

PRIDE ACHIEVEMENT CARING COOPERATION HONESTY



# YEAR 7 & 8 HANDBOOK 2020 - 2021







# LALOR SECONDARY COLLEGE

YEAR 7 & 8 HANDBOOK  
2020 - 2021

## Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The College provides students and staff with a safe and nurturing environment.

## Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognised and celebrated; where excellence and effort are rewarded.

## College Values

**PRIDE**  
**ACHIEVEMENT**  
**CARING**  
**COOPERATION**  
**HONESTY**

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**LALOR SECONDARY COLLEGE**  
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**Principal:**

Mr Corey Jewell

**Assistant Principal (Later Years):**

Ms Julie Ryan

**Assistant Principal (Middle Years):**

Ms Laura Forster

**Assistant Principal (Junior Years):**

Mr Timothy Cottrell

**Year 7 - 8 Sub-School Leader:**

Mr Josh Simpson

**Curriculum Leader:**

Ms Kate Norman

**Pedagogy Leader:**

Ms Lana Siryani

Lalor Secondary College was established in 1963. It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities of Lalor, Thomastown, Epping, South Morang, Mill Park and Reservoir. Set on approximately 4 hectares the college has excellent facilities and spacious grounds.

In 2020 the College will have an enrolment of approximately 1100 students representing more than 42 ethnic groups with approximately 60% from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive curriculum designed around the Victorian Curriculum to ensure the needs of all students are met and they move through the stages of secondary schooling with the necessary skills and abilities.

A strong partnership between parents, staff and students is promoted and encouraged through informal and formal communication.

# Principal's Message



As a member of the Lalor Secondary College community for the past 18 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21<sup>st</sup> Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths Clubs, Art Club, Anime Club, Horticulture Club, Cultural Girls Dancing Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Walking Club, Breakfast Club and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include 'Yoga Thursdays', Peer Support, After School Homework Club, Animal Assisted Therapy and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Maths program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 language program offering Macedonian, Greek, Italian and French and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, VCAL and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and ensures all students in Years 9 to 12 receive counselling in choices of study, focusing on providing an individual pathway for every child.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

**Mr Corey Jewell**  
College Principal



# From the Curriculum Leader

Lalor Secondary College seeks to provide students with a wide range of opportunities throughout the curriculum in order to encourage our students to become engaged and responsible local and global citizens.

Each year level has a theme that epitomises the purpose of the curriculum and the experiences of the student for that year. Year 7 is “a time to change,” which illustrates the vast changes that need to be made as students transition from primary to secondary school. In terms of curriculum, this means that students now have some choice in the courses they undertake, including the language other than English that they study, they are exposed to having different teachers for different disciplines and study a wider range of specialised subjects than at primary school. The Year 8 theme is “a time to build,” as it is a time in which students get to build on the experiences they had in Year 7 and gain a deeper level of knowledge and skills.

Lalor Secondary College teaches the Victorian Curriculum across all Key Learning Areas. In addition to the knowledge and skills students will develop in a whole range of subjects, they will also learn the general capabilities of critical and creative thinking, ethical and intercultural capabilities and social and personal skills.

As the skill sets required for successful integration into higher education and workforce continue to evolve, our programs endeavour to move with the times. The modern world and work environment calls upon creative skills that are more flexible, adaptive and interpersonal. We endeavour to give your child the opportunities to become independent and life-long learners who are capable of adapting to new situations.

**Kat Carmody**  
Curriculum Leader

## Principal

The Principal has overall responsibility for the school program which the teachers and staff carry out. It is one of the Principal's roles to ensure that the policies of College Council are implemented. Parents wanting to contact the Principal can make an appointment through the General Office.

## Assistant Principals

The Assistant Principals assist the Principal in the administration of the College. Class teachers, Sub School Leaders and Student Managers are also assisted and supported in carrying out their roles by the Assistant Principals. Parent contact can be made with the Assistant Principals via the General Office.



Mr Timothy Cottrell



Ms Laura Forster



Ms Julie Ryan

## Office Staff

The General Office of the College is staffed on school days from 8.00 a.m. until 4.20 p.m. All parents and visitors to the College must first report to the office when visiting the school.

Appointments with staff and the Principal should be arranged through the office. Our office staff consist of a Business/Human Resource Manager, Student Data and Attendance Officer, Finance Officer and Accounts Receivable Officer.

The school's voice mail is operational after office hours. Parents must contact the school on 9463 7371 to notify the school of a child's absence.

## Sub School Leaders and Student Managers

There is a Sub School Leader and two Student Managers who are in charge of each year level. Matters regarding attendance, progress, behaviour and welfare are handled by the appropriate Sub School Leader or Student Manager. Parents should not hesitate to contact managers by note, email or telephone as the need arises. Contact information will be provided at the beginning of the school year, and is also available on the school website [www.lalor.vic.gov.au](http://www.lalor.vic.gov.au). It is advisable to make an appointment if you wish to meet with the Sub School Leader or Student Managers.

## Discipline and Welfare

Student discipline at Lalor Secondary College is based on the principles that:

- *all students have a right to learn*
- *all students should feel safe from interference or harassment by others*
- *all students should be courteous to each other, staff and visitors*

The Student Code of Behaviour and Expectations have been developed through a process of consultation and cooperation, between the Wellbeing team, the student body, the parent body, staff and the College Council. The policy is regularly reviewed and adjustments made when necessary. Copies of the policy are available from the College.

Students in Year 7 will be made fully aware of the policy early in the school year. All other year levels have follow-up assemblies to reinforce the policy. All students receive regular reminders that everyone has a responsibility to report any suspected bullying, so that the College continues to offer a safe environment for everyone.

## Student Wellbeing

### Student Wellbeing

A Student Wellbeing Leader and a School Counsellor are available at the College to assist students and their families. The Wellbeing Team acknowledges the importance of education and key learning outcomes for young people and recognises the contribution and role wellbeing plays in achieving academic success.

Lalor Secondary College is committed to providing a physically and emotionally safe and supportive environment for students and staff and their families who make up the Lalor Secondary College community. The emotional and physical wellbeing of our students is pivotal to their success at school and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, engage productively in learning, and are well placed to develop into successful young adults.

### Peer Leadership Program

The Peer Leadership Program forms an important part of the College's transition program. In the program Year 7 students are supported by Year 11 students who have been trained to assist new students in settling into the secondary school environment. Peer Leaders offer friendship and help with issues that students may face during transition, and the program gives our senior students an opportunity to take on a leadership role within the College. Peer Leaders support students, during lunch time clubs and as mentors for selected students who require additional support.

### After School Homework (ASH) Support

Lalor Secondary College in collaboration with The Smith Family and Whittlesea Community Connections deliver a weekly after school homework program in the Library Resource Centre. The After School Homework Program (ASH) runs most Tuesdays throughout the course of the year between 3:15pm - 4:30pm. Students have the option of leaving early and are not required to stay the length of the program. Teachers and trained volunteer tutors attend each session to assist students with work; students are encouraged to bring their digital devices for educational purposes. Students also have access to computers, internet and library resources, whilst staff from the Wellbeing Team provide supervision and assist students in getting themselves organised to complete work. ASH is open to students in all year levels; however parent/guardian/carer consent is required for students who want to attend the program. Forms are available from the General Office or the Welfare Office.

## Yoga Thursdays

Yoga is becoming increasingly popular in our communities, not only for health and fitness, but for sound mind and sense of confidence and wellbeing. Lalor Secondary College's Yoga Thursdays program is open to all students and staff at the College. The program aims to teach yoga to promote growth and connecting people holistically, with a commitment to self-development, health and wellbeing. Yoga Thursdays usually runs for one to three terms per year for an eight week block in the College Drama Centre and is delivered by a fully qualified Yoga Instructor. No payment is required and equipment is provided.

## Year 7 Pre-Orientation Support Program

The Wellbeing Team in collaboration with the Programs Leader and Year 7 Team coordinate a Pre-Orientation Support Program which aims to assist a selected group of prospective Year 7 students with their transition into secondary school. With the help of trained and skilled Peer Leaders, these Grade 6 students learn what it's like to be a secondary student and familiarise themselves with the school grounds, school diaries and combination locks. It also gives students an opportunity to begin developing friendship with their peers and get to meet some of their teachers.

## Student Programs

A Student Programs Leader works collaboratively with the Student Wellbeing Team in order to facilitate and implement various extra-curricular activities and programs linked to curriculum in order to enhance student learning. The school offers a variety of whole school, whole year level and targeted programs in order to meet the individual needs of students, as well as create a safe, supportive and nurturing learning environment. Programs are

often run in collaboration with community agency staff who partner with the school to ensure best outcomes for our school community. Such programs include the following:

### Integration

Students who are eligible for funding are supported in their education with strategies based on their individual learning needs. Students and their families are provided with the opportunity to meet with their Student Support Group (SSG) to develop goals and strategies for each term. SSG meetings are intended to proactively support students with additional needs and reach their full potential. Education support staff work with students, their teachers and their families to enhance the opportunity to learn and experience success.

### AIME Engagement Program

Indigenous students are invited to participate in programs designed to assist their cultural, academic and personal development, as well as engaging in multiple activities throughout the year to celebrate Indigenous culture and to promote awareness.

### Year Level Programs

In collaboration with the Sub-School teams and KLA leaders, the Student Programs Leader identifies the learning needs of whole year levels in order to select and implement programs to complement the curriculum. Programs have included Love Bites, High Resolves and REACH.

### Targeted programs

Small group programs aim to assist students with particular needs including self esteem, low resilience, grief and bullying. Targeted programs are by select entry only and are ran on a needs basis.



# Uniform Policy



## Rationale

A uniform dress code reinforces students' pride in their own appearance, instils recognition of themselves as an integral part of the school community and assists in developing pride in representing their school. Issues of equality, health, safety and expense are also factors that contribute to the establishment of the Dress Code.

## Aims

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with, our school.
- To provide durable clothing that is practical for our school environment.
- To promote the safety of our students.
- To maintain and enhance the positive image of the school in the community.

## Implementation

- After consultation with the school community and the Student Representative Council, School Council developed a Dress Code that we believe provides choice for students, allows for students to safely engage in the many varied school activities and caters for the financial constraints of families.
- The Dress Code applies during school hours, while travelling to and from school and when students are on school excursions or representing the College.
- Summer and winter uniforms, as well as sports uniforms are

prescribed and are required to be worn at the appropriate time of year. The length of the skirt and dress is not to be changed.

- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery. (Religious items are not to be visible).
- Hair is to be one natural hair colour only. (e.g. green, pink or purple rinses and/or hairstyles, such as spikes or mohawks, are not permitted.)
- Other than clear nail polish, cosmetics are not to be worn at school.
- School hats, consistent with our SunSmart Policy, must be worn outside in Terms 1 and 4, for HPE and Sport. Hats are not to be worn inside.
- Plain white head scarves for religious reasons are acceptable in Terms 1 & 4. Plain navy blue head scarves are acceptable in Terms 2 & 3.
- School scarves can be worn during Terms 2 and 3 with the winter uniform. School scarves are not to be worn inside.
- The student Dress Code, including details of uniform items and place of purchase, will be published in the newsletter at the start of each year. School Council requires the Principal be responsible for implementation of the Dress Code in a manner consistent with the Student Code of Behaviour.
- Arrangements can be made to subsidise uniforms via State Schools Relief for families experiencing economic hardship.
- Parents seeking exemptions



to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, or health condition, must apply in writing to the School Council.

This policy will be reviewed as part of the school's review cycle every two years.

## Student Dress Code

1. Personal cleanliness and tidiness are required. The uniform is to be in good condition and worn with pride.
2. Students in Years 7 to 12 will wear the correct College uniform as per College Council policy. Shoes must be conventional black, lace-up leather school shoes (not boots) with low heels and no platforms. If the student is unable to wear the complete uniform for a brief period of time, he/ she should wear as many uniform items as possible. Other garments worn should be as close as possible to college uniform. (Sports attire would be a suitable substitute).  
A note from a parent is required for any variation from normal uniform. Notes must be presented to the relevant Student Manager before 8.30 a.m. for an appropriate pass to be issued.
3. All students should have sufficient uniform items to allow for a change of clothing throughout the week and to accommodate laundering.
4. Articles of clothing bearing logos or printing are not to be worn to school. (Lalor Secondary College printed clothing excepted).
5. Plain white head scarves for religious reasons are acceptable in Terms 1 & 4. Plain navy blue scarves for religious reasons are acceptable in Terms 2 & 3.
6. College hats must be worn for Sport and HPE in Terms 1 and 4. Students

are encouraged to wear the College hat in the grounds but hats are not to be worn inside the school buildings.

**Note:** Only the College hat is permitted at school.

7. Years 11 and 12 students only are permitted to wear the blue VCE jumper.
8. Ear piercing is the only form of body piercing permitted. One pair of small sleepers or studs is permitted.
9. Sticking plaster (e.g. bandaid) is not to be applied on the face.
10. Make-up and jewellery are not to be worn. Religious items are not to be visible.
11. Tattoos must not be visible.
12. Hair must be of a natural hair colour and one colour only. Hair accessories must be white, navy or dark green. Conventional hair styles are required.
13. Jackets must be the school blazer or the school navy waterproof jacket. School waterproof jackets must be worn outside only, and with the College pullover underneath. School scarves are also for outside wear only.
14. Students must wear protective garments in Design Technology and Food Technology classes. Students must bring and wear a protective smock or shirt in Art classes.
15. The sport uniform may be worn to school on days when students have HPE or Sport. The rugby top or polar fleece are the only outer garments that should be worn with the sport uniform. White socks are to be worn with the Sport Uniform.

**Note:** The sport top is not to be worn under the shirt during class time.



16. Summer uniform will be worn in Terms 1 and 4. Winter uniform will be worn in Terms 2 and 3. At the beginning of Terms 2 and 4 there will be a 2-week changeover period, which will be announced in the Newsletter.
17. No visible garments are to be worn under the uniform.
18. The length of the school dress and skirt is not to be altered.

## Lalor Secondary College Uniform

All students at Lalor Secondary College are required to wear the full school uniform as established by the College Council.

*\*Please ensure all garments are clearly named.*

### Make-up and jewellery are not part of the uniform.

- School Jumpers cannot be worn during Sport or Physical Education classes.
- Skins are only to be worn **under** the sports uniform. They are **never** to be worn as a sole item.
- Physio Back Pack – School Logo (Optional)
- Year 11 and 12 students will only wear the Lalor S.C. VCE pullover (navy).

# Lalor Secondary College Uniform

## **GIRLS (7-12)**

### **Summer: (Terms 1 and 4)**

Lalor S.C summer dress/long sleeved Lalor S.C summer dress (for religious reasons)

Lalor S.C shorts Grey

Lalor S.C white shirt – short sleeve

Lalor S.C. pullover (green Years 7-10)

Lalor S.C. pullover (navy Years 11-12)

Plain white stockings or white socks (not ankle socks)

Black leather lace up school shoes (not boots, no high heels, platforms or 't-bars')

Lalor S.C. navy hat with emblem

Lalor S.C. blazer (optional)

White headscarf (for religious reasons)

### **Winter: (Terms 2 and 3)**

Lalor S.C. winter skirt

Lalor S.C. navy trousers

Lalor S.C. white shirt Lalor (to be worn out)

Lalor S.C. pullover (green Years 7-10)

Lalor S.C pullover (navy Years 11-12)

Lalor S.C. tie (optional)

Plain black stockings or black socks (not both)

Black leather lace up school shoes (not boots, no high heels, platforms or 't-bars')

Lalor S.C. blazer (optional)

Navy blue headscarf (for religious reasons)

Lalor S.C. scarf (optional)

Lalor S.C. waterproof jacket (optional)

Lalor S.C. navy hat with emblem

Lalor S.C. gloves (optional)

### **Sport And Physical Education:**

Lalor S.C. sports top

Lalor S.C. tracksuit pants

Lalor S.C. shorts

Runners or sneakers (white sole non-marking)

Lalor S.C. polar fleece pullover or rugby top

Lalor S.C. navy hat with emblem

Lalor S.C. sport socks (optional), white or black socks

Lalor S.C skins. Navy pants & white top

## **BOYS (7-12)**

### **Summer: (Terms 1 and 4)**

Lalor S.C. shorts Grey

White socks (not ankle socks) (to be worn with LSC shorts)

Lalor S.C. trousers

Lalor S.C. pullover (green Years 7-10)

Lalor S.C. pullover (navy Years 11-12)

Lalor S.C. white shirt – short sleeve

Black leather lace up school shoes (not boots)

Lalor S.C. navy hat with emblem

Lalor S.C. blazer (optional)

### **Winter: (Terms 2 and 3)**

Lalor S.C. grey trousers

Lalor S.C. pullover (green Years 7-10)

Lalor S.C pullover (navy Years 11-12)

Lalor S.C. white shirt – long sleeve

Lalor S.C. tie (optional)

Black leather lace up school shoes (not boots)

Lalor S.C. blazer (optional)

Lalor S.C. scarf (optional)

Lalor S.C. waterproof jacket (optional)

Lalor S.C. navy hat with emblem

Lalor S.C. gloves (optional)

### **Sport And Physical Education:**

Lalor S.C. sports top Lalor

S.C. tracksuit pants

Lalor S.C. shorts

Runners or sneakers (white sole non-marking)

Lalor S.C. polar fleece pullover or rugby top

Lalor S.C. navy hat with emblem

Lalor S.C. sport socks (optional), white or black socks

Lalor S.C skins. Navy pants & white top

# Important Information

## Term Dates 2020

<b>Term 1</b>	28 January 2020 (Teachers start)	27 March 2020
<b>Term 2</b>	14 April 2020	26 June 2020
<b>Term 3</b>	13 July 2020	18 September 2020
<b>Term 4</b>	5 October 2020	18 December 2020

In 2019, there will be a staggered start for students. Dates are to be determined.

## Bell Times

	Start Time	Finish Time
Arrive at School	8.20 am	
Locker Bell	8.30 am	
Period 1	8.40 am	9.40 am
Transition Time	9.40 am	9.42 am
Period 2	9.42 am	10.42 am
Recess	10.42 am	11.10 am
Period 3	11.10 am	12.10 pm
Transition Time	12.10 pm	12.12 pm
Period 4	12.12 pm	1.12 pm
Lunch	1.12 pm	2.00 pm
Period 5	2.00 pm	3.00 pm

## Enrolment

Enrolments to the College at the beginning of Year 7 level are controlled by the Northern Metropolitan Region of the Department of Education and Early Childhood Development, Level 2, 189 Urquhart Street, Coburg, 3058. Application forms are distributed to Grade 6 by the student's primary school in April.

Students enrolling at other levels and at other times of the year can download an application form from the College website or collect one from the General Office. The relevant Assistant Principal will then contact the family for an interview appointment.

## Orientation Day

**All new Year 7 students will attend Lalor Secondary College from 8.40am to 3.00pm on Tuesday 10th December 2019.**

During the day students will be involved in activities to familiarise them with the school environment and their class before school begins in 2020. Students should bring the following items to school on Orientation Day:

- their completed Resource List.
- the locker padlock form and money if not purchased previously.
- student ID Card form and money if not purchased previously.
- camp permission form and deposit of \$50 to be made at the office if not previously paid (only for those attending).
- a pen and several coloured pencils.

## Assessment

Before Orientation Day all Year 7 students will sit three online tests. These tests, in conjunction with information from the primary school, provide the College with a more detailed understanding of your child's learning needs.

All Year 7 students are also required to complete the National Achievement program Literacy and Numeracy (NAPLAN) tests. The NAPLAN tests are externally assessed and results are posted to both the school and the student's home.

During the year, students will receive detailed information on four occasions. At the end of Term One and Three, an interim report is distributed. This report indicates the student's progress in the areas of effort, organisation, behaviour, homework and progress in each subject area. Parent-teacher conferences are also held each semester to provide a face to face opportunity to discuss each student's progress. At the completion of each semester, detailed written reports are also provided in all subjects. These reports indicate levels of achievement for assessment tasks as well as progress against the Victorian Curriculum.

Lalor Secondary College uses continuous reporting. Parents and students will receive information about a student's progress or level of performance on tasks several times throughout each semester. This information will be reported online through Compass during the semester as assessment tasks are completed. End of Semester reports will be provided online.

## Textbooks

Parents must purchase all the relevant texts and required stationery on the Resource List. Campion Education is the official supplier of books. The complete list of textbooks required should be returned to the school as early as possible, but certainly no later than Tuesday 10th December 2019 (Orientation Day).

Books may be collected from the school Drama Centre between 9am and 5pm on Monday 20<sup>th</sup> January 2020.

The preferred options for payment and collection are: prepayment by Credit Card and home delivery or payment by Credit Card or Eftpos on collection.

## Lockers

The large lockers provided will accommodate books and a school bag and therefore bags may not be taken into the classroom. Lockers are College property. Combination locks are required and may be purchased at the General Office.

## Student Diary

All Year 7 and 8 students are issued with a Student Diary at the beginning of the school year. The purpose of the diary is to help students organise themselves at school and in their homework program and is therefore not considered confidential. Parents are encouraged to check the diary on a regular basis as teachers do communicate with parents via the diary. Parents are requested to sign any notes by teachers so that the teacher knows the note has been read.

## Homework

Homework is an integral part of the school curriculum. It helps students develop independence in applying skills learned in the classroom. Homework will consist of work set by the subject teacher, ongoing

assignments, projects, revising for tests and reading (novels, texts, newspapers). Students are expected to record all homework and due dates in their diary. They should establish a regular routine for completing set homework in order to achieve their full potential at school. It is expected that in Years 7 and 8 students undertake 1 -1½ hours per night. This is a guideline and may vary according to the speed at which some students complete set tasks and the workload at any given time.

## Attendance

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

Parents are requested to ring the College and leave a message for the Attendance Officer on 9463 7371 whenever their child is absent from school. If no message is received, parents will be contacted by either a phone call or SMS. It is therefore important that the College always has current contact details.

Following an absence, parents are requested to send a note to the Student Manager teacher confirming the dates and reason for absence. This note must be signed by the parent/guardian. Alternatively, the parent can log into Compass and approve the absence online.

## Lateness

Students are expected to be punctual to school and to class. We consider lateness as discourteous and disruptive. All students should be at school by 8.20am but no later than 8.30 am. If for any reason students arrive after 8.40am they must bring a note and report to the General Office to have their attendance recorded. Persistent lateness will result in detention or other disciplinary measures as outlined in the LSC Code of Behaviour.

## Leaving The College Early

If for any reason a student must leave the College early, a note, signed by a parent or guardian, must be brought to school and given to the relevant Sub School Leader or Student Manager by 8.20 am. The note needs to state the reason for early departure and the arrangements for the student eg parent to collect from General Office. The Sub School Leader or Student Manager will sign the note to confirm receipt. When leaving the school, the note should be given to the General Office and the student's departure will be recorded. It is very important that the above procedures are followed.

## Out of Uniform

On the rare occasion that a student is out of uniform, parents should supply a note of explanation and the student is to give this to their Sub School Leader/ Student Manager before 8.20am. If the reason for not wearing complete uniform is on medical advice, a doctor's certificate needs to be provided. Students are expected to have adequate uniform to allow for wet weather and washing uniform. Casual clothes are never allowed to be worn as a replacement.

## Illness or Injury at School

Students who are ill before leaving home should not attend school. Students who are ill or are injured at school must report to the Sick Bay Attendant. Every effort will be made to contact the parents/emergency contact or doctor where appropriate. First Aid is administered through the Sick Bay. Should it be necessary to contact a parent/guardian, the Sick Bay Attendant will do so.

If your home telephone number changes or your place of employment changes it is very important that you notify the college.

*NB. It is essential that we have all current details for emergency contacts. Parents are asked to inform the General Office of any changes.*

## Detention

In accordance with College policy, students may be detained for up to 20 minutes at lunchtime or after school. However, students may be placed in the school's detention class which is held daily from 3.15 - 4.00 pm for the following reasons:

- repeated lateness to school.
- repeated lateness to class.
- out of school grounds without permission.
- not wearing correct uniform.
- inappropriate behaviour.

Parents are informed via email and sms through Compass at least 24 hours in advance when their child has a formal school detention. Students are required to attend the detentions given. If the student is absent on the specified day(s) the detention will be reallocated to the next scheduled detention. For serious offences a Saturday morning detention may be issued.

## Bicycles at School

Students are permitted to ride their own bicycles to school. It is compulsory for all students riding bicycles to school to wear bicycle helmets.

Bicycles must not be ridden in the College grounds and need to be securely locked in the bike enclosure adjacent to the David Street gate during the day.

## Canteen & Lunches

The College canteen and cafeteria area opens before school, at recess and lunchtime on all school days. This offers a wide range of food and refreshments. Students are not permitted to leave the school grounds to purchase lunch.

Students may bring lunch from home or purchase lunch from the College canteen. A lunch order system operates allowing students to order their lunch from the canteen before the beginning of the school day. Students who order their lunch are given priority service.

## Lost Property

Lost property must be handed into the General Office. Students who lose personal items should see their Student Manager. Lost property can only be returned promptly if it is **clearly named**.

The school is not liable for valuable property, e.g. tablets, laptops and mobile phones. Students should not leave these unattended.

## Behaviour Code

A copy of the General School Rules is included in the School Diary which is issued at the start of the school year. The policy applies to all students. Students all receive the Student Code of Behaviour which details our expectations and their responsibilities.

All students are expected to display the College values of Pride, Achievement, Cooperation, Caring and Honesty at all times.

# College Values

VALUES	ATTITUDES	BEHAVIOURS
PRIDE	<ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Doing my personal best</li> <li>• Being passionate</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my work</li> <li>• I am passionate about everything I do</li> <li>• I take pride in what I participate in</li> <li>• I am proud of my school</li> <li>• I dress appropriately and with pride</li> </ul>
ACHIEVEMENT	<ul style="list-style-type: none"> <li>• Being committed</li> <li>• Being persistent</li> <li>• Always striving to do my best</li> <li>• Having aspirations</li> <li>• Aiming for excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I am committed</li> <li>• I am doing my best</li> <li>• I am organised</li> <li>• I complete all my work</li> <li>• I celebrate achievement</li> <li>• I am responsible</li> <li>• I am motivated</li> <li>• I am rational</li> <li>• I see mistakes as an opportunity for improvement</li> </ul>
CARING	<ul style="list-style-type: none"> <li>• Being respectful</li> <li>• Having positive relationships</li> <li>• Being helpful</li> <li>• Using manners</li> <li>• Showing friendship</li> <li>• Having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• I am attentive</li> <li>• I am helpful to others in need</li> <li>• I show respect to others and show them that they are being noticed</li> <li>• I choose my attitude</li> <li>• I am a good listener</li> <li>• I am sensitive to others' needs</li> <li>• I behave consistently to build richer relationships</li> <li>• I am respectful</li> <li>• I am tolerant</li> <li>• I am friendly</li> <li>• I am appreciative</li> <li>• I make others comfortable</li> <li>• I am encouraging</li> <li>• I accept others for who they are</li> <li>• I consider others' feelings and needs</li> <li>• I treat others in a caring manner</li> <li>• I am polite</li> </ul>
COOPERATION	<ul style="list-style-type: none"> <li>• Being tolerant</li> <li>• Being respectful</li> <li>• Having understanding</li> <li>• Working as a part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I work together with teachers and peers</li> <li>• I follow instructions</li> <li>• I accept other people's opinions</li> <li>• I accept decisions</li> <li>• I work in a team to achieve common goals</li> <li>• I work with others' willingly</li> <li>• I listen to others ideas/opinions</li> <li>• I am reliable</li> </ul>
HONESTY	<ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Showing trust</li> <li>• Being reliable</li> <li>• Having integrity</li> </ul>	<ul style="list-style-type: none"> <li>• I have integrity in what I do</li> <li>• I have morals</li> <li>• I am loyal</li> <li>• I do not speak about others behind their back</li> <li>• I am trustworthy</li> <li>• I am responsible</li> <li>• I am honest</li> <li>• I am truthful</li> </ul>

# Parent Involvement

## Fortnightly Newsletter

The school newsletter, The Lalor Eagle, is published each fortnight on Compass and the school website. It is essential that the newsletter is read by parents as it provides information about school activities and important College events.

## College Council

The College Council is responsible for establishing all policies relating to the areas of finance, curriculum, uniform, student welfare and discipline at the College.

The Council is composed of:

- 8 elected parent representatives.
- 5 college personnel, one of whom is the Principal.
- 2 co-opted representatives.
- 2 elected student representatives.

The Council meets on the third Thursday of each month at 7.30 p.m. Elections for College Council are normally held in March each year.

## Communication with staff

At all times parents are encouraged to communicate with their child's teachers about specific concerns or issues. Parents who want to meet with a particular teacher or teachers must make an appointment. The Sub School Leader or a Student Manager may be present at these meetings.

Staff will regularly provide information to parents via their Home page on Compass. Parents are encouraged to access this weekly and email the teachers of their children through the direct link on Compass as the first form of communication.

**NB.** *It is essential that we have all current details for emergency contact. Parents are asked to inform the General Office of any changes including place of employment.*

## Extra-Curricula Programs

Lalor Secondary College offers extensive opportunities beyond the classroom. This allows for student enrichment and engagement. These include; Inter-school sports, Cultural Concert, school production, Code Club, Chess Club, Science Club, Debutante Ball, Arties Art Club, Year 9 camp, subject based competitions, Student Representative Council, Constitutional Conventions and the Peer Leadership Program.

## Inter-school Sports Program

All students have the opportunity to participate in a wide variety of sports. Students compete against other secondary schools in our local area as representatives of Lalor Secondary College. Students can enter as individuals or team members in the school athletics carnival. The winners go on to represent the school in group, zone and state level.

As part of a team students are given the chance to play both summer and winter team sports. These sports include softball, volleyball, tennis, cricket, basketball, netball, football, soccer, hockey, baseball, badminton and table tennis.

## Excursions

The College encourages staff to organise educationally valid excursions for students. Consequently it is expected that when an excursion is organised, all the students in the relevant class will attend the excursion. It is also an expectation that teachers will set work related to the excursion and follow this up on returning to school.

Students usually travel by bus or train. Correct Lalor Secondary College uniform on excursions and a high standard of student behaviour is expected at all times. Student safety is of paramount importance.

## Incursions

The College also allocates some money for guest speakers to address Year Level assemblies and other groups of students. The aim of this is to provide students with cultural enrichment and diversity.

## National Competitions

As part of our policy to encourage students to extend themselves academically the College enters a number of annual competitions. These include the English, Maths, Science, Languages and Information Technology competitions.

# Student Opportunities

## Cultural Concert

The Cultural Concert has become a tradition at Lalor Secondary College. It provides students with an opportunity to share a part of their cultural background and have the school community acknowledge and celebrate the cultural diversity of our students. The concert also enables students to express themselves as individuals. The performances are varied and usually include dancing, singing, theatrical acts and musical performances.

## School Productions and Performances

Students are encouraged to participate in the performing arts, including dramatic productions, musicals and concerts. Many students are involved in a range of areas that pull these productions together. These include acting, dancing, musical performance, lighting, backstage and set and costume design. In 2018 the school put on a production of 'Grease'. These productions see the students, teachers and community come together to create something which all involved are proud.

## Awards Evening

Lalor Secondary College promotes academic excellence and formally recognises this by awarding academic awards for each year level from 7 to 10. At the senior level awards are given to the top student in each area of study. A number of other awards including citizenship and meritorious achievement are made.

## Sporting Facilities

The Gymnasium and outdoor facilities cater for a wide variety of physical activities such as basketball, netball, tennis, soccer, hockey, football, and minor sports including hand tennis. Students may borrow equipment from the sports store at lunchtime to use on the oval or asphalted areas.

Students are able to use the synthetic area containing 6 tennis courts and the synthetic soccer field accommodating both soccer and hockey during Health and Physical Education and Sports classes and also for sporting activities at lunchtime.



## E-Learning

Lalor Secondary College is committed to increasing the use of Information Communication Technology across our college to improve teaching and learning and therefore student outcomes.

The College has a wireless network enabling teachers and students to access the network within the College grounds using their devices.

Students are encouraged to bring their own device to school for educational purposes. Preferred specifications will be provided at the Year 7 Information Evening.

All students are required to complete the school's Computer Usage Agreement, ensuring appropriate understanding and use of IT. Likewise the school provides ongoing presentations at each year level focused on cyber-safety and responsible use of social media.

## The Science Centre

The Science Centre at Lalor Secondary College houses three laboratories a central open plan learning area, as well as a conference room. Students have access to interactive whiteboards, desktop computers and netbooks. The open plan design allows students to collaborate with their peers and staff when completing inquiry based learning tasks.

The double laboratory allows practical work to be conducted by multiple classes concurrently. This is an advantage as it allows students to work collaboratively and the added benefit of several staff in attendance during practical investigations.



Year 7 Science classes make great use of the Science Centre, when completing the inquiry application tasks from the Victorian Science curriculum.



VCE Biology and Chemistry classes are held in the Centre in a dedicated senior laboratory and the Centre is a focal point for local primary schools to attend science activity sessions run by the College Science staff.

## The Science Club

The Science Club runs every Wednesday in the Science Centre and is exclusively for Year 7 students to spend some time with different science staff and the laboratory technicians exploring science concepts through fun practical activities.



Some of the investigations students have worked on include.

- Writing in invisible ink
- Water fireworks
- Larva lamps
- Rainbow fizz
- Growing crystal gardens
- Magic fountain
- Forming clouds
- Electronics kits

“Discovery Night” is always popular at the Science Centre with students from Year 7 to 12 showing off their science skills with microscopes, electronics equipment and chemistry experiments.



## Library Resource Centre

The core role of the Library Resource Centre is to support and enrich the educational program of Lalor Secondary College. It does this by providing an abundance of current and relevant resources in a wide variety of formats and levels. The Library staff work to provide a learning environment that encourages independent lifelong learners.

To enable the Library Resource Centre to fulfil its central educational role in the school, Teacher-librarians provide programs in Literature, Information Literacy and ICT.



## Library Hours

Monday	8:20am to 4pm
Tuesday	8:20am to 3:30pm
Wednesday	8:20am to 4pm
Thursday	8:20am to 4pm
Friday	8:20am to 4pm

*Note: The library is closed at Recess every day.*

## Borrowing

All students may borrow up to four books at a time. Items vary in borrowing times up to two weeks. Students may renew items by bringing them into the Library. Also, students are asked to present their Student ID Card whenever they need to access and or borrow resources.

## Printing And Photocopying

Printing and photocopying can be done in colour and black & white. All students are provided with a \$5 credit at the beginning of the school year for printing purposes. Students are expected to purchase more printing credits from Reception. Students will need to present their student ID card whenever they need to use the photocopier.

# Student Leadership Opportunities

## Drama Centre

The Drama Centre is used for drama and dance classes, dramatic and musical productions, Year Level Meetings, and presentations given by special guest speakers. It is also a venue for Parent Information Evenings.

The College Council sees the complex as a valuable community asset and is especially pleased to have outside groups use it outside school hours.



## Music

Currently, the school has three music rooms, including an electronic music suite. The Music Program has expanded in recent years to offer multiple instrumental music classes, Year 7 Concert Band, choirs and rock bands, in addition to classroom music.



## Innovation Centre

The Innovation Centre was built in 2019 for initial use in 2020. The building will be used for Digital Technology lessons and inquiry-based learning projects in across a range of disciplines. This space will also house the Year 7 lockers and the Junior Sub School Team office.

## Art & Design

The College has three designated Art rooms with facilities for two dimensional and three dimensional art. Teaching and learning is supported by an improved design space, which is equipped with a class set of computers, colour printer, scanner and LCD projector allowing for ICT to become a major component of the students' design process.

## Food & Technology

The Food and Technology area has two modern kitchens and two classrooms which provide our students with the latest in the Food Technology area.

All Year 7 and 8 students study Product Design and Technology. The College's two fully equipped woodwork rooms accommodate the students when designing and working with wood and plastics.

## SRC (Student Representative Council)

The Student Representative Council is composed of students elected from each year level. The SRC meets approximately once a month to discuss matters of concern to the students of the college. It serves as a link between the students and the administration. The SRC also raises money to support our Sponsor Child in Rwanda, particular school projects, as well as specific charities.

## School Captains

At the end of the school year, Year 12 and 11 students vote for School Captains for the following year. A male and female captain and two deputies are elected. School Captains lead the SRC and are members of the College School Council, and attend many school functions.

## Sports Captains

At the end of the school year, students in Year 11 and Year 12 have the opportunity to nominate for School Sports Captains for the following year. A male and a female sports captain will be elected. Sports Captains work closely with the Sports Coordinator arranging and running sports events.

## Art Captains

The Arts Captains for each level will be responsible for utilising their position to connect students to activities in the Arts. They will be responsible to link students will a passion for the Arts from all year levels to each other.

## Class Captains – Year 7 to 11

Every Home Group elects one student to represent their Home Group with assisting the Home Group teacher and performing any other duties as they may arise.

## House Captains

There is opportunity for all students to become House Captains. There is an elected House Captain from each of the Year levels 7-12 in each of the school Houses - Cowan, Dunlop, Bradman and Paterson. The captains are responsible for many duties including assisting the House System Coordinator to prepare and run house events through the school year. The Year 12 House Captains are also members of the schools SRC.

# Important Programs

## Maths Differentiated Program

Lalor Secondary College has implemented a differentiated mathematics program for students in Year 7 through to Year 10. Students in Years 7 to 10 have since experienced improved outcomes. The program is designed to ensure that all students are given the opportunity to achieve success whilst developing and enhancing their Mathematical skills and concepts. This will also provide students with solid foundations for future achievement. To allow for this differentiation, students are in 'blocked' classes on the timetable. All students are tested prior to major content areas and then grouped according to their skill level. Teacher judgment and recommendation may also be called upon during this process. To ensure all student individual needs are met, specific content will be determined by the needs relevant to their skill base. It is also important to note that vertical movement between groupings is possible throughout the year.

## Numeracy Support

The Numeracy Support Program is an essential component of the Maths Differentiated Program. The Numeracy support program is designed to allow all students to achieve success at whatever level of Mathematics they are capable of achieving. With a higher level of support being offered and basic numeracy skills being studied in a more hands on way throughout the year, the aim of the program is to both improve numeracy skills and develop student confidence in Mathematics. The method of using the Maths skills in real life situations helps the students not only understand what skills they need to improve in but can be reinforced with practice at home. For example students can perform tasks such as calculating the cost of a shopping trip or planning the timetable for the day, including reading public transport timetables or calculating time. Money and estimation also continue the student's use

of decimals and addition of decimals, again using real life situations to demonstrate the importance of the skills once they finish school. The students also receive the opportunity to develop their skills in areas in which they have misconceptions or lack in knowledge enabling all students to see success and improvement throughout the year. The course is designed to allow reintegration into the main stream Mathematic classes if gaps in knowledge have been bridged.

## BOOST (Literacy Support)

The Literacy Support program is offered to students who are performing below curriculum standards at Years 7, 8 and 9. Students are selected from Years 7, 8 and 9 to participate in lessons that are targeted at improving their reading and writing skills. Students are withdrawn from classes and are placed in small groups or have one on one lessons with the teacher, giving the teacher the opportunity to work closely with the students. Students learn how to improve their writing, gain confidence in reading and in understanding what they are reading. The class utilises 'High Reliability Literacy skills', that ask students to explicitly identify and utilise key strategies to improve all aspects of their literacy. These strategies are implemented over the course of the year to assist in building good literacy practices. The aim of the program is to use activities such as; reciprocal reading strategies, Fitzroy Readers, scaffolds, templates, and paraphrasing to form part of the literacy classroom and provide students with the opportunity to develop a strong foundation for their education.

## High Potential Learning Program

Lalor Secondary College strives to provide opportunities for all students to experience success and achieve their optimum potential in all areas of education. One way in which the school aims to accomplish this

goal is through the High Potential Learning Program which was implemented in 2012 and is for students identified as possessing higher than average learning potential.

Curricula in this program are tailored to high potential students: students are not taught to a particular level, they are taught to the level they are capable of achieving, and are positively challenged by. This will provide greater opportunities for students to expand their knowledge through student-focused and inquiry based learning.

Studies show that students with high academic potential feel most comfortable amongst their peers, as they are able to more freely express themselves than in a mixed classroom environment.

## House Program

A formal House program was introduced to Lalor Secondary College in 2012. It is designed to offer encouragement and recognition for participation, effort and achievement in all areas of school life. The House program incorporates extra curricula activities such as Tennis, Football, Goal Kicking, Basketball, Cultural Concert, Production and Science Club as well as the Athletics Carnival and Fun Run. Students participating in excursions such as RISE, Alliance Francaise Poetry Competition, Clean Up Australia Day, Minecraft Team, Cheerleading and other activities will also be recognised in the House Program.

The Houses are named after famous Australians who have been pioneers and leaders in their chosen fields. These are Sir Donald Bradman, Sir Edward 'Weary' Dunlop, Edith Cowan and Andrew Barton 'Banjo' Paterson. These honourable people relentlessly gave their all for their peers and country. Students are encouraged to strive to achieve similar standards in a variety of areas including Sport, Science, Politics and Literature, by developing the desire to follow in their footsteps and replicate the qualities of these admirable people.

# Year 7

## Year 7 Course

All Year 7 subjects in 2019 and 2020 will comply to Victorian Curriculum requirements and therefore may vary somewhat from the information provided in the coming pages.

In Year 7 students study 8 core subjects including

- English / English as an Additional Language
- Health and Physical Education
- Humanities
- Languages
- Mathematics / Numeracy Support
- Science
- Sport
- Digital Technology
- Pastoral Program

Students also study semester length subjects which include

- Art
- Product Design and Technology
- Food and Technology
- Music

## Subject Fees

Some subjects will have fees associated with them that cover consumables, materials etc. These additional costs are covered in the subject description in this handbook. **Please note** that, at the time of publication, these fees were correct, however, they may be subject to change dependent on the provider/supplier.

## Course Time Allocation 2019 Structure

Two Week (10 Day) Timetable

Subject	Periods
English/EAL	8
Maths	8
Science	6
Humanities	6
Health & Physical Education	4
Languages <small>(Year 7 breadth of languages determined by student numbers and choices)</small>	4
Sport	2
Art (Semester)	4
Music (Semester)	4
Product Design & Technology (Semester)	4
Food Technology (Semester)	4
Digital Technology	2
Pastoral Program	2

## The Timetable

Lalor Secondary College's schedule works on a 10 day timetable. This means that in all year levels students will be given a copy of individual timetables and are strongly encouraged to be responsible for their own organisation. The weeks will be distinguished by colour so that students and staff can easily identify the weeks.

Students are encouraged to check their timetables and gather the appropriate equipment the night before so they are aware of what classes they have on the following day.



## Key Learning Area: English

# English Year 7

“Learn your language well and command it well, and you will have the first component to life.”

*Edward Roscoe  
Murray*

### Learning Focus

Year 7 English seeks to foster an enjoyment of the subject, to stimulate interest and develop competence in all aspects of the English language. The learning is based around the three central strands of language – reading, writing, and, listening and speaking. The focus is on consolidating and expanding students’ knowledge and understanding of a range of texts.

This includes:

- how to use formal language to create a range of texts for real life purposes
- how to use texts to explore in depth both familiar and more challenging themes
- how to respond to texts both personally and in a more analytical and critical way

Students participate in the Wider Reading Program which aims to promote reading not only as a beneficial language activity,

but also one that is most enjoyable. Teachers also focus regularly on developing students’ English skills within the context of particular topics or concepts. For example, students will practise key skills in relation to grammar, spelling and punctuation. All English teachers make use of the High Reliability Literacy Teaching Procedures in their classes.

### Areas Of Study

1. Texts (Literary and Visual)
2. Writing
3. Issues
4. Oral

### Assessment Tasks

1. Text Responses
2. Writing Folio
3. Oral Presentations

# Pastoral Program

The purpose of the Pastoral Program is to assist students in developing social and emotional skills that nourish their relationship with themselves and others through the Berry Street Education Model. Throughout the year, students will explore the domains of Body and Relationship in depth and be introduced to ideas of Stamina, Engagement and Character Strengths. Feeling connected to other people is a deep biological and psychological need and positive relationships increase physical health, wellbeing, meaning in life and resilience.



**Key Learning Area: EAL**

# English as an Additional Language (EAL) Year 7

“The English language is nobody’s special property. It is the property of the imagination: it is the property of the language itself.”

*Derek Walcott*

**Learning Focus**

EAL classes provide intensive English tuition for students who have come to Australia from another country and are learning to use English as their main language. Students need to understand and control the English language as a means of learning.

Students understanding of English will develop through reading, writing and speaking and listening. Study of novels, short stories, plays, poetry and issues in media are the main focus in EAL. Attention is given to correctness of spelling, punctuation and grammar and the development of oral skills.

**Areas of Study**

1. Text Study
2. Writing
3. Issues

**Assessment Tasks**

- 1. Writing Response
- 2. Writing Folio
- 3. Oral Presentation



**Key Learning Area: Languages**

# Languages Year 7

“Language is the roadmap of a culture. It tells you where its people came from and where they are going.”

*Rita Mae Brown*

*Whilst the following Languages will be offered, classes will only run if there are sufficient numbers.*

**Learning Focus**

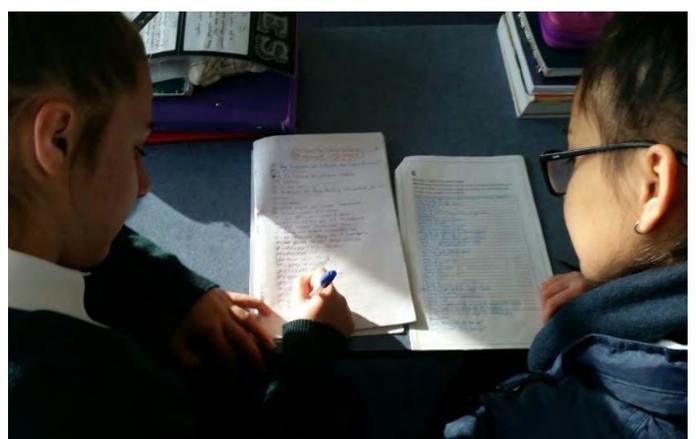
The College provides an extensive language program with French, Greek, Italian and Macedonian being offered. The study of each language is designed to enable students to use the language to communicate with others and appreciate the cultural context in which it is used. It will assist students to make connections between languages as well as understand language as a system. Students will be able to use this language for work, further study or leisure. The language program provides for both students continuing the language at secondary school (Pathway 1) and for students beginning the language at secondary school (Pathway 2).

**Areas of Study**

1. Communicating in a language other than English
2. Intercultural Knowledge and language awareness

**Assessment Tasks**

- 1. Oral Task
- 2. Written Task
- 3. Comprehension Task



## Key Learning Area: Mathematics

# Mathematics Year 7

“Pure Mathematics is, in its way,  
the poetry of logical ideas”

*Albert Einstein*



### Semester One

#### Learning Focus

In this semester, students work at improving their number skills and their number theory. They examine indices, square roots, order of operations (BIDMAS) and integers. They will complete units of work on fractions and ratios and their applications in everyday life. They will also investigate the properties of various shapes and objects.

#### Areas Of Study

1. Whole number
2. Integers
3. Fractions and Ratios
4. Shapes and Objects

#### Assessment Tasks

1. Topic Tests
2. Inquiry Task

### Semester Two

#### Learning Focus

In Semester Two, students will investigate the use of percentages, rates and ratios in their lives. The measurement unit includes the concepts of perimeter, area and volume of various shapes. They look at Algebra including pronumerals and substitution, and undertake the study of geometry and coordinates. The semester concludes with work on probability and statistics.

#### Areas of Study

1. Decimals and Percentages
2. Measurement
3. Algebra
4. Geometry
5. Probability and Statistics

#### Assessment Tasks

1. Topic Tests – 1 per area of study
2. Inquiry Task

# Numeracy Support Year 7

### Semester One

#### Learning Focus

The focus for Year 7 Numeracy in Term One and Two is times tables, with daily practice, set up as a part of every lesson. We will also be reinforcing their basic number skills such as addition, subtraction, multiplication integers, order of operations and multiples and factors. Decimals and fractions will be studied as well.

#### Areas of Study

1. Time Tables
2. Whole Numbers
3. Integers
4. Fractions

### Assessment Tasks

1. Whole Number Test
2. Integers
3. Fractions

### Semester Two

#### Learning Focus

Semester Two is driven by the needs of the students as we undertake study in a variety of topics. This includes real life situations involved in Time and Location, Probability, Measurement, Geometry and Statistics.

#### Areas of Study

1. Time and Location
2. Probability
3. Measurement
4. Geometry
5. Statistics

#### Assessment Tasks

1. Time and Location Test
2. Probability Test
3. Measurement Inquiry Task
4. Geometry Test
5. Statistics Test

## Key Learning Area: Humanities

# Humanities Year 7



“The calling of the humanities is to make us truly human in the best sense of the word.”

*J Irwin Miller*

### Learning Focus

The Year 7 curriculum provides a study of the ancient world, giving students the opportunity to investigate the discoveries and mysteries about societies such as Greece and China. Students will develop their historical understanding through concepts such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

It provides a study of geographical units that explore water as a renewable environmental resource. This study allows students to examine the many uses of water, the way it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Students also focus on the concept of place through an investigation of liveability, such as factors that influence liveability and how it is perceived.

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups.

Students also study the key features of Australia's system of government and explore how this system aims to protect all Australians.

### Areas Of Study

The areas of study will include the following units that address the study of History, Geography, Business and Economics and Civics and Citizenship:

1. Aboriginal and Torres Strait Islanders peoples and cultures
2. Ancient World and early civilisations
3. Civics and Citizenship
4. Water in the World
5. Place and Liveability
6. Economics and Business

### Assessment Tasks

Assessments make take the following forms and will consist of at least five pieces of formal assessment:

1. Essay
2. Document Analysis
3. Fieldwork
4. Differentiated Research Task
5. Test

### Cost

\$3 for fieldwork booklet.

## Key Learning Area: Science

# Science Year 7

“The whole of Science is nothing more than a refinement of everyday thinking.”

*Albert Einstein*



### Learning Focus

The Science curriculum at year 7 provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

In addition the Science curriculum aims to ensure that the student develops an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions.

Students will learn to write a scientific report in a Laboratory report book specifically designed for students at Lalor Secondary College. They will be able to use their chosen BYO device to access their textbook and to use the interactive IntoScience program which the science faculty provides for students in year seven and year eight.

Year seven students are also actively encouraged to participate in the science club which runs every Wednesday lunchtime during term two and three. This club is run exclusively for year seven students to enable them to explore science within a more social avenue and make new friends whilst doing fun science experiments under the guidance of science teaching staff and laboratory technicians.

### Semester one and two science curriculum

The Victorian Curriculum Levels for Science

#### SCIENCE UNDERSTANDING

- |                             |
|-----------------------------|
| 1. Biological sciences      |
| 2. Chemical sciences        |
| 3. Earth and space sciences |

#### SCIENCE INQUIRY SKILLS

- |                               |
|-------------------------------|
| 1. Questioning and predicting |
| 2. Planning and conducting    |
| 3. Recording and processing   |
| 4. Analysing and evaluating   |
| 5. Communicating              |

#### Assessment Tasks

1. Tests
2. Practical Reports
3. Inquiry Tasks

#### Excursion/Costs

Melbourne Zoo in Term Three.  
Approx. cost \$30

\$7 for practical book. To be purchased through the General Office.



## Key Learning Area: Health & Physical Education

# Health & Physical Education Year 7

“Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.”

*Plato*



### Learning Focus

Health and Physical Education in Year 7 provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental, social and emotional health. It focuses on the importance of healthy lifestyle choices, physical activity in their lives, the effects of smoking and the various body systems.

### Semester One

#### Areas of Study

PRACTICAL
1. Athletics
2. Fitness
3. Team Sports
4. Minor Games
5. Dance

THEORY
1. Introduction to Health
2. How My Body Works
3. Asthma
4. Changing and Growing
5. Active Lifestyle

#### Assessment Tasks

1. Practical Performance (Term 1 & Term 2)
2. Semester Test
3. Assignment

### Semester Two

#### Areas of Study

PRACTICAL
1. Team Sports
2. Table Tennis
3. Minor Games
4. Footy Codes

THEORY
1. Bullying
2. Smoking
3. Sunsmart
4. Body Image
5. Community Awareness

#### Assessment Tasks

1. Practical Performance (Term 3 & Term 4)
2. Semester Test
3. Assignment



# Sport Year 7

“Champions aren’t made in the gyms. Champions are made from something they have deep inside them – a desire, a dream, a vision.”

*Muhammad Ali*



## Learning Focus

All Year 7 students will participate in one period per week of Sport Education which encompasses a range of physical activities that provide opportunities to further apply and develop the skills acquired through Physical Education. The aims of this program are to:

1. Promote a healthy lifestyle.
2. Encourage and provide opportunities for the participation of all students in a wide variety of sports and recreational activities, at a level appropriate for students’ physical and social development.
3. Teach students how to manage the cooperative and competitive requirements of sport.
4. Develop the capacity to make reasoned decisions that will lead to good behaviour as players, spectators, coaches and administrators.
5. Develop a knowledge and understanding of a sport’s tactics, strategies and rules.

## Semester One

### Areas of Study

Students will undertake one of the following in Term 1:

1. Cricket
2. Volleyball
3. Softball
4. Tennis

Students will undertake one of the following in Term 2:

1. Netball
2. Soccer
3. Football
4. Badminton

## Semester Two

### Areas of Study

Students will undertake one of the following in Term 3:

1. Basketball
2. Rugby
3. Table Tennis

In Term 4, students will also be involved in an Inter-Home Group Competition in a variety of sports.



## Key Learning Area: Technology

# Product Design and Technology Year 7

“Design is a constant challenge to balance comfort with luxe, the practical with the desirable.”

*Donna Karan*

### One Semester

#### Learning Focus

The Year 7 Design and Technology program introduces students to the design process and drawing. Students learn the safe use of tools and produce products of acrylic, metal and timber. Students evaluate their completed project work in regards to function, appearance and performance of tools and processes.

#### Areas of Study

1. Introduction to Design
2. Safe use of tools
3. Materials research – wood, metals, plastic
4. Project work (a) Wood, (b) Metal, (c) Plastic

#### Assessment Tasks

1. Folio
2. Project Work
3. Written Report

#### Cost

\$15.00 (Cost may be subject to change).

# Food Technology Year 7

“Cookery is not Chemistry, it is an Art. It requires instinct and taste.”

*Marcel Boulestin*

### One Semester

#### Learning Focus

The Year 7 Food Technology course builds a foundation for students in the areas of design, creativity, technology and their relationship to innovations in food.

Students work safely and hygienically with a range of tools and methods. They manage ingredients and equipment and strive to work cooperatively within groups producing quality products.

#### Areas of Study

1. Safety and Hygiene
2. Weight, Measures
3. Equipment and Tools
4. Cooking Methods
5. Key Foods

#### Assessment Tasks

1. Research
2. Food Preparation and Management
3. Theory Test

#### Cost

\$45.00 (Cost may be subject to change).

# Digital Technology

## Year 7

“First we thought the PC was a calculator. Then we found out how to turn numbers into letters with ASCII – and we thought it was a typewriter. Then we discovered graphics, and we thought it was a television. With the World Wide Web, we’ve realized it’s a brochure.”

*Douglas Adams*

### Semester One

#### Learning Focus

Students learn to understand the different application available to them as a student at Lalor Secondary College, and their rights and responsibilities to be part of the school Network. They progress to improving their communication skills and understanding cyber safety using basic researching techniques and word processing and web design software programs. All digital technologies studies are based on an understanding of digital systems and networks, and this section will be covered as a distinct area of study.

#### Areas of Study

1. School Network and Applications Induction
2. Communication – Word Processing and Web Design
3. Digital Systems and Networks

#### Assessment Tasks

1. Induction – Cyber Safety Poster
2. Communication – Website folio (Digital Portfolio and webpage of choice)
3. Digital Systems and Networks Topic Tests

### Semester Two

#### Learning Focus

Students understand the role of data in our daily lives, and how to identify and solve problems using a range of digital tools, including the use of spreadsheets. They begin to understand design principles, how to define and solve problems through automated solutions, and gain a greater appreciation for programming visually using geometry skills, programming hands-on devices and programming for movement. All of these skills will help students to have a rounded understanding of the three strands of digital technologies: digital systems, data and information and creating digital solutions.

#### Areas of Study

1. Programming Fundamentals
2. Programming Hands-on Devices
3. Spreadsheets, Data and Binary Systems

#### Assessment Tasks

1. Programming Fundamentals – Folio of exercises
2. Programming Hands-on device – Project
3. Spreadsheets and Data – Real world problem solving folio

## Key Learning Area: The Arts

# Art Year 7

“If you hear a voice within you say ‘you cannot paint,’ then by all means paint, and that voice will be silenced”

*Vincent Van Gogh*

### Learning Focus

The Year 7 Art program promotes imagination and creativity through a range of art forms. It introduces students to materials and techniques in drawing, painting, and printmaking. Students are encouraged to use a variety of starting points such as observation and research, as well as explore the artworks of traditional and contemporary artists to develop their ideas.

### Areas of Study

1. Art Production
2. Art Appreciation

### Assessment Tasks

1. Folio 1
2. Short Answer Responses
3. Folio 2

### Cost

\$10.00 (Cost may be subject to change).



# Music Year 7

“Music expresses that which cannot be said and on which it is impossible to be silent”

*Victor Hugo*

### Learning Focus

The Classroom Music Program in Year 7 enables students to learn and explore music through performance, appreciation and theory. Students listen and learn about the instruments of the orchestra, indigenous and world music and discuss the different elements of music. They also explore how sound is made before making a recycled instrument of their own. Students develop basic knowledge and fundamental technical skills on a range of instruments to perform in groups or individually. They produce a short composition using ICT and organic instruments.

### Areas of Study

1. Orchestra and World Music
2. Elements of Music and How Sound is Made
3. Performance (Keyboard, Guitar, Uke, Percussion and Voice)
4. Design, Make and Report on a Recycled Instrument

### Assessment Tasks

1. Performance
2. Assignment
3. Theory



# Year 8

## Year 8 Course

All Year 8 subjects in 2019 and 2020 will comply to Victorian Curriculum requirements and therefore may vary somewhat from the information provided in the coming pages.

In Year 8 students study 5 core subjects including

- English / English as an Additional Language
- Languages
- Mathematics / Numeracy Support
- Science
- Health and Physical Education
- Humanities
- Digital Technology
- Pastoral Program

Students also study semester length subjects which include

- Art
- Product Design and Technology
- Food and Technology
- Music

## Course Time Allocation 2019 Structure

Two Week (10 Day) Timetable

Subject	Periods
English/EAL	8
Mathematics/ Numeracy Support	8
Science	6
Humanities	6
Health & Physical Education	4
Languages	4
Art / Music	5
Product Design & Technology/Food Tech	5
Digital Technology	2
Pastoral Program	2



## Key Learning Area: English

# English Year 8

“Reading is to the mind what exercise is to the body.”

*Joseph Addison*

### Learning Focus

The Year 8 English course seeks to further develop the skills of reading, writing, listening and speaking more fully and with greater sophistication. It aims to enhance reasoning and analytic abilities and encourage reading for pleasure, understanding and language enrichment.

Students respond to a range of literary texts, developing the skills of interpretation, analysis and evaluation of characters, themes and issues. They also consider the appropriate use of language for particular purposes and audiences, and produce a writing folio displaying a range of writing styles.

Regular sessions are devoted to the development of language and vocabulary skills. There is also a focus on visual literacy and augmenting oral fluency.

### Areas Of Study

1. Texts (Literacy and Visual)
2. Writing
3. Issues
4. Oral

### Assessment Tasks

1. Writing Response
2. Writing Folio
3. Oral Presentation

## Key Learning Area: EAL

# English as an Additional Language (EAL) Year 8

“The limits of my language mean the limits of my world.”

*Ludwig Wittgenstein*

### Learning Focus

EAL classes provide intensive English tuition for students who have come to Australia from another country and are learning to use English as their main language. Students need to understand and control the English language as a means of learning.

Students' understanding of English will develop through reading, writing, and speaking and listening. Study of novels, short stories, plays, poetry and issues in media are the main foci in EAL. Attention is given to correctness of spelling, punctuation and grammar and the development of oral skills.

### Areas Of Study

1. Text Study
2. Writing
3. Issues

### Assessment Tasks

1. Writing Response
2. Writing Folio
3. Oral Presentation

## Pastoral Program

The purpose of the Pastoral Program is to assist students in developing social and emotional skills that nourish their relationship with themselves and others through the Berry Street Education Model. Throughout the year, students will explore the domains of Body and Relationship in depth and be introduced to ideas of Stamina, Engagement and Character Strengths. Feeling connected to other people is a deep biological and psychological need and positive relationships increase physical health, wellbeing, meaning in life and resilience.

## Key Learning Area: Languages

# Languages Year 8

“Through learning language, we learn about culture. Through learning about culture, we learn respect for others. Through learning respect for others, we can hope for peace.”

*Anon*

### Learning Focus

The College provides an extensive language program with French, Greek, Italian and Macedonian being offered. The study of each language is designed to enable students to use the language to communicate with others and appreciate the cultural context in which it is used. It will assist students to make connections between languages as well as understand language as a system. Students will be able to use this language for work, further study or leisure. The language program provides for both students continuing the language at secondary school (Pathway 1) and for students beginning the language at secondary school (Pathway 2).

### Areas Of Study

- |   |
|---|
| 1. Communicating in a language other than English |
| 2. Intercultural knowledge and language awareness |

### Assessment Tasks

1. Oral Task
2. Written Task
3. Comprehension Task



## Key Learning Area: Mathematics

# Mathematics Year 8

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”

*S. Gudder*

### Semester One

#### Learning Focus

At Year 8 the students are continuing to develop their skills in Mathematics, beginning with the consolidation of Number skills such as Place Value, Index Laws and BIDMAS. Students then work through the Positive and Negative Numbers Unit before moving onto Percentages, Rates and Ratios, in where real life situations are also looked at. Students then move on to developing their algebra understanding, focusing on processes such as substitution, simplifying expressions, factorizing and multiplying and dividing algebraic terms.

#### Areas Of Study

1. Number Skills
2. Positive and Negative Numbers
3. Percentages, Rates and Ratio
4. Algebra

#### Assessment Tasks

1. Number Skills Test
2. Postitive and Negative Numbers Test
3. Percentages Test
4. Algebra Test

### Semester Two

#### Learning Focus

In Semester Two the students continue to develop their understanding of Linear Algebra including interpreting graphs, finding rules and solving linear equations. They look at Measurement including area, volume, sectors and circumference. Probability is investigated including looking at complementary events and representing probability using diagrams and tables. Students also develop their understanding of rates and ratios before finally studying Geometry including congruence and transformations.

#### Areas of Study

1. Equations and Linear Algebra
2. Measurement
3. Data and Probability
4. Geometry

#### Assessment Tasks

1. Linear Algebra Inquiry Task
2. Measurement Test
3. Probability Test
4. Geometry Test

# Numeracy Support Year 8

### Learning Focus

The focus for Year 8 Numeracy Support is to work closely with the Year 8 mainstream with repeated practice on times tables. Basic number skills are revised and their knowledge of Integers, Fractions, Decimals and Percentages are developed further, especially in real life situations.

In Semester Two the course is more closely linked to the Year 8 Australian Curriculum to allow students to understand what they are expected to know in Year 8 Mathematics. They receive extra support and undertake a more hands on curriculum which helps them to experience success in areas they may have struggled in previously. By again relating their study as much as possible to real life experiences they develop some understanding of topics such as Measurement, Statistics, Coordinates and Geometry.

### Semester One

#### Areas of Study

1. Whole Numbers
2. Integers
3. Percentages

#### Assessment Tasks

None in Semester 1

### Semester Two

#### Areas of Study

1. Measurement
2. Probability and Statistics
3. Coordinates
4. Geometry

#### Assessment Tasks

1. Measurement and Inquiry Task
2. Probability and Statistics Test
3. Coordinates Test
4. Geometry Test

## Key Learning Area: Humanities

# Humanities Year 8

“The humanities define who we are as a people. That is their power – to remind us of what we each have to offer, and what we all have in common. To help us understand our history and imagine our future. To give us hope in the moments of struggle and to bring us together when nothing else will.”

*Michelle Obama*

### Learning Focus

The Year 8 curriculum provides a study from the end of the ancient world to the beginning of the modern period, giving students the opportunity to investigate the period when major civilisations came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. Students will develop their historical understanding through concepts such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.



It provides a study of geographical units that explore landscapes and their landforms. This allows students to examine processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. They also investigate the changing human geography of countries, as revealed by shifts in population distribution. This allows a close study of urbanisation, with a focus on the Asia region.

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation.

Students also study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.

### Areas Of Study

The areas of study will include the following units that address the study of History, Geography, Business and Economics and Civics and Citizenship:

1. European and Mediterranean world
2. Japan Under the Shogun
3. The Spanish Conquest of the America's
4. Civics and Citizenship
5. Landforms and Landscapes
6. Changing Nations
7. Economics and Business

### Assessment Tasks

Assessments may take the following forms and will consist of at least five pieces of formal assessment:

1. Fieldwork
2. Research Assignment
3. Test
4. Essay
5. Document Analysis

### Cost

\$3 for fieldwork booklet.



## Key Learning Area: Science

# Science Year 8



### Semester One

#### Learning Focus

The Science curriculum at year 8 provides opportunities for students to continue to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

In addition the science curriculum aims to ensure that the student develops an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions.

Students will continue to write a scientific report in a Laboratory report book specifically written for students at Lalor Secondary College. They will be able to use their chosen BYO device to access their textbook and to use the interactive IntoScience program which the science faculty provides for students in year seven and year eight.

In year eight students will continue to build on their basic skills and conceptual ideas from year seven science. In year eight students are introduced to cells as microscopic structures that explain the macroscopic structures of living things. They begin to classify different forms of energy, and describe the role of energy in causing change in systems. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations drawing on evidence to support their views.

### Semester one and two science curriculum

The Victorian Curriculum Levels for Science

#### SCIENCE UNDERSTANDING

1. Nature and development of science
2. Use and influence of science

#### SCIENCE INQUIRY SKILLS

1. Questioning and predicting
2. Planning and conducting
3. Processing and analysing data and information
4. Evaluating
5. Communicating

#### Assessment Tasks

1. Tests
2. Practical Reports
3. Inquiry Tasks

#### Cost

\$7 for practical book. To be purchased through the General Office.



## Key Learning Area: Health & Physical Education

# Health & Physical Education Year 8

“Movement is a medicine for creating change in a person’s physical, emotional, and mental states.”

*Carol Welch*

### Learning Focus

Health and Physical Education in Year 8 provides students with knowledge, skills and behaviours to further develop and maintain their physical, mental, social and emotional health. It continues to focus on the importance of healthy lifestyle choices and physical activity in their lives as well as the effects of alcohol and decision making processes. The Year 8 course also recognises the importance of First Aid by completing a unit on this topic.

### Semester One

#### Areas of Study

PRACTICAL
1. Athletics
2. Fitness
3. Team Sports
4. Minor Games

THEORY
1. Alcohol
2. First Aid
3. Communication
4. Exercise

#### Assessment Tasks

1. Practical Performance
2. Semester Test
3. Assignment

### Semester Two

#### Areas of Study

PRACTICAL
1. Team Sports
2. Table Tennis
3. Tennis

THEORY
1. Nutrition
2. Risk Taking
3. Health Resources
4. Discrimination/ Harassment

#### Assessment Tasks

1. Practical Performance
2. Semester Test
3. Assignment



## Key Learning Area: Technology

# Product Design and Technology Year 8

“Great design is eliminating all unnecessary details.”

*Minh D. Tran*

### One Semester

#### Learning Focus

Year 8 Design and Technology involves students in using the design process to visualise design and ideas. They draw and produce products to meet design briefs. They use a range of tools and safely produce products using a variety of materials. Students evaluate their own work in light of function, appearance and performance of tools and processes.

#### Areas of Study

1. Design Process – 2D and 3D
2. Working Drawings
3. Safe Use of Machines
4. Research – origins of materials, environmental issues, processes
5. Projects
6. Evaluation

#### Assessment Tasks

1. Design Folio
2. Project Work
3. Written Report

#### Cost

\$15.00 (cost may be subject to change).



# Food Technology Year 8

“Eating is not merely a material pleasure. Eating well gives a spectacular joy to life and contributes immensely to goodwill and happy companionship. It is of great importance to the morale.”

*Elsa Schiaparelli*



### One Semester

#### Learning Focus

The Year 8 Food Technology course enables students to use, manage, design and understand creativity, technology and their relationship to innovations and food. This involves experimental, practical and applied knowledge as well as theoretical understanding. Students explore the importance of a healthy diet and its relationship to growth and development.

#### Areas of Study

1. Dietary Models
2. Nutrition
3. Key Foods
4. Design Process

#### Assessment Tasks

1. Research
2. Food preparation and management
3. Theory test

#### Cost

\$45.00 (cost may be subject to change).

# Digital Technology

## Year 8

“The future belongs to a different kind of person with a different kind of mind: artists, inventors, storytellers-creative and holistic ‘right-brain’ thinkers whose abilities mark the fault line between who gets ahead and who doesn’t.”

*Daniel Pink*

*Note: Digital Technologies at Year 8 represents a new Curriculum area to be implemented at Lalor Secondary College in 2020 and therefore is subject to change.*

### Semester One

#### Learning Focus

Students learn about different digital product types and interfaces, and how a design thinking model helps to understand how to address user needs and future proof solutions. They will gain the opportunity to create prototypes, evaluate solutions and find next step actions to take. With their design theory knowledge, students will learn how to manipulate images and create a layout to communicate online messages effectively.

#### Areas of Study

1. Design Theory
2. Images – design and editing
3. Creating a layout – design and editing

#### Assessment Tasks

1. Design thinking – prototype collection
2. Image Editing Folio
3. Layout – online news/article project

### Semester Two

#### Learning Focus

Students learn multimedia skills to combine audio, video and images to create interesting products to meet a specific need. They will learn a problem-solving methodology that integrates with their design theory knowledge to use hands-on programming skills to create and evaluate a prototype solution to a specific user need with a focus on a presentation/artwork as the end result.

#### Areas of Study

1. Video – design and editing
2. Artistic and hands-on programming – design and editing to create a prototype

#### Assessment Tasks

1. Multimedia Project
2. Hands-on programming task – Analysis and Design
3. Hands-on programming task – Development and Evaluation

## Key Learning Area: The Arts

# Art and Design Year 8

“The only time I feel alive is when I’m painting.”

*Vincent Van Gogh*



### Learning Focus

The Year 8 Art and Design program fosters individuality and creativity by exploring themes that draw from the student's personal experience. Practical tasks are focused on developing skills in a range of materials and techniques in order to develop confidence in a range of art forms. Students learn to analyse the artworks of traditional and contemporary artists and apply this knowledge to develop their own ideas.

### Areas of Study

1. Art Production
2. Art Appreciation

### Assessment Tasks

1. Folio One
2. Short Answer Responses
3. Folio 2

### Cost

\$10.00 (cost may be subject to change).



# Music Year 8

“Colour is the keyboard, eyes are the harmonies, the soul is the piano with many strings. The artist is the hand that plays, touching one key or another, to cause vibrations in the soul.”

*Ludwig van Beethoven*

### Learning Focus

The Classroom Music Program in Year 8 enables students to learn and explore music through performance, appreciation and theory. Students study six primary 'Periods of Music', Medieval, renaissance, Baroque, Classical, Romantic and 20<sup>th</sup> Century Music as they reflect on the evolution of music and genres and connect this learning to their own musical development as they complete weekly formative assessment tasks. Students continue to develop their knowledge and technical skills on a range of instruments to perform in groups or individually. They produce short compositions using ICT and organic instruments.

### Areas of Study

1. Periods of Music
2. Performance (Keyboard, Guitar, Uke, Percussion and Voice)
3. Theory, Composition and Improvisation methods
4. Organisation and Arrangement of Sound using ICT

### Assessment Tasks

1. Performance
2. Assignment
3. Theory



# Abbreviations

<b>DEECD</b>	Department of Education and Early Childhood Development
<b>VCAA</b>	Victorian Curriculum Assessment Authority
<b>VCE</b>	Victoria 'Certificate of Education
<b>VTAC</b>	Victorian Tertiary Admission Centre
<b>MIPS</b>	Managed Individual Pathways
<b>NAPLAN</b>	National Achievement Program Literacy and Numeracy
<b>VET</b>	Vocational Education Training
<b>ATAR</b>	University/TAFE placements are based on student ranking across the state at the end of Year 12
<b>AIM</b>	Achievement Improvement Monitor
<b>VELS</b>	Victorian Essential Learning Standards
<b>AUSVELS</b>	The Foundation to Year 10 curriculum based on the Australian Curriculum

