be informed. If work is submitted more than one week late, the work will not be given a detailed grade or feedback. Students who fail to submit a piece of work for assessment will be at risk of not satisfactorily meeting the unit requirements and may be required to attend an academic

progress interview with their parents.

PROMOTION POLICY

Students will be eligible to progress to the next year level provided they have demonstrated the following:

- Satisfactory levels of achievement as indicated by an average of "At the standard" - not on learning tasks and common assessment tasks in all learning areas.
- A willingness to learn and a respect for other students' right to learn.
- Satisfactory attendance and a potential to succeed and cope with the level of learning in the level above.
- Adherence to the school norms and expectations.

HOMEWORK

The purpose of homework is to reinforce and consolidate knowledge and skills which have been completed in class time. Homework is any work that is done at home which is associated with what is learnt at school.

Homework can be:

- Written work such as completing unfinished class work, set homework sheets, assessment tasks such as assignments, projects and problem-solving tasks.
- Reading such as pre-reading of material for forthcoming classes or wide reading for general interest (novels, newspapers, magazines etc).
- Learning such as going over work done in class, making summaries of topics studied, preparing for tests, learning spelling, memorising poetry, preparing speeches and oral presentations, preparing debates.

It is important that students understand the differences between homework and home study. Students should make use of home study to reinforce ideas, concepts and skills which are introduced in classes. Years 7, 8 and 9 is a time when students are expected to develop more responsibility for their learning and to work cooperatively with their classroom teachers and peers. Time management and study skills need to be developed in preparation for Years 10, 11 and 12.

Expectations of Students in Years 7 & 8

The following homework time is offered as a guide:

Year 7: 5 hours per week

Year 8: 6 hours per week

Parents should also check their child's Learning Tasks on Compass for each subject to keep up to date with upcoming assessment tasks and their due dates. Parents can also check on Learning Tasks for each subject to see if assessment tasks have been submitted by the due dates. Parents are asked to encourage and support consistent student homework, and to review Learning Tasks on a regular basis.

DEVELOPING EFFECTIVE STUDY HABITS

Students are expected to use their class time wisely, be fully prepared, take their correct books and laptops, pens and other equipment to all classes.

Students are expected to give their teachers their full attention and listen carefully when the teacher is speaking, especially when new information is being given. Students are expected to participate in all class activities and ask for help when needed. Teachers are there to guide student learning and assist them to achieve the best outcomes they are possible of achieving.

Students are expected to use their Compass schedule and task planner purposefully. Learning Task due dates appear within the Newsfeed section and can be monitored by parents and students.

Students are expected to take their tablet PC to every class and home each night. During class students are expected to record in their Compass tasks the following things:

- Class work which needs to be completed
- Revision exercises
- Assessment tasks
- Set readings
- Study time for tests or Common Assessment Tasks
- Set activities or tasks such as music and sports trainings.

Assessment tasks are recorded on Compass and the due dates

are clearly accessible through the dashboard and through the Learning Tasks Tab.

At the end of the school day students should:

- Check their Compass tasks and homework that has been given during the day
- Decide which books and equipment need to be taken home in order to complete the required learning tasks.

Students should only take home what is needed.

AT HOME

Every week it is important for students to plan time to complete homework. We suggest students use a weekly study planner to assist with out of class time management. A weekly study planner will help to prioritise various time obligations (work, sport, clubs, household chores etc) and plan in advance when study and home-work can be completed.

A weekly study planner should be kept /displayed in a prominent place at home. When students arrive home from school at the end of the day, they should check and allocate time for each piece of homework to be completed. Initially, parents may need to help students to do this until they feel confident enough to do this independently.

Once time has been allocated to each task, students should stick to their plan. At the planned time, start promptly. If students have planned to work on an assessment task on a certain night at a certain time, then they should commit to that time. It is important to break major assignments down into smaller parts. Working on these smaller parts, each night, will help to avoid last minute panic to complete an assessment task.

Expectations of Students in Years 7 & 8

Effective study habits can be summed up in four easy steps:

- Record all homework / assessment tasks during class time
- At the end of the day, check your Compass task list for homework and pack your bag with the required books / equipment
- When you arrive home, refer to the Compass task list to enter homework and enter the tasks on the study planner
- Stick to the study planner to complete set homework / assessment tasks by the due dates

Parents should take an interest in class and homework and encourage students to complete their homework and study.

Students should review their homework by reading it aloud, by discussing what they have learnt with someone else. Students should email teachers or ask parents or friends questions about the set work if they are unsure what to do.

We ask parents to support their children in using a study planner and completing set homework. Using a study planner is a suggestion to help students to be organised and cope with the work requirements of secondary school.

In addition, it is suggested that they use a semester planner. Transfer all due dates for projects, assignments, assessment tasks and tests onto the semester planner. This will give an overall view of work and enable students to plan and avoid last minute panic.



The Role of the Parent or Carer



Parents and Carers can show an interest in the students' progress at school by encouraging them to do their homework and taking a supervisory/support role in the completion of set homework.

Specifically, parents and carers are asked to do the following:

- Check the student's schedule every night for homework or notes of communication from the classroom teacher.
- Assist the learner to use a weekly study planner to plan homework.
- Support the learner to complete the semester planner by filling in due dates for assessment tasks.
- Communicate with classroom teachers, particularly if there are any concerns.
- Monitor, encourage, and reward learning progress.
- Know and use the features of Compass checking for newsfeed items and events, especially those requiring consent and / or payment.

YEAR 7 & 8

Subject Outlines

Year 7 English 18

Year 8 English 19

Year 7 Mathematics..... 20

Year 8 Mathematics..... 21

Year 7 Humanities 22

Year 8 Humanities 23

Year 7 & 8 French & Japanese..... 24

Year 7 & 8 Science..... 25

Year 7 & 8 Health 26

Year 7 & 8 Physical Education..... 27

Year 7 Digital Technologies 28

Year 8 Home Economics 28

Year 7 Classroom Music 29

Year 8 Classroom Music 30

Year 7 & 8 Instrumental Music 31

Year 7 & 8 Drama 32

Year 7 Art..... 33

Year 7 Visual Communication 34

Year 8 Visual Art & Ceramics 35

Year 7 & 8 Course Fees..... 36

ENGLISH**Year 7 English**

Year 7 English involves students in reading, viewing, writing, researching and talking about texts. Students begin to appreciate, enjoy using language and develop a sense of richness and power to evoke feelings. They also study how language form and conveys ideas, informs, discusses, entertains, persuades and argues.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

Speaking and Listening:

Students express creative and analytical responses to texts, themes and issues. They select, prepare and present spoken texts for specific audiences and purposes. They use a variety of multimedia to support individual presentations in which they inform or persuade an audience. When listening to others, students ask clarifying questions and build on the ideas of others. They identify key ideas and take notes.

Reading and Viewing:

Students read, view, discuss and explore themes and issues in imaginative, informative and argumentative texts. They infer meaning and messages in texts, analyse how social values are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.

Writing:

Students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write narratives, arguments, reports, personal reflections. They edit writing for clarity and coherence and proofread to correct spelling, punctuation, and grammatical errors.

LEARNING FOCUS

Students study a range of print, visual and electronic texts that explore and present challenging themes and issues. Students discuss texts analytically and the particular structures and features of language. They recognise that texts can be created for multiple purposes and audiences. Students work cooperatively in discussion groups, using talk to explore and analyse challenging themes and issues. They examine how situational and socio-cultural factors affect audience responses and explore ways of using multimedia to enhance communication.

COMMON ASSESSMENT TASKS

Students will be assessed on an ongoing basis and progress will be monitored over Semester 1 and Semester 2.

Levels of achievement will be reported on the following assessment tasks per semester:

CAT 1 Speaking and Listening:

Prepare and deliver presentations.

CAT 2 Reading and Viewing:

Prepare and present an analytical response to a text.

CAT 3 Writing Folio:

Draft and present a piece of sustained writing.

ENGLISH

Year 8 English

The Year 8 English course aims to extend the learning begun in Year 7. It further expands the range of materials available to students to take into account their growing maturity and widening range of experiences.

The Year 8 course expects an increasing independence in students' approach to set tasks and encourages students to reflect on their learning processes and strategies in order to improve their skills.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

Speaking and Listening:

Students express creative and analytical responses to texts, themes and issues. They select, prepare and present spoken texts for specific audiences and purposes. They use a variety of multimedia to support individual presentations in which they inform or persuade an audience. When listening to others, students ask clarifying questions and build on the ideas of others. They identify key ideas and take notes.

Reading and Viewing:

Students read, view, discuss and explore themes and issues in imaginative, informative and argumentative texts. They infer meaning and messages in texts, analyse how social values are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.

Writing:

Students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write narratives, arguments, reports and personal reflections. They edit writing for clarity and coherence and proofread to correct spelling, punctuation and grammatical errors.

LEARNING FOCUS

In Year 8, the English curriculum continues to focus on developing and extending students' speaking and listening, reading and writing skills. A range of print, visual and electronic texts are presented for students to read, view and analyse. They develop a critical understanding about the ways that writers and producers of texts try to position the reader to accept particular views of people, characters, events, ideas and information. They continue to adjust their writing in response to purpose, context and audience needs.

COMMON ASSESSMENT TASKS

Students will be assessed on an ongoing basis and progress will be monitored over Semester 1 and Semester 2.

Levels of achievement will be reported on the following assessment tasks per semester:

CAT 1 Speaking and Listening:

Prepare and deliver presentations.

CAT 2 Reading and Viewing:

Prepare and present an analytical response to a text.

CAT 3 Writing Folio:

Draft and present a piece of sustained writing.

MATHEMATICS

Year 7 Mathematics

This course aims to enable students to develop:

- Confidence in one's personal knowledge of mathematics and ability to apply it.
- Specialist knowledge that provides for further study in mathematics
- General numeracy skills for successful functioning in employment and society
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Understanding of the role of mathematics in history, life, society and work.
- Mathematical reasoning and thinking through problem-solving, investigations and modeling.
- Computational skills, including mental, by hand, and technology- assisted.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/scope-and-sequence>

LEARNING FOCUS

In Number and Algebra students develop facility with written algorithms for arithmetic operations on rational numbers and use increased familiarity with number facts and properties to extend their capabilities with mental computations involving infinite decimals and fractions. Students learn to apply operations of squaring and square root as inverse operations and perform multiple-operation computations using mental computation, written algorithms and technology as applicable. They develop an understanding of the concept of function and the representation of functions by ordered pairs, graphs and rules. They work with linear functions as models for practical situations and solve simple linear equations using algebraic, numerical and graphical approaches.

In Measurement and Geometry students learn to select and use suitable procedures to measure and estimate length, perimeter and area. They use mensuration formulas to calculate the perimeter and area of various shapes and make judgements about the reasonableness of the accuracy of measurements and related estimates. They learn to investigate the properties of two and

three dimensional shapes, and learn to construct plane shapes according to specifications and properties, and three-dimensional shapes from their net. Students develop their ability to draw two-dimensional representation of three-dimensional shapes and investigate angle properties.

In Statistics and Probability students organise and present discrete and continuous data and obtain summary statistics that describe the data set. Students learn to apply probability concepts to aspects of chance and to estimate probabilities of events based on empirical data from experiments and simulations.

Within this learning focus, students also engage in a variety of problem solving activities and conduct investigative projects on related mathematical ideas and concepts.

COMMON ASSESSMENT TASKS

Project:

An investigative task that involves the application of mathematical reasoning, the ability to generalise and test the suitability of results, as well as communicating findings in everyday and symbolic language.

Problem solving and modeling:

An open-ended problem-solving task involving the application of mathematical reasoning and thinking to solve unfamiliar, non-routine problems.

Topic Tests:

Topics studied in Year 9 Mathematics include both formative and summative assessments. Each topic begins with a diagnostic pre-test and ends with a summative post-test. All post topic tests assess students' understanding of key mathematical concepts, and their ability to apply skills and processes to solve a range of mathematical problems under test conditions.

End of Semester Test:

Understanding of key mathematical concepts and ability to apply skills and processes to solving a range of mathematical problems under exam conditions.

MATHEMATICS

Year 8 Mathematics

This course aims to enable students to develop:

- Confidence in one's personal knowledge of mathematics and ability to apply it.
- Specialist knowledge that provides for further study in mathematics
- General numeracy skills for successful functioning in employment and society
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Understanding of the role of mathematics in history, life, society and work.
- Mathematical reasoning and thinking through problem-solving, investigations and modeling.
- Computational skills, including mental, by hand, and technology- assisted.

VICTORIAN CURRICULUM

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End of Semester Test:

Understanding of key mathematical concepts and ability to apply skills and processes to solving a range of mathematical problems under exam conditions.

HUMANITIES

Year 7 Humanities

The Year 7 Humanities curriculum aims to develop student knowledge, understanding, and skills in Civics and Citizenship, Economics and Business, Geography and History. Students examine the complex processes that have shaped the world and investigate responses to different challenges including people's interconnections with the environment.

COMMON ASSESSMENT TASKS

- CAT 1 Civics and Citizenship
- CAT 2 History
- CAT 3 Geography
- CAT 4 Economics and Business

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/introduction/about-the-humanities>

LEARNING FOCUS

Civics and Citizenship (Government & Democracy): Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They explore the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy.

History (The Ancient World): Students explore the ancient societies of Australia, Rome and India; including, why and where people settled in these locations, daily life, beliefs, values and practices. Students develop understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

Geography (Water, Landforms & Landscapes): Students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. Students explore the hazards and issues associated with places.

Economics & Business (Enterprise & Innovation): Students investigate how businesses and individuals use enterprising behaviours and capabilities and how entrepreneurial capabilities contribute to business success and help businesses create and respond to opportunities in the market.

HUMANITIES

Year 8 Humanities

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COMMON ASSESSMENT TASKS

- CAT 1 Civics and Citizenship
- CAT 2 Economics and Business
- CAT 3 & 4 Geography
- CAT 4 & 5 History

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/introduction/about-the-humanities>

LEARNING FOCUS

Civics and Citizenship (Laws and Citizens): Students investigate how the rights of individuals are protected through the justice system, how laws are made, and the types of laws used in Australia.

Economics and Business (The Business Pitch): Students explore the nature of innovation, developing a business idea and putting together a business plan with a clear vision and objectives for the business. Students investigate the different strategies businesses use to create competitive advantage, including, an advertising and marketing campaign and use of digital technologies and social media.

Geography (Place, Liveability and Changing Nations): Students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these.

History (The Middle Ages): Students explore Medieval Europe, Shogun Japan and the Renaissance, with a focus on daily life, beliefs, values and practices. Students develop understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

LANGUAGES

Year 7 & 8 French & Japanese

The learning of a Language is in direct response to Commonwealth and State Government recommendations that students should acquire proficiency in at least one language other than English.

At VCE level students may receive an ATAR scaling benefit by undertaking a Language study.

Students in Year 7 and 8 at Kew High School are able to choose either: French or Japanese.

All languages at Kew High School have the following aims:

- To introduce students to the target language using a communicative approach.
- To enable students to develop oral and written situational vocabulary.
- To enable students to understand and use the target language within the world of their experience.
- To foster an understanding of the culture, history and geography of the language speaking communities.
- To encourage an enjoyment and interest in language study and to understand its potential in a global context.
- To add to their general knowledge and to enhance their vocational and job skills.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

Listening:

Students demonstrate comprehension of personal or factual information, opinions, and instructions by contributing turns in role play, making choices, creating captions, or making evaluative remarks.

Speaking:

Students make statements, each conveying a single fact or a list of facts in short exchanges, role plays or presentations.

Reading:

Students identify main ideas, factual information and sequences of events in short, simple modified texts and use the information to make choices or decisions from options provided.

Writing:

Students are able to write linked sentences to convey personal or factual information in short letters, narratives or captions.

LEARNING FOCUS

The introductory years place emphasis on developing speaking and listening skills, gradually progressing to developing reading and writing skills and more formal understanding of the structures of the language. At the end of two years, students should be able to understand and communicate orally and in writing on a range of everyday situations. At this level, the language and content are drawn from students' experiences, as well as from other learning areas and the world of the media and ICT. Students studying French will follow the "Accelerated Integrated Method" or AIM method which uses gestures, plays and songs to aid rapid acquisition of the language.

COMMON ASSESSMENT TASKS

CAT 1 Listening:

Identify specific facts (eg. names, details of people, their activities, etc.) Follow a short sequence of instructions (eg. to get to a particular location by following places on a map).

CAT 2 Speaking:

Participate in giving and exchanging information in an activity such as conversation about self, others, school subjects, etc. Participate in a role play involving short exchanges.

CAT 3 Reading:

Read aloud applying rules of pronunciation and introduction. Read and demonstrate an understanding of ideas including time, place, events in diagram/poster/short text.

CAT 4 Writing:

Prepare and label a diagram/poster/brochure. Write a postcard or other short texts.

The CAT schedule is adjustable in order to deliver flexible, adaptable and effectively differentiated learning and teaching for each cohort.

SCIENCE

Year 7 & 8 Science

The Science course aims to promote interest and investigation in the natural world. Students are encouraged to think independently through individual, class and group activities and will engage in Science topics in newly developed thematic units, for example, STEM and Water. In years 7 to 10, the necessary background knowledge and skills for progress to senior Science subjects (Physics, Biology, Psychology, and Chemistry) is covered.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10?layout=3#level=7-8>

LEARNING FOCUS

Science Understanding: Students learn by doing, and so the objective of the Science courses at Kew High School is to use hands on laboratory investigations to foster learning. Using the experimental approach allows students to design and perform experiments, and to draw conclusions from experimental evidence.

Science Inquiry skills: Students can identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.

Communication of their ideas, findings and solutions to problems using scientific language and representations using digital technologies is integrated into the program at Kew.

Biological Sciences

- Environments, structure and function of living things.
- Classification
- Living Systems Circulatory
- Reproduction and Life Cycles

Chemical Sciences

- Introduction to Laboratory skills and safety.
- Properties of solids, liquids & gases.
- Simple chemical and physical separation techniques.
- Elements, Compounds, Mixtures
- Atoms and the Periodic Table

Earth and Space Sciences

- Movement of the sun, earth and moon
- The structure of planet earth
- Rocks types and mining

Physical Sciences

- Transmission of heat, light and sound, magnetism, and forces in action
- Simple machines, study of levers, pulleys, gears and ramps.
- Transformations and types of energy

COMMON ASSESSMENT TASKS

Although summative assessment processes are listed below, formative assessment will be ongoing with teachers using inferences about student progress to inform their teaching. Students will engage in regular reflection to monitor their progress to inform their future learning goals. Common Assessment Tasks (CATs) will be chosen from the following types of summative assessment:

Topic Tests: Formal written assessment of each dimension.

Practical Reports: Classroom investigations that develop science inquiry skills, report writing skills and an understanding of experimental design and the concepts under investigation.

Group Tasks: A variety of tasks may be undertaken to enhance the development of 21st century skills, for example, multimedia presentations, model building and STEM challenges.

Oral presentations: Students or groups of students present their findings from their own research investigations

Multimedia presentations: Students produce websites or pages, short movies or films, or even podcasts as they communicate their understanding of a given topic

HEALTH / PHYSICAL EDUCATION

Year 7 & 8 Health

Health is taught as a core subject in Year 7 and 8.

Topics covered during this course include Personal Identity, Anti-Bullying, changes to the body during puberty covered during Semester 1 include Personal Identity and Anti-Bullying. Changes to the body during puberty and addiction to substances such as caffeine, nicotine and sugar.

The course at Year 8 looks at students' own Values and how this impacts their life, the importance of Mental Health in a topic called 'Healthy Minds', sex education including anatomy and contraception in 'Sex and Respect' and also discussing personal safety in a variety of contexts.

- Sex and Respect
- Personal Safety

COMMON ASSESSMENT TASKS

Year 7

1. Personal Identity
2. Anti Bullying
3. Puberty
4. Addiction

Year 8

1. Values Portfolio
2. Healthy Minds Resource
3. Sexual and Respect Portfolio
4. Think Safe, Be Safe

This course aims to enable students to:

- Understand the importance of self-esteem and values.
- Develop decision making and organisational skills.
- Understand changes that occur during puberty.
- Consider a range of types of relationships.
- Reflect on the basis of their own beliefs and values.
- Adopt harm minimisation strategies when dealing with risky situations.
- Make informed decisions in regards to their health.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

- Personal Identity
- Anti-Bullying
- Puberty
- Addiction
- Values
- Healthy Minds

HEALTH / PHYSICAL EDUCATION

Year 7 & 8 Physical Education

In Physical Education students develop:

A range of movement and manipulative skills through participation in a variety of team and individual games and activities.

Life-long participation in physical activity through the development of motor skills and movement competencies.

Informed lifestyle choices by understanding the impact of various forms of behaviour and physical activity.

Motor skills and tactical knowledge to improve individual and team performance.

Behaviour that influences personal safety and that of others.

Students participate in a range of Invasion Games with the focus to demonstrate the strategies which are common to all Invasion Games. They are required to participate in a range of set activities, to work in teams to complete common goals and to demonstrate communication skills during game play.

Students learn about and participate in a range of Net/ Wall games which are commonly played as singles or doubles, with their opponents divided by a net. They learn how to work with a partner to get the best out of each other while learning sport specific skills.

Students participate in a fortnightly Sport Education lesson where they choose from those sports offered for Inter-School Sports. These sports change each term. Students are given opportunity to further develop their skills, tactical knowledge and game sense within these chosen sports.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

Year 7

Students will be exposed to a range of physical experiences which will develop their Fundamental Motor Skills in areas such as a variety of small and large game situations.

Students participate in a fortnightly Sport Education lesson where they choose from those sports offered for Inter-School Sports. These sports change each term. Students are given an opportunity to further develop their skills, tactical knowledge and games sense within these chosen sports.

Year 8

Students demonstrate their ability to execute strike/fielding movement skills in game situations as well as apply the tactical knowledge and strategic thinking required to enhance the performance of their team in Strike/Fielding sports.

COMMON ASSESSMENT TASKS

Year 7

1. Participation in Minor Games.
2. Fundamental Motor Skills 1.
3. Fundamental Motor Skills 2.
4. Fun Fitness

Year 8

1. Strike / Fielding Games.
2. Invasion Games.
3. Net / Wall Games.
4. Dance/Movement

NOTE: Kew High School wide brimmed hat to be worn for all outdoor classes when UV is above level 2.

Mouthguard recommended for any contact activities.

DESIGN, TECHNOLOGY & FOOD STUDIES

Year 7 Digital Technologies

Digital Technologies are ubiquitous in modern society. This subject will take students on a journey beyond digital consumerism, instead highlighting the potential of digital creation. The subject aims to develop systems, design and computational thinking. Students will develop software using a general-purpose programming language, apply systems design thinking and analyse emerging technologies.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/curriculum/f-10#level=7-8>

LEARNING FOCUS

This subject focusses on:

- Digital Systems and how data and information is transmitted and stored.
- Sourcing, analysing and communicating data and information.
- Solving real world problems with modern digital solutions.
- Designing algorithms to address challenging situations.
- Designing the user experience of digital systems.
- Learning to use a general-purpose programming language to develop digital solutions.

COMMON ASSESSMENT TASKS

CAT 1 Students create a programming portfolio using a general purpose programming language.

CAT 2 Students design, implement and test a carabiner to facilitate a rescue operation.

Year 8 Home Economics

This subject aims to provide students with an introduction to the content and theory of Home Economics and Food Studies subjects. This includes the development of their existing knowledge in nutrition and food preparation skills, as well as enhancing their understanding of the impact our food choices have on our health. In particular, this subject aims to instil in students enjoyment in the designing, planning and making of food items and meals for themselves and others, and in the importance of making sound food-related decisions.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

Students will:

- Develop knowledge and understanding of the importance of personal and kitchen hygiene, and using food preparation equipment safely and efficiently
- Develop understanding of and technical skills in a variety of food processing and preparation techniques
- Acquire an understanding of the importance of good nutrition and reasons for our food choices
- Develop an ability to utilise the food design process to plan, prepare and evaluate food products.
- Be expected to work effectively, cooperatively, and safely in small teams

COMMON ASSESSMENT TASKS

CAT 1 Healthy Product Design Challenge

CAT 2 Making Healthy Food Choices

CAT 3 Practical Skills Assessment

Students are required to pay \$40 for the cost of food materials. A hat/apron set should be purchased from the school – this set will be also be used in Years 9-12 Food Studies subjects (cost \$40 + \$25 Home Eco Uniform).

PERFORMING ARTS & MUSIC

Year 7 Classroom Music

All Year 7 students learn classroom music for one semester.

The Year 7 music program aims to give all students the opportunity to:

- Study music in a practical, creative and theoretical way.
- Learn to play the keyboard.
- Incorporate various aspects of music technology into their work

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

1. Practical and Creative Work: The music classroom has a class set of Yamaha keyboards and computers. For practical and theory work, all students are taught to play the keyboard. Students are taught to play using both hands to enable them to play in classical and modern styles.

There are a variety of keyboard exercises and pieces that all students must learn, but there is also the opportunity for students to choose their own songs and to work with others.

Students are taught to write their own music and are greatly encouraged to do so.

2. Theory and Aural Skills: Using the set text, Essential Music Theory by Gordon Spearitt, and various computer programmes, students learn to read and write music.

Listening skills and musical dictation are also part of the theory course.

3. Music Appreciation: A study of the orchestra and its instruments. A wide range of music is listened to. Students are involved in many activities and learn about some famous pieces of music and the composers who wrote them.

COMMON ASSESSMENT TASKS

CAT 1 Keyboard and Composition:

General progress and initiative shown by students in learning set tasks. Assessment in this area is ongoing. Participation in class concerts is encouraged and valued.

CAT 2 Theory and aural skills:

All students complete a set number of units in their theory books, music programmes on the computer and a theory test.

CAT 3 The orchestra:

Completion of class activities, listening tasks and one major research project.

PERFORMING ARTS & MUSIC

Year 8 Classroom Music

All Year 8 students learn classroom music for one semester.

The Year 8 music program aims to give all students the opportunity to:

- Study and write music in a practical, creative and theoretical way.
- Learn to play the keyboard and other instruments in a group and solo situation.
- Students are able to work on music that they may be studying outside of school. They are encouraged to include their instrumental music skills if they are learning an instrument, in the instrumental music program or privately.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

- 1. Practical and Project Work:** Students are able to use other instruments to learn for their practical work. The Major Project involves the preparation of two pieces for presentation to the class.
- 2. Theory and Aural Skills:** Students further their understanding of music through playing instruments and the keyboard.
- 3. Music History and Appreciation:** A study of non-orchestral instruments, concentrating on the instruments of rock. Students complete an in depth study on the development of modern styles of music, starting with the blues.

COMMON ASSESSMENT TASKS

- CAT 1** Major project.
- CAT 2** Styles of music.
- CAT 3** Instruments of rock

PERFORMING ARTS & MUSIC

Year 7 & 8 Instrumental Music

The instrumental music program provides a terrific opportunity for students to become involved in the musical life of the school. Students not only learn how to play an instrument, but they also learn ensemble and performance skills.

Students are encouraged to continue with their instrumental music up to VCE, where it is offered as part of the subject: Music Performance.

INSTRUMENTAL MUSIC STUDENTS:

1. Have one lesson a week.
2. Are withdrawn from normal timetabled classes to attend their lessons.
3. Receive semester reports.
4. Must be involved in an ensemble, according to the instrument they are learning.
5. Are involved in regular rehearsals and performances. The performances are usually out of school hours, at night or on the weekends, for example: Jazz and Swing Night.
6. Are encouraged to show leadership and initiative.
7. Must wear the relevant ensemble uniform at all performances.

Students learning an instrument privately are welcome to join one of our ensembles.

INSTRUMENTS OFFERED

Students are expected to commit to this programme for the year. Tuition fees are not refundable.

Instruments offered in the Instrumental Music program:

- Brass: Trumpet, cornet, trombone, French horn, euphonium.
- Woodwind: Clarinet, baritone, tenor and alto saxophone, flute, piccolo, bass clarinet.
- Percussion: Orchestral percussion and drum kit.
- Strings: Violin, viola, cello, double bass.
- Piano: Classical and modern.
- Vocal Training (Singing).

- Guitar, bass guitar.
- Chinese traditional instruments: Erhu (violin) flute, dulcimer and lute

INSTRUMENTAL ENSEMBLES:

- Chinese music
- Senior Concert Band
- Intermediate Concert Band
- Training Concert Band
- String Orchestra
- Senior Strings
- Jazz Band
- Choir
- Stage Band
- Keyboard Ensemble
- Bass Ensemble
- Percussion Ensemble
- Junior Guitar Ensemble
- Advanced Guitar Ensemble
- Orchestra

There are also numerous Rock Bands which students organise and manage themselves. Students are able to hire instruments from the school.

PERFORMING ARTS & MUSIC

Year 7 & 8 Drama

This is an introductory course which involves students in the basic elements of drama. Students learn to work together co-operatively, to negotiate when building plays and to gain confidence through performance work.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

The course focuses on students' group improvisation work which includes some of the following activities:

Storytelling

Using a variety of written and oral stories as stimuli, students construct plays and explore script writing techniques. This unit also explores playback Theatre (improvised theatre from stories).

Slapstick Comedy

Students study particular aspects of physical comedy and then create a clown character for a pair performance.

Play building

Students are given a basic plot without an ending and are asked to construct a play using dramatic tension and a surprise ending. (This may involve Melodrama)

Theatre Sports and Drama Games

Students are taught a variety of theatre/drama games to develop their skills in improvisation. They then perform in teams.

COMMON ASSESSMENT TASKS

1. Workbook

Students are required to complete planning and response work in this book. Describing how Drama communicates ideas and feelings and demonstrate an understanding of Drama in different cultural and historical settings.

2. Performances

A minimum of 3 performance pieces. Demonstration of a variety of skills. Arts Practice—ideas, skills, techniques and processes.

3. Working with others

The ability to work constructively with others.

ARTS

Year 7 Art

In Year 7 students study one semester of Visual Art

In Visual Art students develop their art making skills through tasks in their visual diary. They annotate and reflect upon their art making process before developing their ideas and concepts to produce a final artwork.

Students work with a range of different materials and techniques to realise their individual artistic intentions. The art making process is supported with theory tasks that develop students' analysis skills and help them to consider their artworks in a wider context.

COMMON ASSESSMENT TASKS

CAT 1 Visual Diary

Students learn art terminology. Students document their art making process and annotate using art terminology. Students use their diary to trial ideas and demonstrate their artmaking skills before moving onto final artwork(s). This is where critical and creative thinking is assessed.

CAT 2 Writing

Students learn art terminology and then use it to discuss artworks.

CAT 3 Artworks

All final artworks from units across the semester are assessed.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

Students:

- Explore and discuss artworks by other artists, including how artists use materials, techniques and technologies, how artists express ideas to audiences, how artworks from different cultures, times and places express ideas, and as sources of inspiration to develop their own themes and concepts in artworks
- Experiment with materials, techniques and technologies to develop skills, and produce artworks that communicate ideas and concepts
- Experiment with the art elements and art principles to develop skills, and produce artworks that communicate ideas and concepts
- Document the development of artistic practice in a visual diary
- Produce and display artworks for an audience

ARTS

Year 7 Visual Communication

In Year 7 students study one semester Visual Communication Design (VCD).

In VCD students are introduced to the subject and its related areas: Environmental Design (architecture), Communication Design (graphics) and Industrial Design (product design).

Students develop their skills in both manual and digital fields while following the design process. Students are encouraged to respond to a design brief in innovative and creative ways, mapping their journey through the project in their visual diary.

CAT 2 Technical Drawing

Students will be introduced to isometric drawing conventions and rendering.

CAT 3 Environmental Design

Students will work in pairs to develop a dream apartment, they will need to consider each others' needs to develop the perfect home using architectural conventions.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

LEARNING FOCUS

Students:

- Describe the purpose, audience and context of visual communications from different historical, social and cultural contexts, and how methods, materials, media, design elements and design principles are used in visual communications
- Explore and apply methods, materials and media to create visual communications
- Explore and apply the design elements and design principles to create visual communications
- Use manual and digital drawing methods to create visual communications
- Present visual communications that respond to different purposes, audiences and needs outlined in a design brief

COMMON ASSESSMENT TASKS

CAT 1 Packaging Design Process

Students engage with the design process; a way of developing designs in response to a brief.

ARTS

Year 8 Visual Art & Ceramics

In Year 8 students study one semester of Visual Art and one semester of Ceramics. They build on the knowledge and skills developed in Year 7.

In Visual Art students develop skills and knowledge in a range of artforms and in Ceramics students develop skills and knowledge in clay hand building. In both subjects, students progressively document the development of their artistic process in their visual diary, annotating and evaluating their progress at each stage of development.

They develop skills in a range of materials and techniques and build on their knowledge of the art elements and principles. Students develop a broader understanding of the context that artists work within by learning about art movements from different times and places. Their understanding is documented in the development of their own artworks and through theory tasks. In theory tasks, students improve skills in analysing how artist express ideas using materials and techniques and the art elements and principles. They make connections between the artworks and the broader context they were created in.

- Document the development of artistic practice in a visual diary
- Produce and display artworks for an audience

COMMON ASSESSMENT TASKS

CAT 1 Visual Diary

Students document their art making process and annotate using art terminology. Students use their diary to trial ideas and demonstrate their artmaking skills before moving onto final artwork(s). This is where critical and creative thinking is assessed.

CAT2 Writing

Students learn art terminology and then use it to discuss artworks.

CAT3 Artworks

All final artworks from units across the semester are assessed.

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LEARNING FOCUS

- Explore and discuss artworks by other artists, including how artists use materials, techniques and technologies, how artists express ideas to audiences, how artworks from different cultures, times and places express ideas, and as sources of inspiration to develop their own themes and concepts in artworks
- Experiment with materials, techniques and technologies to develop skills, and produce artworks that communicate ideas and concepts
- Experiment with the art elements and art principles to develop skills, and produce artworks that communicate ideas and concepts

YEAR 7 Course fees*

Subject Code	Subject Name	Base Levy
7ART	YR 7 ART	\$50
7DRA	YR 7 DRAMA	\$0
7MUS	YR 7 MUSIC	\$0
7PFA	YR 7 PERFORMING ARTS	\$0
7VCD	YR 7 VISUAL COMMUNICATION DESIGN	\$0
7ENG	YR 7 ENGLISH	\$0
7LIT	YR 7 LITERACY	\$0
7LITSUP	YR 7 LITERACY SUPPORT	\$0
7EAL	YR 7 EAL	\$0
7HEA	YR 7 HEALTH	\$0
7PED	YR 7 PHYSICAL EDUCATION	\$50
7PS	YR 7 PEER SUPPORT	\$0
7HUM	YR 7 HUMANITIES	\$0
7FRE	YR 7 FRENCH	\$0
7JAP	YR 7 JAPANESE	\$0
7MAT	YR 7 MATHEMATICS	\$20
7SCI	YR 7 SCIENCE	\$30

YEAR 8 Course fees*

Subject Code	Subject Name	Base Levy
8ART	YR 8 ART	\$50
8CER	YR 8 CERAMICS	\$0
8DRA	YR 8 DRAMA	\$0
8MUS	YR 8 MUSIC	\$0
8PFA	YR 8 PERFORMING ARTS	\$0
8DGT	YR 8 DIGITAL TECHNOLOGY	\$0
8EAL	YR 8 ENGLISH AS AN ADDITIONAL LANGUAGE	\$0
8ENG	YR 8 ENGLISH	\$0
8LIT	YR 8 LITERACY	\$0
8HEC	YR 8 HOME ECONOMICS	\$40 + \$25 home eco uniform
8HEA	YR 8 HEALTH	\$0
8PED	YR 8 PHYSICAL EDUCATION	\$0
8SPT	YR 8 SPORT	\$0
8HUM	YR 8 HUMANITIES	\$0
8FRE	YR 8 FRENCH	\$0
8JAP	YR 8 JAPANESE	\$0
8MAT	YR 8 MATHEMATICS	\$20
8SCI	YR 8 SCIENCE	\$30

* Please note: these costs are indicative only. Final costs will be confirmed during course confirmation

