

JUNIOR SCHOOL HANDBOOK 2008

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PRINCES HILL SECONDARY COLLEGE

INTRODUCTION

Princes Hill Secondary College is divided into three “schools”:

Years 7 & 8	Junior School
Years 9 & 10	Middle School
Years 11 & 12	Senior School

Each year level has its own coordinator. There are between 100 and 150 students in each level of the Junior School.

Home Group Teachers

The Home Group Teacher in the Junior School provides the first level of pastoral care. He/she will have contact with the students in his/her Home Group for a substantial number of classes and will therefore be best placed to keep a close check on student progress, homework and general welfare. The Home Group Teacher works closely with the Year Level Coordinator and the Student Welfare Coordinator in all matters relating to welfare and discipline. Feel free to contact your student's Home Group Teacher on any of the above matters.

Year Level Coordinators

The Year Level Coordinators have a very important role to play as they are concerned with the welfare and discipline of all students at their level. The Year Level Coordinator is the person to contact if you wish to discuss more serious aspects of your child's welfare such as absences, personal relationships and homework. The Year Level Coordinator will also contact you should any problems arise at school. Their duties include placing students into classes, maintaining discipline, counselling students, contacting parents and organising reports and parent/ teacher interviews. They are involved in curriculum development and assist in the organisation of camps and excursions. They also keep a check on the attendance of students.

The Student Welfare Coordinator

The Student Welfare Coordinator assists and complements the work of the Year Level Coordinators and Home Group Teachers in helping to meet the needs of students and their families. The following is a brief outline of duties:

1. To be responsible for the personal welfare of students
2. To act as liaison person between the College and parents, DE&T support services and other welfare agencies in the area
3. To act as support person to staff and, where appropriate, to mediate between staff and students
4. To assist with transition, peer helpers and camps.

Literacy Coordinator

The Literacy Coordinator is responsible for College-wide implementation of the Literacy Policy. At Years 7 & 8, there is great emphasis on students reading extensively and being aware of the conventions required by different sorts of writing intended for a range of audiences.

The Literacy Coordinator is responsible for organising extra assistance for students who struggle with the literacy-related demands of their course work. The Coordinator

liaises with parents about the best ways to help their children with reading and writing. Assistance from parents with tutoring programs is very welcome.

The Library

The Library provides students with a wide range of resources, and the strategies and skills for researching information essential for independent learning.

The Library helps to promote the learning and use of language skills by providing appropriate and quality wide reading materials to encourage the establishment of a pattern of reading for pleasure in individual students. Year 7 students are given an introduction to the Library and are assured that favourite authors, pastimes and areas of interest should be found in the Library, and that feedback from students is very important to make this happen.

The Library also supports the College's provision of a challenging and coherent Years 7-10 curriculum, providing an extensive range of resources to support that curriculum.

Students are issued with a Student ID card and need to produce it to borrow from the Library. Students can borrow three books for three weeks. Students are also issued with a photocopy card.

Curriculum

Students at Years 7 & 8 complete courses in the eight Key Learning Areas set out in DE&T's Curriculum and Standards Framework.

Key Learning Area	Lessons per week	Years 7 & 8
Mathematics Science	8	We aim to have the same teacher take Maths and Science
English Humanities	9	We aim to have the same teacher take English and Humanities
Languages other than English	3	Students study either Italian or French.
Arts - Visual - Performing Technology	6	Students will study two subjects from Visual Arts, Performing Arts and Technology studies for a semester, over a three semester rotation, the fourth semester will be elective based.
Physical Education, Sport and Health	4	Students study 2 periods of Sport and 2 periods of Physical Education per week. (1 period of health is taught in term 3)

ESL (English as a Second Language)

Students who have recently arrived in Australia and are not English speakers, will be withdrawn from English and some other classes for intensive language instruction with a trained teacher of English as a Second Language.

Transition

Students who are new to the school are provided with the information and support necessary to settle quickly into their classes and programs.

Year 7 students are provided with a transition program which covers new routines, the school environment and health and human relations.

A Peer Helpers program operates to assist Junior School students settle into the school. These Year 10 or 11 students will join in Junior School activities and become contacts for younger students throughout the year.

Camps

During Term 1, a Year 7 Orientation Camp is held at Mirimbah, the PHSC Country Centre located at the foot of Mt Buller. As this is a valuable way for Year 7 students to begin to establish friends and to get to know their teachers, every student is encouraged to attend.

Year 8 students have the opportunity to participate in a Cross-country ski camp held during term 3.

Students and parents should view camps as an integral part of the College curriculum. All students should attend. Some financial assistance is available where cost may otherwise prevent participation in the camp.

Homework

Homework is set for all levels. Homework will regularly be set in Maths, English, SOSE, LOTE and Science. Other subjects may set homework on a less regular basis.

Homework will include tasks such as:

1. Reading. **All** students are expected to complete at least 30 minutes of wide reading each night as part of their English homework.
2. On-going assignment work. Students should pace themselves and start early on longer assignments and projects. Due dates should be noted in the Student Work Planner and Record. Parents should check these and if necessary assist students to organise their homework time.
3. Finishing class work. Teachers often ask students to finish tasks not completed in class for homework.
4. Specific homework task. This may be a short piece of writing, small research task, textbook exercises or a weekly homework sheet for a particular subject.
5. Study or revision for tests.

Parents are asked to encourage students and to check that set homework is done. Information detailing homework should be recorded by students in their Student Work Planner and Record. Students work at different rates, but in the Junior School they are expected to complete between **one** and **two hours** of **homework 5 times a week**.

Late Work Policy

As part of their classroom teaching, teachers provide students with a framework for managing class work and homework. This involves giving clear due dates; discussing time management strategies; encouraging students to work steadily, rather than leaving things until the last minute; showing students how to break work down into

smaller more manageable chunks; ensuring that work can be authenticated as the student's own and modifying work where necessary to suit special needs.

Where work is not handed in on time, consequences will follow. These consequences may include negotiated extensions, loss of marks or Pass Grade Only (PGO), 'catch up' classes after school or at lunchtimes to complete works, and discussions with Year Level Coordinators and/or parents.

House System

Students are allocated to a House – Anaconda (green), Bats (black), Chameleon (white/silver), Dragons (red) or Eagles (blue). Houses compete against each other in swimming and athletics.

Code of Behaviour

Students in Years 7 & 8 will be introduced to the College Code of Behaviour and to the specific rules that apply to each class during the first weeks of the school year. Each student in the Junior School is expected to make themselves aware of the Code of Behaviour. A copy of the Code of Behaviour can be found in the Student Work Planner and Record, or may be obtained from the General Office or the College website.

Dress Code

Princes Hill Secondary College does not have a uniform. Students are expected to wear sensible clothing. Students will be asked to cover up t-shirts that have offensive slogans. Thongs are not permitted for safety reasons, and students must wear closed shoes for practical classes. Students are expected to change into appropriate sports clothing for sports and Physical Education classes.

Mobile phones and portable music devices

Mobile phones are to be switched off during classes. Personal music devices such as iPods are not to be used, or visible in classes, or in the corridors. If students bring these items to school, they must take responsibility for their security and safety.

Student Work Planner and Record

Students are required to purchase a Work Planner and Record when they enrol and to carry it to every class. The Work Planner and Record is used for:

- a) Students to record all subject homework and due dates
- b) Teachers to send messages home to parents about student progress
- c) Parents to send messages to teachers about any concerns they may have
- d) Finding important information regarding College procedures and the Code of Behaviour
- e) Recording reasons for being out of class (eg. Library or toilet visits).

Parents are asked to read or check the Work Planner and Record *regularly* and to sign it each week.

PLEASE NOTE THAT THE COLLEGE WORK PLANNER IS NOT A PERSONAL DIARY. IT IS NOT ACCEPTABLE THAT PICTURES, GRAFFITI OR OTHER ITEMS OF A PERSONAL NATURE BE KEPT IN IT.

College Newsletter

The Newsletter is a weekly source of information about the College, issued on Tuesdays. Spare copies of the Newsletter can be picked up from the General Office. The newsletter is also available by e-mail and the College website.

In the interests of minimising paper usage, parents are encouraged to receive the newsletter by e-mail rather than paper copy.

Parent Information Evenings

Parents of Junior School students can expect to be invited to an information evening during the first few weeks of term 1 where parents and teachers can discuss general aspects of the Junior School curriculum.

College Council

College Council is responsible for determining the general educational policy of the College within guidelines issued by the Department of Education and Training (DE&T). Our Council includes parents, students, staff and co-opted members who have a special interest in the education program of the College. Council meets monthly. It has a number of committees that focus on Finance, Policy and Curriculum, Buildings and Grounds, School and Community and Mirimbah Country Centre. These meetings are open to the College community and dates are noted in the Newsletter.

Reports on Student Progress

Parents are given two written reports during the year and invited to two Parent-Teacher interview sessions. The dates of the reports for 2008 for Year 7 and 8 are under review but are anticipated to be as follows:

Term 1	Parent/teacher interview and Interim Reports	March
Term 2	First Semester written report	June
Term 3	Parent/teacher interview and Interim Reports	Aug/Sept
Term 4	Second Semester written report	December

The new VELS reporting format is in place and will continue to operate in 2008. Parents will receive information about what their student has achieved, and areas where they may improve. There will also be an opportunity for students to comment on their own progress and for parents to comment on their student's achievements.

The A-E reporting scale is:

- A – Well above the expected standard at this time of year
- B- Above the standard expected at this time of the year
- C- At the standard expected for this time of the year
- D- Below the standard expected at this time of the year
- E- Well below the standard expected at this time of the year.

According to this scale, a C rating means your child is at the expected standard and that his/ her learning is on track. Consequently A-E grades are not awarded for tasks completed by students in class. Percentage grades or text descriptors will instead be employed.

Core Subjects

English

English as a Second Language

Humanities

English

English is a compulsory subject throughout secondary school.

The courses in Years 7 & 8 build on skills in reading, writing, speaking and listening and provide students with the competence, experience and work habits necessary to successfully continue studies in this subject through secondary school.

Students complete a variety of writing tasks, and are encouraged to read widely, including one major class text per term. The set text is usually a novel, but could be a film, poetry or play text. They will also be involved in a range of oral tasks that may include group work, debates and formal speeches.

English as a Second Language

Australia is a multicultural society in which English is the major language of communication. All students need to be competent users of English to have equal access to educational and career opportunities. In addition, all students need to be proud of their cultural backgrounds and, at the same time, need to develop an appreciation and understanding of the various cultures represented in society.

Depending upon the number of staff available the ESL Faculty will run separate ESL classes that run parallel to English and LOTE at Years 7 & 8.

Humanities

In Humanities we look at human societies, their history, economies, culture and interaction with the natural environment. We explore and learn to value and appreciate the diversity and achievements of human cultures both past and present.

Sustainability is an important focus of our study of society and the world.

We recognise that students need to develop their own sets of values by which to live, but this faculty, in its course content, aims to promote an appreciation of culture, social and individual diversity and to emphasise the value of cooperation, and confidence in one's own opinion.

Each topic will involve a series of tasks. Talks, reading, class discussions and note-taking are regular activities.

Students will also work on their own projects, make models, organise group displays, write and act out plays, watch video documentaries and films and go on excursions.

Core subjects
(continued)

LOTE
(Languages
other than
English)

French

Italian

LOTE (Languages
other than English)

Students may choose to study either Italian or French.

In Years 7 & 8 Italian or French is studied as a core subject for three periods per week. In Years 9 & 10 students can study these languages as an elective course for four periods per week for the duration of each year.

By studying Italian or French students will be able to develop an understanding and knowledge of a language other than English. Through the study of the language they will also gain an insight into Italian or French history, culture and geography. This may increase opportunities for employment in the tourist, government, commercial and educational fields. It will offer the opportunity to increase the appreciation of a culture different from ours and will be of significant assistance for overseas travel.

Students are expected to maintain a workbook, complete all units of work and homework by due dates, and a variety of class work activities and language assignments on the history, geography and culture of Italy/France. Students are also expected to participate in a poetry competition and the ACER Assessment of Language Competence at a cost of approximately \$ 14.00 in Year 7 and \$17.00 in Year 8, per student.

There is a New Caledonia Study Tour organised every odd year that is open to students studying French in Year 8-12.

Core subjects
(continued)

Mathematics

Science

Mathematics

Mathematics from Years 7 –10 is taught in compulsory year long courses.

Areas of study

Year 7: Number Systems, Operations with Integers, Geometry, Algebra, Fractions, Decimals, Percentages, Measurement, Probability

Year 8: Operations with Natural Numbers, Directed Numbers, Algebra, Fractions & Decimals, Geometry, Linear Equations & Inequations, Percentages, Measurement and Statistics.

Information Technology and other tools

Students employ a range of tools in their work as mathematicians, including scientific and graphics calculators and computer software packages. Years 7 & 8 homerooms each have multiple computer stations connected to the College intranet and classes also have access to several computer laboratories. Class sets of graphic calculators are provided

**Numeracy
Maths Assistance and
Enrichment**

Maths teachers with allocated time and parent helpers are available to assist individual students with their Maths skills development, consolidation and reinforcement both during the school day and after school. Students have the opportunity to participate in a range of co-curricular enrichment activities:

- ? Maths Games Days
- ? Australian Mathematics Competition for the Westpac awards
- ? Mathematics Talent Quest (MTQ)- this is the project assessment task for semester 1
- ? Maths Challenge.

Science

The course includes topics from the major disciplines of chemistry, biology, physics and earth and space sciences. A key unifying theme is sustainability education.

Students develop conceptual knowledge. They also develop knowledge of the processes and procedures of science.

They experience practical activities that develop knowledge and skill in design, measurement and data organisation.

Emphasis is placed on applications of science, the work of scientists and links between science and technology.

Performing Arts, Visual Arts and Technology

In the overall educational needs of students, the visual arts, performing arts and technology studies make a unique contribution. Through the various processes of making and exploring, students can realise the contribution that arts and technology can make to their lives.

Both practical and theoretical activities are offered in the Arts and Technology program to provide the opportunity for students to appreciate and understand the interrelationship between art and the individual, art and the community, art and culture.

Given the importance of the Arts and Technology in personal satisfaction and enjoyment, and in the development of life-long interests, the Arts and Technology program will provide the following experiences:

1. Practical Activities - to teach students the skills needed for using art materials to develop ways to represent what they see, think, feel, know, value and imagine.

2. Critical Awareness - to help students learn to see the world aesthetically and lead to the desire and ability to enhance their environment.

3. Cultural and Historical Appreciation - to help students understand the arts as an integral aspect of present and past cultures. The study of arts and technology, therefore, aims at developing individual growth and personal satisfaction through creative thought and action.

Two Year Course Years 7 & 8

The course is designed as an introduction to the visual arts, performing arts and technology studies during the first two years at secondary college. Each of the Arts or Technology subjects is of semester duration (half year) for three semesters; the fourth

semester being elective based. Over the two years students will experience working in most of the following areas: Ceramics, 2D Art, Printmaking, Visual Communication and Design, Wood Technology, Metal Technology, Textiles, Food Technology, 3D Art (Sculpture), Drama and Music. (This may vary depending on staffing and organisational constraints).

Financial Arrangements

The Education allowance and the materials levy (on the booklist) provide for the purchase of basic Arts and Technology materials but they cannot cover the full cost of some of the materials used. Therefore, in some areas of study it may be necessary to purchase, or contribute to the cost of, materials and items necessary for the study of Art and Technology. (See individual units of study for further details)

A sketch book will also be needed for all Art and Technology studies. This is on the booklist.

Visual Arts

Ceramics

Painting and Sculpture

Printmaking

Visual Communication

Ceramics

This course is designed as an introduction to the techniques of making ceramics and involves making both functional and sculptural pieces.

Students will make hollow objects using pinch, slab and coil techniques, develop decorative techniques, experiment with basic colouring techniques, become familiar with the general processes of firing ceramics and explore line and tone and other basic drawing skills.

Painting and Sculpture

Students will learn about the basic elements of painting and drawing, and will be encouraged to use imagination and to try out new ideas.

Students will produce a folio of work including basic painting and sculpture techniques, an exploration of collage and mixed media and preparatory sketches and media trials.

Students also will create a range of sculptures using plaster, wire, ceramics, paper-mache, carving, casting and assemblage.

Printmaking

Printmaking is the artistic process through which marks and images are transferred from one surface to another. A print is the result of this process.

Students will undertake a range of printmaking activities. These may include monoprints, relief printing, silk screening, intaglio, and drawing and design exercises.

Visual Communication

The course will introduce students to the development of ideas through drawing and the communication of those ideas for a specific purpose and audience. This will involve the creative solution of design problems requiring both two and three-dimensional representational techniques.

Students will study and produce symbols, typography (lettering), poster and layout design, illustration, plans and maps, package design and drawing conventions and three-dimensional representation.

Visual Arts

(continued)

Technology

Computer Aided Design (CAD)

Wood Technology

Metal Technology

Note:

In Year 8, Semester 2, students will have a chance to study elective subjects. For subjects such as Wood and Metal Technology, students are expected to contribute to the cost of materials

Textiles

Food Technology

Technology

Computer Aided Design

This course will introduce students to skills, techniques and processes used in developing dimensioned working drawings for objects including architectural shapes.

Students will work with AutoCAD software to develop their own designs and to model them in 3D images on the screen.

They will also use software including MS FrontPage and Adobe Photoshop to produce a personal 'homepage'.

Wood Technology

This course will introduce students to the skills and techniques used in working with wood and related materials. Students will explore the characteristics and properties of a variety of timbers through a series of projects that will involve the safe and correct use of hand and some power tools.

Students will learn about safety, care and maintenance of tools. They will design and plan, and develop techniques in shaping, wood construction, basic joinery and finishing.

Metal Technology

This course will introduce students to skills, techniques and processes used in working with metals and related materials.

Students will be encouraged to experience and explore the properties and characteristics of metals using a variety of tools, equipment and processes. They will be encouraged to develop their skills and understanding through such things as designing, planning, preparing, marking and cutting out, fabricating, joining, heat treating, colouring and

finishing. There will be an emphasis on designing and the appropriate use of tools.

Textiles

This course will introduce students to skills, techniques and processes used in working with textiles and related materials.

Students will produce textile articles and clothing used in everyday life, using a wide range of techniques, processes and design options. Safety will be emphasised, and students will investigate characteristics of fabrics and fibres.

Materials required

Small sketchbook, fabric and notions. Students will be informed of their fabric requirements.

Food Technology

Food Technology is a study of food, including nutrition, hygiene, safety and the environment.

Students will study the social and environmental implications of food, and choose and use equipment and processes appropriate for the setting and requirements.

Students will investigate, design, produce and evaluate food and menu items.

A fee of \$25 is to be paid on commencement of the unit.

Performing Arts

Drama

Drama ***Year 7***

Students will develop ideas for drama from a variety of sources, explore their dramatic potential and make plays. Students will learn to make informed judgements about the value, purpose and qualities of drama. They will also learn to identify the characteristics of drama in past and present contexts.

By the end of the course, students will have researched, planned and presented several dramatic performances.

Drama ***Year 8***

During this course, students will create roles and characters in collaboration with others. Students will develop scripts for their work using basic approaches to script writing. They will experiment with a range of dramatic forms, styles and conventions such as *commedia dell'arte* and mime to create dramatic images and convey meaning. Students will use the rehearsal process to refine their performance.

By the end of the course students will have explored ways to apply appropriate skills, techniques and processes to their structured drama presentations.

Performing Arts
(continued)

Music

**Years 7 & 8
Classroom
Music**

**Year 8 Music
Craft Elective
(Semester 2
only)**

**Instrumental
Music**

**Years 7 & 8
Classroom Music**

The program offers an introduction to music that is based on practical music making in individual and group contexts. Students develop musical literacy and understanding through the medium of performance.

Students will learn basic performance skills on keyboard, read and notate music language at a level that matches their performance skills, develop aural skills and learn to express ideas and feelings about their own and other people's musical works.

Students also learn using an array of Information and Communication Technologies in the Soundhouse™ facility.

Students will be assessed on practical and theoretical work. Students are grouped in classes of similar instruments where possible to facilitate maximum practical work.

**Year 8 Music Camp
Elective**

This programme operates in Semester Two only and is only open to students who have had regular tuition on an instrument.

This subject is strongly performance based. Students participate in class ensemble(s) and attend a music camp and tour during the course. Students are also expected to participate in performances within the College and the local community.

Please note that students studying an instrument outside school may also select this elective.

Students will develop solo and performance skills on their instrument, perform as ensemble members in concerts/performances, develop music language and aural skills through performance and the use of music technology software, and learn how and why music is made in different historical and cultural contexts.

Performing Arts (continued)

Instrumental Music

Instrumental Music

All students from Year 7 to 12 are able to access instrumental music lessons via the instrumental Music Program. There is an instrumental music charge. The fee structure for 2008 is under review. Contact the Music Administrative Assistant on 93890622 for details. Tuition is available in small groups on a rotational basis. Students may elect to take lessons on;

- ✍ Strings - Violin, Viola, Cello and Double Bass.
- ✍ Woodwind - Flute, Bass Clarinet, Clarinet, Oboe, Bassoon, Saxophone – all types
- ✍ Brass - Trumpet, Trombone, Euphonium and Tuba
- ✍ Rhythm Guitar (Acoustic), Bass guitar
- ✍ Voice
- ✍ Percussion

Lessons for these instruments are run on a weekly rotation system. For example, if the Woodwind teacher teaches on Friday, a student will have their lesson during period 1 in week 1, period 2 in week 2, etc. This system ensures that students only miss the same lesson twice in any term.

Hire fees for 2008 are under review.

Assessment

Report on progress is issued by the instrumental music teacher at the half-year and end-of-year report time. Students may also take AMEB or ABRSM (externally assessed) exams if they desire.

Ensembles

Ensembles are open to students of all levels usually after audition or invitation. Students do NOT have to be having a lesson as part of the school instrumental programme to participate in the ensembles.

Concert Band
Stage Band
String Ensembles and Quartets
Vocal Groups
Contemporary Jazz
Guitar Ensembles

Physical Education, Sport and Health

Physical Education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school's responsibility to develop social and personal skills in students. Students participate in Physical Education for one double period per week.

Sport Education: Sport can be defined as physical activity that for the purposes of discovering limits of one's capabilities, or for fun, amusement and diversion involves competition against oneself or others, or a confrontation with natural elements. It encourages and provides opportunities for the participation of all young people in a wide variety of sports at a level commensurate with their physical, mental, social, emotional and skill development. Students participate in Sport Education for one double period per week. They choose a sport for the duration of each term.

What is the difference between Physical Education and Sport Education?

Physical Education is that part of education which uses physical activity as the medium. It is concerned with the development of knowledge, skills and attitudes related to health, fitness, sport and recreation.

Sport encompasses a range of physical activities that provide opportunities to further apply and develop the skills acquired through physical education.

Sport and physical education are complimentary.

Health Education seeks to develop an understanding of the interrelated physical, social, emotional dimensions of health. Students are encouraged to take an interest in their own health status, to

appreciate themselves as unique individuals, to examine personal action, encourage critical thinking about the family, cultural groups and the wider community and to consider the effects of the physical and social environment on people's health. It empowers students to make and carry out informed health promoting decisions.

Some Health issues are integrated within Physical Education and sport classes during term 1. Students participate in one period of Health Education per week during term 3.

Components of Physical Education

Games, Ball Handling / Motor skill development, Athletics, Aquatics, Gymnastics, Sport Skills, Basic Movement, Outdoor Education, Fitness Education.

Components of Sport Education

Ball handling and motor skill development, Skills / drills / minor games and modified games, Fitness education, Rules / strategies/tactics / etiquette and fair play, Administration / umpiring and coaching and Community access.

Components of Health

Sun and water safety, Personal identity, Body image / self-esteem, friendship / social networks / changing relationships, bullying / resilience / harassment / strategies, drug education, sex education.

Physical Education, Sport and Health (continued)

Interschool sport:

All Year 7 & 8 students participate at the Inter house Swimming and Athletic Sports. There is an inter school sport day every term in which all students represent the school in their chosen sport. We compete against schools in the "Yarra District" (Winning at a district level allows competitors to move to the next level of competition called "The Northern Zone Finals". Winning at this level allows competitors to progress to State Finals).

Assessment: Skill testing

(Performance, technique, movement patterns, motor skills), **Competition** (Implementation of games, strategies and rules), **Personal Fitness and Participation** (Performs at a level which promotes physical benefits through active participation and **Health Theory** (Completion of work sheets and assignments)

Aims of Inter-school sport:

- ? To promote and foster good sporting attitudes and practices in secondary schools.
- ? To assist in the provision of a sporting structure to cater for the needs and abilities of students attending Government secondary schools
- ? To provide a process whereby students at affiliated schools have the opportunity to participate in organised inter-school sport and to proceed to higher levels of competition.

Work requirements for sport and physical education

- ? Compulsory participation unless a written explanation or medical certificate is provided. Students must participate actively in practical classes.
- ? Students must wear activity gear. No jeans or cords
- ? Students must work productively as a team member and display sportspersonship in all activities.

	YEAR 7	YEAR 8
TERM 1	<p>PHYSICAL EDUCATION</p> <p>? Swimming / Survival Aquatics</p> <p>? Water familiarization, survival techniques, stroke development)</p> <p>? Fitness (Use of ACHPER fitness testing program to determine individual fitness levels)</p> <p>? Athletics (sprint events, distance events, long jump, triple jump, high jump, discus, shot put, javelin)</p> <p>SPORT (Choice of: cricket, softball, baseball, tennis and volleyball)</p> <p>Health Sun and Water Safety Personal Identity Friendships Bullying</p>	<p>PHYSICAL EDUCATION</p> <p>? Swimming /Survival Aquatics</p> <p>? Water familiarization, survival techniques, stroke development)</p> <p>? Fitness (Use of ACHPER fitness program to determine individual fitness levels)</p> <p>? Athletics (Extension of appropriate athletic events covered in Year 7)</p> <p>SPORT (Choice of: cricket, softball, baseball, tennis and volleyball)</p> <p>Health Sun and Water Safety, Bullying Values</p>
TERM 2	<p>PHYSICAL EDUCATION</p> <p>? Minor games and activities (skill development of throwing, catching, striking, hitting , tracking, team work and strategies)</p> <p>? Alternative ball sports (Choice of: European handball, touch football, speedball, soft lacrosse, volleyball)</p> <p>SPORT (Choice of: boys / girls football, boys / girls soccer, badminton and netball)</p>	<p>PHYSICAL EDUCATION</p> <p>? Minor games and activities (skill development of throwing, catching, striking, hitting tracking, team work and strategies)</p> <p>? Alternative ball sports (Choice of: European handball, touch football, speedball, volleyball)</p> <p>SPORT (Choice of: boys / girls football, boys / girls soccer, badminton and netball).</p>
TERM 3	<p>PHYSICAL EDUCATION</p> <p>? Gymnastics (floor routines, balance beam, vaulting, ropes, rings).</p> <p>? Dance (Bush dancing/ folk dancing / community and cultural dancing)</p> <p>? Badminton / table tennis</p> <p>SPORT (Choice of: table tennis, basketball, hockey, lacrosse, indoor hockey / soccer)</p> <p>Health Puberty, sexuality, drug education / risk taking behaviour (Alcohol and other drugs). Personal hygiene. (One period per week)</p>	<p>PHYSICAL EDUCATION</p> <p>? Gymnastics (floor routines, balance beam, vaulting ropes, rings).</p> <p>? Major ball sports (choice of: football, soccer, field hockey, Indoor hockey, soft lacrosse, netball, basketball).</p> <p>SPORT (Choice of: Table tennis, basketball, hockey, lacrosse, indoor hockey / soccer).</p> <p>Health Sexuality (What is it, emotional/social physical development, personal relationships, Sexual feelings, Influences on our decision making, Community resources, Sexual diversity, STI's, Safe Sex, contraception) (One period per week)</p>
TERM 4	<p>PHYSICAL EDUCATION</p> <p>? Summer fitness</p> <p>? Fitness testing.</p> <p>? Negotiated with students</p> <p>SPORT (No interschool competition) (Choice of Recreation or summer sports)</p>	<p>PHYSICAL EDUCATION</p> <p>? Summer fitness</p> <p>? Fitness testing.</p> <p>? Negotiated with students</p> <p>SPORT (No interschool competition) (Choice of Recreation or summer sports)</p>

Appendix

Proposal for a new assignment redemption system: to be piloted semester two 2007

This is to be read alongside the late work policy adopted by council in 2005

Rationale: There has been concern raised by teachers, year level coordinators and parents about issues relating to non-submission of work from our students. The policy outlined in this document seeks to address this and to build the ability of students to understand that deadlines for work and study need to be observed to ensure that they achieve results that reflect the best of their abilities.

The process will also enable year level coordinators to be informed as to non-submission of work, but will locate the teacher at the centre of the work redemption policy.

Given that our new report system places us in the position of commenting on student ability, it is incumbent upon the school community to ensure that we encourage students to develop effective work and study habits in preparation for senior study and beyond compulsory schooling.

Features: Key features of the system will be:

1. A book located in the year level coordinators office where non submitted work is recorded.
2. A pro forma issued by the class teacher outlining the work not submitted, the original date for submission, and the renegotiated date for submission. This is to be signed by the parent.
3. A process whereby the class teacher follows up with the student to ensure that they return the forma signed by their parents.
4. A Saturday or Thursday Principal supervised work redemption class where students are required to attend the school for up to three hours, and complete any non submitted work. This is the final default should students not cooperate with the process in one or more instances. One of these detentions will be conducted each semester.

Order of the Redemption Process

1. The date for a piece of work passes and the work has not been submitted.
2. The class teacher records the non submitted item of work in the book in the office of the YLC.
3. The class teacher issues the student with a form outlining the non submitted item and the new date for it to be submitted and conducts follow up to have it returned, including contacting the parent by phone.
4. Once the item of work has been submitted the teacher indicates this in the record book located with the year level coordinator.
5. The Year level coordinator reports any students who have not submitted work to the Assistant Principal, and students are issued with a work redemption class to complete non submitted work.

Status of the Policy

This is a draft policy and as such will be reviewed for effectiveness at the end of semester two 2007. Elements of the policy may then be refined, and it may be altered in part or substantially.

The Late work policy will be reviewed in 2008, and the pilot program will inform this review.