Gippsland Grammar

YEAR 7
2020 HANDBOOK

Gippsland Grammar Key Personnel

School Staff

Principal:.. Mr D Baker
Deputy Principal - Head of Garnsey Campus: .... Ms J Henry
Deputy Principal - Academic: ....Mrs L Cartledge
Deputy Head of Garnsey Campus: ....Ms K Ray
Head of Junior School: St Anne's..Mr J Van Berkel
Head of Junior School: Bairnsdale:..Mrs V Evans
Head of Year 7: ....Mrs F Kennedy
Head of Year 8: ....Mr G Dihood
Head of Year 9: ....Mr T Smith
Head of Year 10: .... Miss Jenny Dyke
Head of Year 11: ....Mr A Nicholas
Head of Year 12: ....Mrs E Bullers
Business Manager:...Mr C Beckman

Mentor Teachers

Year 7:

Head of Year .... Mrs Faye Kennedy
8A .... Mr Dan Davies
8B .... Ms Zoe Hilliar
8C .... Mrs Arun Singh / Mrs Tracey Nicholas
8D .... Mr Marc Bain

The Mentor takes the Mentor Group through from Year 7 to Year 8.

Directory of Policies and Procedures
www.gippslandgs.vic.edu.au/community/policies

Our Vision

We provide an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach.

Our School culture is centred around our core values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

Academic Care

Wellbeing

The School has a clearly defined educational model that outlines our best practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12.

At Gippsland Grammar
- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- behaviours and relationships are managed in a restorative way;
- relationships are respectful and characterised by positive dialogue and active listening;
- teachers know their students, and use positive education strategies in the classroom and beyond;
- a growth mindset is evident in all aspects of School life;
- students learn in spaces which reflect the enjoyment and value of learning; and
- a personal development program is explicit and based around the core pillars of Wellness, Achievement , Relationships and Community Involvement

Curriculum

The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.

At Gippsland Grammar
- The Australian Curriculum provides our curriculum framework;
- teachers access a planned curriculum which is fully mapped, current and dynamic;
- a variety of programs and support structures meet diverse student needs;
- learning opportunities enable students to connect to virtual and real world situations and environments;

- students have service opportunities and collaborate to make a difference in both local and global contexts;
- well defined assessment practices are used;
- teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and
- an engaging, challenging and diverse variety of co-curricular opportunities is available.

Teaching and Learning

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom.

At Gippsland Grammar
- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- our classrooms are places where our students can succeed and there is an understanding between the students and teachers of what success looks like;
- learning is paramount and strategies are developed to intervene, extend or encourage our students to achieve their best;
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent feedback from their teachers, peers and others;
- learning is challenging and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and
- our teachers use contemporary Information Communication Technologies to enhance teaching and learning and to promote flexibility and independence.

**Principles of Academic Care at Gippsland Grammar**

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and enhance student learning, wellbeing and resilience and to embed these in classroom experiences.

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures, and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care is underpinned by our teachers' passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.
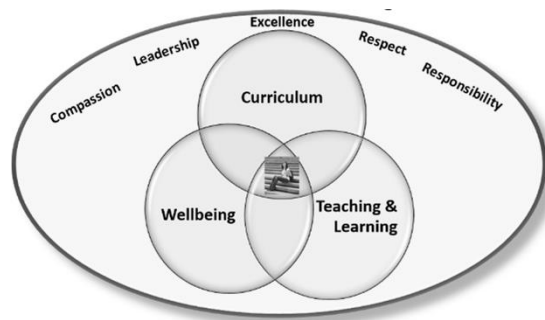
Introduction

The purpose of this handbook is to provide you with information about the Year 7 curriculum with a particular emphasis on what is important for parents and students to know about entry into Gippsland Grammar at Year 7. Besides the subject outlines and overview of the academic program, information about some of the processes and procedures in place with regard to the timetable, homework, exit passes, use of the diary and so forth is presented in order that parents may become familiar with daily life at the School for students.

Of great importance to us at Gippsland Grammar is the successful transition of your child from the primary sector to the secondary sector. This is the beginning of our pastoral care program, which is integral to the academic program.

Pastoral Care

Each Year 7 student will be assigned to a Mentor. The Mentor Groups are aligned to the academic classes – thus ensuring the wellbeing of the student in his or her new environment. The Mentor is the key contact for issues relating to students in their Mentor Group. They are supported by the Head of Year who oversees the Pastoral Care and welfare of the year level group. In addition, Year 7 students participate in the Peer Support program whereby they work in small groups under the leadership of trained Year 10 Peer Support leaders. Orientation into the School is thus enabled by the relationship that is formed between young students and older students. Year 7 students are also encouraged to maintain these relationships with older students and their peers through the many camps they will undertake as well as the co-curricular and house activities in which they will participate. Our School Chaplain and School Psychologist are also available for counselling with students and/or their parents. In addition, each Year 7 Mentor Group participates in a Personal Development session each cycle. These sessions foster social and organisational skills.

Visible Learning and the shared language of learning: the SOLO Taxonomy

At Gippsland Grammar (F-12), students learn about their learning and about planning their next learning steps with their teachers. Teacher clarity and intentionality is facilitated by the use of the Structure of Observed Learning Outcomes (SOLO); a classification of language used in teaching and learning. This model facilitates the development of a common understanding and language of learning and, at the same time, guides the levels of thinking as represented by the language used – the learning verbs or language of instruction.

The taxonomy presents a systematic way to describe how learner understanding and thinking grows in complexity when mastering tasks in an educational setting. The taxonomy describes broad cognitive categories of thinking and identifies five stages of understanding to define levels of increasing complexity in a learner's understanding of an idea.

- The first level is the prestructural or unistructural level where there is little to no knowledge about a topic
- The next level is the multistructural level where a learner knows a number of things about a topic, like describing or outlining. These are surface levels of understanding.
- The deep levels of understanding are relational, where a learner can connect the multiple aspects of knowledge to each other to show complex understanding. They can compare and contrast or explain cause and effect.
- The deepest level of understanding is the extended abstract level where a learner can generate new understandings, like arguments or hypotheses.

The Solo Taxonomy is used by teachers to support the progression of student learning; specifically to make the levels of learning visible and to inform teaching. Teachers use thinking routines, strategies and protocols to support the thinking to enable thinking at a deeper level. This approach is overlaid by metacognitive strategies; that is, strategies which enable students to think about their thinking.

At Gippsland Grammar, student voice is important and making the learning visible allows students to discuss their learning level and know what their next learning steps may be. It is an evidenced-based

approach informed by the work of the University of Melbourne and Harvard Graduate Schools of Education.

The Academic Program

The academic program is as outlined in this booklet. In English, Maths, Science and History, the outlines reflect the precepts of the Australian Curriculum. In the main, students undertake a common core of subjects with an Art block through which students experience a variety of art subjects. Information and Communication Technology is an important feature of teaching and learning and is integrated into classes. The School's Learning Management System is the vehicle by which some material can be accessed by students. Students can access the VOS (Virtual Online Space) both at home and at school. In addition, teachers are constantly striving to engage students in their classes by focusing on different learning styles and curriculum initiatives. Such approaches are embedded into the curriculum and go hand in hand with our Pathways program with its focus on literacy, numeracy and enrichment.

Continuous Online Reporting

Reports about your child's progress take the form of online continuous reporting via VOS, our Learning Management System. It is a platform through which all information and communication is delivered to the School community. The feedback which students receive for assessed work can be accessed by parents and guardians as it is returned to students and is posted online to your child's class page. Student progress and achievement is supported by continuous assessment. At the end of each semester, a summary of grades and a Mentor report will be published.

 An opportunity to speak with teachers occurs twice a year at the Parent/Teacher Interviews.

It is our desire that your child may have a positive educational experience at Gippsland Grammar. Welcome.

Kate Ray
Deputy Head of Garnsey Campus
February 2020

The Year 7 Academic Program

YEAR 7	
Subject	**Number of lessons per cycle**
English	8
Mathematics	8
Science	7
History/Geography	6
Art Block	4
Languages: French	4
Languages: Japanese	4
Music/Drama Block	4
Physical Education & Health	6
Religious and Values Education (RAVE)	2
Pastoral Care	3
Sport	4

In Year 7, the curriculum is made up of core subjects. All students undertake all subjects. Mentor groups and academic classes are the same. There are four Mentor groups at each of the two year levels. Students study Science, History or Geography, Physical Education & Health and RAVE in these groups. History and Geography are studied for one semester at each year level.

Students rotate through a selection of the visual arts classes. These subjects are the Food Technology, Art, Woodwork and VCD (Graphics). In addition, Year 7 students will undertake study of the performing arts; that is, Drama and Music.

In Year 7, all students study French and Japanese. In Year 8, students elect to study one language other than English only.

Year 7 Digital Technologies workshops

This year, each Mentor Group will work through a series of workshops for one term each. The program is supported by an instructor from the 'CS in Schools' organisation working with our Digital Technology teacher.

The lessons will teach students how to write code. Students will develop real Python programs (a popular programming language) in an editor, debug them, and build their own software. Students will undertake a project which includes writing code to compete in a challenge using an Edison robot.

Coding practices are becoming essential basics in student skill sets for their futures as just about every job will be changed by technology. The important and best paid jobs of this and the next generation will require computational thinking.

In addition to curriculum differentiation within the classroom, the School offers Enrichment and Extension programs to help support our students. These programs are offered through the Pathways Department. Notwithstanding these programs, it is the School's aim that the range of student abilities is met in the classroom and our co-curricular program.

Enrichment Programs

Teachers at Year 7 cater for the range of learning styles that students bring to the classroom. Strategies for assisting students with specific literacy and numeracy difficulties are explored and teachers are able to assist students in each subject area. Teachers are aware of the specific learning difficulties that some students face and are able to adapt tasks that build on students' strengths and focus on overcoming challenges. A small number of students may require a modified or an individualised program at Year 7 that is specifically tailored to meet their learning requirements.

In addition to the role that subject teachers take in assisting students, the School also offers a number of enrichment programs as outlined in the subject descriptions. These programs are offered to small groups of students who are working at a similar level of proficiency. **These programs are subject to the availability of staff.**

Macquarie University Literacy

MultiLit ("Making Up Lost Time In Literacy") is a leading provider of effective literacy instruction in Australasia. Their programs are uniquely placed to be effective because they are all grounded in scientific evidence-based best practice. As a result of being a research initiative of Macquarie University, MultiLit's publications, professional development and Literacy Centre are continually informed by an ongoing program of research.

At our Garnsey Campus, staff have been trained in the version of this program appropriate for older students, known as 'MacqLit'. Using a range of data, we have collected on our students, we will determine those who would benefit from participating in these small group sessions during some their English classes.

Pathways Homework Support

Pathways Homework Support is offered to a small group of students who receive regular Pathways support after school on a Monday and Wednesday afternoon in Room 18 from 3.25-4.25pm. These sessions are an opportunity for these students to receive small group, targeted support with a Pathways teacher.

Homework in the ISC

Students who prefer to complete their homework at School at the end of the day are able to access the ISC each afternoon.

Getting Ready in Numeracy (G.R.I.N)

Our additional numeracy support program is designed to support students in their classroom mathematics program. Selected students will be involved in small group sessions twice per week to prepare for the classroom program and develop their confidence and skills in numeracy.

Extension Programs

Students who demonstrate an exceptional ability in any academic area can expect subject teachers to offer extension activities to further challenge and extend their thinking. Teachers will focus on developing higher order thinking skills and providing opportunities for exceptionally able students to explore challenging concepts. Teachers negotiate the type of program modification that is necessary for students to derive the maximum benefit from a course of study. In addition to in class extension, the School offers a number of opportunities for extension as outlined below. These programs are facilitated by the Pathways Department and are subject to the availability of staff.

da Vinci Decathlon

The da Vinci Decathlon is a ten event academic gala day for Year 7 students. The school will enter teams of eight Year 7 students who will participate in activities in the following disciplines:
- **Mathematics** – emphasis on problem solving, number patterns and logic puzzles
- **English** – spelling, word origins, definitions, scrabble, and writing
- **Science** – students will be provided with higher level scientific concepts and be challenged to apply them
- **Code Breaking** – in the spirit of World War II, students will aim to decipher several codes
- **Engineering Challenge** – a building task designed to test creativity and ingenuity
- **Forensic Sleuths** – dealing with logic, observation, maps, photographs and other evidence
- **Creative Producers** – a sub-group from the team will have ten minutes to develop and present a 30-second performance
- **Art and Poetry** – the team will develop a poem plus a complementary work of art on a given theme
- **Ideation** – involves applying skills of design thinking
- **General Knowledge** – current affairs, issues, history, science, entertainment, sport and world facts

The tasks are exciting and challenging with a particular emphasis placed on higher order thinking skills. The School will aim to select students who are able to complement each other in the various disciplines and students will be required to commit to lunchtime training for the event.

Student Timetable: Johnny Johns 7A Dan Davies Semester 1 2020

The example shown on the next page is of a student's timetable. The information preceding the actual timetable, tells us that the timetable has been produced for Johnny Johns, his Academic group is 7A and he is in Year 7 Davies for his Mentor Group.

Each day is generally divided into six fifty-minute periods. Two lessons occur before recess, two lessons occur before lunch and two lessons occur after lunch. Timings can vary on some days, the actual timings can be found on page 9 of the diary. Monday's lessons are shorter to allow for School Assembly, Wednesday we have House Meetings and Thursday morning's lessons may be shorter because of sport – especially SEISA (South Eastern Independent Schools Association) Inter-School sports days.

The timetable runs to a 10-day cycle and covers two weeks. Days 1 and 6 are Mondays, Days 2 and 7 are Tuesdays, and so the pattern continues until Days 5 and 10 are Fridays. Once Day 10 Friday is reached, the following Monday will be Day 1 and the cycle will repeat. If there is any doubt about what day of the cycle you are in, it is recorded for every day in the diary.

The number in brackets indicates which room the class takes place. Most rooms are numbered, except for Computer Rooms 1, 2, 3 and 4 which are C1, C2, C3 and C4 respectively and the Gymnasium, which is GYM.

	Day_1	Day_2	Day_3	Day_4	Day_5
MGam	7MG.A: DRD 13	7MG.A: DRD 13	7MG.A: DRD 13	7MG.A: DRD 13	7MG.A: DRD 13
1	7DRAA: CMP 37	7MATA: JAG 04	7PD.A: DRD 13	7ENGA: MEB 10	7ENGA: MEB 10
2	7MATA: JAG 04	7FREA: CL 17	7CHPA: DRD 13	7HEAA: CJR 35	7DRAA: CMP 37
Recess					
3	7SCIA: ANH 26	7GEOA: GAD 16	7JPNA: MS 18	7MATA: JAG 04	7JPNA: MS 18
4	7FREA: CL 17	7ENGA: MEB 10	7GEOA: GAD 16	7SCIA: ANH 26	7MATA: JAG 04
Lunch1					
5	7GEOA: GAD 16	7FTEA: EMG 34	7PEDA: CJR GYM1	7SPTA	7GEOA: GAD 16
6	7RAVA: NDB C2	7FTEA: EMG 34	7PEDA: CJR GYM1	7SPTA	7SCIA: ANH 26
MGpm				7MG.A: DRD 13	

	Day_6	Day_7	Day_8	Day_9	Day_10
MGam	7MG.A: DRD 13	7MG.A: DRD 13	7MG.A: DRD 13	7MG.A: DRD 13	7MG.A: DRD 13
1	7RAVA: NDB C2	7SCIA: ANH 26	7GEOA: GAD 16	7SCIA: ANH 26	7GEOA: GAD 16
2	7DRAA: CMP 37	7SCIA: ANH 26	7CHPA: DRD 13	7MATA: JAG 04	7JPNA: MS 19
Recess					
3	7PEDA: CJR GYM1	7FREA: CL 17	7ENGA: MEB 10	7ENGA: MEB 10	7FTEA: EMG 34
4	7PEDA: CJR GYM1	7JPNA: MS 19	7ENGA: MEB 10	7HEAA: CJR 03	7ENGA: MEB 10
Lunch1					
5	7FREA: CL 17	7MATA: JAG 04	7DRAA: CMP 37	7SPTA	7MATA: JAG 04
6	7MATA: JAG 04	7ENGA: MEB 10	7FTEA: EMG 34	7SPTA	7SCIA: ANH 26
MGpm				7MG.A: DRD 13	

The following is a list of Year 7 teachers and the subject they teach at Year 7.

Mrs Arun Singh.................ALS .....Mathematics
Mr Andrew Hodges...........ANH.....Science
Ms Bree Henderson ....BDH.....Japanese
Ms Celine Lechappe.........CL........French
Mr Clay Hunter ....CWH….English
Mr Daniel De Keersmaeker DJD...French
Mr Dan Davies……………DRD…..PE and Health, Geography, History
Mrs Faye Kennedy……….FSK……English
Mr Glen Dihood ....GAD .....Geography, History
Mrs Inoka Rajapaske…….IRP…….Science
Ms Jackie Belot…………..JCB……RAVE
Mrs Jan Gilmour………….JAG…….Mathematics
Mrs Karen Rankin………..KAR…...Mathematics
Mr Kai Dettbarn ....KD ....Science, Design Technology, Wood
Ms Louise Hulls…………..LCV…….Art

Ms Laura Evans ....LEE .....Music
Ms Masami Sugisaki ....MS.......Japanese
Mr Marc Bain ....MEB ....English
Mr Mark Dolbel ....MRD....Digital Technology
Mr Nikolai Blaskow...........NDB ....RAVE
Mr Paul Van Eekelen ....PJV .....Music
Ms Rachel Patton………...RMP….Japanese,
Mrs Sharyn Henderson ....SAH.....PE and Health
Ms Stephanie Dumesny ...SD ....VCD
Mrs Sonia Duggan ....SSD.....French
Mrs Tracey Grubb………..TMG…..Art
Mrs Tracey Nicholas……..TN…....Mathematics
Ms Toni Salveson.............TS ....Geography
Ms Wendy Ryan ....WJR ....Food Technology
Ms Z Hilliar………………..ZH…….English, Drama

Most subjects have one double period per cycle.

Periods 5 and 6 on Thursdays are dedicated to Sport, which can be House or Inter-School competition, or non-competitive.

One period per cycle is dedicated to Chapel and extended Mentor Group. On every day of the cycle, Mentor Group sessions take place at the beginning of the day for ten minutes each. On Thursday afternoon there is a Mentor session after sport. One lesson per cycle is also dedicated to Personal Development. In this subject, personal and pastoral issues are explored in Mentor Groups.

The Student Planner

Each student has a school planner. This planner has two main purposes: the first is to record homework, and the second is to provide a means of communication between home and school. Parents are also welcome to contact the Mentor or Head of Year via email or phone. All Gippsland Grammar email addresses contain a first name followed by a full stop, surname and then @gippslandgs.vic.edu.au. Students are expected to maintain their planner in a neat and tidy state. It is not a personal diary and as such is not to be marked with graffiti, decorated with stickers or other markings or scribble. If the planner is not maintained in a satisfactory condition, it must be replaced.

Students are expected to take their planner to all classes. During Year 7 the Mentor teacher of each student will sign the planner regularly. Students are expected to obtain their parent's signature each week.

Parents are urged to use the planner as a means of communicating with staff. Notes explaining absences, requesting leave (during the school day or for an extended period during term) and notes explaining reasons for a student being out of uniform can be written into the planner.

The planner also explains uniform requirements on pages 35-37 in detail.

Exit Pass

Students must have permission to leave the School during the School day. Parents must fill in the exit pass request in the planner. The student then obtains a signature from their Mentor and their Head of Year. Approval will only be given if there is a legitimate reason for their departure from the School. The student must sign the exit book at Reception before the departure and on return. This is to ensure that every child is accounted for in the case of an emergency.

Homework for Year 7

In Year 7, students will be provided with a homework timetable by the Head of Year which allows for a designated period of time per subject and a set number of sessions per cycle.

The total recommended time for students in Year 7 is 60 minutes per night and generally three subjects per night.

Students are expected to read, practice instrumental music and learn Language/s vocabulary on a regular basis and as required.

There is advice to parents and students about homework on page 27 of the student planner.

Sample **7A Semester 1 Homework Timetable**

Day

1	English	Maths	Japanese
2	Drama	Geography	Food Tech
3	Geography	Maths	Science
4	English	Maths	French
5	P.E & Health	Science	French
6	English	Geography	Japanese
7	Geography	Maths	Science
8	English	RAVE	Japanese
9	English	Maths	Science
10	English	Maths	French

Students are expected to complete 60 minutes of homework each night; that is 20 minutes in three subjects.

The Studies from Year 7 – 12

Subject Pathways   cs: core subject   c: compulsory to study before proceeding to next year level in subject
es: elective subject   d: desirable to study before proceeding to next year level in subject

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English [cs]	English [cs]	English [cs]	English [cs]	English [cs] + [c] English as an additional Language [cs] Literature [cs] + [c] English Language [cs] + [c]	English English as an additional Language Literature English Language
Mathematics	Maths [cs]	Maths [cs]	Maths [cs]	Maths [cs] Maths Enrichment [es]	Maths Methods [c] General Maths [c] Specialist Maths [c]	Maths Methods Further Maths Specialist Maths
Science	Science [cs]	Science [cs]	Science [cs]	Science [cs]	Biology [d] Chemistry [c] Physics [c] Psychology [d]	Biology Chemistry Physics Psychology
Humanities and Commerce	History [cs] Geography [cs]	History [cs] Geography [cs]	Modern History and Australia [cs] Environmental Studies [cs]	History [cs] Geography [cs] Business M/ment [cs] Personal Investment [es]	History Geography Business Management Accounting [d] Economics Legal Studies	History Geography Business Management Accounting Economics Legal Studies Global Politics
Physical Education and Health	Physical Education and Health [cs]	Physical Education and Health [cs]	Physical Education and Health [cs] Dance [es] Human Movement [es] Faster, Fitter, Stronger [es]	Physical Education [cs]	Health and Human Development, Physical Education, Outdoor and Environmental Studies VCE VET Cert. III in Allied Health Assistance	Health and Human Development, Physical Education, Outdoor and Environmental Studies VCE VET Cert. III in Allied Health Assistance
Religion and Values Education	RAVE [cs]	RAVE [cs]	Personal Development [cs]	RAVE [cs]		
Music	Music [cs]	Music [cs]	Music Styles [es]	Music [es]	Music Performance [d] VCE VET Cert. III in Music Industry (Sound Production) [d]	Music Performance VCE VET Cert. III in Music Industry (Sound Production)
Information and Communications Technology	Digital Technology (one term per year)	Digital Technology (one term per year)	Digital Innovations [es] Robotics [es] Solar Technology[es]	Electronics and Programming [es]	Applied Computing [d]	Data Analytics Software Development
Languages	French [cs], Japanese [cs]	French [cs] **or** Japanese [cs]	French [es], Japanese [es]	French [es] + [c], Japanese [es] + [c]	French, [c] Japanese [c]	French, Japanese

	Year 7 and Year 8 for one semester only per subject				
Drama	Drama [cs]	Drama [es]		Drama	Theatre Studies
Design Technology Wood	Design Technology Wood [cs]	Design Technology Wood [es]	Design Technology Wood [es]	VCE VET Cert. III in Furniture Making	VCE VET Cert. III in Furniture Making
Food Technology	Food Technology [cs]	Food for Home [es] Cakes by Design [es]		Food Studies	Food Studies
Visual Communication and Design	Visual Communication and Design [cs]	Visual Communication and Design [es]	Visual Communication and Design [es]	Visual Communication and Design [d]	Visual Communication and Design
Art	Art [cs]	Art [es]	Art [es]	Art [d] Studio Arts	Art Studio Arts
Media				Media	Media

Points to note

- One of the English studies is a compulsory study through to and including Year 12. Students can choose between English, Literature or English Language. See the VCE Handbook 2020 for rules governing selection.
- VCE Business Management 1/2 is listed in the Year 10 column as it can be taken as an alternative to Year 10 History or Geography.
- Students study one semester of History and one semester of Geography in both Year 7 and Year 8.

VET subjects

The VET subjects in the table above are offered at Gippsland Grammar. **Other VET subjects are studied off-site e.g. TAFE.**

VCAL subjects

There are four core subjects specific to the Victorian Certificate of Applied Learning. They are: VCAL Literacy, VCAL Numeracy, VCAL Work Related Skills, VCAL Personal Development. VCAL Numeracy may be provided via VCE Foundation Maths.

Subject Pathways for the Victorian Certificate of Applied Learning

Year 7 and 8	Year 9	Year 10	Year 11 VCAL Intermediate Certificate	Year 12 VCAL Senior Certificate
		English [cs] Maths [cs] Science [cs] PE [cs] RAVE [cs] Year 10/Year 11 VCE Subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VCE subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VCE subjects [e]

In all instances, VCE, VET and VCAL subjects will only run in any given year if there is sufficient interest from students in the form of numbers electing to study the subject.

Subject Outlines – Year 7

Core Subjects

English: Semester 1
AIMS: The study of English in Year 7 develops students' knowledge, understanding and skills in the key areas of listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.
Year 7 students study English for the full academic year, participating in activities to enhance their skills in communicating in written and spoken English. Consistent with the Australian Curriculum, the Year 7 curriculum incorporates the key strands of Language, Literature and Literacy and integrates ICT and Thinking Skills strategies. Students are encouraged to read widely and with discrimination through the Wide Reading Program, Literature Circles and their participation in the Premier's Reading Challenge. Students also experiment with writing, exploring a range of text forms, with particular emphasis on personal/imaginative writing and the short story narrative. They begin to develop an understanding of the importance of audience, form and purpose in the writing process. Oral skills are fostered through a range of formal and informal tasks, including speeches. The entire curriculum aims to develop language skills by strengthening students' understanding and use of the fundamentals of spelling, punctuation and grammar, as well as parts of speech and sentence types.

Topics/Texts	**Tasks**
• Text Response • Oral Communication • Media Analysis	• Creative and Analytical Responses • Digital Presentation, Test • Persuasive Speech

English: Semester 2
AIMS: The study of English in Year 7 develops students' knowledge, understanding and skills in the key areas of listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.
The study of English in second semester builds upon and extends skills in literacy developed in Semester 1. Students begin to develop skills in detailed textual analysis through a study of a class novel. The focus is on analysis of the key elements of the text and how the conventions of the novel form have been used to create meaning. Students are introduced to writing extended analytic and interpretive responses that critically discuss the themes and issues in the texts they study. In developing their appreciation of media texts, students explore the way that language is used to express particular views and they are encouraged to become more discriminating in their reading of the Australian media. Oral skills continue to be fostered through students' involvement in debating.

Topics/Texts	**Tasks**
• Text Response • Media Analysis • Oral Communication	• Creative and Analytical Responses • Written Response • Debates

Mathematics: Semester 1

AIMS: Year 7 Mathematics aims to ensure that students develop a deeper level of understanding by thinking, reasoning, analysing and using problem skills. Students will become confident communicators of Mathematics.

Throughout the course of this unit and consistent with the Australian Curriculum, the emphasis will be on consolidation of number skills and the introduction of new skills in Algebra and Geometry. Information and Communication Technology skills will be integrated throughout.

Topics	Tasks
- Whole Number Review - Factors, Multiples, Primes, Indices - Introduction to Algebra - Fractions - Problem Solving - Probability - Measurement	- Topic tests - Application Tasks - Problem Solving

Mathematics: Semester 2

AIMS: Year 7 Mathematics aims to ensure that students develop a deeper level of understanding by thinking, reasoning, analysing and using problem skills. Students will become confident communicators or Mathematics.

Throughout this semester, consistent with the Australian Curriculum, students will be introduced to further properties of geometrical figures and algebraic techniques, chance and data, and applications to real situations. Information and Communication Technology skills will be integrated throughout.

Topics/Texts	Tasks
- Algebra - Decimals and Percentage - Basic Geometry (Angles, Triangles and construction) - Statistics - Linear Relations - Transformations - Best Buy - Measurement - Problem Solving	- Topic tests - Application Tasks - Problem Solving

Science: Semester 1

AIMS: The Year 7 Science content has been set out in line with the Australian curriculum and it includes content and activities that enhance the development of Year 7 achievement standards with the three interrelated strands of Science Inquiry skills, Science as a Human Endeavour and Science Understanding. The content is presented through a range of contexts to engage students and to assist them make connections between Science and their lives.

Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

Students explore the nature of matter and start to develop their understanding of the role of the scientific method in collecting, ordering and organising information. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Topics/Texts	Tasks
• Laboratory Techniques and Safety • Mixtures and Solutions • Planning Investigations	• Workbook / text exercises – Discussion and Review • Worksheet activities • Field work reporting • Laboratory investigations • Tests

Science: Semester 2

AIMS: The Year 7 Science content has been set out in line with the Australian curriculum and it includes content and activities that enhance the development of Year 7 achievement standards with the three interrelated strands of Science Inquiry skills, Science as a Human Endeavour and Science Understanding. The content is presented through a range of contexts to engage students and to assist them make connections between Science and their lives.

Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

Students use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events.

Topics/Texts	Tasks
• Ecosystems, Habitats and Classification • Forces and Motion • Earth in Space	• Workbook / text exercises – Discussion and Review • Worksheet activities • Research assignments • Laboratory investigations and reporting • Tests

French: Semester 1

AIMS: The aim of this course is to develop an understanding of the French language and culture. This involves speaking, listening, reading and writing activities, centred on the gestures-based approach called AIM (Accelerative Integrated Methodology) to strengthen the speaking and listening skills. English is hardly used during class time as communication is in French.

Year 7 students study French for the full academic year.   Students take part in activities to develop their skills in communicating in both written and spoken French using the AIM Methodology.   The theme during this semester is the personal world, greetings, seasons, the calendar and the play 'Les 3 Petits Cochons'. Information Communication Technology and specific thinking processes will be incorporated.

Topics/Texts	Tasks
- Greet and ask someone's name - Apologise and thanking - Say/Ask how you are - France's main cities, rivers, oceans, bordering countries 22 countries and nationalities - The present tense of the verb être (to be) - French alphabet - Numbers to 31, days of week and months - festivals and significant dates in French-speaking countries - Agree/disagree with someone - Birthdays and seasons - Possessives and questions - Feelings and emotions - Sport activities - Songs	- Written tasks - Listening comprehension exercises - Role play - Reading tasks - Activities and French play - Peer activities and assessments - Unit tests

French: Semester 2

AIMS: The aim of this course is to develop an understanding of the French language and culture. This involves speaking, listening, reading and writing activities, centred on the gestures-based approach called AIM (Accelerative Integrated Methodology) to strengthen the speaking and listening skills.

Students continue to develop their skills in the subject area.   The theme of the personal world is further developed throughout this semester (introducing people and friends).   The gestures-based AIM Methodology, Information Communication Technology and specific thinking processes will be incorporated.

Topics/Texts	Tasks
- Give basic personal details about others - Use the negative of verbs - regular adjectives and the feminine form - questions about people and things - plural of nouns, articles - Use the demonstrative ce in c'est and ce sont - vocabulary used in the classroom and daily leisure activities - present tense group-I regular er-verbs - opposites / les contraires - the French school system	- Written tasks - Listening comprehension exercises - Role play, detailed introduction of people - Reading tasks - Activities and French play - Unit tests

Japanese: Semester 1

AIMS: The aim of this subject is for students to develop an understanding of the Japanese language and culture. The course aims to foster an awareness of different cultures and to show students that there are many ways of viewing the world. Students also learn and understand the way the language functions. Students without previous knowledge of Japanese receive extra support during Term 1 and should then be able to recognise the forty-six hiragana characters. All students are introduced to the gestures-based approach called AIM (Accelerative Integrated Methodology) to support the speaking and listening skills.

Throughout the semester, students learn greetings, self-introduction, stationery and useful expressions in class. The first part of the course focuses on the mastering of the 46 hiragana sounds and script. Culture etiquette is also taught. There are a range of activities to assess students' achievements and progress in the four skills areas; speaking, listening, reading and writing. Information Communication Technology and specific thinking processes will be incorporated.

Topics/Texts	Tasks
- Hiragana scripts - Greetings and introduction - Story Douyatte ikimasu ka? How do I go? - Classroom instructions phrases - Asking someone's name and responding - Asking and saying where one lives - Introduction yourself and friends - Read and write kanji numbers 1 to 20 - Cultural aspects of Japan - Mastering hiragana characters	- Basic class instructions and questions - Initial short role-plays based on Story - Worksheets and online activities - Listening and speaking activities - Reading comprehension exercises - End of unit tests - Test on hiragana

Japanese: Semester 2

AIMS: The aim of this subject is for students to continue developing an understanding of the Japanese language and culture. The course aims to foster an awareness of different cultures and to show students that there are many ways of viewing the world. It is delivered continuing the gestures-based approach called AIM (Accelerative Integrated Methodology) to support the speaking and listening skills, to set up the students to understand and establish communication skills before starting Year 8. Assessment is organised into four skill areas; speaking, listening, reading and writing.

Semester 2: In this semester, students look beyond themselves and family to express their feelings. They will also learn how to get to places by different transport. Information Communication Technology and specific thinking processes will be incorporated with the use of gestures (AIM Methodology) to support the speaking and listening skills.

Topics/Texts	Tasks
- More hiragana characters - Cultural aspects of Japan - Transport - Asking for assistance - Problem solving - Retelling of a story - Learn how to say, "I want to"	- Basic class instructions and questions - Initial short role-plays based on Story - Worksheets and online activities - Listening and speaking activities - Reading comprehension exercises - End of unit tests - Test on hiragana

Geography

AIMS: As specified in the Australian Curriculum the two units of study in the Year 7 Geography curriculum are Water in the World and Place and Liveability. The course focusses on people's reliance on water as a resource, its distribution, its availability and how the distribution of water among users can be improved. Place and liveability will examine why some places are more livable than others and how conditions can be changed to improve liveability.

Semester 1 or 2: The role of water as a key renewable resource in our area is studied in Unit 1. All of the uses water has in our society will be studied and examined. A comparison study will compare the uses, conflict over and the sustainability of water resources in an Asian country compared to Australia. The Place and Liveability unit of study will investigate the aspects of communities that impact on liveability. A comparison of two different communities will be used to explore these concepts. In at least one of the units studied a fieldtrip will be undertaken to collect data, test hypotheses and from which a report will be written. In both units students will use digital technologies and other ways of representing their data. Ethical research and the use of graphic and map data will be taught throughout both units.

Topics/ texts	Tasks
• Oxford Big Ideas Geography 7 • Internet • Fieldwork plans • Data Response format	• Class Survey • Fieldwork Report • Water use in the world • Liveability Evaluation

History

AIMS: This course aims to introduce students to the nature and processes of historical enquiry. The course is built around three Depth Studies as set out in the Australian Curriculum. As specified the course encompasses the period 60,000 BCE to around 600 CE.

Semester 1 or 2: The course begins with a study entitled 'Investigating our ancient past'. Students create a human evolution timeline to explore the process of human development. This is followed by a study of the 'Out of Africa' theory and an examination of the evidence for this idea. The next study focusses of the development of complex societies, in particular the ancient Egyptian civilisation. This early civilisation is studied in depth from a range of perspectives. The course concludes with a comparison of some aspects of ancient Egyptian society with developments in ancient China at the same time. A range of IT skills and the use of on line tools for the presentation of ideas are built into the course as a foundation for learning in future years.

Topics/ texts	Tasks
• History Mysteries – Lake Mungo • National Museum of Natural History website • ISC designed coursework on Egypt • Oxford Big Ideas History 7	• Timelines • Artefact Investigation • Lake Mungo Investigation • Ancient Egypt Report

Physical Education & Health: Semester 1

AIMS: To provide students with knowledge skills and behaviours to enable them to achieve a level of autonomy in developing and maintaining their physical, social and emotional health. To focus on the importance of a healthy lifestyles and physical activity in the lives of individuals and groups in our society; however, primarily focusing on adolescence. To develop skill, understanding, decision making and teamwork in a range of physical activities.

Students in Semester One, participate in three major areas of physical development. Athletics aims to refine skills and to develop strategies to improve performance. Students' fitness and physical activity levels are evaluated using National standards and guidelines. In Invasion Games, students develop skills, knowledge and understanding of the games to participate effectively. There may be occasions when other games or activities are used to enhance student learning or engagement. Students learn about the impact of puberty on an adolescent's physical, social and mental health.

Topics/Texts	Tasks
- Athletics - Health Related Fitness - Invasion games - What is Health? - Adolescents and change	- Track and Field events - Health collage - Skill activities/Games rules/Positional play and teamwork - Response to adolescence

Physical Education & Health: Semester 2

AIMS: To provide students with knowledge skills and behaviours to enable them to achieve a level of autonomy in developing and maintaining their physical, social and emotional health. To focus on the importance of a healthy lifestyles and physical activity in the lives of individuals and groups in our society; however, primarily focussing on adolescence. To develop skill, understanding, decision making and teamwork in a range of activities.

Students will continue to develop their physical skills and technical knowledge of the major sports covered. There may be occasions when other games or activities are used to enhance student learning or engagement. Students will develop an understanding of the role of nutrition in growth and development. Students will investigate the influences on their decision making and how they can make responsible choices.

Topics/Texts	Tasks
- Rowing - Basketball - Softball - Decision making and risk - Nutrition	- Skill activities, game rules, positional play and teamwork - Decision making assessment task - Nutrition assignment

Music (Course One – Making Music)

AIMS: To give the students an appreciation and understanding of music through the hands-on experience of music making within the class band program. Students of Years Seven and Eight undertake a total of three semesters of Music over two years beginning with the class band program; however, Course One only takes place in Year 7.

Semester 1: Students participate in a class band program which includes developing an understanding of music literacy to ensure all students can read pitch and rhythm through the band program. The Class Band program will involve singing in class, which aids in aural and pitch discrimination. Students will also investigate the instruments of the orchestra and collate a listening journal drawing upon music from around the world. Students will learn to develop their own musical ideas through improvising and composing using music technology.

Topics/Texts	Tasks
• Class Band (1 session per week) • Class singing • Instruments of the Orchestra • The Elements of Music - Rhythm, Pitch, Melody and Structure (1 Session per fortnight) • Composition (1 Session per fortnight) • Music Literacy	• Music performance through class band • Listening Journal • Composing using Music Technology • Instruments research task

Drama

AIMS: To increase students' communication skills (verbal and nonverbal), co-operative work practices, problem solving skills, critical awareness, self-confidence, creativity and imagination, while learning some basic techniques and principles of Drama.

In Year 7 or Year 8, Drama will be studied for one semester. Using a variety of stimulus material, including theatre games, poetry, traditional stories, and improvisation, students learn simple mime techniques, the basics of plot and characterisation, as well as movement and effective verbal and nonverbal communication. Students perform in groups for the class, which is encouraged to be a supportive audience and to develop critical awareness by acknowledging and celebrating the strengths and suggesting improvements for the weaknesses in their own and others' performances.

Topics/Texts	Tasks
• Mime • Characterisation • Movement • Story Building • Evaluation and Reflection	• Class ensemble performance in response to stimulus material • Written and Oral Evaluations and Reflections

RAVE Religious and Values Education: Semester 1

AIMS: Religious and Values Education, or RAVE is a multi-strand approach which is based on a strong foundation of story, personhood and sacred text building on what students have learned in previous years: to develop their own beliefs and their critical and reflective thinking in order to engage with the big ideas and questions of life such as the problem of suffering and injustice in the world and other significant existential and faith questions. Students are encouraged to draw on: (A) religious thinking: (Christian traditions—Anglican, Roman Catholic, Orthodox, Reformed Protestant, Baptist, Salvation Army and Pentecostal); Judaism, Islam, Buddhism, and Hinduism) and (B) secular thinking (scientific, evolutionary).

The Year 7 RAVE Course has been structured as a foundational course. Here students are introduced to story and metaphor/simile as fundamental to human development and understanding. An age appropriate starting point is for students to think about: 'my story' (individual), 'their story' (family), 'our' story (family, extended family, school, country), and 'their story' (other cultures), 'his/story' (global/big history). From the beginning humans were story tellers: first through petroglyphs, then cave paintings and then through oral tradition (for example, Homer's Iliad and Odyssey and most Old Testament writings originated from oral traditions); and finally were set in written form. Students are taken on a journey from: original story, new story, story behind the story to myth (Gilgamesh myth), legend, sacred text (Genesis creation stories) secular stories (the big bang). The specific overarching goal here is to encourage students to value their own and other cultural, religious traditions (the Old Testament and New Testament) and secular thinking (science).

Topics/Films	Tasks
CS Lewis' 'The Lion, the Witch and the Wardrobe'. - The original story: based on key Old Testament and New Testament references - CS Lewis' new story as per the novel, and its film adaptation - CS Lewis' story behind the story: a way of explaining his own conversion and Christian faith - Genesis creation stories compared to the Assyrian Gilgamesh creation myths cf., the two flood stories also compared if there is time - Teachers' Reference: Yuval Noah Harari, *Sapiens: A Brief History of Humankind,* Vintage Books, Penguin, Random House UK, (2011); *Homo Deus: A Brief History of Tomorrow,* Vintage Books, Penguin, Random House, UK, (2017)	- Film Assignment based on The Lion, the Witch and the Wardrobe - Short Answer Questions centred on the importance of story in the Old and New Testament, with special focus on the Easter story - A summative assessment that focuses on CS Lewis the author of The Lion, the Witch and the Wardrobe

RAVE Religious and Values Education: Semester 2

AIMS: Religious and Values Education, or RAVE is a multi-strand approach which is based on a strong foundation of story, personhood and sacred text building on what students have learned in previous years: to develop their own beliefs and their critical and reflective thinking in order to engage with the big ideas and questions of life such as the problem of suffering and injustice in the world and other significant existential and faith questions. Students are encouraged to draw on: (A) religious thinking: (Christian traditions—Anglican, Roman Catholic, Orthodox, Reformed Protestant, Baptist, Salvation Army and Pentecostal); Judaism, Islam, Buddhism, and Hinduism) and (B) secular thinking (scientific, evolutionary).

Students continue to investigate grounding stories and metaphors against a canvas of world religions. They are encouraged to take their understanding of story in its various guises and purposes (as listed above), and use that understanding to identify what is of value in their own lives and what is of value in other secular, cultural and religious traditions. Using modern (cultural) Shintoism in *Spirited Away* as a foundation, students are then invited to choose Christianity and then one other religion—either Shintoism, Buddhism, Hinduism, Judaism, Islam. Here students are invited to reflect on their own values, beliefs, opinions, and how those relate to facts; how science and religion represent different ways of knowing; how students' own hopes and fears are represented in other religions and science; to apply their understanding of story to religions (creation stories) and science (original story, new story, story behind the story—'big story' for science); and to understand in what ways their own religious traditions and other religious traditions, and science are a gift to them and humanity.

Topics/Films	Tasks
- The film 'Spirited Away' as example of modern day cultural Shintoism - Jesus (with the Christmas story in mind) as a living metaphor for God—introducing 'incarnation' as a uniquely Christian concept: focus on the Gospel of John, chapter 1 - The notion of the 'true' God as more like 'nothing at all' than one of the gods', critically examined.	- A 'hot seat' exercise based on *Spirited Away,* where students are encouraged to ask 'hard questions' of Chihiro and her parents as introduction to the Jewish *Midrash*—asking hard questions of a sacred story cf., the Genesis story of Abraham and the binding of Isaac - A one lesson exploration of the 'big history' site - Short answer responses - World Religions assignment (as explained above) - A comparative religious summative assessment where students are required to focus on: Christianity and one other non-Christian religion

Art Subjects

Art
AIMS: This subject is designed to enable students to learn about visual art, its characteristics, processes and its role as a vehicle for creative expression
In either Year 7 or 8, Art is studied for one semester. The course introduces students to the Elements of Design as the foundations for making works of art and the expression of ideas in the form of drawings and paintings. The drawings and paintings that students undertake also entail the development of skills that need to be practiced and mastered progressively. Students also produce a Folio piece using a medium of their choice that responds to a set theme. They will also research Pop Art and French Impressionism to produce an annotated visual report showing the artworks of the major artists working in those periods.

Topics	Tasks
- Drawing - Painting - Folio Piece - Art Appreciation	- Grid drawing - Colour wheel - Warm and cool colour paintings - An art piece responding to a theme - Art appreciation project

Food Technology
AIMS: Food Technology seeks to investigate issues relating to food and nutrition as well as demonstrate safe and hygienic methods for food preparation and storage.
In Year 7 or 8 Food Technology is studied for one semester. The unit identifies issues relating to the safe and hygienic preparation and storage of food, focuses on equipment management and healthy food choices and has practical food preparation lessons.

Topics/Texts	Tasks
- Ground rules for food - Preparing food safely and hygiene management - Safe storage of food - Identification of equipment - Recipe work plans - Breakfasts/lunches - Healthy Snack Task - Text: Food Technology 7/8	- Practical classes in cooking - Workbook - Practical skills testing - Recipe interpretation exercises - Design brief

Design Technology Wood

AIMS This subject is designed to enable students to learn about Wood Technology, its various characteristics, the use of hand tools, working processes and safety in the workshop.

Wood Technology in Year 7 is designed as an introduction to working with timber correctly and safely. Firstly the students discuss safety in a workshop environment along with an understanding of the terminology used. The student's first task is designed to develop and maintain accurate measuring and marking out skills. They are also encouraged to use technology to investigate and design various tasks within their workbooks from a design brief.

Topics/Texts	Tasks
- Safety within a workshop - Research and design - Accurate measuring and marking out - Basic project construction	- Onguard safety certificates - Jewellery box - Key holder - Carry container

Visual Communication Design

AIMS: Visual Communication Design conveys ideas and information to an audience through visual language. In the subject students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

In either Year 7 or 8, the subject is studied for the duration of one semester.
The course introduces students to develop the skills and practice to communicate ideas and messages across the design fields of Communication Design and Environmental Design. Students develop an understanding of visualisation and communication by using three-dimensional drawing conventions and the use of the design elements and principles as the primary components of visual language to represent concepts for specific purposes. The visualisation of ideas are the basis for researching, rendering and developing designs for an interior space and a personal avatar. Concepts are refined using computer aided design, in particular digital illustration using Adobe Illustrator software.

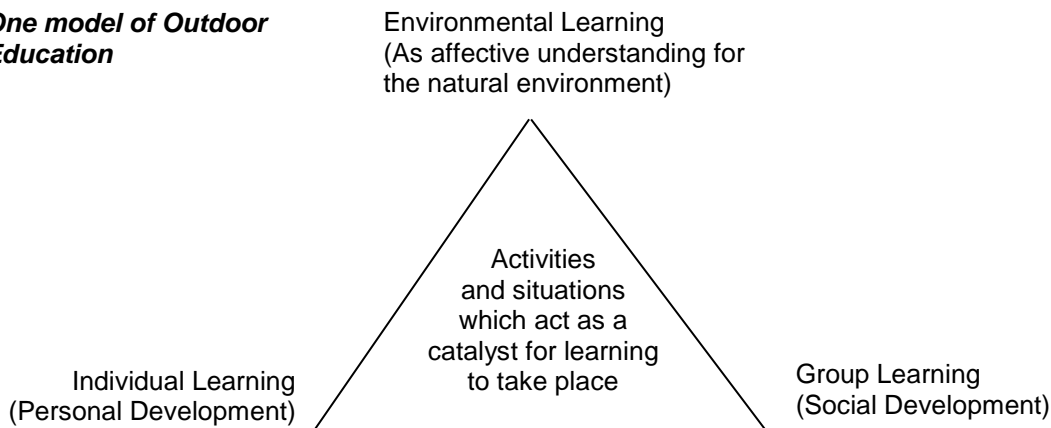| Topics/Texts	Tasks
- Two and three-dimensional drawing - Freehand drawing - The design brief and design process - Computer aided design	- Isometric Drawing - Rendering - Design Folio - Digital Illustration

Outdoor Education

The Outdoor Education Program at Gippsland Grammar is an integral part of each and every student's educational experience. Essentially sequential in nature, the program aims to build on skills and experiences necessary for future programs.

Students are provided with the opportunity to explore their capacity for leadership, resiliency, teamwork, communication, community membership and much more throughout participating in the program.

While Outdoor Education is about having fun and camping with your friends, it is also a way of learning that attempts to give students those life experiences that will assist them to reach their full potential.

One model of Outdoor Education

Environmental Learning
(As affective understanding for the natural environment)

Activities and situations which act as a catalyst for learning to take place

Individual Learning
(Personal Development)

Group Learning
(Social Development)

This model portrays Outdoor Education as an ever-changing triangle in which students' personal growth, learning about the relationships that they share with those members of their group and their relationship with the bush, are continually evolving.

What is important to realise is that each student is different, each program is different and that each student will take home different experiences and lessons; all of them very valuable.

All students are required to participate in the compulsory Outdoor Education program with their Mentor Group.

There will be a Year 7 Outdoor Information Evening held at the end of Term 3.

Responsible Use of ICT Agreement – Secondary Students

Part A: Introduction

1.   **Purpose**

Gippsland Grammar recognises that electronic information and communication skills are essential knowledge for all members of our society and as future employees/employers.

The electronic communication and information resources of Gippsland Grammar are made available to enhance the educational experiences of students and to provide staff with the tools necessary to implement and enhance the school's educational program. Electronic communication systems include Internet, VOS, email, software and related applications. The purpose of this document is to provide a set of guidelines on the utilisation of these resources.

2.   **Access**

Gippsland Grammar provides access to information and communication technology resources for students as part of their courses.

Gippsland Grammar recognises the need for students to be safe and responsible users of digital technologies. We understand that teaching students about safe and responsible online behaviours is essential and is best taught in partnership with parents/guardians. Parents and/or guardians should work with us and encourage this behaviour at home.

Gippsland Grammar has cybersafety practices and policies in place, which include Responsible Use of ICT agreements for all school staff and students.

The overall goal of the School in this matter is to create and maintain a technology/cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations; to support this, the school will work within the eSmart Schools framework. This Responsible Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

All students will be issued with a user agreement and once signed consent has been returned to School, students will be able to use the School ICT equipment/devices. This should be completed upon enrolment, or when the student receives a notebook computer.

At Gippsland Grammar we:

- Support the rights of all members of the School community to engage in and promote a safe, inclusive and supportive learning environment.

- Have a Student Behaviour Management Policy that clearly states our school's values and the expected standards of student behaviour, including actions and consequences for inappropriate behaviour.

- Educate our students to be safe and responsible users of digital technologies.

- Raise our students' awareness of issues such as online privacy, intellectual property and copyright.

- Supervise students when using digital technologies for educational purposes.

- Provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed.

- Respond to issues or incidents that have the potential to impact on the wellbeing of our students.

- Know that some online activities are illegal and as such we are required to report this to the police.

- Provide parents/guardians with a copy of this agreement.

- Support parents/guardians to understand the importance of safe and responsible use of digital technologies, the potential issues that surround their use and strategies that they can implement at home to support their child.

Gippsland Grammar's computer network, Internet access facilities, computers and other School ICT equipment/devices are for educational purposes appropriate to the school environment. **This applies whether the ICT equipment is owned or leased either partially or wholly by the School, and used on *or* off the School site.**

There may be times where this document needs to be reviewed at a more regular frequency due to an occurrence of particular event/s or changes in legislation. These changes will communicated through electronic means.

Part B: Student Declaration

This Responsible Use Agreement applies when I am using any digital technologies at school, at home, during School excursions, camps and co-curricular activities.

I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement. I understand that there are actions and consequences established within the Gippsland Grammar Student Behaviour Management Policy if I do not behave appropriately.

When I use digital technologies I agree to be a safe, responsible and ethical user at all times, by:

- Respecting others and communicating with them in a supportive manner; never writing or participating in online bullying (for example, forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviours)
- Protecting my privacy; not giving out personal details, including my full name, telephone number, address, passwords and images
- Protecting the privacy of others; never posting or forwarding their personal details or images without their consent
- Talking to a teacher if I feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours
- Carefully considering the content that I upload or post online; this is often viewed as a personal reflection of who I am
- Confirming that I meet the stated terms and conditions for all online material accessed; completing the required registration processes with factual responses about my personal details
- Handling ICT devices with care and notifying a teacher if it is damaged or requires attention
- Abiding by copyright and intellectual property regulations. If necessary, I will request permission to use images, text, audio and video and cite references
- Not interfering with network systems and security, the data of another user or attempting to log into the network with a user name or password of another student
- Not bringing to school or downloading unauthorised programs, including games.
- Understanding that these rules also apply to any privately owned electronic device I bring to school or a school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment.

In addition, when I use my personal mobile phone, I agree to be a safe, responsible and ethical user at all times, by:

- Respecting others and communicating with them in a supportive manner; never verbally or in writing participating in bullying (for example, harassing phone calls/text messages, supporting others in harmful, inappropriate or hurtful online behaviours by forwarding messages)
- Keeping the device on silent during class times; only making or answering calls or messages outside of lesson times (except for approved learning purposes)
- Respecting the privacy of others; only taking photos or recording sound or video at School when I have formal consent or it is part of an approved lesson
- Obtaining written consent from individuals who appear in images or sound and video recordings before forwarding them to other people or posting/uploading them to online spaces.
- Ensuring that these devices are not taken on Outdoor Education programs.
- Understanding that when my mobile phone/digital device is used inappropriately there will be consequences put in place by both the teacher and Head of Year. This will usually include confiscation of the device for a period of time.

Part C: Conditions of use for Notebook Computers

Ownership

- The student must bring the notebook fully-charged to School every day.
- The School retains ownership of the device until the student completes Year 9. At this time, ownership of the device will transfer to the student. A new notebook computer will be issued upon commencement of Year 10.
- Parents/guardians and students should be aware that files stored on the device, or on the School's server, are not private.
- If the student leaves the School prior to completing Year 11 or moves to another School, interstate or overseas, the device must be returned to the school, or the final payments made to the School.

Damage or loss of equipment

- All devices and batteries are covered by a manufacturer's warranty. The warranty covers manufacturer's defects and normal use of the device. It does not cover negligence, abuse or malicious damage.
- Any problems, vandalism, damage, loss or theft of the device must be reported immediately to the school.
- In the case of suspected theft, a police report must be made by the family and a copy of the report provided to the school.
- In the case of loss or accidental damage, a statement should be signed by a parent/carer and provided to the school.
- Students may be required to replace lost or damaged chargers.
- If a device is damaged or lost, the principal or their nominee will determine whether replacement is appropriate and/or whether the student retains access to a device for home use.
- If a device is damaged and the damage is not covered by the manufacturer's warranty or any of the school's insurance arrangements, the principal may determine that the student will pay the costs of repairing the damage or if necessary the costs of replacing the device.

Standards for device

The student is responsible for:

- Adhering to the School's Responsible Use Agreement or Student Behaviour Management Policy when using the machine, both at home and school.
- Backing up data securely.
- Maintaining settings for virus protection, spam and filtering that have been set

Definition of Digital Technologies

This Responsible Use Agreement applies to digital technologies, social media tools and learning environments established by our school or accessed using school owned networks or systems, including (although are not limited to):

- *School owned ICT devices*
- *Mobile phones/Portable Electronic Devices*
- *Email and instant messaging*
- *Internet and Intranet*
- *Social networking sites*
- *Video and photo sharing websites/podcasts/vodcasts etc*
- *Blogs, Forums, discussion boards and groups*
- *Wikis*

Please sign and return this page to your Mentor

Section for student

My responsibilities include:

☐   I will read this Responsible Use agreement carefully

☐   I will follow the cybersafety rules and instructions whenever I use the school's ICT

☐   I will also follow the Responsible Use rules whenever I use any electronic device on the school site or at any school-related activity, regardless of its location

☐   I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety or security of the school or other members of the school community

☐   I will take proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may have responsibility for the cost of repairs or replacement

☐   I will keep this document somewhere safe so I can refer to it in the future

☐   I will ask my Mentor or Head of Year if I am not sure about anything to do with this agreement.

☐   I will advise the school of any change to my Mobile Phone number on the phone I bring to school

I have read and understood my responsibilities and agree to abide by this Responsible Use agreement. I understand that any breach of these conditions will result in computer and Internet access privileges being suspended or revoked.

Name of student: ....   **Mentor Group:** ....

Signature: ....   **Date:** ....

Student Mobile Phone Number: ....

Section for parent/guardian

My responsibilities include:

☐   I will read this Responsible Use agreement carefully and discuss it with my child so we both have a clear understanding of their role in the school's work to maintain a cybersafe environment

☐   I will ensure this use agreement is signed by my child and by me, and returned to the school

☐   I will encourage my child to follow the cybersafety rules and instructions

☐   I will contact the school if there is any aspect of this use agreement I would like to discuss

☐   I will use technology to communicate in a respectful manner in accordance with this policy.

☐   I will advise the school of any change to my child's Mobile Phone number.

I have read this Responsible Use agreement document and am aware of the school's initiatives to maintain a cybersafe learning environment, including my child's responsibilities.

Name of parent: ....

Signature: ....   **Date:** ....

For further support with online issues students can call Kids Helpline on 1800 55 1800. *Parents/carers call Parentline 132289 or visit* https://esafety.gov.au/

This document was developed using document adapted from the Department of Education & Early Childhood Development's Acceptable use for Secondary Students Policy template, and material from www.netsafe.org.nz

Review cycle: Annually by eSmart and/or Pastoral & Welfare Committee

Notebook Handbook

Introduction
Notebooks and associated technologies have the potential to transform teaching and learning through activities such as making short films, researching the latest information and connecting your child to students around Victoria, Australia and abroad. They complement the existing school curriculum by providing digital learning tools that link in with planned classroom activities. This exciting education development will allow students to further their learning through technology at school and at home, foster collaboration and teamwork and encourage shared learning experiences.

This handbook will support the Gippsland Grammar notebook program that will provide Gippsland Grammar students with notebooks for a 1-to-1 learning environment. 1-to-1 learning is where each student and teacher has one internet-connected wireless computing device for use in the classroom and at home.

Each student is responsible for the notebook which has been issued to them. Students are reminded that while they are permitted to take the notebook home each night, the notebook remains the property of the School for the duration of the program.

Common Questions
What is a notebook?
A 21st century education tool, the notebook is a small computer weighing just over 1kg that fits into a standard schoolbag.

What can a notebook do?
Notebooks provide anytime, anywhere access to information and learning.

Through a notebook, a student can complement learning that takes place in the classroom using software programs, referring to resources that have been downloaded onto the notebook, or working with audio, picture or video files that have been saved. Students will have broadband internet access at school. You do not need internet access at home for your child to use the notebook, although logging onto the School's portal, writing and receiving e-mails from teachers would be advantageous.

We already have a laptop. Can my child use that?
Your child will be required to use a school-supplied notebook. Privately sourced computers are not covered by the school's software licensing agreements or repair contracts, and may be a source of viruses. Only school supplied notebooks can be configured to the school network. The notebooks are meant to be a companion device to whatever computer your child may have at home, not a replacement.

How do we look after the notebook?
Encourage your child to store the notebook in its protective cover and avoid packing it at the bottom of a schoolbag where heavy books and other items may cause the screen to crack. Care should be taken to avoid dropping the notebook, or spilling drinks or food on it. Students should avoid displaying or using their notebook in public to reduce the risk of theft or damage. Students are responsible for backing-up their school and personal files. Students should be encouraged to frequently back up their information to a USB stick and keep it in a safe place.

Can we personalise the notebook?
Permanent changes to the notebook, such as engraving, marking, painting or drawing will not be permitted as the repair process may involve the swapping of hard drives into different cases. Software required for study is provided under the School's license agreements with software vendors. Some additional software, for example drivers for home printers, can be installed on the notebook. IT Services can assist with the installation of additional software if required.

Notebooks and student learning
Will students use computers 'too much' for schoolwork?
The notebook will complement the existing School curriculum by providing appropriate digital learning tools in balance with more traditional learning tools. The goals of the curriculum are supported, not supplanted, by the use of notebooks. Students will use notebooks where they serve a purpose, for instance, in research, data analysis and generating presentations.

Wireless access will allow for 'just-in-time' learning where students can search for information or collaborate with others in a real-time context. Students will be able to use their school files at home and be able to collaborate with their peers on projects through social networking.

How can notebooks improve learning?
With greater access to real-time information, digital learning resources, educational software and collaborative workspaces, students experience higher levels of motivation and engagement in their learning.

Typically students experience initial improvement in areas such as organisational and technological skills, revision, writing and editing work. With the development of presentations and other multimedia projects, students experience subsequent improvement in analytical, presentation and speaking skills.

Involvement in 'virtual learning areas' or 'virtual workspaces' creates opportunities for collaboration and communication, improving relationships in the classroom through a greater level of interaction between students, their peers and their teachers. A networked environment, where it is easy to share developing work and research with peers and teachers, is the environment students will live and work in during secondary school and the future.

Students working together and providing solutions to real-world problems will create links beyond the classroom and move levels of thinking beyond a simple knowledge framework to complex analysis and evaluation.

Notebooks will promote increased levels of learning both in and out of school with an emphasis on higher-order thinking, creative thinking and expression.

How will notebooks be used in the classroom?
This is a technology-rich world and students are immersed in digital technology in their out-of-school lives. Schools can either capitalise on young people's affinity for technology or fail to engage them in learning, and be perceived as more and more irrelevant. The use of notebooks in the classroom will evolve over time as students and teachers become more familiar with notebooks and so will be able to optimise the advantage of their use to support teaching and learning in the classroom, wherever that classroom may be.

For example, we may soon see a class where students create a podcast of their original poetry, accompanied by a soundtrack they have written and enhanced with their own digital images to share with the world. The notebook can be used to record and document information, then share learning.

In Art, students can research projects on various artists then use the notebook as a medium to create their own drawings as well as clay animations. Students in Science could attach probes for data analysis and physical education may involve analysing patterns of movement.

Staff and students will collaborate to use the notebook as a tool that develops the student as information seeker, analyser and evaluator, problem-solver and decision-maker. They will use programs to create ways in which to communicate their findings and become publishers of their own work.

Will learning outcomes be evaluated differently?
Notebooks complement the existing school curriculum by providing digital learning tools that link in with planned classroom activities. Wireless access points at schools will foster collaboration and teamwork, allowing students to search for information together and share the learning experience.
What about handwriting?
Students will continue to write with paper and pen and work to improve their handwriting as well as use the keyboard.

Will students be able to 'cheat' by using the spell checker?
The spell checker is a tool to allow students immediate feedback on the correct spelling of words they use. It supplements our existing school spelling program, but does not replace it.

What if students play on the notebooks during the school day instead of going outside for recess?
The notebooks will provide additional support for student learning, and therefore students will be supervised as they would be for any learning activity. The issues of screen time limits, supervised internet use and best academic uses are covered by Gippsland Grammar's Acceptable Use Agreement.

How will parents continue to be informed about the integration of notebook into the curriculum?
The School Newsletter will provide updates to the whole school community about the use of the notebooks by students and teachers in and out of the classroom. Ongoing parent information evenings will be held throughout the year. These forums will provide students with an opportunity to showcase the extent of their development with the notebooks.

How will teachers be trained and supported?
Peer support is a strong element for success and teachers will be involved in mentoring and coaching each other to complement their growing ICT capabilities. Staff will also attend regular ICT Professional Learning programs.

Student safety and online privacy
Will children be safe carrying notebooks?
Overseas research has shown that insurance companies have reported very few incidents while students travel to and from school. Students should be specifically warned not to take the notebooks out in public, and to carry them in the protective cover provided, which should be placed within their school bags.
Are these notebooks going to add to the heavy loads students carry from home to school?
The notebook has been deliberately chosen for a number of reasons, including its weight specifications. At around one kilogram the notebook is light enough for students to carry without incurring problems. The notebook will alleviate the need for students to carry calculators and some textbooks, further reducing the weight of items students need to carry to school.

The notebook should not be packed into the bottom of an oversized backpack with other books and items, because this can lead to a compression fracture of the screen.

Will the student files on the notebooks be private?
Students can expect their notebooks to be periodically inspected and monitored for appropriate usage. School personnel may request access to the browser history and/or caches as well as any and all files belonging to the student resident on the notebooks as well as stored on the school servers. Students and parents need to be aware that files stored locally on the notebooks or on school servers are not private.

Contractual obligations, cost and maintenance
What kind of contract or agreement needs to be signed?
Prior to receiving a Notebook, students and parents:

- must read the Gippsland Grammar Notebook User Agreement
- students **AND** parents must sign the Notebook User Agreement and return it to their Head of Year.

What will the notebook cost?
Resource Charge: Parents will be charged a resource charge per term for 3 years. This charge covers software licensing and regular upgrades and maintenance. At the end of 3 years the notebook will become the property of the student.
Insurance Charge: Parents will be charged $15 per term for notebook insurance over 3 years. An excess of $50 will be payable by parents for accidental damage, theft or loss. Where the cost of repair is less than $50, parents will pay the lesser cost.

Can students bring their own notebooks from home instead?
Students will not be able to bring their own notebook to school instead of the notebook supplied. Home notebooks are not configured to the School network, can be a source of viruses and are often not enabled with the licensed software. Home notebooks cannot use the school image due to licensing arrangements and maintenance issues may not be resolved in an appropriate time frame.

Will textbooks still need to be purchased?
Yes, but textbooks only need to be purchased at Gippsland Grammar for students undertaking a VCE subject or the VCE. Many books are not yet on CD. When they become available and it is advantageous, we may put such *textbooks directly on the notebook's hard drive. Some book suppliers who have CD-based textbooks require the* purchase of the book in addition to the CD or charge more for the CD than the book. In these cases it is cheaper to continue to use the textbook.

Is the notebook password-protected?
Students will be required to log on with a password when turning on the notebook. A password-protected notebook will help protect students' personal information in instances of loss or theft.

Can students install their own software?
This is a personal device, school-owned with a parent contribution. Students should feel free to change background images and use pictures to personalise the notebook. If there is a need for additional software not provided with the notebook, the student can take the notebook to IT Services and if appropriate, IT Services can assist in the installation. It is the student's responsibility to ensure that there is enough hard drive space and RAM available to engage in all educational requirements.

Music and movies will be allowed for academic and recreational reasons, provided copyright obligations are met. Downloading music, games and videos from the internet during school hours is prohibited except when directed by a teacher. The national Copyright Advisory Group (CAG) has developed the Smartcopying Website http://www.smartcopying.edu.au/scw/go to provide a comprehensive guide to copyright issues affecting Australian schools.

If a game or scenario software is used by a class for academic purposes, the school will purchase licences and install the software for student use.

Permanent changes to the notebook, such as engraving, marking, painting or drawing will not be permitted as the notebooks may be used by more than one family during its lifetime at the school. However students will be able to personalise the software interface and background.

Who is going to handle warranties and repairs?
The notebooks are purchased with three year warranties; all warranty repairs are carried out by manufacturer authorised technicians. Any damage requiring repairs are completed by Gippsland Grammar IT staff.

What happens with theft, loss and non-warranty repairs?
Parents will be charged $15 per term for insurance over 3 years. An excess of $50 is payable by parents for accidental damage, theft or loss. All theft and loss claims must be accompanied by the appropriate Police report. Where the cost of repair is less than $50, parents will pay that cost of repair. Non-warranty repair will attract market pricing for parts and labour and will be charged to parents accordingly. A notification of loss must be accompanied by an appropriate police report.

Where do the notebooks go when not in use?
When not in use, the notebooks should be in a student's locker or locked classroom. An unattended notebook around buildings or School grounds will be picked up immediately by a staff member and treated as a lost item. This may incur a penalty such as confiscation of the notebook for a period of time as unattended notebooks invite theft and/or damage.

Batteries and chargers
The notebook battery should be charged to last the entire day at school. For Occupation, Health and Safety reasons notebook chargers are not be brought to school.

If the battery does go flat, the notebook should be taken to the ISC or IT Services for charging. As the batteries are non-removable, the student will be without their notebook while charging.

Home use of notebooks
The school monitors usage at school, but who monitors it at home?
That is the responsibility of the parents. When off school grounds, parents have full authority to monitor notebook usage. Examples of this include:
- encourage use in a family room and not in the bedroom
- restrict use at certain times of the evening or weekend
- advise not to take on long trips, and
- examine the documents and other contents of the notebook.

What does it mean to 'reimage' a notebook?
Reimaging a notebook removes all software and re-installs the School's original notebook image. The notebook is set up again, just like the first time the student received it. Whilst every effort is made to retain personal documents, music, pictures, and home settings, it is the responsibility of the student to backup and restore these files.

How can students access the internet from home?
Home internet connection is not supplied by the school. There is no mandated expectation that internet access is available at home. If there is an existing internet provision at home, a notebook is able to be configured for access.

How can notebooks be used at home?
Examples of home use for which internet access would be required include:
- using online collaborative websites such as class blogs, wikis and potential online conferences via the School's Portal and subject virtual learning areas (VLAs).
- using school email if available
- completion of homework using online resources.
- Examples of home use for which internet access would not be required include:
- using any of the Microsoft applications or open source software provided
- using any subject-specific software
- working with audio, picture or video files on the notebook.

Notebook Checklist for Parents

☐ Ask questions about what your child is doing and learn together. You don't need to be an expert in technology to help your child learn.

☐ Remind your child to store the notebook in its protective cover. Don't put heavy items on top of the notebook in the schoolbag as the screen may crack.

☐ Remind your child to carry the notebook inside their schoolbag when travelling to and from school. To prevent theft or damage children should not use or display their notebook in public.

☐ If you believe someone has damaged your child's notebook on purpose, report it to the School as soon as possible. You may also need to report it to the police.

☐ It is permissible for your child to add extra software to the notebook, as long as you comply with copyright and licensing rules and there is enough memory left for schoolwork.

☐ Encourage your child to save their information regularly to the hard drive or to a USB stick as backup.

☐ Teachers, students and parents share responsibility for safe and appropriate use of the notebooks. At home you may consider:
- allowing notebook use in family areas, in preference to bedrooms
- restricting notebook use to certain times of day
- reviewing documents and the contents of the notebook.

☐ If you don't have broadband at home your child can participate by:
- accessing relevant learning software
- working with files saved to the notebook or USB stick.

☐ Ask the School for information about appropriate use, copyright and health and safety.

☐ Encourage your child to explore and enjoy the learning opportunities that using a notebook offers.

Acknowledgement: © State of Victoria 2007. This work is based on the Victorian Department of Education's Notebook Program and copyright is owned by the Crown in right of the State of Victoria. Some alterations have been made to accommodate specific requirements.

Things the Students Should Know:
1. The notebook is the property of the School it should not to be altered or personalised in any way that is irreversible.

2. It is the student's responsibility to ensure that there is enough hard drive space and memory available to engage in all School activities and educational requirements.

3. You must retain the School's anti-virus software on your notebook. It is your responsibility to keep it up to date. You will be advised on a regular basis on how to do this.

4. Do not install other anti-virus products on your notebook as this will affect performance, reliability and security.

5. The installation of illegal software is not allowed.

6. You are encouraged to return your notebook to IT Services if you believe your security or settings have been compromised or changed in any way.

7. If something is broken or not working correctly you should bring your notebook to IT Services to have it rectified immediately.

8. Network games should not be played at school.

9. Internet file sharing and torrent programs are not encouraged as they promote the spreading of viruses **and malware.**

Failure to observe the above points may lead to the student's notebook and network access being restricted.