



# Tumby Bay Area School



*New School Buildings Tumby Bay*

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## Middle School Information Handbook

**CURRICULUM HANDBOOK  
FOR Year 7-9 PARENTS/CAREGIVERS**

Dear Parents/Caregivers,

*ON BEHALF OF THE STAFF,  
WELCOME TO THE MIDDLE SCHOOL AT  
TUMBY BAY AREA SCHOOL.*

**AT TUMBY BAY AREA SCHOOL WE BELIEVE STUDENTS NEED  
TO BE WELL PREPARED FOR A CHANGING WORLD  
IN WHICH THEY VIEW LEARNING AS A MEANS OF  
CREATING BETTER OPPORTUNITIES.**

It is our firm belief that quality education is based on the strong relationship between parents, teachers and students and so we invite you to join us as part of the school community.

This Information Handbook has been written to provide you with a statement of the aims of our curriculum as well as a brief summary of each of the subject areas at Tumby Bay Area School from year 7 to year 9. It also covers information on a range of day-to-day matters. We hope you will look through it carefully and then keep the handbook as a ready reference. Middle School aims to be a bridge between the primary years of schooling and senior secondary. As a Middle School student your child is entering the teenage years. This is often a time of rapid growth and change. The schooling they will undertake is flexible to meet their learning needs. It will give them opportunities to develop and explore their identity and place in the world within a supportive environment.

We encourage and assist them to develop knowledge, skills and attitudes which will equip students with strategies to cope with our changing world. T.B.A.S. is a place where students are helped in their personal development and given individual attention in order to achieve their best.

Communication between home and school is very important to the success of your child's years at school. We will try to keep you fully informed but please do not hesitate to contact us with any concern. We look forward to working closely with your family.

Sincerely yours,

PRINCIPAL

DEPUTY PRINCIPAL

MIDDLE SCHOOL COORDINATOR

## **STUDENTS**

Students are expected to take an active part in their learning. They are provided with opportunities to experience a broad range of subjects in a balanced curriculum. Students are encouraged to express themselves in a positive way in lessons which foster both independent and co-operative learning skills.

As outlined in the SACSA documents there are required Learning Areas throughout the compulsory years of schooling.

The seven learning areas are:-

*Arts*

*Design and Technology*

*English*

*Health and Physical Education*

*Mathematics*

*Science*

*Society and Environment*

## **YEAR 7**

The core learning areas in year 7 of English, Maths, Science, Society and Environment and Personal Development will generally be taught by their classroom teacher and a small core group of Middle School teachers. Students will also have the opportunity each year in Middle School to do a semester of Art, Home Economics, Music and Design and Technology with the teachers who are specialist in these subject areas.

## Year 7 Art

<b>Length of Unit</b>	One semester
<b>When Offered</b>	Semester one or two
<b>Prerequisites</b>	-
<b>Course Outline</b>	Teachers will provide a range of 'art forms' to enable students to develop an understanding of the nature of art and the types of art. Students will be exposed to specialised and structured experiences of some art forms to develop their skills and knowledge.
<b>Special Comments</b>	-
<b>Assessment Methods</b>	The assessment will include a range of tasks that are both theory based and practical.
<b>Where it leads</b>	Year 8 Art.

# Year 7 Design & Technology

<b>Length of Unit</b>	One semester
<b>When Offered</b>	Semester one or two
<b>Prerequisites</b>	-
<b>Course Outline</b>	<p>During the semester length course students work on practical tasks in wood and acrylic to develop fundamental skills and knowledge in critiquing, designing and making. While using these materials, students learn skills such as; marking and measuring, safely using a range of hand-tools to carry out a number of basic processes and finishing techniques. Some basic power tools and machines are used during this course under close supervision. There is an emphasis on safe work practices and developing confidence with hand skills in this course.</p>
<b>Special Comments</b>	Students are required to wear appropriate enclosed footwear whilst in the workshop.
<b>Assessment Method</b>	Students complete a range of theory and practical tasks.
<b>Where it leads</b>	Year 8 Design & Technology

# Year 7 English

<b>Length of Unit</b>	Two semesters
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	-
<b>Course Outline</b>	<p>The curriculum provides students with learning tasks and activities that include and integrate speaking, listening, reading, viewing and writing. We provide teaching and learning programs which recognise the learning needs of individual students. Special programs exist in classrooms to support students with learning difficulties.</p>
<b>Special Comments</b>	-
<b>Assessment Method</b>	Students will be assessed through a range of modes including oral and written tasks.
<b>Where it leads</b>	Year 8 and 9 English

## Year 7 Health/Physical Education

<b>Length of Unit</b>	Two semesters
<b>When Offered</b>	Full year
<b>Prerequisites</b>	-
<b>Course Outline</b>	<p>Regular P.E. lessons focusing on skills are given by class teachers who also conduct daily fitness. The Health and P.E. program aims at:</p> <ul style="list-style-type: none"> <li>♦ developing the child's optimum personal fitness</li> <li>♦ encouraging positive values towards physical activity</li> <li>♦ developing students' understanding of the relationship of physical activity to fitness and health.</li> </ul> <p>Giving all students the opportunity to experience a variety of physical activities and to gain a mastery of at least some recreational skills and pursuits.</p>
<b>Special Comments</b>	-
<b>Assessment Method</b>	Assessment will be based on theory and practical tasks.
<b>Where it leads</b>	Year 8 Health/Physical Education

# Year 7 Mathematics

<b>Length of Unit</b>	Two semesters
<b>When Offered</b>	Full year
<b>Prerequisites</b>	-
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>♦ Exploring, analysing and modelling data</li> <li>♦ Measurement</li> <li>♦ Number</li> <li>♦ Pattern and algebraic reasoning</li> <li>♦ Spatial sense and geometric reasoning</li> </ul> <p>We aim to develop in students;</p> <ul style="list-style-type: none"> <li>♦ confidence and competence in dealing with commonly occurring situations</li> <li>♦ positive attitudes towards their involvement in Maths</li> <li>♦ a capacity to use maths in solving problems individually and collaboratively</li> <li>♦ an ability to communicate mathematically</li> <li>♦ techniques and tools which reflect modern mathematics</li> <li>♦ a knowledge of the processes through which mathematics develop</li> </ul>
<b>Special Comments</b>	-
<b>Assessment Method</b>	Tests, individual tasks, projection
<b>Where it leads</b>	Year 8 Mathematics

## Year 7 Music

<b>Length of Unit</b>	One semester
<b>When Offered</b>	Semester one or two
<b>Prerequisites</b>	-
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>♦ Develop an understanding of basic note reading</li> <li>♦ Identify and discuss differences between musical styles both contemporary and traditional.</li> <li>♦ Demonstrate basic skills and knowledge of appropriate use of instruments such as voice, keyboard, guitar, bass guitar and drums.</li> <li>♦ Rehearse and perform as a member of a class ensemble to present a repertoire of musical works at Middle School Assemblies.</li> </ul> <p>Throughout these lessons students will explore a wide range of creative activities related to the arts that encourage self expression and creativity. Visiting musicians and celebration days occur throughout the year to re-enforce the importance of the arts.</p>
<b>Special Comments</b>	-
<b>Assessment Methods</b>	A range of tasks including; theory and practical.
<b>Where it leads</b>	Year 8 Music

## Year 7 Society and Environment

Length of Unit	Two semesters
When Offered	Full year
Prerequisites	-
<b>Course Outline</b>	<p><b>The course</b> aims to develop student's knowledge and understanding:</p> <ul style="list-style-type: none"> <li>♦ of their own society and other societies</li> <li>♦ the relationship between environments and society</li> <li>♦ of their natural surroundings eg; ecosystems and social surroundings</li> <li>♦ about Australia, its people, its cultural and environmental heritage, its political, economic and legal systems, and its place in the world</li> <li>♦ about decision making and the need to be actively involved in making choices and decisions</li> <li>♦ and an appreciation of ethics, social justice and conservation.</li> </ul> <p>This area of study promotes the knowledge, skills, attitudes and values that enable students to participate as active and informed citizens in a democratic society and within a global community.</p>
<b>Special Comments</b>	-
<b>Assessment Method</b>	Projects, tests, individual and group work tasks.
<b>Where it leads</b>	Year 8 Society and Environment

## Year 7 Science

<b>Length of Unit</b>	Two semesters
<b>When Offered</b>	Full year
<b>Prerequisites</b>	-
<b>Course Outline</b>	<ul style="list-style-type: none"><li>♦ Earth and Space</li><li>♦ Energy Systems</li><li>♦ Life Systems</li><li>♦ Matter</li><li>♦ The course aims to develop student's ability to:<ul style="list-style-type: none"><li>♦ value openness to new ideas and respond honestly and objectively to scientific ideas</li><li>♦ investigate, reflect, analyse, find solutions and pose questions</li><li>♦ communicate scientific ideas</li><li>♦ appreciate the evolution of scientific knowledge and it's impact and contribution to society</li></ul></li></ul> <p>Science lessons are activity based and are usually integrated with other areas of study.</p>
<b>Special comments</b>	-
<b>Assessment method</b>	Tests, practicals, projects.
<b>Where it leads</b>	Year 8 Science

## Year 7 Home Economics

<b>Length of Unit</b>	One semester
<b>When offered</b>	Semester one or two
<b>Prerequisites</b>	-
<b>Course outline</b>	<p>Provides the students with the opportunity to develop skills in organization and management in the Food Technology area.</p> <p>The students through working with a number of recipes will develop skills in safe food handling as it relates to the home. They will have the opportunity to work in teams to produce a number of recipes that allow them to interpret, plan , produce and evaluate their skills.</p> <p>Along with developing skills in food preparation students will work to improve their understanding of healthy eating.</p>
<b>Special comments</b>	Students are required to wear enclosed footwear during practical lessons.
<b>Assessment method</b>	Theory and practical based assessments
<b>Where it leads</b>	Year 8 Home Economics

## **INFORMATION TECHNOLOGY**

Tumby Bay Area School has computers and printers set up in the Computer Room, Library, Design Technology and the POD.

All year levels have access to the computer room for at least one lesson per week. Students are taught how to use a range of computer packages. They have the opportunity of accessing guest presenters through smart board technology. The program 'Read and Write' is accessible to students with learning difficulties across the campus.

## **TRANSITION**

A well established transition program exists between our feeder schools,

Pt Neill and Ungarra for year 7 students entering year 8. Students will also be involved in transition in year 6 (into Middle School) and year 9 (into Senior School)

## **YEAR 8**

If you are attending Tumby Bay Area School for the first time as a Year 8 student you will find some differences. In particular you study some new subjects and often you will have different teachers for your subjects.

Year 8 is an 'exploration year' when you can spend time with the full range of subjects before making more specialised choices in later years.

## YEAR 9

English, Maths, Science, Society and Environment, Physical Education and Personal development are core subjects studied by students for the full year. There may be the opportunity for students to choose their subjects (i.e Design and Technology, Home Economics, Music and Art).

When you select Subjects you should:

- ♦ Select subjects which suit your interest and ability - consider your results from this year. Successful completion of a subject is essential for promotion to the next level.
- ♦ Think about careers which interest you and find out their pre-requisites.
- ♦ Seek advice when uncertain - discuss choices with your parents and teachers.
- ♦ Decide which subjects you want to do - most subjects only require one semester for you to continue in the next year.
- ♦ Read carefully the information given in this book.

The school will do its best to enable you to study the subjects you select. Sometimes, however, we need to modify courses because of student numbers and availability of teachers.

# Year 8

All students entering Year 8 at Tumby Bay Area School will study a common core of subjects designed to provide a broad foundation on which to build in later years.

## Subjects

ART (Semester only)

ENGLISH

HEALTH

HOME ECONOMICS (Semester only)

MATHEMATICS

MUSIC (Semester only)

PHYSICAL EDUCATION

SCIENCE

SOCIETY & ENVIRONMENT

DESIGN & TECHNOLOGY (Semester only)

(Note: Instrumental tuition in a variety of instruments is available by negotiation.)

These subjects offer students a balanced curriculum in keeping with Dept. of Education & Children's Services policy.

# Year 8 Art

<b>Length of Unit</b>	One semester (20 weeks)
<b>When Offered</b>	Semester 1 and/or 2
<b>Prerequisites</b>	Year 7
<b>Course Length Of Unit Outline</b>	<p>During the course of the year, students will cover the basic elements of drawing, painting, design and printmaking.</p> <p>This will include : learning as an artist and designer through observation, exploration and recording; learning as a craftsman through experimentation and care of all media and equipment related to visual arts; learning as a consumer and critic through observing, interpreting, terminology and evaluating. Areas covered will be line, tone, texture, colour, composition, lettering and care and maintenance of all equipment.</p> <p><b>Theory</b> : Students will research artists and techniques relevant to the areas they are studying in each unit.</p>
<b>Special Comments</b>	All practical work will be assessed with particular attention paid to personal development of style and individual techniques.
<b>Assessment Method</b>	Continuous assessment of practical and theoretical components.
<b>Where it leads</b>	Year 9 Art

# Year 8 English

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 7
<b>Course Outline</b>	<p>Student learning and assessment will focus on three main areas:-</p> <ul style="list-style-type: none"><li>♦ Texts and contexts</li><li>♦ Language</li><li>♦ Strategies</li></ul> <p>Students will be required to read, view and listen to a wide range of literature. They will be encouraged to respond to and interpret literature in a variety of ways, both oral and written, and to make connections between their own experiences and the ideas and experiences of others. Writing is studied as a process which often requires re-drafting of early attempts to master particular skills and styles. Students will plan their work to fit the audience and effect desired.</p> <p>Oral and dramatic activities and group-work are an essential part of the curriculum. The course seeks to increase the student's knowledge of the features, structures and conventions of language (such as grammar) to assist them to communicate more effectively.</p>
<b>Special Comments</b>	Regular reading habits are essential and encouraged. Studies are mainly teacher-directed with some extension options provided.
<b>Assessment Method</b>	Assessment will include a range of modes including; written and oral.
<b>Where it leads</b>	Year 9 English

# Year 8 Health

<b>Length Of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 7
<b>Course Outline</b>	<p>Health focuses on the importance of personal decisions, behaviour, community structures and practices in promoting health. Students examine relationships, personal actions, beliefs, attitudes and values held by families, cultural groups and the wider community.</p> <p>Areas of Study include:</p> <ul style="list-style-type: none"><li>♦ Physical activity and participation</li><li>♦ Personal and social development</li><li>♦ Health of individuals and communities</li></ul>
<b>Special Comments</b>	The Health course that is taught is based on the SHINE program.
<b>Assessment Method</b>	Tests, assignments, participation
<b>Where it leads</b>	Year 9 Health

# Year 8 Home Economics

<b>Length Of Unit</b>	One semester (20 weeks)
<b>When Offered</b>	First and/or second semester
<b>Prerequisites</b>	Nil
<b>Course Outline</b>	<p>A subject that requires students to develop skills based on many aspects of living. Students will develop goals maintain and promote their own and other peoples health.</p> <p>They will further develop an understanding of personal responsibilities. Students will develop skills in the area of technology through organising time, resources and work. They will use a range of strategies to design and produce articles that will help them begin to understand the part technology plays in their daily living. They will become accustomed to using specialist terms, conventions and symbols to explain their design, ideas and production plans.</p>
<b>Special Comments</b>	Students are required to provide basic sewing equipment and fabrics. Aprons are provided at school to protect clothing. Occasionally foods may need to be provided from home
<b>Assessment Method</b>	Tests, homework tasks, written and practical assignments.
<b>Where it leads</b>	Year 9 Home Economics

# Year 8 Mathematics

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Satisfactory completion in Maths to Year 7 level is assumed.
<b>Course Outline</b>	<p>This course provides students with opportunities to develop mathematical skills and processes such as:</p> <ul style="list-style-type: none"><li>♦ Investigating</li><li>♦ Problem solving</li><li>♦ Applying mathematics</li><li>♦ Using language in mathematics</li><li>♦ Conjecturing</li></ul> <p>Students develop these skills by gaining knowledge and understanding in five broad areas of study:</p> <ul style="list-style-type: none"><li>♦ Exploring, Analysing and Modelling data</li><li>♦ Measurement</li><li>♦ Number</li><li>♦ Pattern and Algebraic Reasoning</li><li>♦ Spatial Sense and Geometric Reasoning</li></ul>
<b>Special Comments</b>	Every effort is made to allow students to work in a level and in a style where they may succeed.
<b>Assessment Method</b>	Assessment is closely related to the teaching methods. Students can demonstrate their learning through tests, project, assignments, class-work, investigation.
<b>Where it leads</b>	Year 9 Mathematics

## Year 8 Music

<b>Length of Unit</b>	One semester (20 weeks)
<b>When Offered</b>	Either first or second semester.
<b>Prerequisites</b>	nil
<b>Course Outline</b>	<p>This is basic course covering elements of classical and popular music.</p> <p>The emphasis is on learning an instrument from the rock idiom such as drums, bass guitar, guitar, keyboard or vocals.</p> <p>Lessons will also comprise of theory and research/assignment work.</p> <p>Students will have an opportunity to perform at school assemblies.</p>
<b>Special Comments</b>	Students are encouraged to learn an instrument ( which may be hired through the school)
<b>Assessment Method</b>	Theory tests, assignment work, practical tests, ongoing teacher observation.
<b>Where it leads</b>	Year 9 Music

## Year 8 Physical Education

<b>Length of Unit</b>	Two semester (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 7
<b>Course Outline</b>	<p>A subject aimed at developing awareness of, and experience in, a wide range of sporting activities and to foster a positive attitude towards physical activity.</p> <p>Basic skills and co-ordination are developed and involvement in games and activities encourages team communication and cooperation.</p> <p>Sports include swimming, athletics, football, dance, basketball, tennis, cricket, gym games and softball.</p>
<b>Special Comments</b>	Students are expected to be equipped with appropriate sports clothing for every lesson, including broadbrim hats in Term 1 and Term 4.
<b>Assessment Method</b>	Skills tests, performance check lists, theory assignments and tests.
<b>Where it leads</b>	Year 9 -11 Physical Education Year 12 SACE Physical Education.

## Year 8 Science

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 7
<b>Course Outline</b>	<p>This course provides students with opportunities to develop skills in working scientifically. This involves -</p> <ul style="list-style-type: none"><li>♦ Planning and conducting investigations</li><li>♦ Collecting and processing data</li><li>♦ Evaluating findings</li><li>♦ Working with others responsibly</li></ul> <p>Students develop these skills and gain knowledge and understanding in four broad areas of study.</p> <ul style="list-style-type: none"><li>♦ Earth and Space</li><li>♦ Energy Systems</li><li>♦ Life Systems</li><li>♦ Matter</li></ul>
<b>Special Comments</b>	
<b>Assessment Method</b>	Students can demonstrate theory learning through a variety of assessment methods that are closely tied to the manner in which students learn. They include : theory and practical tests, assignments, practicals, research projects, homework and class -work.
<b>Where it leads</b>	Year 9 Science

# Year 8 Society & Environment

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 7
<b>Course Outline</b>	<p>Students learning and assessment will be based on four main areas of study:</p> <ul style="list-style-type: none"> <li>♦ Time, Continuity and Change</li> <li>♦ Place , Space and Environment</li> <li>♦ Societies and Cultures</li> <li>♦ Social Systems</li> </ul> <p>Students will focus on human activity in the past, present and the future. They will examine social structures, communities, beliefs and practices, the use of resources and they will be asked to make connections and recognise similarities. They will study significant people and events in Australian History. They will look at various sources and information-gathering techniques. There will be practical work, research, group and individual work projects.</p>
<b>Special Comments</b>	Emphasis is placed on use of local examples to enable students to have a better understanding and take more interest in the environment in which they live.
<b>Assessment Method</b>	Research, tests, written and oral responses
<b>Where it leads</b>	Year 9 Society and Environment

## Year 8 Design & Technology

<b>Length of Unit</b>	One semester
<b>When Offered</b>	Semester 1 or 2
<b>Prerequisites</b>	Nil
<b>Course Outline</b>	<p>Students work initially with wood to discover its characteristics and to learn a range of skills in using appropriate hand tools and basic machines in a safe and competent way.</p> <p>Sketching and technical drawing skills in oblique and development drawing methods are taught, enabling students to effectively communicate their design ideas for each of the projects made. Projects which involve the use of sheet metals, acrylic and the woodturning lathe are also offered in this course.</p> <p>A sound knowledge and understanding of the materials, tools and processes covered in this course is reinforced through weekly homework assignments.</p>
<b>Special Comments</b>	<p>An attitude towards working safely in the workshop is developed during this course of study. One basic requirement is that students have sturdy shoes to wear in the workshop.</p>
<b>Assessment Method</b>	<p>Student self-assessment and teacher feedback against criteria for practical design tasks. Grades and marks used in assessing written work.</p>
<b>Where it leads</b>	Year 9 Design & Technology.

## Year 8/ 9 Instrumental Music Program

<b>Length Of Unit</b>	Full Year
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Nil
<b>Course Outline</b>	Instrumental music staff offer private half hour lessons to all students. Lessons are conducted at the school and are run in class time unless after school or lunchtimes are requested.
<b>Instrumental Staff</b>	Michael Hester ~ Woodwind <ul style="list-style-type: none"><li>♦ Flute, Clarinet, Saxophone.</li></ul> Christine Charlton <ul style="list-style-type: none"><li>♦ Piano</li></ul>
<b>Assessment Method</b>	Performances. Practical assessments during each term.
<b>Where it leads</b>	Lower Eyre Peninsula combined High School Band.

## Year 9 Art

<b>Length of Unit</b>	One or two semesters
<b>When Offered</b>	First and/or second semester
<b>Prerequisites</b>	Year 8 Art
<b>Course Outline</b>	The objective of the course is to offer many learning opportunities in various art media and to foster a greater appreciation of the visual world through the use of learnt skills with which to give visual expression to thoughts, feelings and reactions. In addition it aims to foster an awareness of art and society through the development as artists, designers, craft persons, consumers and critics.
<b>Special Comments</b>	All practical work done to be assessed.
<b>Assessment Method</b>	Practical - continuous assessment. Theory - written assignments
<b>Where it leads</b>	Year 10 Art

# Year 9 English

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	<p>Student learning and assessment will focus on three main areas :</p> <ul style="list-style-type: none"><li>♦ Texts and contexts</li><li>♦ Language</li><li>♦ Strategies</li></ul> <p>Students will be required to read, view and listen to a wide range of literature. They will be encouraged to respond to and interpret literature in a variety of ways, both oral and written, and to make connections between their own experiences and the ideas and experiences of others. Writing is studied as a process which often requires re-drafting of early attempts to master particular skills and styles.</p> <p>Students will plan their work to fit the audience and effect desired.</p> <p>Oral and dramatic activities and group work are an essential part of the curriculum. The course seeks to increase student knowledge of the features, structures and conventions of language ( such as grammar) to assist them to communicate more effectively.</p>
<b>Special Comments</b>	Regular reading habits are essential. Students are encouraged to do more extension and individual assignment work.
<b>Assessment Method</b>	Assessment takes many forms including; reading, writing and oral presentations
<b>Where it leads</b>	Year 10 English

# Year 9 Health

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	<p>Health focuses on the importance of personal decisions, behaviour, community structures and practices in promoting health.</p> <p>Students examine relationships, personal actions, beliefs, attitudes and values held by families, cultural groups and the wider community.</p> <p>Areas of study include :</p> <ul style="list-style-type: none"><li>♦ Physical Activity and Participation</li><li>♦ Health of Individuals and Populations</li><li>♦ Personal and Social Development</li></ul>
<b>Special Comments</b>	
<b>Assessment Method</b>	Tests, assignments, participation
<b>Where it leads</b>	Year 10 Health

## Year 9 Home Economics

<b>Length of Unit</b>	One semester(20 weeks)
<b>When Offered</b>	First and second semester
<b>Prerequisites</b>	Nil.
<b>Course Outline</b>	<p>A subject that requires students to develop skills based on many aspects of living. Students will develop goals to maintain and promote their own and other peoples health through activities based around food and clothing needs. Students will develop skills in the technology area through a process of design, making and appraising. They will have the opportunity to explore, apply and develop informative materials and systems that will help them begin to understand the part technology plays in their daily lives. They will become accustomed to using specialist terms, conventions and symbols to explain their design and production plans.</p>
<b>Special Comments</b>	Students are required to provide basic materials. Aprons are provided at school to protect clothing. Occasionally foods may need to be provided from home.
<b>Assessment Method</b>	Tests, homework tasks, written and practical assignments.
<b>Where it leads</b>	Year 10 Home Economics

# Year 9 Mathematics

<b>Length of Unit</b>	Two semesters ( 40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 8 Mathematics
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>♦ This course provides students with opportunities to develop mathematical skills and processes such as :-</li> <li>♦ Investigating</li> <li>♦ Problem solving</li> <li>♦ Applying mathematics</li> <li>♦ Using language in mathematics</li> <li>♦ Conjecturing</li> <li>♦ Students develop these skills by gaining knowledge and understanding in five broad areas of study</li> <li>♦ Exploring, Analysing and Modelling data</li> <li>♦ Measurement</li> <li>♦ Number</li> <li>♦ Pattern and Algebraic Reasoning</li> <li>♦ Spatial Sense and Geometric Reasoning</li> </ul>
<b>Special Comments</b>	Every effort is made to allow students to work at a level and in a style where they may succeed.
<b>Assessment Method</b>	Assessment is closely related to the teaching methods. Students can demonstrate theory learning through tests, projects, assignments, class-work, investigation
<b>Where it leads</b>	Year 10 Mathematics

## Year 9 Music

<b>Length of Unit</b>	One or two semesters
<b>When Offered</b>	First and second semester
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	<p>This course has a greater emphasis on performance in class ensemble. Entry to this course assumes and necessitates the study of performance development on an instrument of the student's choice. Study will include musicianship ( where theoretical concepts are examined and put into practice).</p> <p>This includes tones, semitones, major scales, chord building, transposition, key signatures, minor scales and bass clef.</p> <p>Lessons will also include research/assignment work, film clip making and song writing.</p>
<b>Special Comments</b>	Students are encouraged to learn an instrument ( which may be hired through the school) .
<b>Assessment Method</b>	Theory tests, assignment work, practical tests, ongoing teacher observation.
<b>Where it leads</b>	Year 10 Music

# Year 9 Physical Education

<b>Length Of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	<p>A subject aimed at encouraging students to improve theory and their own level of skill in a wide variety of sporting activities.</p> <p>Team cooperation and communication are developed with involvement in games, and awareness of rules for each sport is gained through participation, theory work and umpiring.</p> <p>Topics covered include swimming, athletics, netball, hockey, volleyball, football badminton and tennis</p>
<b>Special Comments</b>	Students are expected to be equipped with appropriate sports clothing for every lesson, including broadbrim hats in Term 1 and Term 4.
<b>Assessment Method</b>	Skills tests, performance check lists, theory assignments and tests.
<b>Where it leads</b>	Year 10 -11 Physical Education, Year 12 SACE Physical Education

## Year 9 Science

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full Year
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	<p>This course provides students with opportunities to develop skills in working scientifically, This involves:-</p> <ul style="list-style-type: none"> <li>♦ Planning and conducting investigations</li> <li>♦ Collecting and processing data</li> <li>♦ Evaluating findings</li> <li>♦ Working with others responsibly</li> </ul> <p>Students develop these skills and gain knowledge and understanding in four broad areas study:-</p> <ul style="list-style-type: none"> <li>♦ Earth and Space</li> <li>♦ Energy Systems</li> <li>♦ Life Systems</li> <li>♦ Matter</li> </ul>
<b>Special Comments</b>	
<b>Assessment Method</b>	<p>Students can demonstrate theory learning through a variety of assessment methods that are closely tied to the manner in which students learn.</p> <p>They include : theory and practical tests, assignments, practicals, research projects, homework and class-work.</p>
<b>Where it leads</b>	Year 10 Science

## Year 9 Society and Environment

<b>Length of Unit</b>	Two semesters (40 weeks)
<b>When Offered</b>	Full year
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	<p>Student learning and assessment will be based on four main areas of study :</p> <ul style="list-style-type: none"><li>♦ Time, continuity and change</li><li>♦ Place , Space and Environment</li><li>♦ Societies and Cultures</li><li>♦ Social Systems</li></ul>
<b>Special Comments</b>	Emphasis is placed on use of local examples to enable students to have a better understanding and take more interest in the environment in which they live.
<b>Assessment Method</b>	Research, tests, assignments and oral presentations
<b>Where it leads</b>	Year 10 Society and Environment

## Year 9 Design & Technology A

<b>Length of Unit</b>	One semester (20 weeks)
<b>When Offered</b>	Semester 1
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	Students will design and make a box type project after further developing the necessary skills and knowledge. These include: CAD modelling, cutting carcass joints and using a router. Other aspects of this course could also include: CO <sub>2</sub> Dragster, wood turning or metal craft scrolled steel works.
<b>Special Comments</b>	While it will be possible to complete this course without incurring any costs, students will need to pay for materials which exceed their costs allocation when designing projects.
<b>Assessment Method</b>	Student self-assessment and teacher feedback against criteria for practical design tasks. Grades and marks used in assessing written work.
<b>Where it leads</b>	Year 10 Design & Technology.

## Year 9 Design & Technology B

<b>Length of Unit</b>	One semester (20 weeks)
<b>When Offered</b>	Semester 2
<b>Prerequisites</b>	Year 8
<b>Course Outline</b>	<p>A major focus of this course is in working with steel. Students start by making a sheet metal storage box. Meanwhile they will learn to safely use Oxy Acetylene welding equipment and metal craft steel forming tools. These skills and knowledge are then applied to a steel project. Some experience in using a metal lathe is also incorporated into the course.</p> <p>Weekly theory tasks will generally be set for homework to support the learning being done in the workshop.</p>
<b>Special Comments</b>	While it will be possible to complete this course without incurring any costs, students will need to pay for materials which exceed their cost allocation when designing projects.
<b>Assessment Method</b>	Student self-assessment and teacher feedback against criteria for practical design tasks. Grades and marks used in assessing written work
<b>Where it leads</b>	Year 10 Design & Technology

## **HOMEWORK**

We believe developing good study habits is an important aspect of education and so middle school classes will have set homework. This should be recorded in diaries. Diaries are checked at least once a week.

## **SUN-SMART**

All students are expected to wear hats whenever outside during Term 1 and Term 4.

## **ASSEMBLIES**

Year 7-9 assemblies are held twice a term in the Activity Hall.

Parents are warmly invited to attend. The management of the assemblies rotates amongst the classes. Awards are presented to students in recognition of 'Work Ready Skills' they have displayed during their lessons.

## **UNIFORM**

All students are expected to wear school uniform and appropriate footwear. A note is expected from home if there is to be an exception made.

## **REPORTS**

### **Term 1**

- ♦ Interim Reports are sent home towards the end of term.
- ♦ Parent/Teacher interviews are held late Term 1 to discuss student's progress and to identify joint home/school strategies to further enhance students' progress.

### **Term 2**

- ♦ In week 10 a detailed written report is sent home. This outlines strengths and areas of focus as well as features of student behaviour and organisation.

### **Term 3**

- ♦ Interim Reports are sent home towards the end of term.
- ♦ Parent/Caregiver/Teacher interviews on request

### **Term 4**

- ♦ End of year written report is sent home on the final day of school.

Teachers are pleased to discuss student progress at interview times throughout the year. If you have a concern please do not hesitate to contact the school to discuss any issues .