2017
Year 7 & 8 Handbook
Welcome to Year 7 Students

Dear Parents/Guardians and Students,

Mrs Zoe Erickson (Year 7 Coordinator) and Mr Kevin Richardson (Deputy Principal – Head of Senior School) would like to welcome you to Bacchus Marsh Grammar. We look forward to a productive and successful year with students taking part in many of the School’s co-curricular activities as well as making the most of their abilities in the classroom.

This year Bacchus Marsh Grammar offers a wide range and a large number of events that we encourage all students in Year 7 to enjoy. Intra-school events include House Swimming, Athletics, Cross Country and Music. Inter-school activities include Football, Hockey, Cricket, Swimming, Cross Country, Debating and Chess. There are also many co-curricular activities that, apart from being great fun, also help to build team spirit and organisational and disciplinary skills. Students are offered positions in music ensembles including Senior Choir, Vocal Ensemble, Intermediate and Senior Bands and String Ensemble. The School also stages musical and drama productions, and apart from on-stage positions, students are offered the chance to work backstage in areas such as lighting, backstage, stage-work and set-design.

Students in Year 7 attend camp at the start of the year, and this is always a highlight of the school year. The exhilarating and rewarding experiences to be had are always fondly remembered.

As a result of Bacchus Marsh Grammar’s relationships with many overseas schools, opportunities have also arisen for students to be involved in School trips to France, Vietnam and Japan. Students and families are also encouraged to billet students from overseas schools that are visiting Bacchus Marsh Grammar. This is a wonderful chance to foster relationships with people from other cultures, with some overseas students reciprocating and hosting their former hosts in their own country.

In Year 7, students are expected to be completing approximately 40 minutes of homework a night, for 5 nights a week. We encourage students to develop good study habits and self-discipline skills and we set a realistic and achievable study and revision timetable. We would encourage parents/guardians to take a keen interest in their child’s work and help them to develop and maintain good study habits. This includes taking some time to read the pages at the front of the school diary to familiarise yourself with school regulations regarding school/sports uniform, jewellery and make up, and absences. Parents/Guardians are also expected to check and sign their child’s diary each week.

Part of our pastoral program at Bacchus Marsh Grammar includes students having daily contact with their Tutor Group teachers. These teachers are the first point of contact if you have any concerns about your child’s welfare and education.

We would like to take this opportunity to offer our support to every student in Year 7, as well as their parents/guardians. We are available to you should you need any assistance throughout the year. Please do not hesitate to contact us at the school if you are concerned about any aspect of your child’s education and welfare or require information or clarification about any point of the School’s policy or curriculum.

Regards,

Mrs Zoe Erickson  Mr Kevin Richardson
Year 7 Coordinator  Deputy Principal – Head of Senior School
Whom do I see?

Year 7 Coordinator: Mrs Zoe Erickson
Academic Performance
Adjusting to Secondary School
Assessment
Attendance
Behaviour Management
Pastoral Issues
Student Welfare Issues
Uniform

Year 8 Coordinator: Miss Belinda Lipscombe
Academic Performance
Assessment
Attendance
Behaviour Management
Pastoral Issues
Student Welfare Issues
Uniform

Assistant Principal – Pastoral Care: Mrs Debra Ogston
Behaviour Management
Pastoral Issues
Student Welfare Issues

Assistant Principal – Education Services: Mrs Wendy Green
Academic Support
Special Needs
Special Testing
Literacy & Numeracy Support

Careers Counsellor: Mrs Alice Wu-Tollis
Course Advice
Tertiary and TAFE entry requirements
Job Pathways

Assistant Principal - Dean of Studies: Mr Keith Currie
Subject Selections

Deputy Principal – Senior School Mr Kevin Richardson

Principal Mr Andrew Neal
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Vision and Values

The Vision:
Bacchus Marsh Grammar exists to meet the desire of the community for an education, which is comprehensive, challenging and enriching. The School aims to provide a safe and caring environment that produces students who are confident, self-aware, able to contribute to their personal growth and fulfilment, and become positive, active members of society. The School seeks to develop a culture of excellence, which will encourage staff and students towards achieving their best.

The Values:
The ethos of the School is supported by a clear set of values and habits that we believe are critical for the development of the whole individual. These are promoted to students as valuable ways of giving their life direction.

These values and habits are:
- A commitment to excellence in all endeavours and a celebration of the achievements of all.
- A love of learning and the nurturing of enthusiasm or passions which students will want to develop throughout their life.
- A sense of self-discipline and personal responsibility, which respects the need for regulation and rules in any community.
- A commitment to the rewards and pleasures of hard work.
- A commitment to the welfare of all members of the community.
- A sense of fair play.
- A belief that a satisfied life is best achieved by a celebration of that which is positive rather than dwelling on the negatives.
- A willingness to be receptive to change.
- A willingness to accept differences and have the courage to express personal views that are different from the norm.
- An education that enables a student to make informed decisions about issues, which have a spiritual and/ or moral dimension.
- A commitment to providing leadership within the community.
- A sense of the value of developing and maintaining traditions in any community.
## Structure of the School Day

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<th>TIMES</th>
<th>MONDAY</th>
<th>TUESDAY TO FRIDAY</th>
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<tr>
<td>8:45am – 9:00am</td>
<td>Morning Tutor Group</td>
<td>Morning Tutor Group</td>
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<tr>
<td>9:00am – 9:20am</td>
<td>Whole School Assembly</td>
<td>Targeted Tuition Time OR Year Level Assembly OR House Assembly</td>
</tr>
<tr>
<td>9:20am – 10:05am</td>
<td>Period 1</td>
<td>Period 1</td>
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<tr>
<td>10:05am 10:50am</td>
<td>Period 2</td>
<td>Period 2</td>
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<tr>
<td>10:50am-11:15am</td>
<td>RECESS</td>
<td>RECESS</td>
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<tr>
<td>11:15am-12:00pm</td>
<td>Period 3</td>
<td>Period 3</td>
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<td>12:00pm-12:45pm</td>
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<td>Period 4</td>
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<tr>
<td>12:45pm-1:30pm</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<td>1:30pm-2:15pm</td>
<td>Period 5</td>
<td>Period 5</td>
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<td>2:15pm-3:00pm</td>
<td>Period 6</td>
<td>Period 6</td>
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<tr>
<td>3:00pm-3:15pm</td>
<td>Afternoon Tutor Group</td>
<td>Afternoon Tutor Group</td>
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2017 Term Dates

Term 1 2017

Staff Day – ALL Staff Commence: Monday 30 January
Year 12 Day Camp: Tuesday 31 January
Year 12 Classes Commence: Wednesday 1 February
Year 7 Classes Commence: Wednesday 1 February
Prep Commence: Wednesday 1 February
Prep Reception Commence: Thursday 2 February
Years 1-6 & Years 8-11 Commence: Thursday 2 February
Labour Day: Monday 13 March
End of Term 1: Friday 31 March

** Good Friday 14 April, Easter Monday 17 April, Easter Tuesday 18 April **

Term 2 2017

Staff & Students Commence: Wednesday 19 April
ANZAC Day: Tuesday 25 April
Queen’s Birthday: Monday 12 June
End of Term 2: Friday 23 June
Staff Week: Monday 26 June to Friday 30 June
Year 10 Work Experience Week: Monday 26 June to Friday 30 June

Term 3 2017

Staff Commence: Monday 17 July
Students Commence: Tuesday 18 July
Mid-Term Break: Friday 18 August (no students – whole school)
End of Term 3: Friday 22 September

Term 4 2017

Staff Commence: Monday 9 October
Year 12 Examinations: Monday 9 October (externally supervised at school)
Students Commence: Tuesday 10 October
Mid-Term Break: Monday 6 November
Melbourne Cup: Tuesday 7 November
End of Term (Years 9 to 11): Monday 11 December (Years 9-11 only)
End of Term (Years 5 to 8): Tuesday 12 December (Years 5-8)
End of Term (Prep to 4): Wednesday 13 December (Prep -4 only)
Staff Day: Thursday 14 December
Staff Day: Friday 15 December

May be subject to change – correct as at 14th November 2016
INTRODUCTION
The School Colours are black, gold, white and blue. Wearing of the school uniform is compulsory for all students. Full school uniform (including blazer for students in Years 5-12) must be worn correctly to and from school and on all formal occasions, including School assemblies.

Where the forecast temperature is 30°C and above, the school blazer is not required to be worn. The reputation of the school is enhanced by the appearance of students in public and the pride with which the uniform is worn. Uniforms should be kept neat and tidy. School shoes (not boots) must be plain black and always be neat and polished.

Winter uniform is the Full School Uniform and may be worn at any time of the year but is compulsory for Terms 2 and 3. In the case of any unseasonable weather, where the forecast is above 25°C, students may choose to wear their summer uniform for that day. During Terms 1 and 4, summer uniform may be worn as an alternative to full school uniform.

All students who are not in correct uniform need to have a signed note in their school diary from a parent/guardian explaining the reason. A note shall not be regarded as sufficient explanation for continued variation to the Uniform. Such students in Years 7 to 12 will be issued with a uniform pass at the beginning of the day by the Deputy Principal.

From the commencement of 2017 all school uniform items must include the current school logo as below:

![School Logo]

*Items marked with ## constitute core uniform items for a student of any gender*

SPORTS UNIFORM ##
- BMG track suit pants.
- Rugby top with BMG logo or BMG half zip jumper (Prep to Year 4) or BMG full zip jacket (Years 5 to 12).
- Polo shirt with BMG logo.
- BMG House polo shirt with BMG logo (Years 5 to 12).
- White BMG sports socks.
- It is preferred that sports runners and laces should be either one of the school colours (black, gold, white or blue) or any combination of these colours. To reduce the risk of injury, skate/casual shoes are not part of the sport uniform.
- BMG black sports shorts.
- BMG hat (blue Prep to Year 6).
- BMG cap (Year 7 to Year 12).
- Black/yellow football socks (Richmond colours – Years 7 to 12 for specific sports).
- Mouthguard.
Notes on wearing the Sports Uniform

- The school anorak may be worn over the polo top or rugby top but may not be worn whilst participating in sports activities or in classrooms.
- In first and fourth terms hats must be worn during PE and Sport conducted outside.
- School sports jumpers or jackets are not to be tied around the waist.
- Long sleeve tops must not be worn under the polo top.
- Years 5-12: Students are required to wear full school uniform to and from school each day.
- On sport or physical education days, students are to change into appropriate sports uniform for their scheduled class time.
- Years Prep–4: On designated PE days students may wear sports uniform to and from school.

CLUBS UNIFORM ##

- The additional uniform items for special events and classes are not part of the BMG sports or school uniform (e.g. Elite sports uniform, dance uniform, equestrian uniform).

SCHOOL BAGS ##

- BMG school bags are part of the full school uniform.
- Sports bags are to be used for occasions when change of clothing is required for sport or for specific school events.
- Students must make themselves aware of the school safe handling policy.
- Students should ensure that they are carrying appropriate loads in their bags in a manner that will not cause injury.

BMG ANORAK ##

The School Anorak may be worn over the top of the blazer for added protection from the weather, but not as a replacement for the blazer.

- Those students riding bicycles to and from school may wear the anorak instead of their blazer, but once at school their blazer must be worn.
- Similarly, students waiting at school bus stops may wear their BMG anorak.
- The Anorak is not to be worn to class.

RUNNERS ##

- Runners may only be worn when students are legitimately in Sports Uniform. They are NOT to be worn with full summer or winter school uniform at recess or lunch times.
- Skate and fashion shoes are not acceptable.
- It is preferred that runners and laces should be either one of the school colours or any combination of these colours.
Uniform Requirements – Girls

GIRLS’ FULL SCHOOL UNIFORM

- BMG kilt (Years 3 – 12) (knee length) with plain black tights or knee length plain black socks (the hem of the kilt must be below the top of the sock).
- BMG tunic (Years P-3) (knee length) with plain black tights or knee length plain black socks (the hem of the tunic must be below the top of the sock).
- BMG grey trousers.
- BMG check trousers.
- Long sleeve gold shirt with logo.
- BMG cross-over tie (Junior School).
- BMG tie or leadership/designated award tie.
- BMG jumper.
- BMG Blazer (Years 5-12).
- Plain black socks with trousers (grey or check).
- Plain black lace up, buckle or Velcro (Junior School only) school shoes (boots or ballet style shoes not permitted).

Notes on wearing the Full School Uniform

- Shirts must be tucked in.
- No under garments should be visible.
- Ties and all buttons must be done up correctly.
- Sleeves must not be rolled up.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Scarves may be worn provided that they are in School Colours.
- No scarves, gloves, hats or school anorak are to be worn in class.
- Boxer shorts should not come below dress hems.
- Shoe laces and buckles must be done up. Jumpers (Years Prep to 4) must be worn to and from school.
- Blazers (Years 5 to 12) must be worn to and from school.

GIRLS’ SUMMER UNIFORM

- BMG cotton dress (knee length).
- BMG jumper.
- BMG Blazer (Years 5 - 12).
- BMG grey summer shorts.
- BMG short sleeve open-neck shirt with BMG logo.
- Shirts must be tucked in.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Black BMG socks (ankle or knee high) with stripe to be worn with shorts.
- White BMG socks (ankle or knee high) with stripe to be worn with dress.
• Plain black lace up or buckle school shoes (boots or ballet style shoes not permitted).
• Blue BMG hat (compulsory Prep Reception-Year 6 during Terms 1 & 4). ##
  OR BMG cap (Years 7-12 only). ##

GIRLS’ JEWELLERY AND HAIR

Jewellery
• Primary students are not permitted to wear jewellery for safety reasons.
• One wristwatch.
• One set of plain studs or sleepers (worn in the earlobe) only are acceptable.
• No visible necklaces.
• No rings or bracelets are to be worn.
• Any students wearing obvious and excessive make-up will be asked to remove it immediately.
  Clear nail polish. Nail extensions are not permitted (e.g. Acrylic/gel). No eyeliner may be worn.
• Other than earrings, other body piercing must not be visible. No tongue studs to be worn.
  Similarly, body markings are not to be visible.

Hair
The following regulations regarding hair apply:
• Hair must not be shaved less than a ‘number 3’.
• Hair may be dyed to a ‘natural’ blond, brown or black only. Dyed ‘white blond’ is not deemed a natural colour. Hair colour to be consistent.
• Hair must be evenly or not overly graded in cut and must be off the face.
• Hair must sit naturally around and off the face; if this cannot be achieved it is to be tied or clipped back with school coloured ties or clasps.
• Hair clips may be used if plain and in reasonable number and are in school colours.
• Beads in hair are not permitted.
• Single or double plaits are permitted, but not multiple small plaits.
• No extreme hairstyles are allowed. The judgement of ‘extreme fashion’ will lie with the Principal and Deputy Principals.
• Fringes must not obstruct student vision.
• Any hairstyle regardless of length or style that is deemed unruly is unacceptable and considered a breach of regulations.
Uniform Requirements – Boys

BOYS’ FULL SCHOOL UNIFORM

- BMG grey trousers. ##
- Long sleeve gold shirt with logo. ##
- BMG school tie or leadership/designated award tie. ##
- BMG jumper. ##
- BMG Blazer (Years 5-12). ##
- BMG or Plain block socks with trousers. ##
- Plain black lace up or Velcro (Junior School only) school shoes (no boots).
- Black belt (optional).

Notes on wearing the Full School Uniform

- Shirts must be tucked in.
- No under garments should be visible.
- Ties and all buttons must be done up correctly.
- Sleeves must not be rolled up.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Scarves may be worn provided that they are school colours.
- No scarves, gloves, hats or school anorak are to be worn in class.
- Shoe laces must be done up.
- Jumpers (Years Prep to 4) must be worn to and from school.
- Blazers (Years 5 to 12) must be worn to and from school.

BOYS’ SUMMER UNIFORM

- Short-sleeved open-neck gold shirt with BMG logo. ##
- BMG jumper. ##
- BMG blazer (Years 5-12 only). ##
- School grey trousers (with short black BMG socks).
  OR School summer shorts (worn with BMG socks). ##
- Plain black lace up shoes (no boots).
- Shirts must be tucked in.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Blue BMG hat (compulsory Prep Reception-Year 6 during Terms 1 & 4). ##
  OR BMG cap (Year 7-12 only). ##
BOYS’ JEWELLERY AND HAIR

Jewellery
- Primary students are not permitted to wear jewellery for safety reasons.
- One wristwatch.
- No visible necklaces.
- No rings or bracelets are to be worn.
- Any students wearing obvious and excessive make-up will be asked to remove it immediately. Clear nail polish. Nail extensions are not permitted (e.g. Acrylic/gel). No eyeliner may be worn.
- Body piercing must not be visible. No tongue studs to be worn. Similarly, body markings are not to be visible.

Hair
The following regulations regarding hair apply:
- Hair must not be shaved less than a ‘number 3’.
- Hair may be dyed to a ‘natural’ blond, brown or black only. Dyed ‘white blond’ is not deemed a natural colour. Hair colour to be consistent.
- Hair length should be at the top of the collar.
- Hair must be even or not overly graded in cut and sit naturally around and off the face.
- Sideburns must not extend beyond the ear-lobe or out onto the face.
- Boys must be clean-shaven. Boys arriving at school unshaven will be directed to the Health Centre to shave, or sent home to shave before returning to class.
- No extreme hairstyles are allowed. The judgement of ‘extreme fashion’ will lie with the Principal and Deputy Principals.
- Fringes must not obstruct student vision.
- Any hairstyle regardless of length or style that is deemed unruly is unacceptable and considered a breach of regulations.
STUDENT ABSENCES & LATENESS:
Parents are asked to telephone the school office (5366 4888) if their child is sick or will be absent from school. If no phone call is received, the School will phone the parents/guardians to ascertain the reason for the student’s absence. Please also supply a written note for the tutor group teacher explaining any absences once the student has returned to school.

Students who arrive late to school must report to the Front Office to obtain a late pass BEFORE going to Tutor Group or class.

THE HOUSE SYSTEM:
Each student is a member of one of four Houses. These are:

    Pentland (black), Bacchus (blue), Braeside (white), Hilton (gold)

Family members all belong to the same House. Houses are involved in various school activities and competitions under the leadership of senior students within the House.

CAMP:
Year 7 students attend camp during Term One. The camp provides the students with the opportunity to meet each other and develop friendships and understandings, which can be taken back to the school environment. The students participate in a range of activities, which promote interaction and self-confidence.

LOCKERS:
Each student is allocated a locker and lock for their bag and school books. These remain the property of the School, and must be kept clean and organised at all times.

THE CANTENE:
The Canteen is open daily at recess and lunchtime. It is highly recommended that students have only a limited amount of money to spend at the canteen. Emergency lunches are available, with the money to be brought to school the following day or paid through the Qkr! By MasterCard App

Menus
Menus and Online Ordering (Qkr! by MasterCard App) information can be found on the school website.
  • Online/Lunch Order Menu
  • Over the Counter Purchases – Junior School

Gluten Free - Please note that gluten free options are now available to order online and over the counter.
STUDENT DIARIES:
Proper use of the student diary is extremely important and cannot be stressed enough. It is each student’s main organisational tool and mode of communication between School and home. In the student diary there are the following features:

- Information about Bacchus Marsh Grammar including the school song, some school policies, rules and responsibilities;
- Space for the daily timetable;
- Weekly double-page spreads for homework, due dates etc;
- Space for notes from home.

Diary Used for Organising School Work:
If you look at one week in the student diary, you will note that there is one page allocated for each daily subjects. The page opposite this gives space for due dates and other school events. All homework and due dates of assignments must be recorded in the diary.

Diary Used for Communication:
The student diary must be signed weekly by parents in the space provided. It will also be signed at the end of the week by the tutor group teacher. By doing this, we ensure that each student is practicing good habits in the organisation and management of their time and work. Notes to and from home may also be written in the diary.

If a diary is lost or confiscated due to inappropriate use, the student must purchase a replacement diary immediately.

Random checks are carried out by the staff to make sure that diaries are being used correctly.

The School Diary is not to be used to write personal notes or add drawings, pictures or graffiti.

REPORTS & PARENT-TEACHER INTERVIEWS:
You can expect to receive a school report at the following times:

Interim Report: End of Terms 1 & 3
Full Report: End of Terms 2 & 4

Formal Parent-Teacher-Student interviews will also be conducted in Terms One and Three. However, you are encouraged to contact the School, through the Tutor teacher, at any stage throughout the year if you have concerns or questions regarding your child’s progress.

BUS LISTS AND BUS STOPS:
Bus lists and allocated bus stops will be posted out to parents during the summer break.
CHROMEBOOKS:
Chromebooks are allocated to each student from Years 5 to 12, who are then responsible for their care and for ensuring that are brought to school, charged, each day.

The Chromebooks are essential to the learning processes that occur at the school. Thus, any student without a Chromebook at school will be given one to hire, at a charge, as well as being treated as a discipline issue.

HOMEWORK:
Homework can cause concern at Year 7. Developing good homework and study techniques at the beginning of secondary school is of paramount importance.

Subject teachers will set homework regularly and it is expected to be completed. Homework is an important part of the curriculum and is set to help students achieve their best and ensures that students cover the amount of work that other students in Victoria, against whom they will one day compete, are covering.

At Year 7, students and parents may expect an average of up to 40 minutes of homework 5 times per week. A Homework Timetable is issued that outlines what homework is scheduled for each night.

If a student experiences difficulties in completing the set homework, please contact the appropriate subject teacher before the due date so that other arrangements can be made where necessary.

A number of factors influence successful and effective study techniques:

Students must record details of their homework and due dates in their diary. This allows you to plan ahead and allocate time to different subjects where necessary. There should be no surprises as to when homework is due!

Allocate a specific homework time every day when students can sit quietly and give their work their full attention. Students will receive some homework which needs to be completed straight away, and some which needs to be done over longer periods of time. When a daily homework routine is established and tasks planned, nothing will be left to the last minute.

Where possible, a quiet study space which is well lit and ventilated should be dedicated to school work at home. Trying to complete work in front of the television or with the stereo turned up is generally not very effective!

Part of the task of completing homework is ensuring that students have it with them in class when required. It will be considered incomplete if students have left it in their locker or at home.

Please refer to the homework policy (available through the Year Coordinator) to ensure that you are fully aware of the expectations of subject teachers and the School.
Co-curricular activities complement and enhance classroom curriculum, and provide an excellent opportunity for the enrichment of your child’s school experience. The following programs will be offered in 2017:

**PEER SUPPORT PROGRAM:**
This program assists new Year 7 students in their transition from primary to secondary school, drawing on the help of older students. With these leaders, the students engage in a range of activities designed to promote self-esteem and confidence. These activities include a range of orientation and extra-curricular programs. It is an excellent opportunity for Year 7 students to develop a rapport with senior students who can also provide support and guidance to the new students.

**EXTRA-CURRICULAR ACTIVITIES:**
Participation in a range of activities and clubs is offered to students both at lunchtimes and after school. It is the expectation of the school that all Year seven students be involved in an extra-curricular activity. Some of these activities may include:
- Musical Groups, School Musical, Drama Productions or Dance Ensembles
- Games Club
- Chess Club
- Sports
- Theatre Sports
- House activities and competitions
- Academic competitions
- Public Speaking and Debating

**INTER-SCHOOL COMPETITIONS:**
Bacchus Marsh Grammar is involved in an inter-school competition (ICCES) with a group of independent schools within the wider area. Students are selected to represent the school at various sporting competitions, and also events such as debating and chess. A round robin competition in a number of summer and winter sports (including netball, tennis, softball and cricket) may also be offered. Students are expected to attend weekly training for these sports.

**MUSIC – BANDS, ENSEMBLES and CHOIRS:**
Participation in a range of bands, choirs and ensembles is offered to students after school. The groups available for Year 7 & 8 students to join are:
- Year 7/8 Band
- Senior Stage Band
- Senior Orchestra
- 5-8 Choir

**INSTRUMENTAL MUSIC LESSONS:**
Students are encouraged to learn a musical instrument. These lessons are held during the school day, and tuition fees are in addition to the school fees.
Staughton Vale Campus and Program

Based 20 minutes away from the Maddingley Campus and located on the fringe of the Brisbane Ranges National Park, the School has a purpose-built facility called the Staughton Vale Campus.

Situated on over 200 undulating acres of fertile pastures, orchards, dams and natural forest, this Campus will be used to enhance the learning experiences of all students. It will also heighten their relationship with and understanding of their own impact on their local natural environment and on their wider role as a global environmental citizen.

Program

Learning experiences and key skills gained in the Middle Year levels of schooling, that is between Year 5 to Year 8, are vital in the determination of a students’ future success in education and life.

Therefore, as part of a program all Year 6 and Year 8 students will travel to the Staughton Vale Campus and other nearby locations once every 3 weeks. They will continue to do this for the entire academic year. In total, this will equate to approximately 12 whole-day visits per student per year.

A dedicated and highly trained staff team will challenge and motivate the students in the program, with a strong emphasis placed on team and group work, and on the enhancing of specified key learning skills.

It is also important to note that all classes from Prep to 12 will access the Staughton Vale Campus for a variety of excursions and learning activities throughout their time at the School.
Curriculum

The program is a new initiative of the School, and is being introduced to enhance and benefit the learning outcomes of students. The program will also aim to develop the key transdisciplinary thinking, social, communication and research skills. At the Campus, students are immersed in rich learning experiences that are integrated with and support the curriculum taught in their respective year levels at the Maddingley Campus.

The main focus of the program is;

- To integrate key curriculum skills and practical application elements of the subject areas of Science, History and Geography within a farming and environmental context.

- To incorporate key thinking skills and practical elements to enhance the learning experiences in curriculum areas that include The Arts, Outdoor and Environmental Studies, Technology and Physical Education.

- To promote the and instil the character based skills of respect, resilience and perseverance through the design and implementation of unique learning experiences.
WELFARE AND MANAGEMENT STAFF STRUCTURE:

Your first point of communication regarding your child should be with either their class teacher (if the matter relates directly to a specific subject) or their tutor group teacher. Feel free to telephone the appropriate staff member at school or write a note in the student diary where necessary.

In general, the Year Level Coordinators have overall responsibility for your child and you are very welcome to ring them at any time.

When appropriate, information will be shared amongst relevant staff members, and communication between parents and staff members will be documented for future reference.

The following diagram outlines the staff members responsible for different aspects of your child’s education at BMG:

- **Class Teachers**
  - subject related concerns
  - homework

- **Tutor Teacher**
  - minor welfare issues
  - Student Diary

**Year Level Coordinators**

- Mrs Erickson (Year 7)
- TBA (Year 8)

- absences
- behaviour management
- classroom issues
- welfare issues

**Mrs Stefa Jarema**
Director of Student Welfare

- significant welfare issues
- professional referrals

**Mrs Wendy Green**
Assistant Principal – Education Services

- special needs
- diagnostic testing
- literacy & numeracy support
Priorities for Secondary Schooling

The school places a high priority on ensuring that the transition from Year 6 to Year 7 is as positive and as smooth as possible, and that there is advancement in core values and expectations through Year 8 and beyond. We have in place a set of values statements and the expectation is that students at Bacchus Marsh Grammar will internalise these values so that they become habits for life.

The Ten Values are:

1. The school aims to provide a comprehensive, challenging and enriching education.
2. It is understood that learners should be actively engaged in their own learning and that staff and students should have high expectations.
3. We value a calm, purposeful and friendly learning environment in which personal achievement is recognised and rewarded.
4. The school believes that literacy and numeracy are the foundations of an effective education. All teachers, regardless of subject or training, are teachers of literacy and numeracy.
5. We understand that every student can learn and can experience success. Assessment is used to judge progress but also to inform decisions about future learning.
6. We believe we have a responsibility to raise awareness of global issues and an understanding of cultural diversity. We have a strong sense of service to others.
7. We work as a team and have a sense of shared collegiality. Communication is open, honest and tolerant.
8. The school aims to be a safe and caring environment in which students and staff feel appreciated, acknowledged, respected and validated.
9. We believe in resilience and self-worth as essential life skills.
10. We respect the individual and we respect differences in others.

The School has a high expectation that all students will be actively engaged in their own learning. This requires the development of responsibility, a sense of purpose and a willingness to follow the school rules.

At Year 7 students will be introduced to five essential foundation behaviours that are indicators of a successful learner and in Year 8, these will be further strengthened. They are:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.
Year 7 Highlights

Art
There are many exciting things to look forward to in Year 7 Art including:
- Having fun and learning new skills
- Making clay models and watching the kiln firing
- Making other models using interesting materials and methods
- Painting a landscape of the view across Bacchus Marsh
- Drawing imaginative things using inks, pastels and all sorts of media
- Taking home a range of art pieces created throughout the semester
- Working on individual and group projects for permanent display around the school
- Exhibiting and viewing art work in the school gallery

Dance
Dance offers the opportunity to participate in ensembles of varying types, as well as performing at an increasingly large range of events.

Drama
Drama offers students the opportunity to develop their speaking, teamwork and performance skills by being part of the Drama Showcase in which, along with Drama students from other senior years, they perform work they have created in class for their peers, family and friends. Students also have the opportunity to be involved in Theatresports at school.

English
Students enjoy discussions associated with the set texts. They have fun developing their oral presentations and visual displays. They practise their analytical and creative writing and share their best work. Opportunities are provided for wider reading and some students are keen to take part in the Premier’s Reading Challenge, whilst students are also invited to participate in the University of New South Wales English competition. English Club is conducted every week, an afterschool time when students can get additional advice and feedback from their teachers.

Food Technology
Food Technology offers a variety of opportunities for students. The main focuses are Basic cooking skills, Nutrition, Sustainability (growing herbs and recycling) and learning about new ingredients. Students have the opportunity to learning in a practical environment backed up with a Bacchus Marsh Grammar Food Manual, which gives students the opportunity to further their learning at home.

There is also the opportunity to take part in the cookery classes to exhibit at the Royal Melbourne Show.

History & Geography
Year 7 History & Geography introduces students to the joys of Geography and vast Histories of Ancient Civilizations of the likes of Egypt, Rome, Greece and China.
Information Technology
Students learn how to download and manipulate photos from a number of sources and then use these images in word processing tasks: using PowerPoint and Web Pages.
Another feature of the course is the introduction to online safety. More and more students are going online and sharing personal information over social networks. Our goal is to make students aware of the dangers and to become responsible online citizens.

LOTE
What can Year 7 students expect to gain from studying French, Indonesian or Japanese?

French
All students can expect to have:
The opportunity to become open minded about different cultures
A better understanding of their own language (thanks to a focus on grammar and linguistic structures)
Fun with topics to spark their interest and curiosity
Global, perspectives and understanding and appreciation for other cultures

Indonesian
All students can expect to have:
The opportunity to become open minded about an important neighbour
A better understanding of their own language (due to a focus on grammar and linguistic structures)
Fun with topics to spark their interest and curiosity
Global perspectives, and understanding and appreciation for other cultures

Japanese
All students can expect to have:
Opportunities to foster and nurture an interest in another culture
An understanding of other cultures locally and globally
A new alphabet (Hiragana) and some Kanji
Unique experiences to complement what students are studying in class

Science
Year 7s in Science can look forward to learning about what Science is and the various branches of Science. They will become familiar with important scientific equipment and safety rules, get their Bunsen Burner license and use Bunsen Burners for experiments. A major focus in Year 7 Science is on the scientific method, which includes carrying out experiments and writing up practical reports. Year 7s will also make a plant collection and have an excursion to the Zoo to learn more about how animals are classified. A very busy year in Year 7 Science!

Mathematics
Maths Enrichment
A small class of students at each year level participate in fortnightly Maths Enrichment lessons where they are challenged beyond their current curriculum. In addition to this, their problem-solving/ analytical thinking skills are developed further.

Maths Focus Groups
Throughout the year, small groups of 5-8 students are invited to participate in short-term intensive Maths Focus Groups. These groups are designed at an individual level to address potential gaps in student understanding.
**Differentiated Learning**

All classes work to cater for a wide range of abilities via groupings within the classroom. Through pre-testing, students will be given a weekly planner targeted at their current level of understanding.

**After School Maths**

Each week After School Maths classes will operate with all maths staff in attendance to assist as needed. These classes are very well attended each week and are a great support to all students.

**Music**

Bacchus Marsh Grammar offers an extensive Music Programme within the classroom curriculum, Instrumental Music Programme and co-curricular ensembles, bands and choirs. Students are encouraged to be involved in all aspects of the programme in order to further enhance their musical experience and knowledge, with the key focus being participation and excellence.

**Instrumental Music Programme**

This Programme has seen outstanding growth and development over the past few years, supported by an offering of a wide variety of musical instruments for tuition. Instrument Hire is available for students who do not currently own an instrument.

The Instrumental Music Programme is now taking enrolments for next year. Please complete and return your enrolment form as soon as possible if you wish to enroll your child (the Music Handbook and Enrolment Form will be distributed on Orientation Day).

To register your interest for the Instrumental Music Programme please complete an enrolment form which can be found on the school website:


Further information regarding the Music Programme can be found in the Music Handbook located on the school website under teaching and learning/co-curricular/instrumental music.

**Co-curricular Music and Ensemble Programme**

The Co-Curricular Ensemble Programme provides students that are currently learning an instrument to participate in a Band, Choir and/or a variety of ensembles. The School also puts on a major Musical each year. If student musicians are interested in participating in an ensemble, they will be placed in the appropriate ensemble for their current skill level.

The Music Department currently runs the following ensembles for secondary school students:

- Senior Vocal Ensemble (7-12)
- VCE Rock Ensembles
- Year 7 band
- Year 8 Band
- Chamber Ensemble
- Senior Orchestra
- Blues / Soul Band

**PE**

Exceptional Gymnasium facilities
Access to the synthetic oval with stitched in field markings
Re-furbished cricket nets and athletic track

Students will engage in a range of athletic events including short distance sprinting and long distance events with regards to the specific rules and regulations.

Students will learn correct execution techniques for shot put and discus.

Students will learn and engage in safety components and new skills in regards to balance in the Gymnastics Unit.

**Pastoral Care**

As a part of the Pastoral Care Program during Term One, Year 7 students participate in a camp. This provides students with the opportunity to develop friendships and self-confidence while participating in a range of recreational activities in the natural environment.
This booklet provides you with brief course outlines of all subjects available in 2017.

In Year 7, students study the full-year core subjects of English, Mathematics, Science, Physical Education, Sport, Languages and the Pastoral Care Programme. Year 7 students also complete one or two Terms each of History, Geography, Art, Information Technology, Food Technology, and Music or Drama. They will study two languages, one semester each of a choice between French, Japanese or Indonesian, and continue ONE of these two chosen subjects in Year 8. Some students may be recommended for Literacy & Numeracy Support because they need specific and concentrated support in these areas.

Bacchus Marsh Grammar provides students with the opportunity to participate in several co-curricular activities outside the normal classroom at lunchtime and after school. These range from chess and debating, a variety of sports, Music, Drama, Tournament of Minds, to supplementary Mathematics, Science, Languages and English sessions after school. It is important to participate in co-curricular activities as it helps with making friends and broadens your school experience – the more you give, the more you get!

The timetable is run on a 15-day (three week) cycle to accommodate Staughton Vale activities. Consequently, Weeks One, Two and Three of the timetable may be different.

Period allocations for each subject are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods (per week)</th>
<th>Length taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>Year</td>
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<tr>
<td>Literacy</td>
<td>1</td>
<td>Year</td>
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<tr>
<td>Maths</td>
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<td>Year</td>
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<td>Numeracy</td>
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<td>Year</td>
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<tr>
<td>Science</td>
<td>4</td>
<td>Year</td>
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<tr>
<td>Physical Education</td>
<td>2</td>
<td>Year</td>
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<tr>
<td>Sport</td>
<td>2</td>
<td>Year</td>
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<tr>
<td>LOTE*</td>
<td>3</td>
<td>Year</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>Semester</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>Semester</td>
</tr>
<tr>
<td>Art</td>
<td>5</td>
<td>Term</td>
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<tr>
<td>Information Technology</td>
<td>5</td>
<td>Term</td>
</tr>
<tr>
<td>Music / Drama **</td>
<td>5</td>
<td>Term</td>
</tr>
<tr>
<td>Food Technology</td>
<td>5</td>
<td>Term</td>
</tr>
</tbody>
</table>

* Students will complete a semester of 2 languages which are selected from Japanese, Indonesian and French.

** An allocation process will occur to place each student in one of these subjects for one Term.
OVERVIEW:
In English, texts and language constitute the essential concepts. The study of texts focuses equally on creating and analysing texts, on understanding and interpreting texts. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

COURSE DESCRIPTION:
Students should be able to extend their language skills through thinking, reading, writing, speaking and listening.
Students should be able to communicate ideas, feelings, observations and information effectively, both orally and in writing.
Students should be able to demonstrate an ability to use appropriate language to discuss texts.
Students should be able to recognise the relationship between language and ideas, and the role of language in developing their capacity to express ideas.
Topics of Study are:
Semester One:
- Writing folio, including reading and writing short stories
- The play, Frankenstein; reading and responding in analytical, creative and persuasive forms.
Semester Two:
- Film study, Inside Out: comprehension, oral and written responses.
- The novel, Boy Overboard: analysis of characters and issues and storyline; analytical and creative writing.

ASSESSMENT TASKS:
Semester one
- Writing Folio: Short Story {35%}
- English Skills Tests {10%}
- Oral Presentation {20%}
- Persuasive Essay {35%}

Semester two
- Writing Folio {35%}
- English Skills Tests {10%}
- Oral Presentation {20%}
- Text Response {35%}

ENQUIRIES: Mr Geoff Gainey
OVERVIEW:
Mathematics is the study of pattern in number, space, logic and structure. It provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, conjecturing, proving, applying, investigating, modelling, problem posing and problem-solving.

COURSE DESCRIPTION:
Semester One:
- Whole Numbers
- 2D Shapes
- Statistics
- Decimals

Semester Two:
- Fractions and ratios
- Expressions and Equations
- Number Patterns
- Length, Area and Volume

ASSESSMENT TASKS:
Semester One:
- Whole Numbers Test {20%}
- Whole Numbers Analysis Task {10%}
- 2D Shapes Test {20%}
- Statistics Test {20%}
- Statistics Analysis Task {10%}
- Decimals Test {20%}

Semester Two:
- Fractions and ratios Test {20%}
- Fractions and ratio Analysis Task {10%}
- Expressions and Equations Test {20%}
- Number Patterns Test {20%}
- Length, Area and Volume Test {20%}
- Length, Area and Volume Analysis Task {10%}

ENQUIRIES: Dr Debra Penny
OVERVIEW:
The key learning area of Science aims to help students develop an understanding of the physical world they live in and its place in the universe. Students learn about life in all of its many forms and how scientific experimentation has enabled us to explore, measure, test, analyse and evaluate the physical world that we live in.

COURSE DESCRIPTION:
Students will complete a range of tasks as an introduction to Science as a unique human endeavour. This will include studies from the major areas of Biology, Chemistry and Physics. They will learn how the scientific method distinguishes science from other areas of study.

PRACTICAL ACTIVITIES – Students carry out practical activities to develop their experimental skills, powers of observation and reasoning. They learn how to write up practical reports.

RESEARCH & ASSIGNMENTS – Students will complete a number of research tasks, including research into the contribution of Australian and other scientists to the development of our scientific knowledge. They produce a plant collection in which they identify and classify all of the plants collected and carry out a student-designed investigation.

COMMON TESTS – Students will complete common tests to demonstrate their scientific skills and knowledge.

ASSESSMENT TASKS:
- Common Tests {40%}
- Practical Reports {30%}
- Research & assignments {30%}

CAREER PROSPECTS:
Students require Science for a wide range of careers. Some examples of career areas involving Science are: medicine, engineering, geology, microbiology, genetics, physiotherapy, forensic science, winemaking and the food industry, just to name a few.

ENQUIRIES: Ms Diane Krosby
OVERVIEW:

History and Geography involves the study of human societies, environments, people and their cultures in the past and the present. History & Geography provides a framework for developing in students the key ideas and concepts that enable them to understand the ways in which people and societies have organised their world under particular conditions and made meaning of it.

HISTORY

COURSE DESCRIPTION:

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies.

The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

Topics:

- What is history?
- Primary and Secondary source analysis
- Ancient Civilizations: Egypt and China

ASSESSMENT TASKS:

- Ancient Egypt Task {50%}
- Ancient China Task {50%}
- Walk-through Examination

ENQUIRIES: Miss Claire Martin
GEOGRAPHY

COURSE DESCRIPTION:
There are two units of study in the Year 7 curriculum for Geography: Water in the world and Place and liveability.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Topics:
- Water
- Place and Liveability

ASSESSMENT TASKS:
- Place and Liveability Task {50%}
- Water Task {50%}
- Walk-through Examination

ENQUIRIES: Miss Claire Martin
OVERVIEW:
French is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of French culture and lifestyle. Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary. Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

NOTE: Students may only study a particular language in Year 8 if they have already studied it for one semester in Year 7

OUTCOMES:
At the end of one semester of French study, students use French to interact with each other, and teachers. They respond to familiar questions and directions and request help or clarification. They approximate French sound patterns, intonation and rhythms. They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning as well as parts of speech.

Students identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English, and some differences. They identify French words used in English, English words used in French, and explain how languages and cultures influence and interact with each other. They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships. They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students give examples of how languages are connected with cultures, and of how it reflects ways of behaving and thinking as does their own language.

COURSE DESCRIPTION:
Students will learn to communicate in French, to extend their awareness of language and how it functions, and to expand their general knowledge. They will:
- Understand and use simple vocabulary including greetings, numbers, school, descriptions, dates and friends.
- Learn about general French culture for example geography and history.
- Understand, recognize and use simple grammar points (feminine or masculine or singular or plural, for example).
- Learn about French customs (school, food).
ASSESSMENT TASKS:
- Unit test: Greetings and Introductions {12.5%}
- Unit test: Ah bon? Vraiment? {12.5%}
- Unit test: About Me {25%}
- Speaking assignment: Describe yourself {25%}
- Semester Common Tests {25%}

CAREER PROSPECTS:
Learning French would be of value in the following careers:
- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.

ENQUIRIES: Ms Margaret Buchanan
OVERVIEW:
Indonesian is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of French culture and lifestyle. Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary. Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

NOTE: Students may only study a particular language in Year 8 if they have already studied it for one semester in Year 7

OUTCOMES:
- The development of vocabulary and grammar skills.
- The application of vocabulary knowledge to participate in a range of oral exchanges.
- Demonstration of an understanding of patterns in the language, along with an ability to apply these in given situations.
- Development of written Indonesian skills to convey information.
- Development of research skills to explore aspects of Indonesian culture.

COURSE DESCRIPTION:
Indonesian is the study of an Asian language. Students will learn to communicate in Indonesian, to extend their awareness of language and how it functions, and to expand their general knowledge. Specifically, students will focus on Indonesian greetings and introductions, classroom instructions, counting to 100, telephone conversations, stating age and address, and talking about family and pets.

ASSESSMENT TASKS:
- Speaking Assignment: Bali Oral Task {25%}
- Unit Test: Introductions {12.5%}
- Unit Test: Family Power-point Presentation {12.5%}
- Semester Written Skills {25%}
- Semester Common Tests {25%}
CAREER PROSPECTS:

Learning Indonesian would be of value in the following careers:

- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.

ENQUIRIES: Ms Georgie Worland; Ms Margaret Buchanan
OVERVIEW:
Japanese is the study of both language and culture. It is the study of a new alphabet system, Hiragana. Students will consolidate what they have learned in year 7. They will build on their Kanji base, and construct longer, more complicated sentences on topics such as family, routines, preferences, days of the week and time. Students will have further opportunities to explore a different culture through the study of Japanese customs, cultures and traditions, such as origami, shoudo (Japanese calligraphy) and anime.

NOTE: Students may only study a particular language in Year 8 if they have already studied it for one semester in Year 7

OUTCOMES:
The development of vocabulary and grammar skills.
The application of vocabulary knowledge to participate in a range of oral exchanges.
Consolidation of Hiragana; building on Kanji knowledge.
Demonstration of an understanding of patterns in the language, along with an ability to apply these in given situations.
Development of written Japanese skills to convey information.
Development of research skills to explore aspects of Japanese culture.

COURSE DESCRIPTION:
Listening and Speaking Skills - Students build on, and become more proficient in, work completed in Year 7. They are encouraged to participate in a range of activities including games and role plays. They have opportunities to develop their skills using various resources and have short conversations about topics such as food and daily routines.
Reading and writing skills – Students continue to build on grammar patterns established in Year 7. They learn to extract information from written texts and write short personal paragraphs in Japanese on topics such as transport, school, descriptions. They also complete a written assignment each term, which includes cultural research work.

ASSESSMENT TASKS:
Semester 1
Test: Animals and Adjectives {10%}
Speaking Assessment task: Introducing your pet {15%}
Test: Classroom Instructions and Objects {10%}
Assignment: General Knowledge Quiz and Presentation {12.5%}
Test: What a Weekend! {12.5%}
Test: Hai 2, Units 1 – 4 {20%}
Written skills: Hiragana, Vocabulary, and Phrases {20%}
Semester 2
Unit test 1: Family/Likes and Dislikes {15%}
Speaking assignment 1: Family {15%}
Unit test 2: Time and Daily routine {15%}
Speaking assignment 2: My Day {15%}
Examination {20%}
Written Skills {20%}

CAREER PROSPECTS:
Learning Japanese would be of value in the following careers:

- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.

ENQUIRIES: Mrs Fiona Erhardt and Ms Margaret Buchanan
OVERVIEW:
Food Technology has two main focus points at this year level. Firstly, the students are given the opportunity to learn practical skills to be able to produce dishes following use of the design process, a recipe and the correct cooking techniques. Secondly the students are encouraged to investigate where their food comes from by looking at the concept of “Paddock to Plate”. Students will investigate one food industry in depth. These two areas tie together to give students both the knowledge and skills to make the right food choices.

COURSE DESCRIPTIONS:
Students develop and understand food safety and hygiene in the kitchen, and learn how to use the Design Process in relation to planning and preparing meals.
They learn to identify characteristics of key foods and how they are grown and processed.

Topics of study are:

Semester One or Two:
- Introduction to Food Technology
- Hygiene and safety in the kitchen
- Equipment and measurements
- Dairy identification and taste test
- Paddock to Plate

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
- “Paddock to Plate” Research Project {20%}
- Weekly Practical sessions assessment {50%}
- Workbook & Evaluations {30%}

CAREER PROSPECTS:
Students require basic food skills to be able to make healthy food choices and have the ability to be self-sufficient rather than relying on others to prepare foods for them. Food Technology introduces students to practical ‘life skills’ that in turn encourages good food choices. Food Technology can open up possible career choices in the Food Industry in the future.

ENQUIRIES: Mrs Jacqueline Huxtable
Information Technology – Year 7

OVERVIEW:
Information Technology is an introductory study of software packages available on their Chromebooks to enhance student learning and work production. It provides a means by which students can manipulate and present their digital information. Students also study computer programming as a means of problem solving and cover digital citizenship including cyber safety.

COURSE DESCRIPTION:
Students will learn about the safe and ethical use of the Internet and the use of technology to support the processing and presentation of information. The course will introduce students to programming and problem solving using algorithms. Topics of study will be:

- Online Communities.
- Using spreadsheets to solving information problems and to produce data visualisations.
- Coding and algorithms.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the term including

- Cybersafety presentation {30%}
- Data visualisation task {40%}
- Online programming folio {30%}

CAREER PROSPECTS:
Students require computing skills to solve problems, create models and solutions and test and prove hypotheses. Students require computing skills if they wish to pursue any of a wide range of careers where any level of technical or scientific background is required. Games programmers and developers, and IT consultants are also two growth areas for the near future.

ENQUIRIES: Mr. Philip Pike
OVERVIEW:
Year 7 Physical Education focuses on students developing social bonds and exploring a range of sports. Students gain an understanding of the relevance of a healthy lifestyle and engage in a variety of general movement patterns. There is an importance of fostering both individual and group positive learning environments.

COURSE DESCRIPTION:
Students can evaluate individual and group tactics, skills and movement patterns employed in physical education.
Students progressively gain more technical ability as they work through a range of skills.
To develop an awareness of what learning stages and sequences are involved in skill acquisition.
Students can identify strategies to encourage involvement in physical activity.
Perform proficiently motor skills, which are appropriate to specific games, activities and sports.
Topics of Study are:

Semester One:
- Athletics
- Korfball
- Thunder Hockey

Semester Two:
- G-Force Gymnastics
- Softball
- Basketball

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Effort
- Skills
- Participation
- Fitness

Students are also assessed on their organization which includes bringing the following to class:
- Diary
- Correct Sports Uniform to change into and the School Hat (Terms 1 and 4)

CAREER PROSPECTS:
Studying Physical Education can be a catalyst to further study that examines physiological, psychological, social and cultural areas which can lead to a wide range of occupations. These could include teaching, physiotherapy, sports massage, health and rehabilitation fields. The study of physical activity is important to the health and wellbeing of all Australians.

ENQUIRIES: Mr Andrew Perks
OVERVIEW:
A carefully integrated pastoral care program exists within the school to foster the growth of individual students in the context of a caring community. The key to this is each child feels known and respected. The aims of the Pastoral Care program include:

- ensuring that students have a sense of safety, security and well-being;
- develop in students an understanding of their physical, emotional and personal development;
- engendering respect and tolerance for difference;
- cultivating student leadership opportunities;
- encouraging moral values;
- nurturing of resilience in students;
- building of self-worth, confidence and responsibility;
- develop positive social relationships and interpersonal skills.

The wellbeing of the school community is an integral factor for effective learning and teaching. The wellbeing of the whole school community will be enhanced by the creation of a culture that reflects a positive attitude towards learning and the achievement of educational outcomes.

STRUCTURE:
The Pastoral Care structure, consisting of Tutor Teachers, Student Services and Year Level Coordinators, delivers programs on a developmental basis according to age appropriate learning and resources. The Pastoral Care program is implemented through daily tutor lessons and scheduled pastoral care lessons which address the ongoing needs of students in the areas of life skills, communication skills, social and individual health, study skills, career development, risk management and social concern.

TOPICS:

Semester One
The Semester One Year 7 Pastoral Care Program is built primarily on respect for the individual and others, topics investigated include, settling in to a new study environment, belonging, developing friendships, taking ownership of one’s own learning and behaviour, goal setting, positive self-esteem, dealing with stress, and developing effective study habits.

Semester Two
The Semester Two Year 7 Pastoral Care Program looks at the changes in adolescence both physically and social. Effective study skill as are explored as well as an introduction to Careers education. Students also learn techniques for assertiveness, negotiation, decision-making, social problem-solving, and relaxation.

ENQUIRIES: Mrs Ros Pittard and Mrs Debra Ogston
The Arts – Year 7

OVERVIEW
Year 7 Art gives students a sound grounding in skills and knowledge in various areas that may include Painting, Printmaking, Drawing, Sculpture and Clay.
Within each area students explore and apply the Art Elements of line, colour, shape, form, texture and tone.
A range of media is utilized through set tasks in two dimensions and construction methods are explored when creating three dimensional art works.
The study of nature is woven throughout each discipline as a source for realistic and imaginative responses to set tasks.
Students are introduced to art analysis and arts terminology whilst observing and discussing the work of selected artists.

COURSE DESCRIPTION:
Understanding and application of the Art Elements.
Development in arts vocabulary; knowledge of selected artists and art styles: and skills to appropriately apply a range of media to set tasks.
Understanding in the properties of clay, and the skills to construct sculpture using selected materials.
Colour mixing using paint and brush techniques.
Topics of study include:
- Art Elements
- Art Analysis
- Painting
- Drawing
- Clay
- Sculpture (Mixed Media)

ASSESSMENT TASKS:
A folio of work consisting of:
- Materials and Techniques Folio {50%}
- 3D Task {25%}
- Folio of Final Artworks Visual Arts Diary {25%}

CAREER PROSPECTS:
Studies in Art lead to a range of careers including (but not limited to) art teaching; architecture; advertising; animation; art gallery/museum curator; artist; cartoonist; craftsperson; graphic design; fashion industry; film and television; interior design; illustrator; multi-media; theatre and visual merchandising.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
Year 7 Drama introduces students to the skills required to make successful dramatic performances. Students explore different physical movement, hand gestures and facial expressions to develop character. They then learn about how the dramatic objective can shape a performance and how to use a performance space effectively. These skills are then applied to the task of storytelling in which students rework a myth or fairytale to create an entertaining performance.

COURSE DESCRIPTION:
The course seeks to introduce students to expressive physical movement and mime, as well as aspects of Playmaking, Staging and blocking and Improvisation. It also seeks to involve students in acting in front of an audience, an essential capacity for and a daunting one for many people.

Topics of study are:
- Movement Dynamics
- Character Objectives
- Blocking for the Space
- Storytelling and Playmaking

ASSESSMENT TASKS:
- Terminology Test {15%}
- Dynamics Performance {30%}
- Storytelling Performance {40%}
- Reflection & Evaluation {15%}

CAREER PROSPECTS:
Drama has the potential to lead students to work as actors, stagehands, lighting crew and other theatre related careers. Skills emphasised in Drama also improve students’ creative problem solving, teamwork and public speaking skills that are assets in most careers.

ENQUIRIES: Mrs Helena Stratakos
OVERVIEW:
Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Year 7 Music is designed to allow students to specialise on instruments of their choosing much earlier than was previously possible. Students participate in practical rehearsals, experiencing the complexities of playing their instrument in an ensemble context. They are encouraged to absorb, understand and apply the basic procedural principles of learning and practising a musical instrument. Students are provided with a broad overview of the basic musical elements such as rhythm, melody and harmony and apply attained skills, knowledge and understanding within two main experiential models: performing and composing. They work both independently and collaboratively, and learning activities are supplemented through computer-based learning. Performance and composition tasks are tailored to allow students to achieve results regardless of existing musical knowledge and skills.

Previous experience on a musical instrument is encouraged. Students wishing to undertake an instrument for the first time may select from either voice, keyboard or guitar.

Please note: Instrument preferences cannot be guaranteed and will be subject to availability.

COURSE DESCRIPTION:

SOLO PERFORMANCE – Students prepare performances by selecting, researching and learning solo works. Students develop their individual instrumental and musicianship skills through regular practice.

GROUP PERFORMANCE – Students develop collaborative skills through regular rehearsal and performance with other musicians.

MUSIC THEORY / AURAL SKILLS – Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances, and when composing music.

COMPOSITION – Students creatively apply attained musical knowledge via both traditional and computer-based notational methods.

ASSESSMENT TASKS:
- Practical Skills {30%}
- Class Presentation {40%}
- Theory/Aural Written Assessment {30%}

ENQUIRIES: Mr. Steven Bell and Mr. Dean Thomas
Literacy & Numeracy Support
Year 7

OVERVIEW:
There will be two types of Support offered: the first being Literacy Support and the second Numeracy Support.
The purpose of both classes is to supplement the curriculum covered in the Language-rich and Number-rich core learning areas.
Literacy Support classes are designed for students who have been formally identified with difficulties within such areas as writing, reading, speaking and listening. Support classes are designed to support literacy across all learning areas of the curriculum. There is not a formal curriculum for this subject as the purpose of the class is to meet the specific learning needs of individual students and to support the curriculum covered in core subject areas.
Numeracy Support will focus on the foundation skills and will follow a set curriculum, which enhances the Mathematics Curriculum. Students in Numeracy Support classes will complete a bridging program using a set text.

Important Note:
Only students with recognised learning difficulties or those with prior assessments indicating literacy or numeracy difficulties will be offered these subjects. Students must have a strong desire to improve their learning outcomes and be able to identify areas in which further support is required.

KEY SKILLS – Literacy Support:
Students have the opportunity to achieve the following learning outcomes:
- To apply a range of strategies that will ensure a better learning outcome in all areas of curriculum.
- To develop skills and competencies relating to literacy which can be used across all areas of the curriculum
- To encourage better organization through homework routines, use of the diary and time management.

ASSESSMENT TASKS – Literacy Support:
Assessment will be based on attitude and willingness to complete tasks according to the set criteria for each subject.

KEY SKILLS – Numeracy Support:
Students will have the opportunity to complete foundation skills and key components of the Mathematics Curriculum,

ASSESSMENT TASKS – Numeracy Support:
Assessment will be based on pre and post tests for each area of the curriculum covered. Students will be expected to review basic number facts and times tables on a regular basis.

ENQUIRIES: Mrs Wendy Green, Mr Geoff Gainey and Dr. Debra Penny
The school places a high priority on ensuring the ground work established at Year 7 is continued and consolidated at Year 8. We have in place a set of values statements (as outlined on Page 5 of this Handbook) and the expectation is that students at Bacchus Marsh Grammar will internalise these values so that they become habits for life.

At Year 8 students will continue to consolidate skills and attitudes, introduced in Year 7, in the five essential foundation behaviours that are indicators of a successful learner. These are:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.

The school has a high expectation that all students will be actively engaged in their own learning. This requires the development of responsibility, a sense of purpose and a willingness to follow the school rules.

A focus at Year 8 is on the development of strategies that will build resilience.

In addition to the above, there are four areas driving the academic programme that are key indicators of a successful learner. These are:

- that students have high expectations of themselves and of their teachers;
- that students need highly developed literacy and numeracy skills;
- that students engage in self-assessment in order to review the ways in which they learn and communicate; and
- that students need to develop higher-order thinking skills.
In Year 8, students continue to study essentially the same subjects as in Year 7. They will, however, only study ONE language for the whole year, and certain students may continue to be invited into Literacy & Numeracy Support in lieu of a foreign language.

Bacchus Marsh Grammar continues to provide their students with opportunities to participate in co-curricular activities outside the normal classroom at lunchtime and after school. These range from chess and debating, music, drama and dance, a variety of sports, Tournament of Minds, social service to supplementary Mathematics, Science, Languages and English sessions after school. It is important to participate in co-curricular activities as it helps with making friends and broadens your school experience.

The timetable is run on a 15-day (three week) cycle to accommodate Staughton Vale activities. Consequently, Weeks One, Two and Three of the timetable may be different.

### Year 8 Subject Allocation

<table>
<thead>
<tr>
<th>Subject*</th>
<th>Periods (per week)</th>
<th>Length taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>Year</td>
</tr>
<tr>
<td>Literacy</td>
<td>1</td>
<td>Year</td>
</tr>
<tr>
<td>Maths</td>
<td>5</td>
<td>Year</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1</td>
<td>Year</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>Year</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Year</td>
</tr>
<tr>
<td>Sport</td>
<td>2</td>
<td>Year</td>
</tr>
<tr>
<td>LOTE**</td>
<td>3</td>
<td>Year</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>Semester</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>Semester</td>
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<tr>
<td>Art</td>
<td>5</td>
<td>Term</td>
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<tr>
<td>Information Technology</td>
<td>5</td>
<td>Term</td>
</tr>
<tr>
<td>Music / Drama ***</td>
<td>5</td>
<td>Term</td>
</tr>
<tr>
<td>Food Technology</td>
<td>5</td>
<td>Term</td>
</tr>
</tbody>
</table>

* As part of the Year 8 Course, students will take part in a program out at the School’s Staughton Vale Campus. This will involve 12 whole-day visits to the site on specific timetabled days to complete activities that enhance their learning opportunities, through a structured programme of activities and challenges.

** Students will study ONE language for the whole year, selected from those studied in Year 7.

*** An allocation process will occur to place each student in one of these subjects for one Term.
OVERVIEW:
In English, texts and language constitute the essential concepts. The study of texts focuses equally on creating and analysing texts, on understanding and interpreting texts. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

COURSE DESCRIPTION:
Students extend their language skills through thinking, reading, writing, speaking and listening. Students communicate ideas, feelings, observations and information effectively, both orally and in writing. Students demonstrate an ability to use appropriate language to discuss texts. Students recognise the relationship between language and ideas, and the role of language in developing their capacity to express ideas.

Topics of study are:

 Semester One:
  - Introduction to literature: genres, narratives, poetry
  - Theme of ‘Power’ in literature: selected novels; oral and written responses.

 Semester Two:
  - The novel, Tomorrow, When the War Began: text study – oral and written responses.

ASSESSMENT TASKS:

 Semester One:
  - Writing Folio {50%}
  - English Skills {15%}
  - Text Response {35%}

 Semester Two:
  - Writing Folio {20%}
  - English Skills {10%}
  - Oral Presentation {20%}
  - Text Response {20%}
  - Examination {30%}

ENQUIRIES: Mr Geoff Gainey
OVERVIEW:
Mathematics is the study of pattern in number, space, logic and structure. It provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, conjecturing, proving, applying, investigating, modelling, problem posing and problem-solving.

COURSE DESCRIPTION:
Semester One:
- Properties of shapes
- Number and Indices
- Probability
- Fractions and Decimals
- Angles

Semester Two:
- Algebraic expressions
- Solving equations
- Length, area and volume
- Linear graphs

ASSESSMENT TASKS:
Semester One:
- Number and Indices Test {20%}
- Number and Indices Analysis Task {10%}
- Probability Test {20%}
- Fractions and Decimals Test {20%}
- Fractions and Decimals Analysis Task {10%}
- Angles Test {20%}

Semester Two:
- Algebraic expressions Test {15%}
- Solving equations Test {15%}
- Length, area and volume Test {15%}
- Length, area and volume Analysis Task {5%}
- Linear graphs Test {15%}
- Linear graphs Analysis Task {5%}
- Semester Two Examination {30%}

ENQUIRIES: Dr Debra Penny
OVERVIEW:
The key learning area of Science aims to help students develop an understanding of the physical world in which they live and its place in the Universe. In Year 8 Science, students build upon the understanding and skills from Year 7, with a focus on hypothesis development along with the analysis and interpretation of scientific information. They continue to explore, measure, test, analyse, evaluate and communicate their ideas in a scientific context.

COURSE DESCRIPTION:
Students will complete a range of tasks as part of their continued study of Science as a unique human endeavour. This will include studies from the major areas of Biology, Chemistry and Physics.

PRACTICAL ACTIVITIES – Students carry out practical activities to develop their experimental skills, powers of observation and reasoning. They continue to refine their skills in writing up practical reports with the focus on improving their analysis of results.

ANALYSIS TASKS – Students will complete tasks in which they analyse data and draw appropriate conclusions from the data.

ASSIGNMENTS – Students will complete assignments including (but not limited to) the development of a rock collection in which they identify and classify the rocks collected.

COMMON TESTS – Students will complete common tests to demonstrate their scientific skills and knowledge.

ASSESSMENT TASKS:

Semester 1:
- Common Tests {40%}
- Practical Reports {40%}
- Analysis Tasks {20%}
- Practice Examination {0%}

Semester 2:
- Common Tests {40%}
- Practical Reports {20%}
- Assignments {10%}
- Semester Examination {30%}

ENQUIRIES: Ms. Diane Krosby
OVERVIEW:

History and Geography involves the study of human societies, environments, people and their cultures in the past and the present. History & Geography provides a framework for developing in students the key ideas and concepts that enable them to understand the ways in which people and societies have organised their world under particular conditions and made meaning of it.

HISTORY

COURSE DESCRIPTION:
The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other.

Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Topics:
- Medieval England
- The Black Death in Asia, Europe and Africa

ASSESSMENT TASKS:
- Medieval England Test \{40\%\}
- The Black Death Task \{40\%\}
- Examination \{20\%\}

ENQUIRIES: Miss Claire Martin
GEOGRAPHY

COURSE DESCRIPTION:

There are two units of study in the Year 8 curriculum for Geography at Bacchus Marsh Grammar: Landforms and landscapes and Biomes and Food Security.

*Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. ‘Landforms and landscapes’ develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

ASSESSMENT TASKS:

- Landforms and Landscapes Task {40%}
- Biomes and Food Security Task {40%}
- Examination {20%}

ENQUIRIES: Miss Claire Martin
OVERVIEW:
French is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of French culture and lifestyle.

NOTE: Students may only study a particular language in Year 8 if they have already studied it for one semester in Year 7.

OUTCOMES:
By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings. They initiate and sustain conversation. They respond to familiar questions and directions and request help or clarification. They approximate French sound patterns, intonation and rhythms. They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance, character, and quantity. They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning as well as parts of speech.

Students identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English, and some differences. They identify French words used in English, English words used in French, and explain how languages and cultures influence and interact with each other. They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships. They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.
COURSE DESCRIPTION:

Semester 1

**Listening and Speaking Skills** - Students build on, and become more proficient in, work completed in Year 7. They are encouraged to participate in a range of activities including games and role plays. They have opportunities to develop their skills using various resources and have short conversations about topics such as food and daily routines.

**Reading and Writing Skills** – Students continue to build on grammar patterns established in Year 7. They learn to extract information from written texts and write short personal paragraphs in French. They also complete a written assignment each term, which includes cultural research work.

Semester 2

**Listening and Speaking Skills** – Students participate in a range of activities which involve giving directions, asking for directions, following instructions, school routines. They learn how to describe appearance and character, and express preference.

**Reading and Writing Skills** - Students participate in a range of activities which involve giving directions, asking for directions, following instructions, school routines. They learn how to describe appearance and character, and express preference. They learn new grammatical concepts involving the partitive article, verb conjugations, prepositions, object pronouns.

ASSESSMENT TASKS:

**Semester 1**
- Assignment: My Family {25%}
- Unit Test: My Family {12.5%}
- Assignment: Timetable {25%}
- Unit Test: School {12.5%}
- Semester Common Tests {25%}

**Semester 2**
- Assignment: Directions {15%}
- Unit Test: C’est par ici? {12.5%}
- Assignment: Wanted poster {20%}
- Unit Test: Ils sont comment? {12.5%}
- Semester Common Tests {20%}
- Examination {20%}

ENQUIRIES: Ms Margaret Buchanan
OVERVIEW:
Indonesian is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of Indonesian culture and lifestyle.

NOTE: Students may only study a particular language in Year 8 if they have already studied it for one semester in Year 7

OUTCOMES:
- The development of vocabulary and grammar skills.
- The application of vocabulary knowledge to participate in a range of oral exchanges.
- Demonstration of an understanding of patterns in the language, along with an ability to apply these in given situations.
- Development of written Indonesian skills to convey information.
- Development of research skills to explore aspects of Indonesian culture.

COURSE DESCRIPTION:
Listening and Speaking Skills - Students build on, and become more proficient in, work completed in Year 7. They are encouraged to participate in a range of activities including games and role plays. They have opportunities to develop their skills using various resources and have short conversations about topics such as food, time, traditional and casual clothing, and Indonesian animals and the environment.

Reading and writing skills – Students continue to build on grammar patterns established in Year 7. They learn to extract information from written texts and write short personal paragraphs in Indonesian. They have opportunities to develop their skills using various resources and write about topics such as food, time, traditional and casual clothing, and Indonesian animals and the environment. They also complete a written assignment each term, which includes cultural research work.

ASSESSMENT TASKS:
Semester 1
- Assignment: Animal Booklet {12.5%}
- Test: Animal Unit {12.5%}
- Assignment: Food and Fruit role play {12.5%}
- Test: Food and Fruit Unit {12.5%}
- Semester common tests: {25%}
- Semester written skills {25%}
Semester 2

- Penpal Letter {5%}
- Bersekolah Test {15%}
- Ramadan Brochure {5%}
- Mau ke mana Test {15%}
- Semester Common Tests {20%}
- Semester Written Skills {20%}
- Semester Examination {20%}

ENQUIRIES: Miss Georgie Worland and Ms Margaret Buchanan
OVERVIEW:
Japanese is the study of both language and culture. It is the study of a new alphabet system, Hiragana. Students will consolidate what they have learned in year 7. They will build on their Kanji base, and construct longer, more complicated sentences on topics such as family, routines, preferences, days of the week and time. Students will have further opportunities to explore a different culture through the study of Japanese customs, cultures and traditions, such as origami, shoudo (Japanese calligraphy) and anime.

NOTE: Students may only study a particular language in Year 8 if they have already studied it for one semester in Year 7

OUTCOMES:
- The development of vocabulary and grammar skills.
- The application of vocabulary knowledge to participate in a range of oral exchanges.
- Consolidation of Hiragana; building on Kanji knowledge.
- Demonstration of an understanding of patterns in the language, along with an ability to apply these in given situations.
- Development of written Japanese skills to convey information.
- Development of research skills to explore aspects of Japanese culture.

COURSE DESCRIPTION:
Listening and Speaking Skills - Students build on, and become more proficient in, work completed in Year 7. They are encouraged to participate in a range of activities including games and role plays. They have opportunities to develop their skills using various resources and have short conversations about topics such as food and daily routines.

Reading and writing skills – Students continue to build on grammar patterns established in Year 7. They learn to extract information from written texts and write short personal paragraphs in Japanese on topics such as transport, school, descriptions. They also complete a written assignment each term, which includes cultural research work.
ASSESSMENT TASKS:

Semester 1
Test: Animals and Adjectives {10%}
Speaking Assessment task: Introducing your pet {15%}
Test: Classroom Instructions and Objects {10%}
Assignment: General Knowledge Quiz and Presentation {12.5%}
Test: What a Weekend! {12.5%}
Test: Hai 2, Units 1 – 4 {20%}
Written skills: Hiragana, Vocabulary, and Phrases {20%}

Semester 2
Unit test 1: Family/Likes and Dislikes {15%}
Speaking assignment 1: Family {15%}
Unit test 2: Time and Daily routine {15%}
Speaking assignment 2: My Day {15%}
Examination {20%}
Written Skills {20%}

ENQUIRIES: Mrs Fiona Erhardt and Ms Margaret Buchanan
OVERVIEW:
Food Technology at this level is now guiding students to learn more about common eating patterns and food choices. The importance of breakfast, lunch and dinner is reinforced and how to make healthy food choices for these particular meals. Students continue to use the design process and are also learning more advanced cooking methods whilst keeping in mind food safety and hygiene. The technical aspect of Food Technology such as correct knife techniques, equipment choice and process of cooking are strongly reinforced at this level.

COURSE DESCRIPTION:
Students develop and understand more advanced food safety and hygiene in the kitchen, including the identification of common eating patterns.
They develop recipes to meet individual needs (Dietary requirements).
A focus is on the identification of different cooking styles and methods and the development of basic equipment identification used in more advanced cooking methods.

Topics of study include:
Semester One or Two:
- Hygiene and food safety
- Nutrition and The Australian Guide to Healthy Eating
- Planning a Meal and Healthy alternatives
- Food Allergies and intolerances
- Fruit & Vegetables classification and identification

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Recipe Design Assignment (practical) {10%}
- Recipe Design assignment (write-up) {10%}
- Practical Skills assessment {50%}
- Workbook & Weekly Evaluations {30%}

ENQUIRIES: Mrs Jacqueline Huxtable
OVERVIEW:
Information Technology at Year 8 continues the programming work from Year 7 where students learn to solve problems using coding and algorithms. Students gain an understanding of home networking and the importance of online security. They also are taught how to record and manipulate audio data to produce podcasts. Finally, they learn how to download data sets from the internet and produce meaningful data visualisations.

COURSE DESCRIPTION:
Students are able to understand the relevance of computer networks and how to keep their information secure.
Students are able to capture and manipulate sound to create podcasts which can be used as a means of presenting information in other subjects.
Students are able to download data sets from the internet and manipulate and present the data in interesting and meaningful ways.
Students are able to solve problems using algorithms and to code using branching and looping.
Topics of study are:
- Networks
- Sound production and manipulation
- Data visualisation using spreadsheets
- Coding and Algorithms

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Digital Systems Task {25%}
- Sound Production Task {25%}
- Data Visualisation Task {25%}
- Semester Programming Folio {25%}

ENQUIRIES: Mr. Philip Pike
OVERVIEW:
Year 8 Physical Education focuses on developing and refining range of movement and manipulative skills. Students participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, and thinking skills. Students also undertake a variety of roles in team games and reflect on their experiences, respecting the right of others to participate and contributing in a supportive environment for learning.

COURSE DESCRIPTION:
Students proficiently perform complex movement and manipulative skills and evaluate individual and group tactics, and movement patterns.
Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
Identify strategies to encourage involvement in physical activity.
They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.
Topics of study are:

 Semester One:
  • Volleyball
  • Soft Lacrosse
  • Orienteering

 Semester Two:
  • Badminton
  • Soccer
  • Netball

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:

  • Effort
  • Skills
  • Participation
  • Fitness

Students are also assessed on their organization which includes bringing the following to class:

  • Diary
  • Correct Sports Uniform to change into and the School Hat (Terms 1 and 4)

ENQUIRIES: Mr Andrew Perks
OVERVIEW:
A carefully integrated pastoral care program exists within the school to foster the growth of individual students in the context of a caring community. The key to this is each child feels known and respected. The aims of the Pastoral Care program include:

- ensuring that students have a sense of safety, security and well-being,
- develop in students an understanding of their physical, emotional and personal development,
- engendering respect and tolerance for difference,
- cultivating student leadership opportunities,
- encouraging moral values,
- nurturing of resilience in students,
- building of self-worth, confidence and responsibility,
- develop positive social relationships and interpersonal skills.

The wellbeing of the School community is an integral factor for effective learning and teaching, and will be enhanced by the creation of a culture that reflects a positive attitude towards learning and the achievement of significant educational outcomes.

STRUCTURE:
The Pastoral Care structure, consisting of tutor teachers, student services and Year Level Co-coordinators, delivers programs on a developmental basis according to age appropriate learning and resources. The Pastoral Care program is implemented through daily tutor lessons and a weekly pastoral care lesson which address the ongoing needs of students in the areas of life skills, communication skills, social and individual health, study skills, career development, risk management and social concern.

TOPICS:

Semester One:
The Semester One Year 8 Pastoral Care Program investigates topics such as, taking ownership of one’s own learning and behaviour, goal setting, dealing with stress, and developing effective study habits. Students develop a portfolio of work from a range of subjects in order to reflect upon and celebrate their academic, social and emotional development.

Semester Two:
The Semester Two Year 8 Pastoral Care Program incorporates the Mind Matters program which promotes positive mental health and aims to enhance the development of school environments where young people feel safe, valued, engaged and purposeful, and develop the social and emotional skills required to meet life’s challenges. Topics covered include, team building, leadership, support networks, enhancing resilience, bullying and celebrating successes.

ENQUIRIES: Mrs Ros Pittard and Mrs Debra Ogston
OVERVIEW
Throughout the semester students in Year 8 Art study the following disciplines - Painting, Drawing, Printing, Sculpture and Clay. Within each discipline students further develop skills and knowledge in the Art Elements (line, colour, shape, form, texture and tone) and several Design Principles are introduced (pattern, repetition, cropping, focal point). A range of media continue to be explored. Animals, People and the environment are themes woven throughout each discipline as a source for both realistic and imaginative responses to set tasks. Students continue to extend art analysis skills and undertake research tasks to support set tasks.

COURSE DESCRIPTION:
Developments in the application and understanding of art elements and principles. An extension of art vocabulary, knowledge of artists and art styles, and developing a greater understanding of the processes and skills appropriate to the use of a range of media. Development in deeper levels of thinking, appreciating, and making meaningful connections to the wider world through creative processes.

Topics of study are:
- Art Elements / Art Analysis
- Painting
- Drawing (including introduction to Graphic Communication)
- Clay
- Printing
- Sculpture

ASSESSMENT TASKS:
A folio of work consisting of:
- Materials and Techniques Folio {50% }
- 3D Task {25%}
- Folio of Final Artworks Visual Arts Diary {25%}

ENQUIRIES: Mrs Jane Todd
OVERVIEW

Year 8 Drama allows students to begin developing their character building skills. They explore voice, gesture, facial expressions and movement, as well as the use of dialogue.

Students investigate different types of roles, role taking, role playing, role creating in improvised and devised performances.

They investigate social stereotypes in individual and group activities.

They learn about and apply the style of Melodrama in performance to further develop their timing, focus, expressive skills and awareness of audience.

COURSE DESCRIPTION:

This course builds on the students’ abilities in Script writing and Storytelling. It includes aspects such as Character building, Staging and blocking, and Improvisation.

An essential capacity is the ability to work productively in a team.

Topics of study are:
- Types of Role
- Play Making
- Theatre Sports

ASSESSMENT TASKS:
- Drama Terminology Test {15%}
- Take, Play, Create Performance {30%}
- Melodrama Performance {40%}
- Written Reflection and Evaluation {15%}

ENQUIRIES: Mrs Helena Stratakos
OVERVIEW:
Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Year 8 Music is designed to allow students to specialise on instruments of their choosing much earlier than was previously possible. Students participate in practical rehearsals, experiencing the complexities of playing their instrument in an ensemble context. They are encouraged to absorb, understand and apply the basic procedural principles of learning and practising a musical instrument. Students are provided with a broad overview of the basic musical elements such as rhythm, melody and harmony and apply attained skills, knowledge and understanding within two main experiential models: performing and composing. They work both independently and collaboratively, and learning activities are supplemented through computer-based learning. Performance and composition tasks are tailored to allow students to achieve results regardless of existing musical knowledge and skills.

Previous experience on a musical instrument is encouraged. Students wishing to undertake an instrument for the first time may select from either voice, keyboard or guitar.

Please note: Instrument preferences cannot be guaranteed and will be subject to availability.

COURSE DESCRIPTION:
SOLO PERFORMANCE – Students prepare performances by selecting, researching and learning solo works. Students develop their individual instrumental and musicianship skills through regular practice.

GROUP PERFORMANCE – Students develop collaborative skills through regular rehearsal and performance with other musicians.

MUSIC THEORY / AURAL SKILLS – Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances, and when composing music.

COMPOSITION – Students creatively apply attained musical knowledge via both traditional and computer-based notational methods.

ASSESSMENT TASKS:
- Practical Skills {30%}
- Class Presentation {40%}
- Theory/Aural Written Assessment {30%}

ENQUIRIES: Mr. Steven Bell and Mr. Dean Thomas
OVERVIEW:
There will be two types of Support offered: the first being Literacy Support and the second Numeracy Support.
The purpose of both classes is to supplement the curriculum covered in the Language-rich and Number-rich core learning areas.
Literacy Support classes are designed for students who have been formally identified with difficulties within such areas as writing, reading, speaking and listening. Support classes are designed to support literacy across all learning areas of the curriculum. There is not a formal curriculum for this subject as the purpose of the class is to meet the specific learning needs of individual students and to support the curriculum covered in core subject areas.
Numeracy Support will focus on the foundation skills and will follow a set curriculum, which enhances the Mathematics Curriculum. Students in Numeracy Support classes will complete a bridging program using a set text.

Important Note:
Only students with recognised learning difficulties or those with prior assessments indicating literacy or numeracy difficulties will be offered these subjects. Students must have a strong desire to improve their learning outcomes and be able to identify areas in which further support is required.

KEY SKILLS – Literacy Support:
Students have the opportunity to achieve the following learning outcomes:
- To apply a range of strategies that will ensure a better learning outcome in all areas of curriculum.
- To develop skills and competencies relating to literacy which can be used across all areas of the curriculum
- To encourage better organization through homework routines, use of the diary and time management.

KEY SKILLS – Numeracy Support:
Students will have the opportunity to complete foundation skills and key components of the Mathematics Curriculum,

ASSESSMENT TASKS – Literacy Support:
Assessment will be based on attitude and willingness to complete tasks according to the set criteria for each subject.

ASSESSMENT TASKS – Numeracy Support:
Assessment will be based on pre and post tests for each area of the curriculum covered. Students will be expected to review basic number facts and times tables on a regular basis.

ENQUIRIES: Mrs Wendy Green, Mr Geoff Gainey and Dr. Debra Penny
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