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Dear Parents, Guardians and Caregivers,

Welcome to the Year 7 and 8 Junior Handbook. For some of you this will represent the beginning of your son or daughter’s exciting journey through Kyneton Secondary College. For most young people (and their parents) this can be a time of both high expectation and some apprehension as they start at a different school, make new friends and meet new teachers.

At Kyneton, we are justifiably proud of our Junior Program. This program is designed to give our Year 7 and 8 students a strong sense of place and belonging within a well-structured curriculum designed to produce the very best of educational outcomes. Our Junior Program consists of a Home Group system where students have the majority of their classes in the same room and are taught by a small team of dedicated teachers. Each Home Group has their own Home Group teacher who is responsible for student welfare and is the first point of call for parents. The Home Groups are also supported by Year Level Coordinators who are all based in the Junior Wing alongside the Home Group teachers. Our Home Group system helps to give our students a strong sense of consistency and security in those crucial early years at secondary school. Teachers work closely together to create exciting and engaging curriculum for their classes in an environment where they can closely monitor their student’s academic progress and social development.

Please take the opportunity to get to know the Junior School Team responsible for your son or daughter. We are always happy to answer questions or address any concerns that you may have.

Best wishes for a successful future,
Mark Ridgeway, Principal.

CURRICULUM OVERVIEW

The curriculum at Kyneton Secondary College in Years 7 to 10 is based on the Victorian Curriculum. At Years 11 and 12 the Victorian Certificate of Education and the Victorian Certificate of Applied Learning are the bases of the curriculum. There is an emphasis on providing students with learning opportunities appropriate to their interest and abilities. As students advance through the College they are given more opportunities to exercise choice. At first in Years 7 & 8 this choice is limited; by the VCE years, students have substantial freedom of choice.

Years 9 to 12 have a common timetable; therefore, many VCE units are available at Year 10. Vocational Education & Training offerings (including school-based apprenticeships & traineeships) and accredited Student Support Services are available across the senior levels (Years 10 to 12). The Year 10 Futures program provides an opportunity for students who are looking for a more applied approach to their learning and for those students who are seeking transition to work from school.

In Years 7 to 9 a number of special programs are offered to enhance student learning. These include the MYC Program at Year 9 and our BOOST literacy program at Years 7 & 8. The curriculum extends well beyond the formal classes to include: camps, choirs, community service projects, sports competitions - intra- and inter-school, and a range of voluntary academic competitions.

The Curriculum is provided principally through Domain Areas:
- English
- Languages other than English (LOTE)
- Health and Physical Education
- Technology
- The Arts
- Maths
- Humanities
- Science

For most young people years 7 & 8 involve coming to terms with the move from primary to secondary school. In secondary school there are new friends to make, new teachers, new rules and responsibilities to learn, new books to read, new uniform requirements and new challenges.
CURRICULUM OVERVIEW CONT....

Young people are becoming more mature and the move to secondary school is often linked to a stronger sense of identity. Their approach to learning is often linked to what they consider as important for their own personal goals. A broad range of learning experiences is an integral aspect of the early years of secondary school. Parents can help their children think about what it means to be in this new environment and support them as they meet new challenges.

In Year 7 students are also working on personal development programs to enhance learning. The Years 7 and 8 sub-school provides close monitoring of academic progress and social development, with a Homegroup Teacher as the key contact for pastoral issues for the two-year period. Students are also supported by the Year Level Co-ordinators, the Student Welfare Counsellors and our Friend of the School/Chaplain, Mike Peautagitama.

Both Year 7 & 8 students are involved in programs to increase opportunities for them to become confident, creative and literate learners. The program builds essential skills, respects student contributions and actively engages them as co-designers of creative projects.

Year 8 students are also involved in ‘Live4Life’, a program designed to develop student understanding of mental health and well-being. This is supported as a Macedon Ranges Shire Youth Project.

VICTORIAN CURRICULUM

In 2017 changes have been incorporated to align with the new Victorian Curriculum:

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BYOD
At Kyneton Secondary College, eLearning is considered an integral part of our student’s day-to-day learning. Access to appropriate computers or other electronic devices is central to this priority.

At Kyneton Secondary College we have a Bring Your Own Device (BYOD) policy for the classroom use of computers in the school. Students are able to bring their own laptop or netbook to school rather than having to purchase a specific device nominated by the school. Our expectation is that all students will have some form of computer or netbook device available for use in class.

This means families have the flexibility to take advantage of special deals being offered by various retailers or making use of a device that they already own, thus reducing the overall cost of the purchase and the need to manage multiple devices. When students are doing standard work in the classroom, they will use their own device. Where students need to make use of some high end tools, they will go to an ICT laboratory. Please refer to our list of BYOD Hardware and Software requirements on the range of devices and software suitable for classroom use available on the school website.

REPORTING PROCESS
Our student reports include both a school-based assessment grade and a Victorian Curriculum assessment.

The school-based grade indicates how a student has performed within their year level in terms of the work covered in class.

The Victorian Curriculum section of the report, rates student performance against a national scale.

STUDENT PROMOTION & ATTENDANCE
We expect that all students will attend school unless there is a good reason, such as a medical condition. Research has shown that a lack of regular attendance is linked to poor academic results in students and poor connectedness to peers. If attendance is below 80% then promotion to the next year level may be compromised.

LITERACY PROGRAM
Literacy skill development and extension are central priorities of the College Strategic Plan. In 2012 the College introduced a daily literacy program for Years 7 & 8, the Boost program, which aims to improve the literacy levels of all students regardless of their ability. The College also aims to improve literacy outcomes of all students by using a whole school approach based on the 7 High Reliability Literacy Teaching Procedures devised by Professor John Munro and on strategies recommended by other literacy experts.

A Numeracy component was introduced into the program in 2014, this will continue to be developed in 2017 to support student understanding of key mathematical skills concepts.

Literacy Development and Improvement Program
Literacy skill development and extension are central priorities of the College Strategic Plan. The College uses a number of different strategies including the 7 High Reliability Literacy Teaching Procedures devised by Professor John Munro to improve students’ skills.

In 2012, the College introduced the BOOST program for Year 7 & 8. Its aim is to improve the literacy levels of all students regardless of their ability. The BOOST program is delivered to all students in Year 7 & 8 in three single periods per week.

The program incorporates a literacy program prescribed by Dr Carol Christensen of the University of Queensland called the LINK reading program. This program has been shown to significantly accelerate reading skills for students with language difficulties and is also useful for students with dyslexia.

The focus of the BOOST program is reading, spelling, punctuation and grammar. It incorporates a phonemic awareness program that develops students’ understanding of spelling rules and the connection between the sounds of individual letters and groups of letters. Phonemic awareness helps students to read unfamiliar words which in turn helps them to understand unfamiliar text. This will enable students to read across all curriculum areas and also develop their writing skills.

Students are assessed at the start of the year to identify their appropriate literacy level and their progress is monitored throughout the year.
Classroom Literacy Procedures across the Domains

Kyneton Secondary College practises The 7 High Reliability Literacy Teaching Procedures across all domains. These procedures are based on the research of Professor John Munro of Melbourne University. The seven procedures are: Getting Knowledge Ready, Vocabulary, Reading Aloud, Paraphrasing, Questioning, Summarising & Review. These procedures help students in reading written text material in order to gain new knowledge and consolidate their understanding. The Christensen program and the Munro procedures complement each other and have as their aim an increase in students’ performance and success at school.

LIBRARY

The Kyneton Secondary College Library offers a comprehensive range of resources and services to support and enhance the curriculum and student learning. The library staff provide a welcoming and stimulating environment where students are encouraged to develop a love of reading and knowledge. Students are able to borrow up to four books at a time for a two-week period. Books can be renewed for a further two weeks if required longer.

Resources:
- An extensive range of fiction and nonfiction books to read, study and borrow
- Audio books
- A large teacher reference collection
- An extensive audio-visual collection and equipment
- Laptops, Computers, Internet and on-line resources
- Magazines, newspapers and periodicals for educational and recreational use
- Class sets of teaching resources

Services:
- Promotion of literacy and reading for pleasure and knowledge
- Assistance with research enquiries
- Recommendations of suitable material to engage, entertain and educate for staff and students
- Instruction in the use of audio-visual equipment
- Laminating and binding
- Photocopying and printing including colour
- Competitions and activities throughout the year

SPECIAL PROGRAMS & SERVICES

WELFARE

Kyneton Secondary College has a dedicated Welfare Team who are linked in with local agencies such as Cobaw for student support if required. Promoting and supporting student wellbeing is a priority across all year levels. Students can access a range of support services and also join in a number of activities organised by our wellbeing team.

We have a full time Welfare Counsellor working with individuals, small groups and class groups. Restorative practice is a key focus to support students through issues and referrals are made where necessary to additional services for individual counselling.

Our School Nurse is at the school two days per week running health programs and ensuring our students and staff are up to date with current information. We also have a school chaplain two days per week, providing another source of support for students to talk through their experiences.

We have regular involvement with Cobaw Community Health, leading our Pride Crew to support diversity and also the MRSC Youth Team to run the Youth Mental Health programs. Students can access the Youth Clinic for individual consultations or meet with one of the Student Support Services staff who visit the school.

Our team arrange healthy treats such as Fresh Fruit Friday and support our breakfast club. They are active in arranging programs for online safety and respectful relationships.

We do our best to find positive approaches and teach students to support themselves and others.

Further information regarding this important program is available from Home Group Teachers, Year Level Co-ordinators and the Welfare Officer.

INSTRUMENTAL MUSIC PROGRAM

An Instrumental Music Program is offered to students in all year levels. This is an optional component of the school curriculum.

The rationale behind this program is threefold:
1. Experiencing – students experience playing a musical instrument and take on associated
responsibilities including attending lessons, instrument care and commitment to practice.

2. Developing – students develop instrument-specific technical skills and receive musical guidance in an individual or small group setting where individual learning abilities are catered for.

3. Extending – every student is encouraged to pursue personal musical goals to play as a soloist and/or member of a musical group, and to obtaining a satisfactory level of competence in order to participate in VCE Music Performance. Students could then participate in VET Music in senior years.

Lessons are organised on a withdrawal from class basis so that any particular subject is not regularly missed. Fees are set at a reasonable half-hourly rate. Lessons are available in flute, Clarinet, Saxophone, Trumpet, Trombone, Piano, Voice (Singing), Drums, Guitar & Bass.

Some instruments are available for hire if required. It is expected that students who wish to participate in music studies will take care of their instruments and hand them back in once completing lessons.

Vocal tuition is also available at the school. Students are encouraged to develop their own natural vocal abilities; participate in vocal ensembles and choirs developing tonal accuracy in both solo and ensemble performance. Students who are involved in the Instrumental Music Program are encouraged to participate in College concerts and performances, bands and ensembles.

SPORT

Sport at Kyneton Secondary College is about encouragement, participation, and success. The College prides itself on the success of sporting teams. Success is not only determined in terms of winning but also of bettering a personal time or improving on a team performance. Success is measured by striving to achieve personal or team goals.

College Sport enables students to develop further their physical and social attributes. Students have the opportunity to be introduced to new sports or further develop their ability in sports in which they are already involved. The College offers a broad range of individual and team level sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, tennis, as well as, cross country and touch rugby. Kyneton Secondary College strives to create a sense of pride and school spirit through sporting involvement. Through College Sport students have the opportunity to compete against other schools at a regional and state level. Within the local region there is a number of inter-school sports days.

Students compete in the House Athletics and Swimming Carnivals in which there is equal emphasis on participation and achievement. Achievements are promoted through the local media, school assemblies, the College Newsletter, the College Magazine and the Daily Student Bulletin. Our ultimate goal is to make sport at Kyneton Secondary College an enjoyable experience for all staff and students.
ENGLISH
Duration – Full Year
Domain: ENGLISH
Dimensions: Reading, Writing, Speaking and Listening

Year 7 and 8 Curriculum Focus
Our junior English curriculum builds on from the learning students have experienced in their primary school education. Our English and Boost curriculum has been designed to enable the targeted teaching of reading and writing, thus providing the opportunity for all our students to grow. In the literacy component of Boost, students will focus on improving their knowledge and use of spelling, punctuation and grammar. Students will also share their wider reading experiences with their Boost teacher and classmates; thus ensuring they continue to make steady progress with the level of text they can comfortably read independently. In their English classes students will be taught a variety of reading strategies for fiction and non-fiction texts. These strategies are designed to assist students to initially develop a strong connection with the texts they are reading, and then facilitate a close analysis of the key ideas and language. Student writing focuses on developing their creative and persuasive writing skills. Their writing will stem from the texts they are studying in class. Students will also be taught strategies to deliver effective presentations to their classmates and teachers.

Areas of Study
- Language
- Literature
- Literacy
Each of the areas of study will involve the targeted teaching of reading, writing, speaking and listening.

Assessment Tasks
- Creative writing pieces
- Persuasive and text response essays
- Oral presentations to their class

MATHEMATICS
Duration – Full Year
Domain: MATHEMATICS
Dimensions: Number and Algebra, Geometry and Measurement, Statistics and Probability

Curriculum Focus Year 7
The Year 7 curriculum is based on the Victorian Curriculum guidelines. The curriculum is divided into three strands as listed above. Topics are assessed by evaluating classroom skills, work and topic tests. A variety of activities showing how the skills can be used to solve unfamiliar practical problems are completed. Students using the e-Learning program Mathspace to demonstrate their understanding of mathematical concepts and processes.

Areas of Study Year 7
Topics covered:
Number and Algebra – whole numbers, fractions, decimals, percentages, introductory algebra, linear equations
Measurement and Geometry – units of measurement, angles, parallel lines, two-dimensional shapes and their area and perimeter, three-dimensional shapes, the Cartesian Plane
Statistics & Probability – presenting data, interpreting data, outcomes of events

Assessment Tasks Year 7
- Skills (classwork, tests & assignments)
- Mathspace reports
- Problem Solving and Projects

Curriculum Focus Year 8
The Year 8 Mathematics curriculum builds on concepts, skills and techniques developed in Year 7. Students continue to use the e-Learning program Mathspace to demonstrate their understanding of mathematical concepts and processes.
Areas of Study Year 8

**Number & Algebra** – integers, decimals, percentages, profit and loss, algebraic processes, indices, linear equations, graphing linear equations

**Measurement and Geometry** – angles, polygons, similar figures, perimeter, area, volume, surface area

**Statistics & Probability** – data representation, interpretation, calculating probabilities, Venn diagrams, tree diagrams

Assessment Tasks Year 8

- Skills – (tests, class work & assignments)
- Mathspace reports
- Applying Skills – problem solving, projects

All students should have a scientific calculator. The preferred calculator, the TI30XB multiview, can be purchased through Haines Educational. The school code is kysc.

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**SCIENCE**

Duration – Full Year

Domain: SCIENCE

Dimensions: Science knowledge and understanding

Science at work

Curriculum Focus Year 7

**Semester 1**

Students learn about the nature of science and how to use basic laboratory equipment to undertake experiments. Through the study of the senses, students develop an understanding of themselves as organisms composed of different systems working together. They explain how the observed characteristics of living things are used to establish a classification system and use time scales to explain Earth and its place in space.

**Semester 2**

In semester 2, students use the particle model to explain the structure and properties of matter. Through the study of forces, students use everyday examples of machines, tools and appliances to describe force and motion.

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Areas of Study Year 7

- Introduction to the laboratory
- The Senses
- Heat
- Water
- Mixtures
- Classification
- Forces
- Earth & Space

Curriculum Focus Year 8

**Semester 1**

Students explore how scientific work has led to the discovery of new knowledge about the world. They learn to use appropriate units of measurement and develop confidence in justifying their choice of equipment and procedures, the type of data collected and its relationship to the question under investigation. Through the study of simple machines, students use everyday examples of machines, tools and appliances to show how they describe force and motion. Through the study of the senses, students develop an understanding of themselves as organisms composed of different cells and systems working together.

**Semester 2**

Students use everyday examples of static electricity to describe energy and change, and use the particle model to explain structure and properties of matter, chemical reactions and factors that influence rate. Students explain the relationships, past and present, in living and non-living systems, use time scales to explain the changing Earth and its place in space and investigate geological processes.

Areas of Study Year 8

- Science skills and measurement
- Chemistry: Elements, Compounds, Chemical Change
- Biology: Cells, Digestive, Circulatory and Respiratory systems
- Physics: Machines, Static Electricity, Sound
- Earth & Space: Geology & Fossils

Assessment Tasks

- maintain a notebook in which is recorded a complete and well-organised set of notes of lessons and class activities
- complete projects and assignments
• participate in class activities such as labortary practical work and research
• exercises and excursions
• Topic tests

HUMANITIES
Duration – Full Year
Domain: HUMANITIES (Economics, Geography, History)
Dimensions: Economic knowledge and understanding, Economic Reasoning and interpretation
Geographical knowledge and understanding
Geospatial inquiry skills
Historical knowledge and understanding
Historical reasoning and interpretation

Curriculum Focus
Humanities consists of three strands of inquiry: History, Geography and Economy & Society. It examines how humans organize themselves into communities and states to form institutions and systems. Topics studied in Year 7 include: Ancient History, Deserts and the Asia Pacific region with a focus on cultural, geographic, economic and historical aspects of one of the following countries: China, India, Japan or Indonesia. Throughout the year current issues are also discussed.
Topics studied in Year 8 include: Natural Disasters, Rainforests, The Law & You, Economics, and Medieval Europe. Throughout the year current issues are also discussed in class. Students are assessed on participation and assessment tasks, including research, tests, and written, visual & oral.

Areas of Study Year 7
At Year 7 students will be working on the following topics:
History – A study of history from the earliest human communities to the end of the ancient period. An overview and compulsory depth study identifies important features of the period 60,000 BC (BCE) – 650 AD (CE). This includes the theory that people moved out of Africa and migrated to other parts of the world including Australia. Two further depth studies include the Mediterranean World (Egypt, Greece or Rome) and the Asian World incorporating an option of either India or China.

Geography – There are two units of study in the year 7 curriculum for Geography: Water in the world and Place and liveability. Water in the world focuses on water as an example of a renewable environmental resource. Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability in Australia, the Asian Region and Europe.

Economy & Society – Students learn about the world of work, budgeting and planning their future.

Areas of Study Year 8
History – Students study history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Focussing on the way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society. Students investigate an Asia-Pacific society in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific.

Geography – Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas. Students investigate environmental issues such as forest use and global warming.

Economics – Students learn about how to manage finances, marketing and its influences on people.
Civics and Citizenship – Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each
level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.

**Assessment Tasks**
- Maintain an organized workbook which contains notes and the set work
- Complete all assessment tasks

**LANGUAGE OTHER THAN ENGLISH: INDONESIAN**
**Duration:** Full Year  
**Domain:** L.O.T.E.  
**Dimensions:** Communicating in a LOTE  
Intercultural knowledge  
Language awareness

**Curriculum Focus**
The Year 7 Indonesian course covers the four language skills of listening, speaking, reading and writing. The curriculum is organised through themes and topics which provide progressive and cumulative opportunities for students to develop language and cultural understandings.

In Year 7, students are taught the basic geographical features of Indonesia and compare them to Australia in order to understand the implications they have on Indonesian and Australian lifestyles, attitudes and customs.

More emphasis is being placed on learning about and understanding culture through language, which requires intercultural knowledge and language awareness.

The Year 8 students begin to understand the cultural and historical context within which their language is based, and the links with other languages and dialects, and how and why the language is constantly evolving.

**Areas of Study Year 7**
During the year some of the topics will include: greetings, nationalities, numbers 1 – 100, family, describing oneself, time, school life, numbers in 100s and thousands, prices, and leisure activities.

Comparisons are made between customs and lifestyles between Australia and Indonesia in order to improve our understanding of both cultures.

**Areas of Study Year 8**
Topics covered include fruit and food, animals and the environment, school and getting around.

Cultural aspects are covered through discussion, mini-assignments, DVD’s videos and the Internet.

**Assessment tasks**
- Oral tests  
- Weekly spelling tests  
- Cultural tasks

**HEALTH AND PHYSICAL EDUCATION**
**Duration – Full Year**  
**Domain:** HEALTH AND PHYSICAL EDUCATION  
**Dimensions:** Movement and Physical Activity, Health Knowledge and Promotion

**Curriculum Focus**
Students perform and modify movement sequences that demonstrate coordinated body actions in the core activities of swimming and athletics. They also adapt and implement strategies and tactics in a variety of skill activities and games designed to specifically enhance ball-handling skills. Their beliefs and understanding about fitness are evaluated through testing and through activities devised to improve personal fitness.

In Health Education students at Year 7 will spend time looking at peer & family relationships, conflict resolution, bullying & assertive behaviour. They also examine the health effects of smoking, the changing
body during adolescence and the health effects of consuming energy and soft drinks.

At Year 8 issues are identified, discussed and evaluated in the area of body image, self-esteem, sexuality such as contraception and sexually transmitted infections, drug and alcohol issues and the role of media in influencing ideas of appropriate sexual relationships.

Areas of study
- Respectful Relationships
- Water & Safety
- Fitness & Athletics
- Sports & Games
- Smoking
- Puberty & Body Image
- Safety
- Personal and Peer Relationships
- Assertiveness & Bullying
- Self Esteem
- Conflict Resolution & Decision Making
- Health Issues
- Nutrition
- Drugs

Assessment Tasks
- Participation in practical sessions, group work, discussion
- Motor skill tests and performance of movement sequences
- Complete set class work, homework and research assignments and topic tests

VISUAL ART & DESIGN
Duration – Semester

Year 7 Curriculum Focus
Students will explore both art and design disciplines using methods such as drawing, painting, printmaking, digital media, textiles and sculpture. Aiming to enhance their creative thinking skills, students will work collaboratively and independently to best develop their ideas, sourcing inspiration and reflecting upon their own creative choices. Art and design work from various cultural and historical contexts will be explored and evaluated.

Areas of Study
Art:
- Developing drawing skills, considering form, line, proportion, and texture
• Creating silhouette images and developing tonal painting skills and colour theory knowledge
• Producing a 3-dimensional work that is reflective of a chosen style or historical period
• Creating links between their understanding of art elements and the multitude of ways they are manipulated by artists to communicate ideas
• Looking and discussing work from a range of times and places

Design:
• Developing rendering skills using a range of media and methods
• Learning how design elements & principles are effectively utilized to enhance design
• Discovering the way perspective drawing works to create 3-dimensional forms
• Learning to use technology to explore and evaluate sources of inspiration

Assessment Tasks
• Folio of two dimensional and three dimensional work
• Visual diaries demonstrating exploration of ideas, materials and techniques
• Exploration and evaluation of a range of art and design work

Year 8 Curriculum Focus
Students will explore both art and design disciplines working both independently and collaboratively to communicate their ideas. Students learn to go through a creative process of design; planning, designing, improvising, interpreting, evaluating, making and presenting work. A broad range of materials, methods and technologies are used to convey their imaginative solutions to set tasks. Visual diaries are used to assist students in organizing their ideas and recording new concepts. Students will observe and evaluate a range of art & design work and explore roles within the art world.

Performing Arts – Music
Duration – Semester

Curriculum Focus
The aim of music at Kyneton Secondary College is to open the world of music up to year 7 and 8 students through practical music activities. Students will study the following standards:
• Proficiency and progress in playing simple pieces for guitar and keyboard
• Demonstrated elementary knowledge of music theory
• Maintenance of notebook over the course of the semester

KSC Music: Of the 3 periods per week in this subject, two sessions are spent on practical music making and one is allocated for music theory. Students will participate in the following activities:

Areas of Study and Assessment
• **How to read music:** Students are taught key musical knowledge and skills and participate in practical music making activities. They are assessed on their ability to demonstrate musical knowledge & skills through practical activities and short tests
• **Finding out about music:** Individual students research a range of musical styles and artists and produce a music poster of an artist or style that appeals to them
• **How to play keyboard and guitar:** Students learn basic keyboard and guitar skills
through class tuition. Assessment is based on music performance.

- **How to make your own music**: Garage Band, This unit teaches students how to compose their own music using digital music technology.
- **Your personal project**: Students bring their own songs to the class and work with classmates to perform their own versions.

**PERFORMING ARTS - DRAMA**

Duration – Semester

**Curriculum Focus**

In Drama, students develop skills in teamwork, confidence and trust as well as creating characters, stage craft and improvisation. Students explore performance ideas, develop performances and analyse dramatic works. Topics include self and body-awareness, identity and personality, improvisation and preparation of scripts.

Students are required to participate in group works, develop critiques, keep a journal of class activities and actively participate in whole class and small group performances.

**Areas of Study**

- Improvisation
- Body work and Movement Skills
- Character Development
- Development of different types of performance

**Assessment Tasks**

- Journal of workshops and reflections
- Group / Individual creative work
- Analysis of performances
- Performance of items in front of an audience

**Curriculum Focus**

Students undertake the “Design, Production and Evaluation” process in the fields of Automotive and Metals and Plastics. The students complete this through projects based around the specific areas and spend a large amount of time completing practical tasks.

The Automotive project requires students to design and construct a working electric drag car while learning and implementing basic mechanical principles. The metals and plastics class requires students to construct a pot plant holder and key chain using various materials.

**Areas of Study**

- Safe workshop practices
- Using the various mechanical components of the motor car to introduce students to theoretical and practical operation of systems such as gear box, ratios, electrical systems.
- Speed vs Acceleration
- Investigation of the characteristics of metals and plastics as suitable materials for the designed project

**Assessment Tasks**

- Practical activities
- Investigation/research/Design
- Design folio, class work

**WOOD**

Duration – Semester

**Curriculum Focus**

Students will be constructing simple wooden models using accepted workshop practice. They will also learn basic wood working processes using hand and machine tools and complete a workbook. Students investigate wood and its uses and learn to produce sketches and final drawings for their own models. Once the student has finished their model they will evaluate the standard of finish and progress using their original design brief. There will be several classroom competitions that incorporate learnt skills in the classroom.

**AUTOMOTIVE / METALS & PLASTICS**

Duration – Semester
Students will also develop skills and experiences in technical drawing by exploring a range of visual forms and techniques. Students undertake a range of practical activities which include techniques such as: perspective, line size, shape and texture. Following on from this the students will start using the 3D Sketchup Computer Program to design their own projects.

**Areas of Study**
- Using tools and materials in a safe manner
- Designing, producing and evaluating projects using wood as the major material used in construction
- Knowledge of the principles of using wood

**Assessment Tasks**
- Production items
- Workbook – design folio
- Investigation

**ELECTRONICS**
Duration – Semester

**Curriculum Focus**
Students investigate basic electronic circuits and components. They will study the electronic components that are used in robotic toys. Students will also learn to draw 3D objects using CAD software suitable for use in 3D printing. They build a number of projects, all of which are assessed. They are expected to demonstrate safe workshop behaviour, correct and appropriate tool use and general good workmanship. Students evaluate their product and progress from their original design brief.

**Areas of Study**
- Safety in the kitchen
- Safe and hygienic food production
- Weights and measures
- Food and nutrition
- Making healthy food choices

**Assessment Tasks**
- Investigation
- Design
- Production
- Evaluation

**FOOD**
Duration – Semester

**Curriculum Focus**
This unit is designed to introduce students to the kitchen and the preparation of simple recipes. Students will look at safe food handling practices while learning to produce a range of sweet and savoury recipes. Students will develop knowledge of nutrition and its relationship to good health. They will be introduced to the design process and use it to design, produce and evaluate simple recipes.

**Areas of Study**
- Safe workshop practices, design constraints and considerations and practical fault finding
- Producing electronic systems using basic construction techniques including use of printed circuit boards
- Theory of electronics and component identification
- Investigating and evaluating electronic systems
- 3D Drawing and printing

**Assessment Tasks**
- Production of all set models and projects to an acceptable standard
- Investigation/research projects
- Design folio containing all class notes, design briefs, planning details, construction work
Our Vision

Kyneton Secondary College is committed to building a learning community based on positive relationships and a strong work ethic, where people are able to realise their potential in a safe, caring, stimulating and sustainable environment.