MESSAGE FROM THE PRINCIPAL

Welcome to Stawell Secondary College.
A school is much more than a timetable of classes and subjects.

Stawell Secondary College is an opportunity to learn a musical instrument, to exhibit art, to compete in team or individual sport, to enter photography, craft or foods into the Stawell Show and to develop positive relationships with friends and with teachers.

In 2017, there will be some consolidations and some innovations. Certainly, the house system has consolidated and along with home group teachers, the house leaders are primary contact points with the College. The house structure provides opportunities for community involvement, multi-age friendships to develop and the daily contact each morning with the home group teacher allows for a stable contact point to begin each day.

Innovations include the introduction of individual learning plans which will be facilitated by the home group teacher. Another innovation is the development of a well-being hub that integrates all of the student well-being services provided by the College as a ‘one stop shop’ located in the house leaders’ office.

This handbook maps the first stages of a journey culminating in the steps each student takes beyond school. It is worth reflecting that out of the graduating class, 20 students out of 21 are studying their first preference tertiary course. And, many thanks to the work of staff, in particular, Aaron Dalziel, are undertaking this study supported by highly valuable scholarships or awards. In the class of 2015, over 90% of the senior VCAL (Victorian Certificate of Applied Learning) class is now in apprenticeship, traineeship or employment.

Cindy Bibby, Registrar, will assist each student to map their pathway.

Nicholas Lynch
Principal of Stawell Secondary College
November 2016

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<tr>
<td>Morning Bell</td>
<td>8.55am</td>
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<tr>
<td>Home Group</td>
<td>9.00am</td>
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<td>Period 1</td>
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<td>Period 2</td>
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<td>Period 3</td>
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<td>Period 4</td>
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<td>Period 5</td>
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<td>Period 6</td>
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<td>Dismissal</td>
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### TIMETABLE

Each student receives a time table, also available on the Portal for you.


![You know your child's teachers]

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Monday Week 1</th>
<th>Tuesday Week 1</th>
<th>Wednesday Week 1</th>
<th>Thursday Week 1</th>
<th>Friday Week 1</th>
<th>Monday Week 2</th>
<th>Tuesday Week 2</th>
<th>Wednesday Week 2</th>
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<tr>
<td><strong>Week 1</strong></td>
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<td>7 Chinese Group B</td>
<td>7 Performing Arts C</td>
<td>7 Science C</td>
<td>7 Woodwork C</td>
<td>7 Humanities C</td>
<td>7 Maths C</td>
<td>7 Chinese Group B</td>
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<td>7 ENC7.3-STR Room 19</td>
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In 2017, Year 7 students will all study these core subjects for the whole year:

- English
- Science
- Health & Physical Education
- Chinese
- Mathematics
- Humanities
- Digital

Students in 2017 will also study one Art and one Technology subject for the year from the list below:

**TECHNOLOGY**
- Materials-Wood
- Food Technology
- Digital Technology

**THE ARTS**
- Visual Art

**LITERACY**

On transition to Year 7, some students will benefit from participation in Literacy Support Classes.

Literacy support runs parallel to Chinese.

Students in Literacy will have the opportunity to re-enter Chinese at an appropriate time in the year. Or students may benefit from continued participation in Literacy.

Students will be allocated to Literacy support on the basis of testing and parent/teacher discussion.
ENGLISH

English at Stawell Secondary College in Year 7 builds on skills in reading, writing, speaking and listening and provides students with the competence, experience and work habits necessary to successfully continue studies in this subject through secondary school. Through the study of novels, poetry, films and other forms of literature we explore themes and ideas students will be encountering at school, at home and in their community. Using Literature Circles we encourage students to explore texts at their own pace and develop a cooperative and investigative approach to learning about literature. We encourage students to write about their own experiences and to value writing as a creative and practical skill. Whether in formal oral presentations, debates or informal class discussions we encourage our students to develop confidently as effective and skilled communicators.

All Year 7 students will further develop their writing, spelling and comprehension skills as they prepare for, and undertake the NAPLAN tests. The results of these tests contribute to teacher assessment of student’s ability and possible areas for improvement as they continue their secondary education.

MATHEMATICS

Mathematics knowledge and skills play a fundamental role in our society. This subject creates the opportunity for students to develop the numeracy capabilities that all students need in their personal, work and civic life.

The year 7 mathematics curriculum caters to a broad range of mathematics abilities, as required by our students. Furthermore the mathematics curriculum engages students with practical and ‘real world’ problems which both boost student engagement and develop deeper mathematical understandings. In year 7 students cover concepts and skills relating to:

Number & Algebra: Number and Place Value Real Numbers Money & Financial Mathematics Patterns & Algebra Linear and Non-linear Relationships

Measurement & Geometry: Using Units of Measurement Shape Location and Transformation Geometric Reasoning

Statistics & Probability: Chance Data Representation & Interpretation

ASSESSMENT:
- Problem Solving Tasks
- Project Investigation Reports
- Observation of Class Activities
- Unit Tests
- Homework Sheets
Humanities at Stawell Secondary College include the studies of History, Geography, and Economics. Students will be studying human societies and environments, people and their cultures in the past and the present.

Students will be given opportunities to develop their skills in conducting independent research, examining historical, geographical, and economic evidence, understanding different perspectives, and expressing informed points of view upon significant events and processes.

Students will develop and demonstrate these skills through inquiry-based projects in which they develop their own questions, conduct research, and present their research in multiple and creative ways.

Year 7 students will begin their exploration of world history at the beginning; focusing on the development of Ancient cultures in Asia and the Mediterranean regions. Students investigate geographical processes and environments and discuss the impact of geography upon human populations. They also investigate aspects of Australia’s economy and develop personal financial literacy.

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

In Year 7 Health and Physical Education students will develop motor skills, tactics and strategies and apply these to improve individual and team performance.

Students will participate in a range of activities including swimming and water safety, football, netball, athletics, gymnastics, dance, bat tennis and softball.

Students will identify their own physical activity and fitness levels, and gain an understanding of health-related fitness components.

Students will work cooperatively in teams and take on roles of responsibility including umpire and coach. Students will identify and discuss health concerns affecting young people including skin cancer awareness, bullying and smoking. They will identify health resources designed for young people and engage in a range of activities to develop resilience, decision making skills and assertive behaviour.

This is an introductory subject, where students are shown a variety of computer programs that are available on their devices. They have the opportunity to use these programs briefly, learning some of their capabilities and are shown where these programs could be used.

Students learn the importance of computer and network security, general computer care and maintenance, accessing and saving files on the school network, and the importance of backing up their work. This subject continues throughout the year, for one period per fortnight.
Chinese is the language to learn in the 21st Century. It has become one of the most useful skills for future employment in Australia. For this generation, it is essential that they understand an Asian culture in recognition of the importance of Asia for the prosperity of Australia.

In Year 7 Chinese, students begin to understand and use Chinese on topics related to general interest such as greetings, numbers, family members, colours and animals. Students will develop an understanding and appreciation of the history and culture associated with the language through DVDs, websites and reference books. The course will cater for those beginning Chinese for the first time, whilst extending the existing skills of those who have previous experience of learning Chinese.

The school organises school trips to China and students will be encouraged to participate in these programs to improve their learning of Chinese language.
Students will undertake the following subjects for one semester each. They will study an Art subject and one Technology subject per semester.

**VISUAL ART**

In Year 7 students will explore the “elements of art”. This includes a range of projects that allow the students to explore and experiment with colour, line, tone, form, shape, texture, time, light and space. Students will experiment with materials for art making and explore self-expression through the use of symbolism and personal style. They will develop unique methods for representing their ideas through the development of individual and collaborative artworks. Students also view and discuss artworks created in different times and places, to develop their ability to interpret artwork.

**FOOD TECHNOLOGY**

For the production classes students are required to wear:
- leather school shoes or boots (runners or sandshoes of any type are not acceptable)
- protective clothing such as aprons
- safety equipment as deemed necessary by the teacher

The focus of this course is for students to analyse a range of influences on personal and family food selection; to develop an understanding of foods and their composition; to introduce sound dietary habits using food selection models such as the Healthy Eating Pyramid; sustainability and how paddock to plate happens; to develop practical skills in the safe and hygienic use and care of tools, equipment and machines; to develop self-confidence and management skills, and to carry out the technology processes of investigating and designing, producing and analysing and evaluating recipes. Students will work individually and in teams to produce a weekly food production. A range of different food items suitable for breakfast, lunch and dinner and other special occasions will be prepared.
Students have the opportunity to design and make projects from a design brief based on a set project with clear guidelines. Students will make basic wood projects with personal touches being added to individualise their projects. The four main areas of study are Investigating, Generating, Producing and Evaluating. Students will also use CAD (computer-aided design) in the design process and produce hand sketches and detailed drawings of their final production project. This learning area is a highly practical area in which students are encouraged to express themselves and develop skills in decision making and problem solving. It provides students with opportunities to apply their knowledge and skills in a practical and enterprising way, using a variety of resources tools and equipment.

**DIGITAL TECHNOLOGY**

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment. This subjects runs for one semester, for three periods per week.

**INSTRUMENTAL MUSIC**

Instrumental Music is an extra, co-curricular program that runs parallel to the main timetable and is offered to all students in the school. Students get a specialist lesson each week and as soon as they are ready they are strongly encouraged to join the school band which gives them the opportunity to further develop, consolidate and extend their skills in ways that cannot be achieved in lessons alone. Participation in band also opens up opportunities to work with students from other schools. Instruments offered include Flute, Oboe, Clarinet, Alto or Tenor Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Guitar, Bass Guitar, Percussion/Drums and Piano. Lessons are scheduled on a rotating timetable so students do not constantly miss the same subject. This timetable is emailed to families, available to check in the portal and displayed on the music noticeboard near the canteen. Students register and pay for lessons each semester with lessons beginning the week following the submission of forms with payment. Lesson fees are $80 per semester. Home practice is essential for success. To support this, a limited number of hire instruments are also available at a cost of $80 per semester.
ASSESSMENT TASKS

Every subject will require students to complete three main common assessment tasks (CATs) spread throughout the two terms. These assessment tasks may include such things as written exercises, practical work, folio work, task sheets and presentations. Parents will be notified if students have not completed or unsatisfactorily completed any of these assessment tasks, and students will be able to redeem their assessments at a later date. Students will receive their results from their subject teacher and be given feedback on how they can improve in future assessments.

REPORTING

Each student enrolled at Stawell Secondary College will receive reports to inform parents and guardians of their child’s progress in each subject. Each semester students will receive two reports. The first being a basic report on students learning behaviours that will inform parents/guardians about their child’s progress so far in a subject. This report will be given at the end of terms 1 and 3. The second type of report will be a longer, more indepth report on students academic results as well as their learning behaviours in each subject. Every subject will report on learning behaviours (both general and subject specific), CAT results received throughout the semester, and written feedback in regards to what the student can do to improve their results in the subject. Students reports will also contain a comment from their home group teacher in regards to how students can best achieve their learning goals.

HOMEWORK

Homework is defined as learning activities related to school curriculum, which teachers expect students to complete in their own time. Homework is an essential ingredient for ongoing success at school. Parents should be aware that students are expected to undertake homework, which will be on a regular basis.

The amount of homework required will depend on each subject; however, on average a Year 7 student could expect up to 2 hours per week.