



STAWELL SECONDARY COLLEGE

2020

YEAR 9 HANDBOOK



RESPECT • EXCELLENCE • COMMUNITY



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MESSAGE FROM THE PRINCIPAL

Dear Students, Parents and Carers,

Over the last few years, we have enhanced the structure of our curriculum to provide greater opportunities for individual students.

Each individual Year 9 student has the opportunity to explore curriculum areas that most interest them and to build on the knowledge and skills acquired in Year 8. The path to becoming a truly independent learner is developed in Year 9, and enhanced in subsequent years.

Stawell Secondary College provides a viable and guaranteed curriculum that has clear connections from Year 7 to Year 12. Those connections will be further developed as students progress and each student has a greater choice in their selection of subject. Core subjects are an essential element of the curriculum. English, Mathematics, Science, Humanities and Health and Physical Education (HAPE) provide the basis for future studies in Years 10 to Year 12. While the core subjects will remain compulsory, students have the option of pursuing their studies in Chinese, as well as a selection of electives in Arts and Technology.

Home Group is an essential part of the College's curriculum. Students' social and emotional learning plays a pivotal role for life and further studies and work. As students navigate their way through Year 9, our focus is on helping students to build their future pathway, by acquiring the necessary knowledge, skills and attributes.



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



SAMPLE TIMETABLE

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

Teachers: WPH - W. Phillips, GRA - G. Radovic, DMA - D. May-whitcombe, RWE - R. West, JHA - J. Hammond, ZJO - Z. Jones, YHA - Y. Harris, MOE - M. Oelschlaegel, MFS - M. Francis

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	English C ENC -STR Room 19	Chinese Group B CHBA-SSL L2	Performing Arts C PAC-RTA Room 34	Maths C MAC -JPO,JPN Room 05	Science C SCC -FDC Room 09	Woodwork C WDC -CWH Room 26	Humanities C HUC -RAN Room 19	Maths C MAC -JPO,JPN Room 05	Maths C MAC -JPO,JPN Room 05	Science C SCC -FDC Room 09
Period 2	Maths C MAC JPO,JPN Room 05	English C ENC -STR Room 19	Performing Arts C PAC -RTA Room 34	English C ENC -STR Room 19	English C ENC -STR Room 19	Digital C DIGC7.3-WIL Room 13	Chinese Group B CHB7A-SSL L2	PE C PEC -ZBU Room 19	Chinese Group B CHB7A-SSL Room 13	Maths C MAC -JPO,JPN Room 05
Period 3	Woodwork C WDC -CWH Room 26	Woodwork C WDC -CWH Room 26	PE C PEC -ZBU GY1	Lonsdale House Home Group 5 L511 & 12H- GRA,JHE Room 03	Chinese Group B CHBA-SSL Room 13	English C ENC -STR Room 19	Maths C MAC -JPO,JPN Room 05	Performing Arts C PAC RTA Room 34	Science C SCC -FDC Room 12	Chinese Group B CHBA-SSL Room 13
Period 4	Woodwork C DC -CWH Room 26	Maths C MAC -JPO,JPN Room 05	PE C PEC -ZBU GY1	Performing Arts C PAC -RTA Room 34	Humanities C HUC -RAN Room 19	Maths C MAC -JPO,JPN Room 05	English C ENC -STR Room 19	Performing Arts C PAC -RTA Room 34	Lonsdale House Home Group 5 L511&12H- GRA,JHE Room 03	Performing Arts C PAC -RTA Room 34
Period 5	Humanities C HUC-RAN Room 19	Science C SCC -FDC Room 09	Maths C MAC -JPO,JPN Room 05	Humanities C HUC -RAN Room 19	English C ENC -STR Room 19	Science C SCC FDC Room 12	PE C PEC -ZBU GY2	English C ENC -STR Room 19	Woodwork C WDC CWH Room 26	Humanities C HUC -RAN Room 19
Period 6	Humanities C HUC -RAN Room 19	Science C SCC -FDC Room 09	Science C SCC -FDC Room 09	Chinese Group B CHB7A-SSL L2	PE C PEC, -ZBU Room 19	Humanities C HUC -RAN Room 19	PE C PEC -ZBU GY2	English C ENC-STR Room 19	Woodwork C WDC -CWH Room 26	Humanities C HUC 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

YEAR 9 PROGRAM

Victorian Curriculum

In Year 9 the learning program is designed to provide students with the opportunity to broaden their learning experiences by ensuring that all learning plans include the full range of the curriculum.

Each student's learning plan will include: English, Mathematics, Science, Humanities, HAPE, six additional subject selections with at least one unit from the Arts, Technology and/or LOTE Chinese.

CORE

English
Humanities
Science

Mathematics
Health & Physical Education

ELECTIVE UNITS

LANGUAGES

Chinese (Must be taken for both Semester 1 & 2)

THE ARTS

Art
Drama
Music
Visual Communication Design

TECHNOLOGY

Materials Wood
Materials Metal
Information Technology
Food Technology
Textiles
Systems





ENGLISH

English is a compulsory subject throughout secondary school.

The Victorian Curriculum is organised into three areas that work across the interrelated strands of Language, Literature and Literacy. These strands are divided into the three major areas of study:

- Reading and Viewing: students read and view a wide range of texts and media, including literature texts such as novels, short stories, poetry, plays and media texts.
- Writing: 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.
- Speaking & Listening: students study the formal and informal ways oral language is used to convey and receive meaning. It incorporates active-listening strategies to foster better communication.

In Year 9 English we aim to build on the concepts, skills and processes students have developed in previous years. Students are encouraged to complete tasks that build upon these skills and develop new concepts and skills which will prepare them for senior years of secondary education and beyond.

Students will explore role models and heroism and the values Australian society seeks in its leaders. Students will study literary texts in a whole group setting and in Literature Circles and through close reading and group discussion, will investigate the issues and ideas the author has developed. Through the study of film as text, students will explore the visual medium as a form of literature with a language of its own to be interpreted. Students will study the Australian Media and the use of persuasive language, both as readers and creators of persuasive writing and speechmakers. Regular skill sessions will reinforce the basic literacy skills.

ASSESSMENT:

This occurs throughout each semester and focusses on Reading and Viewing, Writing, and Speaking and Listening work. Students are assessed against the Victorian Curriculum. Each unit of study has a common focus on basic literacy skills, those being grammar, spelling and structure and a specific focus on the skills required for the medium or task. Students undergo diagnostic testing to assess their ability at key stages of the year to allow staff to determine their rate of progress.

Students further develop their writing, reading, spelling and comprehension skills as they prepare for and undertake the NAPLAN tests. The results of these tests are used to build a greater understanding of students' abilities and help us identify possible areas for improvement as students move into Year 10.

MATHEMATICS

Mathematical 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 future studies, personal, work and life.

At Year 9 level, mathematics classrooms include a wide diversity of mathematics abilities and needs. Our mathematics curriculum responds to these needs by targeting student learning at their level and supporting them in improving their understanding and skill levels. Our programs prepare students with the mathematical skills and knowledge needed for future study and life. Students will aim towards working at Victorian Curriculum Level 9 where the following topics are covered:

Number & Algebra

- Financial Mathematics
- Linear Relationships & their graphs
- Scientific notation

Measurement & Geometry

- Pythagoras Theorem
- Trigonometry
- Using units of measurement (2D & 3D shapes)
- Congruence & similarity

Statistics & Probability

- Chance (probability)
- Data Representation & interpretation

ASSESSMENT:

- Unit Tests
- Project Investigation Reports
- Written Examination
- Problem Solving Assignments
- Homework Sheets

SCIENCE

Students will explore how the human body responds to its environment. They will investigate, using field work, the interactions that exist within an ecosystem and explore a range of concepts within the physical and chemical sciences. Students will design questions that can be investigated using a range of inquiry skills and comment on their validity. They will consider how advances in scientific understanding relate to development in technology. Throughout the year, students will consider the nature and development of science and the role it plays in today's society.

ASSESSMENT:

- Unit tests
- Practical work
- Topic tests
- Written examination

HUMANITIES

The Humanities curriculum at Stawell Secondary College is designed to provide students with an understanding of the world in which they live. The core Humanities subjects that Year 9 students complete are history, economics and geography with an emphasis on inquiry based learning. As part of these units, students make links between civilisations past and present, investigate different perspectives of history and explore interactions between people and their environments. This course provides a pathway to a range of study areas in Year 10 and beyond including further studies in History, Business Management, Legal Studies, and Global Politics.

ASSESSMENT:

- Topic tests
- Projects
- Written examination

HEALTH & PHYSICAL EDUCATION (HAPE)

Health and Physical Education students will identify ways to improve the quality of their skills and use strategies to improve individual and team performance. They will evaluate their personal fitness and use a variety of training methods. Students will participate in a range of activities including swimming and water safety, person fitness, lifestyle activities, badminton, target and ball sports. Students will explore the physical, social and emotional dimensions of health. They will engage in a range of activities relating to personal identity and people skills. Students will explore the rights and responsibilities associated with the increasing independence of young people, including sexual relationships and alcohol in the community. Students will also study the nutritional advice from the government and environmental factors that can impact on good health.

ASSESSMENT:

- Peer and teacher observation
- Unit Tests
- Practical skills and participation
- Presentations
- Teamwork
- Assignments



CHINESE

Chinese is the most widely spoken language in the world. Given Australia's economic position within Asia, Chinese has become one of the most useful languages for future employment in Australia and around the world. Recognition and an understanding of Chinese culture will be essential for the prosperity of Australia in years to come.

In this subject, students can expect to expand their vocabulary in conversational and written Chinese language for more applied social situations. They will interact to exchange information and opinions on topics related to the world of adolescence including study, leisure, relationships and careers. Students will participate in a variety of excursions, cultural activities, Chinese language competitions and cultural days with students from other Victorian schools.

They will be encouraged to participate in school trips and exchange programs to China to improve their learning of Chinese language and cultural studies. Students are also encouraged to extend their language proficiency by attending a weekly after school Chinese class to study HSK (translated as Chinese Standard Test) to gain certificates in different levels which are widely recognised around the world for scholarship applications, Chinese university entry prerequisites, etc.

The Year 9 Chinese program will be closely aligned with the future Chinese Language and Culture study (VCE Chinese Language, Culture and Society) which is a new course introduced in 2018 aiming to encourage non-Chinese background students to pursue their Chinese learning to the senior levels. This new VCE course is designed to integrate the content and language by delivering and assessing the learning tasks in both Chinese and English. Year 9 Chinese must be selected for both semesters.

ASSESSMENT:

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

FURTHER STUDIES:

Year 10 Chinese Program and VCE Chinese Language, Culture and Society





THE ARTS

VISUAL COMMUNICATION DESIGN

Year 9 Visual Communication Design introduces the use of a design brief in the design process, with students being given criteria set out by a made up "Client" and being asked to complete a final design that addresses the specifications of the brief. Students will complete briefs in all three design areas; Communication Design, Environmental Design and Industrial Design. Students get to create things such as character designs, magazine layouts, posters, advertisements, building designs, landscape designs, car designs, product designs and interior designs. Students not only build on technical drawing techniques vital for Environmental and Industrial designers, but also on computer skills, using programs such as Adobe Illustrator to complete some of their final designs. Students use the design process and design thinking strategies to expand their ideas, developing their creative thinking and ability to explore multiple concepts at once. Both semester one and two have different curriculums, ensuring that students that will be able to complete one or both semesters of Year 9 Visual Communication Design.

ASSESSMENT:

- Visual Diaries
- Research Tasks
- Folio Work
- Design Analysis

FURTHER STUDIES:

Year 10 Visual Communication Design, Year 10 Three-Dimensional Design

ART

In Year 9, students develop their understanding of the creative process by exploring a range of ideas and experimenting with materials for art-making. Students are encouraged to record and present their ideas in their folio to develop their ability to reflect on their learning and evaluate their process. Students will investigate the work of various artists to seek new sources of inspiration and enhance their knowledge of art history.

ASSESSMENT:

- Folio Work
- Writing about Art

FURTHER STUDIES:

Year 10 Art, Year 10 Extension Art

DRAMA

This subject aims to develop students' confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through performance. Students work independently and in groups to develop sophisticated approaches to making and responding to Drama.

They begin the semester by refining their use of expressive skills to create complex characters through developing and performing a unique Monologue. They then explore what happens in Theatre when the human body is at the centre of the storytelling process through the study of Physical Theatre. Students then broaden their understanding of the different theatrical genres and styles that exist, such as Theatre of the Poor, Epic Theatre and Theatre of Cruelty, before choosing one to emulate in a devised performance.

Throughout the semester, there is emphasis on how performance is used as a tool to explore the social, political and historical concerns of particular groups of people. Thus, the semester ends with a critical analysis and reflection on how and why different forms of theatre have evolved, with a specific focus on theatre developed by First Nations peoples in Australia. This aims to emphasise the importance of reconciliation, to draw connections between historical events and current events and to develop students' intercultural understanding.

ASSESSMENT:

- Monologue
- Physical Theatre group performance
- Devised performance in the style of ONE Theatrical Genre
- Critical Reflection

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 risk taking 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, bicycle overhaul and modification, small engine overhaul, electronic kit construction and Picaxe robotics.

ASSESSMENT:

Assessment will consist of course work, investigation reports, design and production folio, production work, evaluation reports and concepts and principles tests.

FURTHER STUDIES:

Systems Year 9 leads onto Year 10 Systems and VCE Systems Engineering.

MATERIALS - WOOD

Students have the opportunity to design and make projects from a design brief based on a set project with clear guidelines. Students will make wood projects with personal touches being added to individualise their projects. The five main areas of study are Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will also use CAD (computer-aided design) in the generating 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.

ASSESSMENT:

- Practical projects
- Design Project folio
- Research assignment

FURTHER STUDIES:

Year 10 Materials – Wood, VCE Product Design Technology, VET Building and Construction and VET Engineering.

MATERIALS - METAL

Students have the opportunity to design and make projects from a design brief based on a set project with clear guidelines. Students will make metal projects with personal touches being added to individualise their projects. The five main areas of study are Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will also use CAD (computer-aided design) in the generating 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.

ASSESSMENT:

- Practical projects
- Design Project folio
- Research assignment

FURTHER STUDIES:

This course leads to VCE Product Design Technology and VET Engineering.

INFORMATION TECHNOLOGY

In this course students will learn to use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding. Individually, and as team members, students will be encouraged to apply a range of techniques, equipment and procedures that minimise the cost, effort and time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information. Their products will aim to demonstrate a clear sense of purpose and respect for the audience. They shall be taught to apply strategies that protect their files from being corrupted, stolen or accidentally lost. Students will learn to refine their techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators. Students initially undertake core components of this course before choosing from a series of partly self-directed units of their interest. These electives include, but are not limited to: Web Site Development, Multimedia, Robotics, Animation, Programming to create computer games, Computer repair, construction and maintenance, and Electronics.

ASSESSMENT:

Assessment will consist of both a written test and completion of practical tasks taken from core studies and the chosen electives.

FURTHER STUDIES:

Year 10 Programming and Game Making, VET Information Technology

FOOD TECHNOLOGY

During this semester students learn about the Aboriginal cuisine and the early influences on Australian food, including the influence of international cuisines and the diverse food trends we experience in Australia today. Further, students embrace the traditions of previous generations, learning to create the practical food items that enabled families to reduce wastage and costs associated with providing the family meal. Students continue to develop safe and hygienic work practices and enrich their development by applying a range of skills and techniques relevant to advanced production methods.



Students learning progress and development encompasses both practical tasks and a theory component.

ASSESSMENT:

Assessment may include the following:

- Research task
- Design Folio
- Practical Test and evaluation

FURTHER STUDIES:

Year 10 Eat Well, Live Well, Year 10 Flat Survival Skills, VCE Unit 1 & 2 Food Technology

TEXTILES

In this subject, students are introduced to more challenging Textiles techniques such as patchwork, fashion design and garment construction. Students will learn about the Textiles industry, including job roles, fibre classification, fashion drawing and sustainability and will develop a greater understanding of the product design process.

Students will complete a minimum of three practical tasks using both hand sewing and machine sewing techniques. Practical tasks for this subject include a pincushion, patchwork cushion, heat-pack, monogrammed towel, fashion design, yarn wall hangings, slouchy beanie and an upcycled garment design

ASSESSMENT:

- Workbook
- Research, Design and Evaluation
- Practical Work

FURTHER STUDIES:

Year 10 Textiles
VCE Product Design Technology

This course aims to broaden students' appreciation of music and its elements, while also developing their performance and compositional skills. Students will have the opportunity to perform in a group setting and experience the excitement of live performance playing either the instrument they are already learning or an approachable and easy to learn percussion instrument. A large focus of this subject is the use of music to convey emotion, story and identity. This will be explored through listening and learning about a wide range of musical genres as well as identifying music that has shaped students' lives and identities. The course culminates in an extended project involving the recording of sounds and samples, using technology to compose and edit music, and finally the creation of an original piece of music to accompany a visual medium.

No previous musical experience is necessary to participate, however additional experience gained by participating concurrently in the instrumental music program would be highly advantageous.

ASSESSMENT:

- Group percussion performance
- Extended technology and composition project
- Musical life story
- Written assessment

FURTHER STUDIES:

VCE Music Performance, VCE Music Investigation, VCE Music Style & Composition, VCE VET Music

INSTRUMENTAL MUSIC

Instrumental Music is a 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 Year 9 and/or 10 should be aware that they are also strongly encouraged to be learning an instrument and in VCE it is essential that they have several years' experience in learning their instrument.





ASSESSMENT

ASSESSMENT TASKS

Every subject will require 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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