Welcome to Year 7 Students

Dear Parents/Guardians and Students,

Ms Clare Ballard (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 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 exciting 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 a 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, Thailand 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. 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,

Ms Clare Ballard
Year 7 Coordinator

Mr Kevin Richardson
Deputy Principal – Head of Senior School
Year 7 & 8 Coordinator: Mrs Sarah Hunter

Year 7 Coordinator: Ms Clare Ballard
  - 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

Student Support and Testing: Mrs Wendy Green
  - Academic Support
  - Special Needs
  - Special Testing
  - Literacy & Numeracy Support

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

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

Deputy Principal – Senior School Mr Kevin Richardson
  - Staffing concerns

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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<td>End of school day</td>
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2015 Term Dates

Term 1
Staff Commence: Friday 23rd January
Australia Day Holiday: Monday 26th January
Staff Days: Tuesday 27th & Wednesday 28th January
Students Commence:
Year 12 Day Camp: Wednesday 28th January
Year 12 classes: Thursday 29th & Friday 30th January
Years 7 to 11 classes: Monday 2nd February
Labour Day: Monday, 9th March
End of Term 1: Friday 27th March

Easter (Good Friday: 3rd April. Easter Monday: 6th April) is in the holidays.

Term 2
Students Commence: Monday 13th April
(ANZAC Day Holiday: Saturday 25th April)
Queen’s Birthday: Monday 8th June
End of Term 2: Friday 19th June
Staff Week: Monday 22nd – Friday 26th June
Year 10 Work Experience Week: Monday 22nd – Friday 26th June

Term 3
Staff Commence: Monday 13th July (student-free day)
Students Commence: Tuesday 14th July
Mid Term Break: Friday 14th August (no students – whole school)
End of Term 3: Friday 18th September

Term 4
Staff Commence: Monday 5th October
Tear 12 Trial Examinations: Monday 5th October
Students Commence: Tuesday 6th October
Mid-Term Break: Monday 2nd November
Melbourne Cup Day: Tuesday 3rd November
Orientation Day: Tuesday 17th November (Senior School student-free day)
Senior School Study Day: Tuesday 17th November
End of Term 4 (all students): Thursday 11th December
Awards Day & End of Term (Yrs 9-11): Monday 7th December
Awards Day & End of Term (Yrs 5-8): Tuesday 8th December
Staff Days: Thursday 10th & Friday 11th December

May be subject to change – correct as at 6th November 2014
Uniform Requirements – Boys

BOYS’ FULL SCHOOL UNIFORM:

BMG Long Sleeved Gold Shirt with Logo
BMG Jumper
BMG Blazer
School Grey Trousers
BMG Tie
Black Socks

BOYS’ SUMMER UNIFORM:

BMG Short Sleeved Open Neck Gold Shirt with Logo
BMG Jumper
BMG Blazer
School Grey Trousers (with black socks) OR School Grey Shorts (with BMG socks) Plain
Black Lace-up shoes (not boots or running shoes)

BOYS’ SPORTS UNIFORM:

Regulation Black Track Pants
Rugby Top
Polo Shirt
BMG Black Sports Shorts
White Sports Socks
Sports Shoes (predominantly white or black in colour)
BMG Blue hat

JEWELLERY (boys):

A wrist watch only may be worn.
No piercings are allowed, including facial/ear piercings.
UNIFORM REQUIREMENTS – GIRLS

GIRLS’ FULL SCHOOL UNIFORM:
- BMG Kilt OR BMG tartan trousers
- BMG Long sleeve gold shirt with logo
- BMG Tie
- BMG Jumper
- BMG Blazer
- Black Tights (only with kilts)
- Plain Black Lace-up Shoes or Buckled School Shoes (not boots or slipper style or straps)

GIRLS’ SUMMER UNIFORM:
- BMG Cotton Dress (must be knee length)
- BMG Jumper
- BMG Blazer
- White BMG Socks (must come up to cover the top of the ankle)

GIRLS’ SPORTS UNIFORM:
- Regulation Black Track Pants
- Rugby Top
- Polo Shirt
- BMG Black Sports Shorts
- White BMG Sports Socks
- Sports Shoes (predominantly white or black in colour)
- BMG Blue hat

JEWELLERY (girls):
- One wrist watch
- One PLAIN ring
- One PLAIN set of studs or sleepers: in the lobe ONLY.
- No visible necklaces
- No make-up
- Clear nail polish only
- No piercings are allowed, including facial/ear piercings.
SCHOOL BAGS:

School Bags are part of the full school uniform. Sports bags may only be used for occasions when a change of clothing is required for specific school events.

NOTES ON WEARING THE SCHOOL UNIFORM:

- Shirts must be tucked in.
- No under garments should be visible.
- Top buttons must be fastened if ties are worn.
- Ties must not be removed.
- Shirt sleeves must not be rolled up.
- Plain white or gold T-shirts may be worn under school shirts in cold weather, PROVIDED there are no motifs. These T-shirts must not be longer than the school shirt.
- Scarves may be worn in the plain school colours.
- No scarves, hats or gloves are to be worn in class.
- The spray jacket must not be worn whilst participating in sports activities or in the classrooms.
- The spray jacket must not be worn over the BMG Jumper.
- During Terms One and Four, hats must be worn during P.E. lessons that are conducted outside.
- School rugby jumpers and spray jackets must not be tied around the waist.
- Sports uniform is only to be worn when students have timetabled physical education classes or other sporting events.

SUPPLIERS:

**Rushfords in Werribee**

- Shop 3-5 Watten Arcade
- 28 Watten St, Werribee
- Telephone: 9741 3211

**BMG Uniform Shop at BMG**

- Telephone: 5367 4072

The BMG School Uniform has the school logo and/or school colours.
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 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 at Camp Manyung. 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 CANTEEN:

The School canteen is open daily at recess and lunchtimes, and students may order their lunch if required. Lunch orders are to be written on a paper bag including the student’s name and year level, and the correct payment.

The canteen is serviced by parent volunteers who are coordinated by the Canteen Manager. Parents are encouraged to help where possible as part of their involvement in school life.

EDUCATION MAINTENANCE ALLOWANCE APPLICATIONS:

Application forms for the Education Maintenance Allowance will be available early in Term 1 next year. Details regarding these applications will be published in the school newsletter.


Becoming involved in the P.F.A. is an excellent way to be an active member of the School community. This association coordinates and runs a number of activities throughout the school year, and they are an integral part of the School community. P.F.A. meetings are held monthly at the School, and dates for these are advertised in the school newsletter. Your involvement is encouraged and welcomed!
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.
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 completion of homework 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 Co-ordinator) 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 2015:

**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:
- Senior Choir
- Intermediate Band or Senior Band
- Senior String Ensemble

**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.
WELFARE AND DISCIPLINE 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.
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 and as part of Inter-school competitions.

English
Students are offered the chance to be involved in reading discussion groups at lunchtime in the library. They may also take part in the Premier’s Reading Challenge. In class, students are asked to select appropriate reading material for use in reading sessions.
During the Myths and Legends unit students can create visual displays as well as having fun with the oral presentation.
Writing exercises give students the scope to display their creative writing skills.

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 Civilisations of the likes of Egypt, Rome, Greece and China. For Geography they look at recycling when visiting Surbiton Park in Melton.

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 WebPages. 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 get from studying Japanese or French?

**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
- Extra assistance or extension work after school in the Japanese Club
- An excursion and or incursion to complement what students are studying in class

**French**

**All students can expect to have:**
- The opportunity to become open minded about different cultures (think outside of BMG)
- A better understanding of their own language (thanks to grammar)
- Fun and topics to spark their interest and curiosity
- Global perspectives, understanding and appreciation for other cultures (locally and globally)
- French Club-After school assistance
- Excursions and incursions

**Science**

Year 7s in Science can look forward to getting their Bunsen Burner license, using the Bunsen Burners for experiments, learning about the scientific method through a CSIRO incursion at school, an excursion to the Zoo to discover classification, a fish dissection, collecting their own plants to prepare a herbarium for themselves or for the School Collection, as well as designing and carrying out their own experiments on plants. A very busy year in Year 7 Science!

**Mathematics**

Some mathematical highlights and opportunities for Year 7 Mathematics enthusiasts:

**Statewide Games Day**
Two teams of four compete in a problem-solving competition at Overnewton (Year 7’s) against other schools. Schools from all over Victoria participate in this fun day where mathematical skills are tested in novel ways.

**Mathletics**
An online interactive program enjoyed by over 500 000 students. Students are able to work at their own pace and the program responds to a student’s individual strengths and weaknesses. Students can compete against themselves in order to improve their speed and level of numeracy skills or compete against students from all over the world.
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 offering a wide variety of musical instruments for tuition. Instrument Hire is also 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 enrol your child (A Music Handbook and enrolment form will be distributed on Orientation Day).

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 Choir (7-12)
- Junior String Orchestra
- Junior Stage Band
- Senior Stage Band (advanced)
- Senior Vocal Ensemble (advanced)
- Senior String Orchestra
- Intermediate Stage Band
- Jazz Group (very advanced)

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 at Camp Manyung.

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 2015.

In Year 7, students study the full-year core subjects of English, Mathematics, Science, History & Geography, Physical Education and the Pastoral Care Programme. Year 7 students also complete a semester (two terms) each of Food Technology and Information Technology. Students will normally be required to study a foreign language. They will study one semester each of French and Japanese. Some students may have been recommended for Study Support because they need support in literacy skills, are having difficulties in reading and writing, or need support in numeracy skills.

In addition to the core subjects BMG offers a Creative and Performing Arts programme that enables students to have a wide range of experiences during Year 7 and 8. In 2015 this program will include Music, Drama and The Visual Arts.

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, LOTE (Languages Other Than English) 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 10-day (two week) cycle. Consequently, Week One and Week Two of the timetable may be different, especially in Years 9 to 12. In Years 7 & 8, it is likely that both weeks will be the same. Period allocations for each subject are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>History &amp; Geography</td>
<td>8</td>
</tr>
<tr>
<td>LOTE</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education/Sport</td>
<td>6</td>
</tr>
<tr>
<td>Food Technology</td>
<td>4 (one semester only - rotation)</td>
</tr>
<tr>
<td>Information Technology</td>
<td>4 (one semester only - rotation)</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>6 (one semester only - rotation)</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>6 (one semester only - rotation)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
OVERVIEW:
English is the study of texts and language and these elements constitute the central and essential concepts. The concept of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language.

LEARNING OUTCOMES:
- 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.

UNITS OF STUDY:
**Semester One:**
- Myths and Legends.
- The play, ‘Frankenstein’.

**Semester Two:**
- Film study, ‘Antz’.
- The novel, ‘Boy Overboard’.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, including:
- Text responses
- Writing folios
- Oral presentations
- Grammar tests
- Spelling tests
- Practice examinations

CAREER PROSPECTS:
Students require literacy skills to understand and interpret their world effectively and efficiently, through reading, writing, speaking and listening skills. Students require these essential literacy skills for any career choice they make.

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.

LEARNING OUTCOMES:
- Applying mathematical algorithms, routines and techniques and using them to find solutions to standard problems.
- Applying mathematical knowledge in unfamiliar and real-life situations that require modelling, investigation and problem-solving.
- Using technology to support learning mathematics and its application.
- Development of generic Problem-solving skills
- Develop Mathematical skills to establish theories, hypotheses and to test and prove them.

UNITS OF STUDY:

Semester One:
- Statistics
- Whole Number
- 2D shapes
- Decimals
- Probability

Semester Two:
- Solving Equations
- Fractions
- Measurement
- 3D shapes
- Algebra Patterns

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Analysis Tasks
- Bookwork Assessment
- Practice examinations

CAREER PROSPECTS:
Students require numeracy skills to handle money efficiently, solve problems, create models and test and prove hypotheses. Students require mathematics if they wish to pursue careers where any level of technical or scientific background is required.

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, of life in all of its many forms, of themselves and of the technology that has evolved out of scientific experimentation in order to enhance our ability to explore, measure, test, analyse, evaluate and communicate.

LEARNING OUTCOMES:
- Become familiar with and apply the language and fundamental concepts of science
- Develop, through laboratory work, manipulative skills and processes associated with sound scientific practice
- Use the experimental approach to problem solving
- Develop the skills and confidence to access, process and communicate information so that they may be scientifically informed and aware
- Build an understanding and appreciation of their world, so that they may develop a system of values in which they have great respect for and a commitment to nurture their world and living things
- Develop skills in analytical and critical thinking, so that they not only acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test their hypothesis, but also the skill of applying their key knowledge and key concepts to explain or predict new phenomena
- Develop the skills and confidence to access, process and communicate information using computers and to use sensors and data loggers to obtain and process data.

UNITS OF STUDY:
Semester One:
- Introduction to Science
- Smartie Science
- From Idea to Invention
- The Living Planet

Semester Two:
- Under Pressure
- Water Action
- All Mixed Up
- What About The Future?

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Practical Reports
- Assignments
- Practice examinations

CAREER PROSPECTS:
Students require science for a wide range of careers. Some examples of these are: forensic science, chemical engineering, medicine, wine making, the food industry and pilot just to name a few.

ENQUIRIES: Ms Diane Krosby
OVERVIEW:
History & 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.

LEARNING OUTCOMES:
- Application of the physical and human environments from a spatial perspective.
- Provide students tools to explain patterns on the surface of the earth.
- Provide students tools to use concepts such as location, distribution, spatial movement and scale.
- Analysis of primary and secondary historical sources of evidence.
- Develop a framework to allow students to understand historical knowledge.
- Develop a framework to allow students to make clear and reasoned decisions with regard to historical reasoning and interpretation.

UNITS OF STUDY:
Semester One:
- What is history?
- Primary and Secondary source analysis
- Ancient Civilizations
- Research of an ancient civilization

Semester Two:
- What is geography?
- Geospatial skills
- Water
- Place and Livability

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Skills Tests
- Reports
- Investigative Projects
- Annotated Visual Displays
- Practice Examinations

CAREER PROSPECTS:
Students studying History & Geography develop skills that enable them to create analytic responses to texts, themes and issues. Students also develop skills in collecting evidence from a variety of sources and collating that evidence into a final synthesised form. These are all skills that are used in professions including Law, Commerce and administration.

ENQUIRIES: Miss Claire Martin
OVERVIEW:
Students will learn to communicate in French, to extend their awareness of language and how it functions, and to expand their general knowledge.

DURATION:
Students will study ONE semester of French, and ONE semester of Japanese. Which semester each student studies each of these languages will be determined before the start of next year.

LEARNING OUTCOMES:
• Students to distinguish and repeat sounds accurately and identify specific facts.
• Students to use appropriate vocabulary to ask and respond to questions with correct pronunciation and intonation.
• Students to identify main ideas of a text. Select and order information.
• Students to reuse the vocabulary learnt and put together short sentences.

UNITS OF STUDY:
• Understand and use simple vocabulary including greetings, numbers, school, descriptions, dates and friends
• Learn about general French culture for example geography and history
• Understand, recognise and use simple grammar points (feminine or masculine or singular or plural
• Learn about French customs (school, food)

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
• Vocabulary Tests
• Unit tests
• Bookwork Assessment
• Assignments (research work)
• Other tasks (role plays)
• Writing, reading, speaking and listening skills are assessed.

CAREER PROSPECTS:
Students who study another language increase their opportunities of employment in a work force that is becoming more internationalised each day. For example, in the areas of tourism, education, music, movies and other media forms, interpreting and translation and diplomacy.

ENQUIRIES: Mrs Margaret Buchanan
OVERVIEW:
Japanese is the study of a new alphabet system, Hiragana. Students will be taught basic Japanese greetings and introductory phrases that will allow them to speak about themselves, friends, pets and school. Students will have the opportunity to explore a different culture through the study of Japanese customs, cultures and traditions, such as origami, shoudo (Japanese calligraphy) and anime.

DURATION:
Students will study ONE semester of Japanese, and ONE semester of French. Which semester each student studies each of these languages will be determined before the start of next year.

LEARNING OUTCOMES:
- Communicating in Japanese verbally and practising correct pronunciation
- Writing and reading Hiragana (basic Japanese alphabet) as well as practising basic Kanji and writing names in Katakana
- Learning about Japanese culture, customs and traditions
- Developing comprehension through listening tasks
- Applying Japanese skills through role plays

UNITS OF STUDY:
- Japanese Greetings
- Introducing Yourself
- Counting to 100
- On the Phone
- Telling Your Age
- Telling Where You Live
- Introducing Your Pet
- Classroom Instructions
- Talking about what you do (basic verbs)

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Assessment Tasks
- Bookwork Assessment
- Cultural Activities
- Oral Presentations / Role Plays

CAREER PROSPECTS:
If students continue to study Japanese in Year 8 or beyond, many interesting opportunities may arise where a second language is a valuable skill. Japanese is an extremely useful language and may help students pursue careers in interpreting, tourism, teaching, diplomatic or public servant positions.

ENQUIRIES: Mrs 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 a recipe and the correct cooking techniques. Secondly the students identify healthy eating models recognised by The Australia Nutrition Foundation and with this students are encouraged to identify the importance of healthy food choices. These two areas tie together to give students both the knowledge and skills to make the right food choices.

LEARNING OUTCOMES:
• Students develop and understand food safety and hygiene in the kitchen.
• Students identify Healthy Eating Models and understand how to use them in food choices.
• Students develop basic cooking methods and equipment identification used in these processes.
• Students learn to identify characteristics of key foods.

UNITS OF STUDY:
One Semester (Either Term 1&2 or Term 3&4)
• Hygiene and food safety
• Overview of Healthy Eating models
  o Eat Most - Carbohydrates (Bread and Cereals)
  o Eat Moderately - Protein
  o Eat Least - Sugars and fats
• Dairy identification
• Vegetarian cooking
• Balanced Diets
• Gifts and celebration foods

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
• Fruit & Vegetable Research Project
• Weekly Practical Evaluations and Bookwork
• Dairy Identification and Taste Test

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. It is valuable for students to understand basic cooking methods and processes so that they then can use the knowledge to make decisions for themselves about healthy food choices. 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.
OVERVIEW:
Information Technology is an introductory study of standard software packages available to enhance student learning and work production. It provides a means by which students can manipulate and present their digital information. In today’s society students are expected to be able to use a variety of software types to improve their productivity and effectiveness, particularly in relation to the internet.

LEARNING OUTCOMES:
- Learn about the safe and ethical use of the Internet
- Using technology to support the Processing and presentation of information.
- Introduce students to programming and problem solving using algorithms

UNITS OF STUDY:
Semester One or Two:
- Online Communities
- Data visualisation
- Using spreadsheets to solving information problems
- Coding and algorithms

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:
- Learning Exercises
- Problem Solving Tasks
- Online programming tasks

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 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
Physical Education – Year 7

OVERVIEW:
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.

LEARNING OUTCOMES:
• Students can evaluate individual and group tactics, skills and movement patterns employed in games and physical education.
• 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.

UNITS OF STUDY:

Semester One:
• Team Evasive Skills
• Athletics
• Korfball
• Movement to Music

Semester Two:
• G-Force Gymnastics
• Softball
• Swimming
• 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 & PE Display Folder
• Correct Sports Uniform to change into and 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 timetabled 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 Jennifer Jovanovic
The Arts – Year 7

OVERVIEW
Year 7 Art gives students a sound grounding in skills and knowledge in Painting, Drawing, Sculpture and Clay. Within each area students explore and apply the Art Elements (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.

LEARNING OUTCOMES:
- Understanding and application of the Art Elements
- Development in arts vocabulary; knowledge of selected artists and art styles
- Skills to appropriately apply a range of media to set tasks
- Understanding in the properties of clay
- Skills to construct sculpture using selected materials
- Colour mixing using paint and brush techniques

UNITS OF STUDY:
- Art Elements
- Art Analysis
- Painting
- Drawing
- Clay
- Sculpture (Mixed Media)

ASSESSMENT TASKS:
A folio of work consisting of:
- Drawings using several media
- Landscape painting
- Ceramic models
- Completed mixed media sculpture
- Recording notes and development work in Visual Diary

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; crafts-person; 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.

KEY SKILLS:
- Expressive physical movement and mime
- Playmaking
- Staging and blocking
- Improvisation
- Acting in front of an audience

TOPICS OF STUDY:
- Movement Dynamics
- Character Objectives
- Blocking for the Space
- Storytelling and Playmaking

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:
- Students complete weekly skits, improvisations and scripted performances
- In small groups, students create their own version of a myth or fairy tale

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:
Year 7 Music is designed to provide students with a broad overview of the basic musical elements such as rhythm, dynamics and texture. A primary emphasis is placed on providing students with the opportunity to develop instrumental skills through both keyboard and guitar workshops. Students are encouraged to absorb, understand and apply the basic procedural principles of learning a musical instrument. They apply attained skills, knowledge and understanding within three experiential models: performing, composing and, listening and responding. Students 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.

LEARNING OUTCOMES:
- Recognise and utilize the basic elements of Music (Melody, Harmony and Rhythm)
- Demonstrate and apply knowledge of musical notation, with an emphasis on rhythm
- Establish foundation skills on keyboard, guitar and voice
- Collaborate in preparing for performances
- Respond to recorded works and, critically reflect on own and others’ work

TOPICS OF STUDY:
Semester One or Two:
- Rhythm recognition, Notation, Transcription and Performance
- Pitch notation (Treble and Bass Clef)
- Rhythmic composition and Performance
- Listening diary
- Expressive elements of Music

ASSESSMENT TASKS:
Students will complete the following assessment tasks over the course of the semester:
- Rhythmic composition and performance assessment
- Written test
- Practical skills (Keyboard, Voice and Guitar)
- Listening diary
- Workbook homework tasks

CAREER PROSPECTS:
Students of Music will develop skills in performance, Music analysis and notation. This can lead to careers such as Professional Musician, Instrumental Music Teacher, Classroom Music Teacher, Music Therapist and Music Journalist. Music can also be beneficial when considering careers in media, entertainment, radio, journalism, television, and events management.

ENQUIRIES: 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 core learning areas, such as English and Mathematics. 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 – Study 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 – Study 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 and Dr. Debra Penny
The school places a high priority on ensuring the groundwork 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.
This booklet provides you with brief course outlines of all subjects available in 2013.

In Year 8, students continue to study the same subjects as in Year 7: i.e. the full-year core subjects of English, Mathematics, Science, History & Geography, Physical Education and the Pastoral Care programme, a semester (two terms) each of Food & Technology and Information Technology, and they will continue to have the opportunity to study a foreign language (either French or Japanese). Other students will continue their work in Study Support in lieu of a foreign language.

In addition to the core subjects we continue to offer an Arts Program that enables students to experience a range of performing and visual arts during Year 7 and 8. In 2013 this program will continue to include Music, Drama, Choir and The Arts.

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, to supplementary Mathematics, Science, LOTE 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 10-day cycle. Consequently, Week one and Week two of the timetable will be different. Period allocations for each subject are as follows:

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<td>LOTE</td>
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<td>Drama</td>
<td>3 periods per cycle (one semester only)</td>
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<td>Music</td>
<td>3 periods per cycle (one semester only)</td>
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**TOTAL** 60 periods per cycle
OVERVIEW:
English is the study of texts and language and these elements constitute the central and essential concepts. The concept of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language.

LEARNING OUTCOMES:
• 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.

UNITS OF STUDY:
Semester One:
• Introduction to literature
• Theme of “Power”
Semester Two:
• Film as Text
• The novel, ‘Tomorrow, When the War Began’

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, including:
• Text responses
• Writing folios
• Oral presentations
• Grammar tests
• Spelling tests
• Practice examination

CAREER PROSPECTS:
Students require literacy skills to understand and interpret their world effectively and efficiently, through reading, writing, speaking and listening skills. Students require these essential literacy skills for any career choice they make.

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.

LEARNING OUTCOMES:
- Applying mathematical algorithms, routines and techniques and using them to find solutions to standard problems.
- Applying mathematical knowledge in unfamiliar and real-life situations that require modelling, investigation and problem-solving.
- Using technology to support learning mathematics and its application.
- Development of generic Problem-solving skills
- Develop Mathematical skills to establish theories, hypotheses and to test and prove them.

UNITS OF STUDY:

Semester One:
- Statistics
- Shapes
- Number and Indices
- Linear Graphs
- Fractions and Decimals
- Angles

Semester Two:
- Financial Mathematics
- Ratio
- Algebra
- Measurement
- Linear equations
- Probability

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Analysis Tasks
- Practice examination
- End-of-Year examination

CAREER PROSPECTS:
Students require numeracy skills to handle money efficiently, solve problems, create models and test and prove hypotheses. Students require mathematics if they wish to pursue careers where any level of technical or scientific background is required.

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, of life in all of its many forms, of themselves and of the technology that has evolved out of scientific experimentation: in order to enhance our ability to explore, measure, test, analyse, evaluate and communicate.

LEARNING OUTCOMES:
- Become familiar with and apply the language and fundamental concepts of science
- Develop, through laboratory work, manipulative skills and processes associated with sound scientific practice
- Use the experimental approach to problem solving
- Develop the skills and confidence to access, process and communicate information so that they may be scientifically informed and aware
- Build an understanding and appreciation of their world, so that they may develop a system of values in which they have great respect for and a commitment to nurture their world and living things
- Develop skills in analytical and critical thinking, so that they not only acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test their hypothesis, but also the skill of applying their key knowledge and key concepts to explain or predict new phenomena.
- Develop the skills and confidence to access, process and communicate information using computers and to use sensors and data loggers to obtain and process data.

UNITS OF STUDY:

Semester One:
- Under the Microscope (Biology)
- Going Electric (Physics)
- Mirror, Mirror an the Wall (Physics)

Semester Two:
- What is Inside Us? (Biology)
- Sweet Chemistry
- Fun Physics

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Practical Reports
- Assignments
- Practice examination

CAREER PROSPECTS:
Students require science for a wide range of careers. Some examples of these are: forensic science, chemical engineering, medicine, wine making, the food industry and pilot just to name a few.

ENQUIRIES: Ms Diane Krosby
OVERVIEW:
History & 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.

LEARNING OUTCOMES:
- Application of the physical and human environments from a spatial perspective.
- Provide students tools to explain patterns on the surface of the earth.
- Provide students tools to use concepts such as location, distribution, spatial movement and scale.
- Analysis of primary and secondary historical sources of evidence.
- Develop a framework to allow students to understand historical knowledge.
- Develop a framework to allow students to make clear and reasoned decisions with regard to historical reasoning and interpretation.

UNITS OF STUDY:
Semester One:
- Advanced Geospatial skills
- Land formations
- Mountains and Rivers
- People, Place and Planet

Semester Two:
- Feudalism
- Medieval England
- Medieval Europe

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Skills Tests
- Document Analysis
- Fieldwork reports
- Investigative Projects
- Annotated Visual Displays
- Examinations

CAREER PROSPECTS:
Students studying History & Geography develop skills that enable them to create analytic responses to texts, themes and issues. Students also develop skills in collecting evidence from a variety of sources and collating that evidence into a final synthesised form. These are all skills that are used in professions including Law, Commerce and administration.

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.

LEARNING 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 French skills to convey information.
- Development of research skills to explore aspects of French culture.

UNITS OF STUDY:

Semester One:
- Understand and use simple vocabulary, including family, animals, occupations, house, places, clothing etc
- Describing family life
- Become more familiar with grammar patterns and be able to use them in sentences (verbs, adjectives, etc.)
- Asking questions
- Holidays

Semester Two:
- Past, present and future tense of verbs
- Weather
- Body parts
- Time

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Vocabulary Tests
- Topic tests
- Bookwork Assessment
- Assignments (research work)
- Other tasks (role plays)
- Writing, reading, speaking and listening skills are assessed.

CAREER PROSPECTS:
Students who study another language increase their opportunities of employment in a work force that is very much becoming more internationalised each day. For example in the areas of tourism, education, music, movies and other media forms, interpreting and translation and diplomacy.

ENQUIRIES: Mrs Margaret Buchanan
OVERVIEW:
In Year 8 Japanese students consolidate their knowledge of the Hiragana writing system and build on their Kanji base. They learn how to construct more lengthy and complicated sentences through study of new vocabulary and grammar introduced over various topic areas.

LEARNING OUTCOMES:
- To distinguish new vocabulary and phrases
- To respond to questions in Japanese and are able to create and role play short conversations
- To recognise new characters, words and phrases.
- To consolidate their Hiragana, build on their Kanji knowledge and construct meaningful sentences.

UNITS OF STUDY:
Semester One:
- Family
- Daily routine
- Likes and dislikes
- Days of the week
- Time

Semester Two:
- Descriptions
- Transport
- School
- Calendar terms
- Past tense

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Vocabulary tests
- Topic Tests
- Bookwork Assessment
- Assignments (research work)
- Oral Presentations / Role Plays
- Reading, writing, speaking and listening skills are assessed

CAREER PROSPECTS:
Students who study another language increase their opportunities of employment in a work force that is very much becoming more internationalised each day. For example in the areas of tourism, education, music, movies and other media forms, interpreting and translation and diplomacy.

ENQUIRIES: Mrs 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 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. Options for further study in Food Technology past Year 8 level will also be discussed with the students.

LEARNING OUTCOMES:
- Develop and understand more advanced food safety and hygiene in the kitchen.
- Identify common eating patterns.
- Develop recipes to meet individual needs (Dietary requirements).
- Identification of different cooking styles and methods.
- Development of basic equipment identification used in more advanced cooking methods.

UNITS OF STUDY:
*Term One:*
- Hygiene and food safety
- Importance of meal choices
- Breakfast food choices (styles)
- Lunches (styles)
- Dinner food choices (styles)
- Fruit & Vegetables classification and identification

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Fruit & Vegetables classification and identification
- Recipe Development assignment
- Weekly Practical Evaluations and Bookwork

CAREER PROSPECTS:
Students require food skills and knowledge to be able to make healthy food choices and have the ability to produce two course menus. It is valuable for students to understand basic to advanced cooking methods and processes so that they then can use the knowledge to make decisions for themselves about health food choices. Food Technology can open up possible career choices in the Food Industry.

ENQUIRIES: Mrs Jacqueline Huxtable
OVERVIEW:
Information Technology is the study of computing skills. The semester’s work builds on the basic knowledge students gained in Year 7. It provides a means by which students can understand and manage their home and school information requirements. Computing activities are designed to complement the manipulation and presentation of information in other subjects.

LEARNING OUTCOMES:
- 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

UNITS OF STUDY:
* Semester One or Two:
  - Networks
  - Sound production and manipulation
  - Data visualisation in Excel
  - Coding and Algorithms

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Networking assignment
- Podcast assignment
- Data visualization project
- Progression through online coding assignments

CAREER PROSPECTS:
Students require computing skills to produce suitable work, both at school and in future careers. These skills also aid in their ability to solve problems, create models and solutions to varying problems they face. Students require computing skills if they wish to pursue careers where any level of technical or knowledge background is required.

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.

LEARNING OUTCOMES:
- 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
- They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

UNITS OF STUDY:
Semester One:
- Netball
- Soft Lacrosse
- Soccer
- Orienteering

Semester Two:
- Volleyball
- Hockey
- Swimming
- Cricket

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 & PE Display Folder
- Correct Sports Uniform to change into and School Hat (Terms 1 and 4)

CAREER PROSPECTS:
The positive effect of physical activity on health and well being is becoming increasingly recognised as an important factor in lifestyle disease prevention. The study of physical activity underpins the diverse range of programs and education available in the community relating to Physical Education. Careers include, exercise specialists, sports or recreation administrators, coaching, teaching and health industry professionals.

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 ones 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 MindMatters 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 Jennifer Jovanovic
OVERVIEW
Throughout the semester students in Year 8 Art study the following disciplines - Painting, Drawing (including introduction to Graphic Communication), 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 and People 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.

LEARNING OUTCOMES:
• Developments in the application and understanding of art elements and principles.
• Extension of art vocabulary, knowledge of artists and art styles
• Developing greater understanding of processes and skills in 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.

UNITS OF STUDY:
• Art Elements / Art Analysis
• Painting
• Drawing (including introduction to Graphic Communication)
• Clay
• Printing
• Sculpture

ASSESSMENT TASKS:
A folio of work that includes:
• Completed Painting Task
• Ceramics Models
• Completed Mixed Media Model
• Drawing Tasks in Visual Diary
• Research Task

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 8 Drama allows students to begin developing their character building skills. They explore voice, gesture and facial expressions through physical movement and the use of dialogue. Students investigate different types of roles, role taking, role playing, role creating. They investigate social stereotypes, in individual and group activities. They learn how they can be used in performance for a range of purposes including social commentary, humour and persuasion.

KEY SKILLS:
- Script writing and story telling
- Character building
- Staging and blocking
- Improvisation
- Working in a team

TOPICS OF STUDY:
- Types of Role
- Play Making
- Theatre Sports

ASSESSMENT TASKS:
- Students complete weekly skits, improvisations and scripted performances
- In small groups, students create a performance where characters have to deal with a significant event

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

ENQUIRIES: Mrs Helena Stratakos
OVERVIEW:
Students re-examine the fundamental principles of music theory and composition, with a continued focus on developing instrumental skills through both keyboard and guitar workshops. Students study the major western musical styles of Classical, Jazz and Popular Music, applying attained skills, knowledge and understanding within the experiential models of performing and composing. They also explore and respond to works from a range of styles, forms, times, traditions and cultures, investigating their influence on society and the contextual issues that gave rise to the great works and composers. Students 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.

LEARNING OUTCOMES:
- Develop an awareness of the origins of Popular Music of the 20th Century
- Understand the relationship between Popular Music, the individual and society
- Draw connections between the characteristics of music of contrasting styles
- Consolidate the use of the basic elements of Music (Melody, Harmony and Rhythm)
- Demonstrate and apply knowledge of musical notation, with an emphasis on melody
- Consolidate foundation skills on keyboard, guitar and voice
- Collaborate in preparing for performances
- Respond to recorded works and, critically reflect on own and others’ work

TOPICS OF STUDY:

Semester One or Two:
- Popular Music of the 20th Century
- Rhythm recognition, Notation, Transcription and Performance
- Melodic notation (Treble and Bass Clef)
- Melodic composition and Performance
- Listening diary

ASSESSMENT TASKS:
Students will complete the following assessment tasks over the course of the semester:
- Melodic composition and performance assessment
- Popular Music timeline presentation
- Practical skills (Keyboard, Voice and Guitar)
- Listening diary
- Written assessment

CAREER PROSPECTS:
Students of Music will develop skills in performance, music analysis and notation. This can lead to careers such as professional musician, instrumental music teacher, classroom music teacher, music therapist and music journalist. Music can also be beneficial when considering careers in media, entertainment, radio, journalism, television and event management.

ENQUIRIES: 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 core learning areas, such as English and Mathematics.

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 – Study 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 – Study 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 and Dr. Debra Penny
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