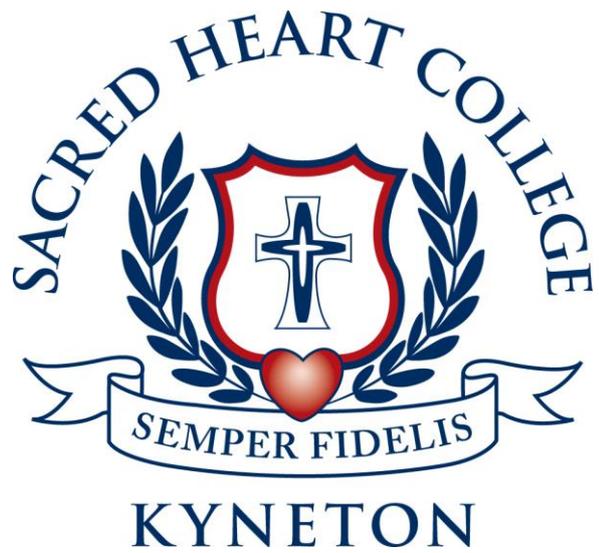


A Vibrant Life



Semper Fidelis – A Sacred Earth

Year 8
Student Handbook
2017

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WELCOME AND OVERVIEW OF SACRED HEART COLLEGE

The information contained in this booklet will support your son or daughter's transition into the Sacred Heart College community.

OUR VISION

Sacred Heart College is a vibrant learning community, founded on the Gospel of Jesus Christ. We view our mission of education as a work of love and strive for the total development of each individual.

OUR MISSION

Sacred Heart College is a co-educational Catholic Secondary College in the Mercy tradition that educates, cares for and supports young people in the Macedon Ranges area.

OUR GOALS

Sacred Heart College aspires to:

- lead our community into communion with God
- foster interpersonal relationships that reflect the Mercy values of love, mutual respect, justice, hope and service
- address the needs of the individual student by providing a rich, positive and inclusive learning and teaching environment
- provide facilities that are well resourced, safe and designed to meet a range of contemporary educational purposes
- function as an efficient educational organisation
- provide appropriate support structures for the College community

OUR BELIEFS

1. A value-centred education explicitly lived out within the Catholic faith and the Mercy ethos.
2. A community in which all are called to deepen their personal spirituality and the practice of their Christian faith.
3. Relationships between community members which reflect Mercy values.
4. A learning culture characterised by a joy of learning in which thinking skills and creativity are nurtured into expression.
5. A curriculum which provides a comprehensive range of learning experiences through which all are empowered to live life to the full.
6. A College climate in which the achievements of all are facilitated and celebrated, and in which all are challenged and affirmed.
7. Dedicated, professional staff who are valued and supported in their endeavours to foster faith development, to promote learning and to act as positive role models for students.
8. Students who are encouraged to respond to the needs of others and to develop a sense of responsibility towards the interdependent world in which we live.
9. A safe, accessible physical environment which provides for the learning needs of students.
10. A community which is open to evaluation and change as it consistently strives to be excellent in all that it is and does.



Sacred Heart College Learning and Teaching Charter

Our school, Sacred Heart College, will provide students and staff with opportunities to engage in a stimulating, inspiring and empowering learning environment. Students will develop empathy, respect and understanding through connections with others and the local and global communities. They will be equipped with the skills to participate confidently, creatively and critically in an ever changing world.

Intrinsic to our Learning and Teaching Charter the following four attributes encapsulate the College's intentions for our students. Sacred Heart lives out these Mercy values and attributes, not just through theory, but through living actions:

Engage

- Stimulating and inspiring learning environment
- Collaboration and sharing of knowledge
- Exploration through challenge

Empathise

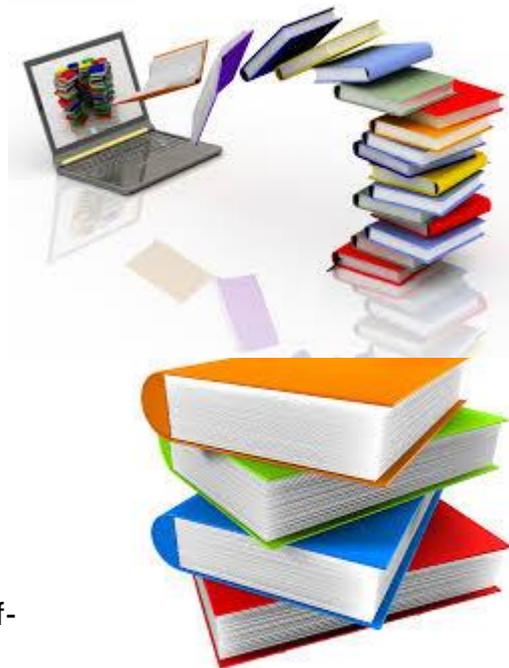
- Compassion and understanding
- Justice and respect
- Ethical decision making
- Responsibility for the environment

Equip

- Service and extravagant Mercy hospitality
- Positive life-style choices
- Innovative and self-directed learning
- Resilience and tenacity
- Building Mercy values

Empower

- Growth through life-long learning
- Courage through critical evaluation and self-expression
- Confidence to achieve creatively



WELLBEING

'This is what Yahweh asks of you:
only this, to act justly,
to love tenderly and
to walk humbly with your God.' Micah 6:8

At Sacred Heart College, we understand the importance of interpersonal relationships which reflect the Mercy values of Compassion, Justice, Respect, Hospitality, Service and Courage. Sacred Heart College is renowned for the positive wellbeing it provides for its students. At Sacred Heart, we have a whole school approach to wellbeing and therefore the responsibility for the wellbeing of all students rests with all members of the College. In particular, teaching staff endeavour to support and care for student personal wellbeing in day-to-day school life. All students belong to a Homeroom class which has a Homeroom Teacher assigned for the daily administration and care of those students. Homeroom Teachers form a Pastoral Care Team for their particular Year Level with their Year Level Leader.

As students progress through the years, there is a sequential development across the physical, spiritual, emotional and psychological domains of the Sacred Heart adolescent as a young person preparing for independent life in the world. Throughout the six year journey of the Sacred Heart student, the College Respectful Relationship Policy is there to provide a solid foundation for all that happens. We strive for the total development of the human and spiritual faculties of all members of the College Community. We rely upon each other and we seek to promote positive and caring relationships, thereby making the world a better place in which to live.

The Year 8 Team of Homeroom Teachers and Year Level Leader generally teach more than one subject to their Homeroom, which enables them to better meet the students' need, both academically and pastorally. Pastoral Care classes focus on developing student interpersonal skills so that students may become more resilient and independent learners. The program is based on positive psychology and is being trialled through 2017.

Pastoral Care's purpose is to develop relationships with and between students, teachers and the Sacred Heart College community. Students will develop their sense of identity and reflect on their journey through Sacred Heart College and beyond.

The aim of the Year 8 Portfolio is to provide our students with the opportunity to increase their awareness, and become more involved in, a global issue of their choice. The Portfolio has a Pastoral and Cross-Curricular focus linked to a Mercy Value and has an 'action' component integrated within it. In Term 4 the students present their Portfolios to their parents and the public as part of the Twilight Open Night. It is an expectation that all Year 8 students are present at this evening

STUDENT ASSESSMENT AND REPORTING YEARS 7 – 10

GRADING SCALE

SACRED HEART COLLEGE ASSESSMENT TASKS (Years 7 through 10)

The marking scheme used is as follows:

PERFORMANCE GRADE AND %	PERFORMANCE GRADE DESCRIPTORS (YEARS 7 – 10)
A+ 95-100% A 85 – 94%	An assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • an excellent standard of performance • independent, confident and analytical work that demonstrates a high degree of insight • the ability to effectively apply/demonstrate knowledge and skills to variety of situations • highly expressive responses that effectively use relevant evidence/knowledge to support an argument/solution
B+ 80 – 84% B 70 – 79%	An assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a competent standard of performance • independent, reasoned and organised work that demonstrates a degree of insight • the ability to apply/demonstrate knowledge and skills to a number of situations • expressive responses that draw on relevant knowledge to support an argument/solution
C+ 65 – 69% C 60 -64%	An assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a satisfactory standard of performance • some reasoned and organised work • the ability to apply/demonstrate knowledge and skills to some situations • responses that convey adequate meaning and present relevant knowledge without reference to an argument/solution
D+ 55 – 59% D 50 – 54%	An Assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a basic standard of performance, lacking detail and organisation • a basic ability to apply/demonstrate limited knowledge and skills to a situation • responses that convey a limited understanding of significant factors
E+ 45 – 49% E 40 – 44%	An Assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a minimal standard of performance, that presents limited knowledge and detail • responses in which questions or tasks are not addressed • responses that demonstrate limited skills and understanding
UG < 39%	Ungraded <ul style="list-style-type: none"> • task was submitted but was below standard
CON	Assessment is in progress <ul style="list-style-type: none"> • work to be assessed during the remainder of the Semester
ABS	Not submitted due to explained absence (no penalty)
NG	Not Graded
NS	Task was not graded as it was submitted after the due date without an extension
*Grade	Grades with asterisk signify the completion and assessment of modified work

VCE / VET ONLY	
NG	Not Graded <ul style="list-style-type: none"> • Task was not graded as it was submitted after the due date without an approved extension • An S may be received for completion of VCE Unit & Outcome
NS	Tasks not submitted <ul style="list-style-type: none"> • An N may be received for unsatisfactory completion of VCE Unit & Outcome
S	Satisfactory completion of VCE Unit & Outcome
N	Unsatisfactory completion of VCE Unit & Outcome
C	Competent
NYC	Not yet completed

ATTITUDE AND EFFORT

All students also have a Work Habits section of their semester report, which provides information about how they have organised themselves and their work, as well as their behaviour in the class. The scale used here is 5 point:

- Excellent
- Very Good
- Good
- Acceptable
- Needs Attention

SUBMISSION OF WORK

Work has a time value if a student is to benefit fully from her / his learning. All tasks, large or small, are set to enable a student to demonstrate her/ his learning of concepts and skills introduced in class. Thus work needs to be completed promptly, within the guidelines set by the teacher, and to the best of the student's ability, to enable the student to build on this learning in preparation for the next task.

AVENUES OF COMMUNICATION

YEAR 8 TEAM

Your first point of contact when calling the College about any concerns you might have should be your son or daughters Homeroom Teacher.

STUDENT PLANNER

The Planner is the central communication link and contains useful day to day information. Please check the Planner every night for any homework or messages from teachers. Use this Planner to communicate with teachers.

SIMON - Online Learning Management System

The SIMON Learning Management system is our College intranet. It is the homepage for all College computers. SIMON is used every day by students and teaching staff. Student attendance is also recorded in SIMON.

SIMON is accessible to students from home using their college username and password.

Students can access their timetables, College calendar and daily messages. Students can also access handouts and worksheets online via SIMON Learning Areas. If a student has been absent from class or mislaid documentation they are encouraged to download the relevant work to complete at home. Some subject areas have provided class videos for students to view. Assessment and homework task dates are added to SIMON for students to refer to.

PAM – Parent Access Module

PAM is the Parent Access Module of SIMON and can be used by parents to view current information regarding their child/children and College activities. All parents are issued with a parent username and code for access.

The following information is available to parents and guardians via PAM:

- Daily Messages
- Upcoming Events
- College Policies and Handbooks
- Student Information (including Attendance data)
- Assessment and Homework Task Due Dates

SIMON and PAM can be accessed by clicking on the links on the College webpage. Please contact the college via email pam@shckyneton.catholic.edu.au if you require further assistance

LEARNING WALKS AT SACRED HEART COLLEGE

'Learning Walks' are designed to allow current College parents to learn more about what is happening on a daily basis in the classroom. In this session, parents will have the opportunity to gain a firsthand understanding of how the College works and how the students are learning.

Prior to the 'Walk' commencing, the group will gather together to gain the context for the Learning Walks and what they might 'see, feel, and hear'. After the visits the group will be asked to reflect on this session and share their observations with other participants.

As a vibrant College community, we continue to develop and foster active partnerships with our families as we work with you to support the growth and learning of our young people.

This is a wonderful chance for families to come into the classrooms and experience learning in the world of our students today. If you are interesting in being part of these sessions you can register your interest with Mrs Debbie Meldrum via email on dmeldrum@shckyneton.catholic.edu.au or call on 54211267.

NEWSLETTER

A link to the College Newsletter will be emailed fortnightly to each residential parent/guardian. The link will be sent on a Thursday afternoon. For those families who do not have access to email, there will be printed copies available at the Main Office for your student to collect.

PHONE CALLS

Students are not permitted to accept phone calls at the College as it is a disruption to the learning environment. In cases of emergency parents/guardians can contact the College and students will be notified. In cases of student emergency, parents/guardians will be contacted by the College. If it is absolutely necessary for your student to bring a mobile phone to school, then it should be turned off and remain locked in the student's locker all day until it is time to go home. (Please refer to policy on mobile phones in Student Planner)

ABSENCES

When absent the procedures to follow are:

1. **Daily Absence** - When a student is absent from the College we expect that parents will phone between 8.15 and 9.00am that morning (Absentee Phone Number: 54 211223). If a student is marked absent during Homeroom an SMS is sent to the parent at approximately 9.30am.
2. **Planned Absence** - Notification of planned absences eg. family holiday, extended sick leave, must be made to the Principal via email, who will then pass the information onto the Student Office, Teachers and the Year Level Leader.
3. **Leaving the College during school hours** - Students will only be permitted to leave College grounds with a note from parents explaining the need to leave the College. Students should only be leaving the College for important appointments such as doctor, dentist, etc.

Students must present parent note signed by Homeroom Teacher or Year Level Leader. Students must sign out at the Student Office before they leave, and back in at the Student Office if returning to the College at a later time.

DAILY MESSAGES

The Daily Messages are on SIMON and read in each classroom at Morning Assembly. It contains information about the day to day running of the College and informs students of upcoming meetings and events. Students should check Daily Messages for confirmation of times and dates of upcoming events.

GENERAL INFORMATION

PUNCTUALITY

Students are expected to be punctual when arriving for school and all classes. Students arriving at school after 8.50am are to report to the Student Office to receive a Late Pass before going to class. Arriving late to class could mean missing out on important information and often disrupts other students' learning.

EXCURSIONS

All upcoming excursions will be notified via email through the CareMonkey system, and permission for the student to participate is then acknowledged also through CareMonkey. Students who do not have permission through CareMonkey will not be permitted to attend.

STUDENT RECORDS - CAREMONKEY

We cannot emphasise enough the importance of updating student records. In an emergency we may need all the information available to us. We keep information such as relevant medical data, emergency contacts, addresses and telephone numbers for all students on our computer system. Should parents change address or workplace, or if medical records need updating, it is essential that your record on CareMonkey is updated immediately.

ADMINISTRATION OF MEDICATIONS

In most instances, students are encouraged to take responsibility for their own health issues and to self-administer unprescribed medications. The College will not supply or administer over-the-counter medications (e.g. Paracetamol or Mylanta) to students. An exception may occur during camps, excursions or tours, when a student may require short-term relief from an ailment or injury and a parent, guardian or medical practitioner is not readily available to administer the medication. In such instances, the student's parent/guardian will be contacted and approval sought to administer the medication.

The College will only assist in the administration of prescribed medications at the request of a student's parents/ guardian. A parent or guardian must complete a Medical Authority Form to assist with or supervise the student's administration of the prescribed medication. This is available on the College website under enrol with us / further links / policies and forms. The completed Medical Authority Form with the clearly labelled medication is to be taken to First Aid for safe storage and administration.

The College is an 'Asthma Friendly School' and part of the accreditation requirements is an annual update of Asthma Management Plans. Parent cooperation in completing and returning these forms promptly, is crucial.

The College will fully comply with Anaphylaxis Ministerial Order 706 and the associated Guidelines published by the Department. It is the responsibility of the parent to:

- ▶ inform the School in writing if their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
- ▶ provide an up to date photo for the ASCIA Action Plan when that Plan is provided to the School and when it is reviewed; and
- ▶ provide the School with an Adrenaline Auto injector that is current and not expired for their child. The College will develop an Individual Anaphylaxis Management Plan and it will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

FIRST AID (SICK BAY)

Students need to obtain a note from their teacher and go to the First Aid if they are feeling ill. They must first report to General Reception where First Aid will be rendered, after which the student will either remain in First Aid or return to class. Students that are injured or become unwell will be sent home after contact has been made with a parent or an emergency contact that is able to care for them.

Students are not permitted to contact their parents themselves to collect them from the College when they are unwell. Parents should not send students who are already unwell to the College.

STUDENT PROGRESS INTERVIEWS

Students receive an Interim Report at the end of Terms 1 and 3 and a summative Report at the end of Term 2 and 4, detailing the semester's progress.

Formal Student Progress Interviews are held following distribution of reports in Terms 2 and 3. Parents are encouraged to make contact with the College at any time they have a concern or an issue to discuss. Bookings are made through SIMON.

GENERAL ASSEMBLY

Approximately twice a term the whole school assembles in Quambi for a General Assembly. Students are addressed by the Principal, awards are given, reports presented and information imparted. Students also gather as individual year levels.

COMBINATION LOCKS

All students are issued with their own combination lock. This combination lock is theirs to keep and use until they leave the College. Replacements are available from the Student Office at a cost to the family.

BOOKS AND UNIFORM

All books, folders, pencils, etc and all uniform items, including P.E. uniform and hat, should be **clearly labelled** with the student's full name. Students are expected to be in full school uniform as outlined in the Uniform Brochure which can be accessed on the website. If a student is out of uniform or in incorrect uniform they need to provide a note from their parent/guardian explaining the reason for this lapse.

DIGITAL TECHNOLOGIES

As part of our ongoing commitment to contemporary learning, and our desire to provide our students with the 21st Century skills required for today's knowledge-based, technology driven and globalized environment, Sacred Heart College will continue a digital devices program for students in 2017.

Please refer to separate documentation provided explaining the program requirements and expectations. The *SHC Digital Technologies Responsible Use Policy and Guidelines* is included in the student planner and should be referred to and understood.

Additional computers and digital equipment are available for student use in specialist areas throughout the College and in the Library and Learning Centre.

Cost To Parents

The devices are leased and subsidised by the College with parents required to pay \$150 per year for their use over the three years. Accidental Damage Protection Insurance Policy covers accidental breakage and will require an excess payment. In the case of willful damage or some other event whereby the claim is not accepted, students and their parents will be liable for the cost of damage in full. At the end of the lease parents will have the option to buy out the device from the leasing company.

Network and WIFI access (including printing)

Students have been provided with usernames and passwords to access the College Network and WIFI from College issued Devices and other College computers.

Printers are available in each area for student use, with \$8.00 credited to each student account, per semester, to cover the cost of printing. Students can top up their printing credit at the DigiTech Service Desk in the Library throughout the year.

CAFETERIA

Students have a wide range of food available at recess and lunchtime at the Cafeteria. The College also uses the online ordering system for the Cafeteria called FlexiSchools. This system allows parents, students and staff to place orders from home, work or school at any time. The payment is also done online. FlexiSchools is well established and tested, operating in hundreds of schools across Australia.

Getting online is easy and only takes a few minutes to register. If you have any questions about the online services, please contact the Cafeteria Manager at

cafeteria@shckyneton.catholic.edu.au

EASY, ONLINE REGISTRATION

- Go to www.flexischools.com.au
- Click REGISTER NOW
- Enter your email
- You will be emailed a link to an online form - follow the link
- Choose a username and password and complete the form
- Add each student and their class
- Top-up the account - VISA or Mastercard preferred.

CO-CURRICULAR ACTIVITIES

The College supports and encourages a wide variety of co-curricular activities. Parents should also encourage their students to participate in as many activities as possible.

Some of the activities available are:

Celebrating Diversity Group	Debating	Production
Chess	Sacred Earth	Public Speaking
Choir	Instrumental Music	Sport
Computers	Justice and Service Group	Student Representative Council
Concert Band	Maths tutorial	Voice Choir

LIBRARY

Library Hours: 8.30am - 4.30pm

The Library is open at Recess and Lunchtime. Activities at these times might include book selection, socialising, catching up on homework/private study, playing board games such as chess and seeking assistance to resolve ICT issues. Maker Space and Chess Club are held during the cooler months.

Classes may be booked into the Library for research, reading and general classwork for example.

YEAR 8 CAMP – SURF COAST ADVENTURE

The Surf Camp Coast Adventure Camp exposes students to a range of activities available within a coastal environment. This is a five-day residential and camp based program that is specifically designed to follow on from the Year 7 program.

The camp is based out of the Anglesea Recreation Centre and run by the YMCA and independent organisation during Term 1. Students participate in groups of 12-14 students and learn to work together with fun, enjoyment and personal challenge in mind. The following is a list of activities each group participates in:

Surfing	Instructors from <i>Sea, Earth and West Coast Adventure</i> take students through two learn-to-surf sessions at Anglesea main beach or Urquharts Bluff. Students are instructed on the finer points of surfing, helping them develop their skills over the two lessons.
Giant Swing	Participants are harnessed then attached to the swing. A swinger is hauled by their team up to 18 metres and then they release themselves by a special trigger mechanism. The activity is Challenge by Choice giving participants freedom to step into their own challenges with the encouragement of the group.
Geocaching	Geocaching is orienteering with a difference. Participants use electronic GPS devices to find items in hidden 'caches'. Participants are involved in processes such as decision-making, problem solving and communication.
Kitchen Garden	Participants are taken on a journey of food at camp, from cooking and consumption, to recycling and reusing. Our chickens, compost, worm farms, veggie gardens and greenhouse are explained. Fresh produce is then collected (seasonal) and is used in cooking a snack for the group.
High Ropes	The activity consists of 8 different challenges of varying difficulty suspended 17m off the ground. Students are harnessed to a safety rope and set personal goals from simply climbing the ladder to achieving all challenges. Each student faces their personal fears of height with the support of an encouraging team and safe environment.
Crate Climb	The harnessed climber is required to use milk crates, stacking them on top of each other one at a time with a maximum height of 12 milk crates. Some of the key learning elements are teamwork, trust, communication and patience.
Mountain Biking	Students are involved in a mountain biking journey through the heathlands at the back of the Recreation Centre. The journey will involve a variety of terrain and students will be taught some technical skills.
Canoeing and Raft building	Set in a sheltered environment on and around Anglesea River students will develop canoeing skills as well as focusing on cooperation and communication skills.
Overnight hike	Run by experienced Outdoor Education Leaders: students hike from the Recreation Centre into the heathlands around Anglesea. All your outdoor equipment will be provided except a sleeping bag (please see Equipment list). No matter what day you leave, you will meet with your group before lunch to receive your meals and equipment. You will then get on a bus and head to your starting point. From there it's a short walk adequate to Year 8 Level, a cook/sleep out overnight and a walk out the following morning.

PHYSICAL EDUCATION

If your student needs to be excused from P.E. because they are ill or injured please write a note in the Student Planner. Students must wear the full uniform to all practical classes - not a combination of other sports clothing and the P.E. uniform. This includes the College Bucket Hat in Terms 1 and 4. It is essential that students wear supportive athletic shoes and not shoes of a recreational nature.

HOUSES

Within our College there are four Houses. All students and teachers are allocated to a House. Siblings and relatives will be placed in the same house. Students compete in the houses in a variety of sporting events eg. Swimming, Athletics and Cross Country.

INTER-SCHOOL COMPETITIONS

At Year 8 some students will be selected to represent the College in Swimming, Athletics, Cross Country, Orienteering, Debating, Chess etc. Parents are invited to attend these days and any parents who could assist with umpiring or officiating on a sports day should contact the Sports Coordinator at the College.

PERIOD 5 FOR YEAR 8

RATIONALE

It is essential that students at Sacred Heart College undertake and complete all set work to the best of their ability. This involves keeping up with all work, including when a student is absent for a lesson. Completing all set work satisfactorily and undertaking assessment tasks are important methods of consolidating a student's learning, in preparation for the next unit or topic of study.

A lesson after school (Period 5) has been implemented for students to complete assessment tasks that they had unavoidably missed or for school work that has not been completed to a satisfactory standard. This also enables students not to miss additional lessons during the school day to complete or re-do the task. Period 5 will commence at 3.45pm until 5.25pm or earlier depending on the task that is to be completed. Parents will be notified in writing prior to the set date.

STUDIES AT YEAR 8

CORE SUBJECTS

Studied by all students for the year:

- Religious Education
- English
- Mathematics
- Computer Skills
- Geography (one semester)
- Health and Physical Education
- History (one semester)
- LOTE: French or Japanese or Learning Strategies
- Science

EXPRESSIVE ARTS / TECHNOLOGY SUBJECTS

All students study each of the following subjects. Students are allocated two electives per semester over Years 7 & 8.

- Art/Visual Communication
- Drama
- Food Technology
- Music
- Robotics
- Textiles
- Design and Technology

RELIGIOUS EDUCATION

Description

In Years 7-10 Religious Education follows the framework developed by the Catholic Archdiocese of Melbourne. In each year level, the program is organised around five Content Areas: Scripture and Jesus; Church and Community; God, Religion and Life, Prayer, Liturgy and Sacrament; and Morality and Justice. Students will be assessed according to their progression along three Dimensions of Learning: Personal and Communal Engagement; Knowledge and Understanding; and Reasoning and Responding. In 2017, students in all year levels will examine the concept “Hospitality” throughout their Religious Education course.

Semester 1

In Semester One, Year 8 students will explore the notion of “divinity”, and investigate how and why different religious groups engage in worship practices. As they do so, they will explore the central symbols and rituals of the Catholic Church. Students will spend time reading and contemplating stories from the New Testament, and will read “Trash” by Andy Mulligan. They will prepare and participate in a class Mass, and take part in our school wide liturgical celebrations.

Semester 2

In Semester Two, Year 8 students will continue to investigate the concept “Hospitality”. They will examine the notion of social justice and the mission of the Church to achieve peace in our world. Each student will develop a portfolio of material and prepare a presentation for the “Make A Difference” showcase to be held at the College Twilight Evening in October. Throughout the year, students will have regular opportunities to respond to the scriptures and take part in class prayer.

Assessment Tasks

Students complete a variety of tasks which are available for parents to view on SIMON.

ENGLISH

Description:

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Assessment Tasks

Semester One

- Short Story
- Written Response
- Design a Website for a client
- Analyse an article on an issue and write a poem

Semester Two

- Write a text response essay on one or both set novels
- Write a text response on a film
- Analysis of a television episode
- Present a slideshow on a sustainability issue
- Participate in the College Public Speaking Program

Homework:

Students are asked to complete homework from the set texts that are assessed directly in tests and indirectly in the written work that is completed during the year. Students do other work at home such as wide reading, research, conducting interviews, rehearsing oral presentations and watching specified television programs. They do not complete assessment tasks at home. During the summer holidays they are to read the novel *Six Impossible Things* and complete a story map activity before they return to school. During the winter holidays they are to read the novel *If I stay* and complete a reader's journal before they return to school

MATHEMATICS**Description:**

The Victorian Curriculum for Year 8 has four proficiency strands and three content strands. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. They are an integral part of the three content strands covered in Year 8 Mathematics in Semester One and Two. The content strands are differentiated into foundation, standard and advanced levels.

Semester One**Content 1: Number and Algebra**

The focus of this content strand is positive and negative numbers, the number place, calculations with percentages and currency and ratio, scales and rates. This involves the four operations, estimation, order of operations, number patterns and powers; the application of percentages and decimals in money and budgeting calculations; the practical applications of ratio, scales and rates. They use index notation with numbers to establish the Index laws. Students consolidate their understanding of pronumerals. They use mathematical skills to solve expression equations and work with algebraic terms to simplify expressions.

Content 2: Measurement and Geometry

Students extend their understanding of Area, Volume and Surface Area. This includes the appropriate use of units and the manipulation of measurement formulae. They use formulas to solve problems involving the circumference and area of a circle.

Content 3: Statistics and Probability

Students calculate measures of chance and the likelihood of events. They calculate theoretical probabilities, identify complimentary events and sum probabilities to solve problems, use appropriate technology and generate random numbers for simple simulations.

Assessment Tasks

- Tests
- Investigations
- Mathletics
- Topic Homework Tasks - Mathspace

Semester Two**Content 1: Number and Algebra**

Students identify relationships between variables and describe them using algebra. They represent linear functions graphically and connect rules for linear relations and their graphs both with and without the use of digital technology. Students factorize, simplify and expand algebraic expressions.

Content 2: Measurement and Geometry

Students extend their understanding of angles and shapes. The properties of triangles and polygons are investigated.

Content 3: Statistics and Probability

Students collect, organise, present and compare data sets, explore the implications of sample data using a variety of processes. They calculate means and proportions in samples and investigate the variation to mean and medium caused by outliers.

Assessment Tasks

- Mathspace Mastery
- Tests
- Investigations
- Mathematics
- Set Topic Homework Tasks - Mathspace

ART / VISUAL COMMUNICATION

Description:

Students gain knowledge in the preparation and application of a design process while exploring traditional and contemporary conventions in design. These include the use of design elements such as point, line, shape, colour, tone, texture, form and type, and principles such as balance, contrast, scale hierarchy, cropping, proportion, figure ground and pattern. Freehand drawing and computer rendering applications are explored while solving design problems in the context of a design brief.

Students are introduced to Non Para line and Para line drawing, using technical instrumental drawing practices.

Content:

- Exploring curiosity, imagination and enjoyment through an engagement with visual communication design practices
- Research creative and innovative ways to communicate ideas and information
- Identify aesthetic knowledge, including the application of design elements and principles, as they explore visual communications
- Apply visual communication design practices, processes and technologies
- Use of creative, critical and reflective thinking skills
- Acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design.

Assessment Tasks:

- Surface Design
- Logo Design
- Technical Drawing Introduction

DIGITAL TECHNOLOGIES

Description:

In Digital Technology students will develop an understanding of how a computer works (Digital Systems). They will learn about hardware and software and look at the different types of networks and their suitability in meeting defined purposes. Students will gain knowledge of how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They will manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online. They will develop an understanding of algorithms and coding and develop, test, and modify digital solutions. Students will evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

Content:

- Cybersafety and e-Smart
- Issues with ICT in the global society
- Computer hardware, software and networks
- Introduction to data and information
- Data analysis (Excel spreadsheets)
- Data management (Access databases)

Assessment:

Students will be assessed in each of the topics above apart from Cybersafety and e-Smart. Each assessment will take the form of short key knowledge and understanding questions in conjunction with a computer based practical assessment.

DRAMA – (Second Semester)

Description:

Semester Two: The focus of the course is Creating and Performing and Exploring and Responding. Expressive skills of movement and voice are developed by a range of self-awareness activities, techniques and group drama tasks.

In creating and performing, students present characters and stories using stagecraft to enhance their performances and to communicate their ideas. Students explore the conventions of theatrical styles.

In Exploring and Responding appropriate Drama terminology is introduced so students can discuss and evaluate their own work and that of theatre practitioners. Students identify ways in which Drama can inform, entertain and challenge an audience or simply provide escape into imaginary worlds.

Assessment:

Storytelling

AT1 – Result of performance tasks related to responding to objects, photos and scenarios.

Solo

AT 2 – Monologue of a short classical phrase

Mythology

AT 3 – Ensemble Performance of a myth

Physical Theatre

AT 4 – Ensemble performance of A Toystory

Respond and Interpret

AT 5 – Written evaluation of Theatre Performance

FOOD TECHNOLOGY

Food Technology teaches students about food preparation and the social and environmental implications of using particular materials. There is a large health component covering all aspects of the units covered. They learn about grain foods and how they are grown, vegetables, meats, fruits and dairy products are also included in the students learning, they begin to understand the balance between healthy eating and a healthy lifestyle and how sustainability is important within our environment.

Students also learn about safety, hygiene and food techniques.

Assessment

Design a Healthy Burger: Investigate the alternative recipes for hamburgers following the guidelines of the Australian Guide to Healthy Eating.

Facts about Farming: Investigate sustainable agriculture, including organic farming, packaging of products, food miles and the ethical treatment of animals.

Production: Ongoing assessment of personal hygiene, production, safety and cleaning procedures.

GEOGRAPHY

Description:

This course is comprised of two units. Unit 1 "Landforms and Landscapes" examines the processes involved in the formation of mountain landscapes and their social and environmental importance. Unit 2 "Changing Nations" investigates the changing nature of countries with particular emphasis on the shifts in population distribution and the impacts of such change.

Assessment:

Hanging Rock Field Trip: A Field Trip Report is completed applying information gathered during the field trip.

Mount Everest Case Study: Inquiry research about the formation of the Himalayas, including Mount Everest. Foci will also include tourism and earthquakes.

Changing Nations Portfolio: Students maintain a portfolio of population themed activities undertaken including comprehension, mapping, population graphs, and data analysis. Locations include Australia, China and Indonesia.

HISTORY

Description:

Students investigate the societies of Medieval Europe, Japan under the Shoguns, and Renaissance Italy.

Assessment:

Medieval Europe Test: Students apply content knowledge and test completion strategies to complete task.

Shogunate Japan Essay: Students conduct research and respond to an essay question.

Renaissance Italy Visual Source Analysis: Analysis of a source and an extended response to associated text and posed question.

HEALTH AND PHYSICAL EDUCATION

Description:

Physical and Health Education involves both a practical and theoretical component.

Practical Component

At this level students maintain regular participation in moderate to vigorous physical activity. They analyse and evaluate their level of involvement in each practical unit through peer and self-assessment. Students combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. They proficiently perform complex movements and manipulative skills. Students measure their own fitness and physical activity levels.

The following practical units will be covered this year: Orienteering, Swimming, Athletics, Fitness, Wheelchair Sports, Basketball, Bat Tennis, Pilates, Game Creation, Soccer, Touch Rugby, Softball and Minor Games.

Skill, participation and attitude will be assessed in these units through self, peer and teacher assessment.

Theoretical Component

At this level students identify factors that influence motivation to be physically active and the effect physical activity has on health. They explain the process for improving health-related fitness. Students analyse factors that affect performance and use this to provide constructive feedback to assist skill development. They will also complete units on Australian Health, Fitness and Improving Performance, Adolescent Health and Relationships and Drugs in Sport and Society.

At this level students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. Students describe the health resources, products and services available for young people and consider how they could be used to improve health.

Assessment Tasks

- Mental Health Awareness Advertisement
- Fitness and Improving Performance
- Game Creation
- Research Task and Presentation - Drugs in Sport

LOTE: FRENCH

Description: Full Year - Semesters 1 and 2

The study of languages is continued by all Year 8 students. Language learning is a core study for all students through Years 7, 8 and 9. Students entering Year 8 continue with the selected language - French or Japanese - and carry the study of the language that they select through until the end of Year 9, after which language study presently acquires elective status. In the Year 8 French LOTE program, students consolidate their foundational language learning and continue their studies to further learn and develop the four language skills - reading, listening, writing and speaking - as well as non-verbal communications, such as body language, visual cues and signs.

The Year 8 LOTE French Course is presented in sequential units drawn from the text *Touché 2 & 3* which includes the topics of time, describing daily routines, understanding weather, talking about past-times and sports, household chores, objects and rooms, clothing, shopping, food and holidays.

Cultural activities, incursions and excursions, as well as reference to a variety of electronic and online resources are incorporated to supplement and add value to class work and home study.

During Year 8, students begin to learn, memorize and apply more complex foundation-level French language structures, learn more elaborate sentence syntax and a wider range of commonly used expressions. A wide range of communication types are modeled for students and they are challenged to draw upon those models, copy them, and start applying their learning in new and different situational opportunities. Students continue to research and discover cultural, geographical and historical facts about the Francophonie and make comparisons with Australia and other countries.

Assessment Tasks

Writing: Cumulative results drawn from vocabulary, grammar and unit testing

Speaking: Speaking drills, dialogues and role-play presentations

Reading: Reading comprehension activities

Listening: Questions and answers and unit test results

Cultural Projects: A Taste of France – Research project based on an aspect of French Culture.

LOTE: JAPANESE

Description:

The Japanese Language Course Pathway 2 is presented in sequential units from the text *Obento Deluxe*.

Semester One topics include:- Greetings, Numbers, Introducing Themselves, School Life and Family.

Semester Two topics include:- Describing Pets, Japanese Cuisine, Leisure Activities and dates.

Detailed grammatical constructions and expressions are studied with an emphasis on students questioning and exchanging information about themselves. The skills are assessed are listening, speaking, reading, writing and the use of body language, visual cues and signs.

Students memorise Hiragana, some Katakana script and are exposed to the Kanji script for the days of the week. Course work is supplemented by various cultural workshops and demonstrations.

Assessment Tasks

Writing - Cumulative result of Hiragana script writing tasks which include topic vocabulary and phrases

Speaking - Speech presentation – prepared conversations on unit topics in formal Japanese style

Reading - Cumulative result of term tests in reading Hiragana, Katakana and Kanji scripts

Listening - Cumulative result of topic tests

MUSIC

Description:

Semester One: This unit is part of the Year 7 – 8 Arts program and introduces some of the key concepts of music. The unit runs for one term and all students participate in either Year 7 or 8. The course includes learning new instruments, music appreciation and performing class pieces. Students are engaged in a variety of group and practical tasks.

Semester Two: Year 8 Music is an elective unit running for one term. Students participate in class performances on a variety of instruments. They develop skills in playing and composing with guitar chords and keyboard. Students apply these skills in small groups to compose, perform, record and evaluate their own music. Students will further their knowledge of basic theory and aural comprehension skills.

Assessment Tasks

Group Performance: Working in a group situation, students learn various aspects of performing a popular song which is recorded electronically.

Musical Instrument Assignment: Students will work individually to create their own musical instrument and present it to the class.

Music Appreciation and Analysis Test: Students will listen to a previously unheard piece of music. They will answer a combination of multiple and extended questions about what they are hearing.

ROBOTICS

Description:

This unit aims to familiarise students with this branch of technology that deals with the design, construction, operation and application of robots and computer systems, for their control, sensory feedback, and information processing. When allowing students to design, build and program their own robots, they will get involved in many technical activities that also overlap with several other disciplines like Mathematics, Biology, Engineering, Electronics, Information Technology and Science in general. Also they will learn to work in teams and will be faced with many difficult technical decisions which enhance their management skills.

Assessment:

Theory

- Advantages and disadvantages of robots in today's society
- Theories behind the workings of a basic robot
- Electronics of a robot

Practical

- Working in teams, students will design, build and program a robot using Lego Nxt Robot equipment and LEGO RoboLAB 2.9.3 software.

Working individually, students will design, build and program a remote control buggy using Picaxe equipment and software.

SCIENCE

Description:

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. 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.

Over the course of the year students will study the following topics:

Science toolkit: Students learn that scientists work collaboratively and individually in the field and in the laboratory, to plan and conduct investigations safely and ethically. Scientists make predictions, control variables and record results accurately. Scientists communicate their result using scientific language.

Rock and minerals: In this unit, students learn that rocks have useful properties and can be classified as sedimentary, igneous or metamorphic. Rocks contain minerals and are formed by processes within the Earth over different timescales.

Energy: Students will explore the concept that energy appears in different forms and can be transferred and transformed to cause movement and change.

Sound and light: In this topic, students will explore the electromagnetic spectrum and see that it is a way of describing the different forms of light, including the light that we see. They will realise that sound is caused by the vibration of particles moving in a wavelike motion.

Physical and Chemical Change: Students will learn about the differences between a physical and a chemical change in a reaction.

Cells: Students will investigate the structure and function of cells, and explore the idea that all living things are made of cells.

Surviving: In this unit students will study some of the different specialised systems of the human body.

Reproducing: Students will learn about asexual and sexual reproduction and the ways that different organisms can reproduce.

Assessment Tasks

- Research Tasks
- Practical Reports
- Topic Tests
- Bookwork
- Investigations

DESIGN AND TECHNOLOGY

Description:

Engineering Principles and Systems

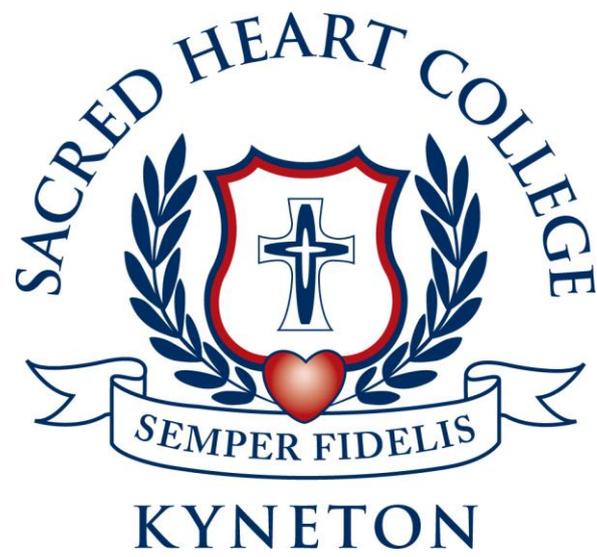
Students analyse how motion, force and energy are used to control electromechanical systems when creating simple, engineered solutions.

Materials and Technologies Specialisations

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

Assessment Tasks

- Investigate and generating ideas
- Production of prototype
- Evaluation of a model



A Vibrant Life