



# STAWELL SECONDARY COLLEGE

# 2020

## YEAR 8 HANDBOOK



RESPECT • EXCELLENCE • COMMUNITY



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# MESSAGE FROM THE PRINCIPAL

Welcome to Stawell Secondary College.

A school is much more than buildings and a timetable of classes and subjects - and you get more out of school when you contribute to it. At Stawell Secondary College, students have opportunities to engage in a wide range of activities: learn a musical instrument, create and exhibit art, compete in team or individual sports, repair cars, take amazing photographs, enter craft or foods into the Stawell Show or travel to China. We encourage students to build positive relationships with friends, new and old, and also with teachers. Our House System is well established and encourages team-work, a sense of community, friendly rivalries and leadership. Along with Home Group teachers, our Year Level Coordinators will be your primary contact points with the College; daily contact each morning with the Home Group teacher provides a stable beginning to each day. In addition to our Home Group teachers and House Leaders, your child's wellbeing is supported by a school counsellor.

In 2019 introduced electronic textbooks for students in Years 7 to 10; these textbooks will be loaded onto each student's laptop and provide high quality learning materials at your child's fingertips. Whilst these textbooks will greatly assist your child to engage with the curriculum, teachers will regularly diverge from the textbooks to provide your child with work that is of particular interest to them.

This Handbook is a brief introduction to what is a dynamic learning environment where students are expected to play an active role in their learning.

Cindy Bibby, our Registrar, will assist each student to map their individual pathway throughout their time here at the College.

By working with you and your child, we hope your child will aspire to be great, do great things and make a positive difference to the lives of others.



Carlos Lopez  
Principal of Stawell Secondary College  
August 2019

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# DAILY STRUCTURE

## BELL TIMES

TIME OF DAY	TIME
Morning Bell	9.00am
Home Group	9.05am
Period 1	9.17am
Period 2	10.05am
Recess	10.53am
Locker Bell	11.18am
Period 3	11.23am
Period 4	12.11pm
Lunch	12.59pm
Locker Bell	1.39pm
Period 5	1.44pm
Period 6	2.32pm
Dismissal	3.20pm



# TIMETABLE

Each student receives a timetable, also available on the Portal.

**Teachers:** JHE - J. Hemley, STR - S. Tregoning, JPO - J. Pollock, CWH - C. White, RAN - R. Anastasio, GRA - G. Radovic, SSL - S. Slavich, JPN - J. Poulton, FDC - F. Deb Chaudhuri, RTA - R. Tatana, ZBU - Z. Burnett, WIL - W. Illig

You know your child's teachers

	Monday Week 1	Tuesday Week 1	Wednesday Week 1	Thursday Week 1	Friday Week 1	Monday Week 2	Tuesday Week 2	Wednesday Week 2	Thursday Week 2	Friday Week 2
Home Group	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03
Period 1	7 English C 7ENC7.3-STR Room 19	7 Chinese Group B 7CHB7A-SSL L2	7 Performing Arts C 7MAC7.3-RTA Room 34	7 Maths C 7MAC7.3- JPO,JPN Room 05	7 Science C 7SCC7.3-FDC Room 09	7 Woodwork C 7WDC7.3-CWH Room 26	7 Humanities C 7HUC7.3-RAN Room 19	7 Maths C 7MAC7.3- JPO,JPN Room 05	7 Maths C 7MAC7.3- JPO,JPN Room 05	7 Science C 7SCC7.3-FDC Room 09
Period 2	7 Maths C 7MAC7.3 JPO,JPN Room 05	7 English C 7ENC7.3-STR Room 19	7 Performing Arts C 7PAC7.3-RTA Room 34	7 English C 7ENC7.3-STR Room 19	7 English C 7ENC7.3-STR Room 19	7 Digital C 7DIGC7.3-WIL Room 13	7 Chinese Group B 7CHB7A-SSL L2	7 PE C 7PEC7.3-ZBU Room 19	7 Chinese Group B 7CHB7A-SSL Room 13	7 Maths C 7MAC7.3- JPO,JPN Room 05
Period 3	7 Woodwork C 7WDC7.3-CWH Room 26	7 Woodwork C 7WDC7.3-CWH Room 26	7 PE C 7PEC7.3-ZBU GY1	Lonsdale House Home Group 5 L511 & 12H- GRA,JHE Room 03	7 Chinese Group B 7CHB7A-SSL Room 13	7 English C 7ENC7.3-STR Room 19	7 Maths C 7MAC7.3- JPO,JPN Room 05	7 Performing Arts C 7PAC7.3-RTA Room 34	7 Science C 7SCC7.3-FDC Room 12	7 Chinese Group B 7CHB7A-SSL Room 13
Period 4	7 Woodwork C 7WDC7.3-CWH Room 26	7 Maths C 7MAC7.3- JPO,JPN Room 05	7 PE C 7PEC7.3-ZBU GY1	7 Performing Arts C 7PAC7.3-RTA Room 34	7 Humanities C 7HUC7.3-RAN Room 19	7 Maths C 7MAC7.3- JPO,JPN Room 05	7 English C 7ENC7.3-STR Room 19	7 Performing Arts C 7PAC7.3-RTA Room 34	Lonsdale House Home Group 5 L511 & 12H- GRA,JHE Room 03	7 Performing Arts C 7PAC7.3-RTA Room 34
Period 5	7 Humanities C 7HUC7.3-RAN Room 19	7 Science C 7SCC7.3-FDC Room 09	7 Maths C 7MAC7.3- JPO,JPN Room 05	7 Humanities C 7HUC7.3-RAN Room 19	7 English C 7ENC7.3-STR Room 19	7 Science C 7SCC7.3-FDC Room 12	7 PE C 7PEC7.3-ZBU GY2	7 English C 7ENC7.3-STR Room 19	7 Woodwork C 7WDC7.3-CWH Room 26	7 Humanities C 7HUC7.3-RAN Room 19
Period 6	7 Humanities C 7HUC7.3-RAN Room 19	7 Science C 7SCC7.3-FDC Room 09	7 Science C 7SCC7.3-FDC Room 09	7 Chinese Group B 7CHB7A-SSL L2	7 PE C 7PEC7.3-ZBU Room 19	7 Humanities C 7HUC7.3-RAN Room 19	7 PE C 7PEC7.3-ZBU GY2	7 English C 7ENC7.3-STR Room 19	7 Woodwork C 7WDC7.3-CWH Room 26	7 Humanities C 7HUC7.3-RAN Room 19

Welcoming  
home group  
meeting each  
morning

ICT Training  
- to enable  
students to  
make best use  
of the College  
network

Enrichment  
electives

Core subjects  
studied the  
whole year



# SUBJECTS

In 2020, Year 8 students will all study these core subjects for the whole year:

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

Students in 2020 will also study an Art and Technology subject, one subject per semester from the list below:

## TECHNOLOGY

- Textiles
- Systems

## THE ARTS

- Drama
- Visual Communication Design



## ENGLISH

In Year 8, English is taught to enhance students' enjoyment of language and to encourage them to think critically, logically and imaginatively. Students are exposed to a variety of learning experiences to meet their individual needs and interests.

Students complete a variety of writing tasks to develop their skills in a broad range of writing styles. They are encouraged to read widely, including one major class text per semester. The set text may be a novel, but could be a film, poetry or play text. Students are involved in a range of oral tasks that may include group work, debates and formal speeches. They are provided with opportunities to participate in public speaking, writing and performance workshops and competitions.

Assessment continues throughout each semester and centres on the Victorian Curriculum domains of:

- Literature, or Reading and Viewing (texts and comprehension), students reading and viewing a wide range of texts and media, including literacy texts such as novels, short stories, poetry, plays and media texts.
- Literacy or Writing (students create their own texts) involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts, including writing for print and electronic media. It also involves the development of knowledge about strategies for writing and the conventions of Standard Australian English.
- Language or Speaking and Listening students study the formal and informal ways oral language is used to convey and receive meaning. It also involves active-learning strategies.

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# 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 8 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 understanding. In Year 8 students cover concepts and skills relating to:

## Number & Algebra

Real Numbers  
Number and Place Values  
Money & Financial Mathematics  
Patterns & Algebra  
Linear and Non-linear Relationships  
Using Units of Measurement  
Geometric Reasoning  
Chance  
Data Representation & Interpretation

## Measurement & Geometry

## Statistics & Probability

### ASSESSMENT:

- Problem Solving Tasks
- Unit Tests
- Observation of Class Activities
- Homework Sheets
- Project Investigation Reports



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# SCIENCE

Students in science continue to build upon the skills they developed through Year 7 Science. Students will develop an understanding of microscopic structures such as cells and use this to explore the structures of the human body. They will describe the interaction of energy and matter including the role heat and pressure play in the rock cycle. Through these areas of study, students will develop inquiry and hypothesis skills. They will purposefully design models and experiments to demonstrate underlying theories. Furthermore, students will articulate the value of science in broader society, describing how scientific understanding evolves over time.

### ASSESSMENT:

- Topic tests
- Practical work
- Assignments and Presentations.



# HUMANITIES

Year 8 Humanities at Stawell Secondary College includes the study of both Civics and Citizenship together with Economics and Business. The Humanities curriculum is designed to promote student centred learning that is inquiry based, hands on and encourages team work.

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, regional, national and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

## ASSESSMENT:

Students will be given opportunities to demonstrate their skills and knowledge through

- Topic tests
- Assessments – Research based
- Homework Tasks
- Classroom Participation.

# HEALTH & PHYSICAL EDUCATION (HAPE)

In Year 8 Health and Physical Education students will develop motor skills, tactics and strategies and apply these to improve individual and team performance. They will evaluate their personal fitness, level of physical activity and identify factors that influence motivation to be physically active. Students will participate in a range of activities including swimming and water safety, athletics, basketball, cricket, gymnastics, dance, soft lacrosse, tennis and personal fitness testing. Students will explore the physical, social and emotional changes that occur during adolescence including puberty and self-awareness. They will consider the factors that influence their own development and wellbeing. Students will learn the different classifications of drugs, their effects and the harm they cause. They will identify outcomes of risk taking behaviors and evaluate harm minimization strategies.

## ASSESSMENT:

- Peer and teacher observation
- Practical skills and participation
- Video Analysis
- Assignments
- Presentations
- Summative tests







## CHINESE

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.

Students work to expand their vocabulary for conversational and written Chinese language and improve their cultural awareness based on the foundation they established in Year 7. Students will interact to exchange information and opinions on topics related to the world of adolescence including daily routine, leisure and the Chinese community. They will use language to exchange information, express opinions, ideas, feelings and plans orally and through written correspondence.

The school provides a range of resources and opportunities for students to improve their language learning for example Education Perfect (a computer program) which helps student to consolidate their language skills outside of class. Students are also encouraged to participate in various excursions such as cultural days, state-wide Chinese competitions and school-organised China study tours.

### ASSESSMENT:

Students will be assessed on the four language skills of listening, speaking, reading and writing through class participation, tests and assessment assignments such as multimedia tasks, projects and role plays.





Students will undertake the following subjects for one semester each. They will study one Art subject and one Technology subject per semester.

## THE ARTS

### VISUAL COMMUNICATION DESIGN

Visual Communication is a year 8 subject that continues on as an elective subject in year 9, 10 and then into VCE levels. The subject is inspired by design of all types, including architecture, product design, landscape design and graphic design. Although a very creative subject, students gain a range of transferable skills, including technical drawing, visual analysis and use of digital design programs such as Adobe Illustrator and Google sketchup. Students will be able to create their own logos, learn about typography, create perspective drawing landscapes, learn to use scale and measurement in paraline drawings and use the design elements and principles to achieve an imaginative response for a given design brief. Students are encouraged to use their own interests to inspire their design, as well as being given a range of designers and artists to study to further develop student individual artistic style.

#### ASSESSMENT:

- Visual Diary
- Final Presentations

#### FURTHER STUDIES:

*Year 9 Visual Communication Design*

### DRAMA

Drama offers students the opportunity to reach their creative and expressive potential by making and responding to Drama independently and in groups. Students begin by developing their understanding of how to create role, character and relationships on stage through exploring the expressive skills of voice and body language. They are encouraged to experiment with these tools through the creation of unique three-dimensional characters that they present through mini-monologues.

Throughout the semester, students make and respond to a variety of different dramatic genres, including comedy and improvisation. Whilst building their capacity to work in teams and confidence performing on stage, students are encouraged to apply their understanding of different theatre styles to create performance. Students are then asked to evaluate their creative process in order to develop their critical inquiry, reflection and analysis skills.

Lastly, students are supported to develop a sense of empathy, confidence and social intelligence by focusing on their ability to develop character strengths. They do this by consistently engaging in group work and problem-solving activities.

#### ASSESSMENT:

- |                      |                                      |
|----------------------|--------------------------------------|
| • Reflective Journal | • Comedy Sketch                      |
| • Creating Character | • Theatre Sports Instructional Video |



# TECHNOLOGY

**For the production classes students are required to wear;**

- leather school shoes or boots (runners or sandals of any type are not acceptable)
- protective clothing such as aprons, overalls or old clothes
- safety equipment as deemed necessary by the teacher

## SYSTEMS

This unit will guide students through a series of progressive and controlled sequential practical modules and expand their knowledge and understanding of mechanical systems and electrical/electronic principles. Throughout this unit of work, students will gain a basic understanding of the interdependence of theory and practical skills to successfully work on systems projects. Students will work independently and in teams. Design briefs will provide the direction for students to investigate, design, produce and evaluate mechanical and then electronic systems. Students will investigate at least two issues relating to a product and use the information to analyse and evaluate the product against a range of criteria. Students will use a range of tools, equipment and basic production processes to safely produce products to a satisfactory standard. Production tasks may include activities such as CO2 dragster cars, bicycle repair and modification and electronic kit construction.

**ASSESSMENT:**

- course work
- design and production folio
- evaluation reports
- investigation reports
- production work
- concepts and principles tests.

**FURTHER STUDIES:**

*Year 8 Systems leads onto Year 9 Systems, Year 10 Systems and VCE Systems Engineering.*

## TEXTILES

In this subject, students are introduced to the basics of sewing and develop an understanding of the product design process. They learn a variety of skills and techniques using a range of tools and equipment. Students become familiar with the product design process and will be required to produce research, design concepts, a final presentation and a self-evaluation for each task. Students complete a minimum of three practical items using both hand sewing and machine sewing techniques. Practical tasks for this subject include a pincushion, appliqued pouch, pencil case, heat pack and pyjama pants.

**ASSESSMENT:**

- Workbook
- Research, Design and Evaluation
- Practical Work

**FURTHER STUDIES:**

*Year 9 Textiles*





## INSTRUMENTAL MUSIC

Instrumental Music is an additional 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 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. Lessons cannot begin until payment is received.

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.

Students choosing Elective Classroom Music at Years 9 and/ or 10 should be aware that they are also required to learn an instrument and are strongly advised to be enrolled in the Instrumental Music program for lessons on that instrument.





## ASSESSMENT

### ASSESSMENT TASKS

Every subject requires students to complete three main common assessment tasks (CATs) spread throughout the semester. 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

Stawell Secondary College will issue reports on all students to inform parents and guardians of their child's progress in each subject. Each semester students will receive two reports. The first being a progress 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 detailed 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. Student reports will also contain a comment from their home group teacher indicating how students can best achieve their learning goals.



# TEXTBOOKS

## Digital Textbooks

In 2020 our students in Years 7 to 10 will be accessing all of their textbooks from their laptops through an online platform provided by Jacaranda. Jacaranda digital textbooks are high quality materials designed for the Victorian Curriculum and are supported by specific video resources to enhance your child's understanding of their work.

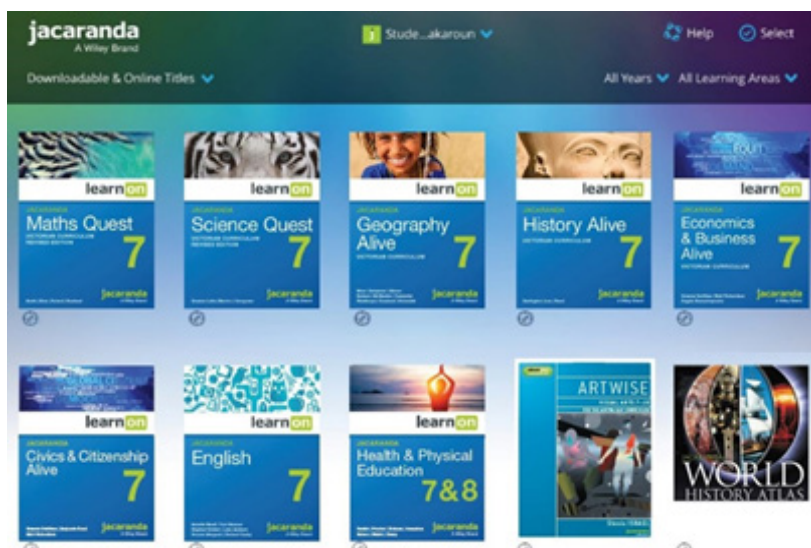
Your child will access 14 interactive digital resources (called the Jacaranda Digital Bundle) that will enrich their learning by providing them with the opportunity to complete assigned tasks at their skill level through the LearnON platform. Students' progress can be tracked and the instant feedback produced will inform students and teachers about what students need to do to improve.

The complete Jacaranda Digital Bundle costs just \$125 per year and is available through our bookseller, Ballarat Books. Parents will need to tick this item on the Stawell Secondary College 2020 Booklist that will be posted to each family. The Booklist must then be returned to the School or submitted online. Payment may be made to Ballarat Books either online or at Book Collection Day at school. Please contact Marie McAloon, Business Manager, if you have any concerns.

Each Digital Bundle contains the following texts books, appropriate to your child's year level: Maths Quest, Science Quest, Geography Alive, History Alive, Economics & Business Alive, Civics & Citizenship Alive, English, Health & Physical Education, Artwise, myWorld Atlas, myWorld History Atlas plus supplementary support materials.

Apart from being an outstanding educational resource for your child, you will not have to worry about your child losing books or carrying heavy books home, and you won't have to buy expensive books when publishers change editions.

As an example, THE YEAR 7 DIGITAL BUNDLE contains the following textbooks, and supplementary support materials:



## Supplementary digital resources



**assessON** is an online assessment tool that assesses and tracks students' readiness FOR learning, their progress AS they learn and their levels OF achievement (includes two versions: assessON Maths Quest and assessON Science Quest).



**Knowledge Quest** is an immersive and motivating online skills game to improve students' grammar, spelling, punctuation, vocabulary and reading comprehension.



**myWorld Atlas** is Jacaranda's unique digital atlas that enables students to explore the world and test their geographical skills.



**myWorld History Atlas** is Jacaranda's unique digital atlas that enables students to discover not only what happened in history, but where and when.







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