

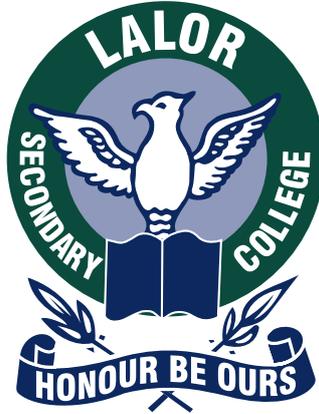
PRIDE ACHIEVEMENT CARING COOPERATION HONESTY



YEAR 7 & 8 HANDBOOK

2017 - 2018





LALOR SECONDARY COLLEGE

YEAR 7 & 8 HANDBOOK 2017 - 2018

(Please retain this Handbook for Year 7 & 8)



Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The college provides students and staff with a safe and nurturing environment.

Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognised and celebrated; where excellence and effort are rewarded.

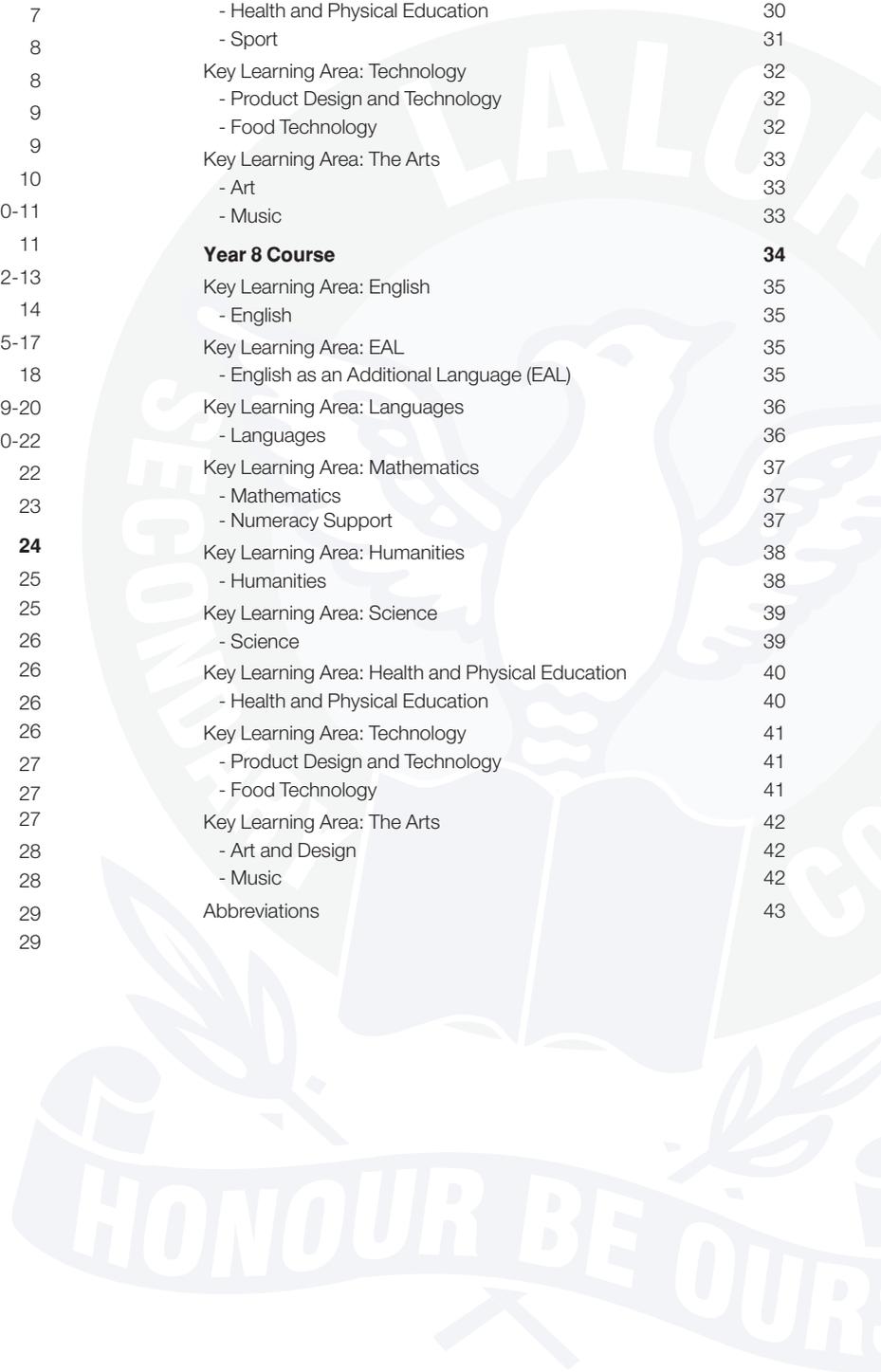
College Values

PRIDE
ACHIEVEMENT
CARING
COOPERATION
HONESTY



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Principal's Message

Lalor Secondary College aims to provide an education that will equip students with the necessary academic and applied training, as well as embedding the values of pride, achievement, caring, cooperation and honesty in everyday life to enable them to take their meaningful place in society.

To this end the college promotes academic excellence and high achievement within a caring environment, where all students have the opportunity to develop to their full potential and where excellence is formally acknowledged and celebrated through assemblies, awarding of school value cards and recognition in our communication with the community.

Special features of the college include: The Peer Support Program where Year 12 students are trained to assist Year 7 students in their transition from primary to secondary school; High Potential Learning program; a focus on literacy development, a language program offering study in Italian, Greek, Macedonian and French; a growing House Program, an extensive school and interschool sports program and excellent sporting and recreational facilities.

The school offers excellent information technology facilities and equipment and teaching staff are supported by an expert team of IT savvy teachers and computer technicians to ensure the classroom is an engaging environment in which students learn.

All students are encouraged to participate in extra-curricular activities including the Students' Representative Council, leadership programs, cultural and school productions, excursions, displays, an extensive sports and wellbeing program.

This handbook outlines in detail much about the nature of the college and its aims. It will provide you with the relevant information that will allow you and your child to make a positive start next year. If however you require further information please feel free to contact me at the college.

Mr Corey Jewell
College Principal





College Goals

Curriculum

- To provide a Year 7-10 program which ensures that all students are able to achieve improvement over the four years.
- To provide a comprehensive sequential and inclusive curriculum consistent with DET guidelines and VCAA requirements.
- To optimise student achievement and success in attaining access to further education or employment.

Management

- To provide a high standard of leadership throughout the school to enhance curriculum delivery.
- To ensure effective communication and collaborative processes.
- To provide a leadership and management structure which acknowledges the central role of staff in achieving school goals and priorities.

Environment

- To maintain and improve a safe, caring, cooperative and positive learning environment.
- To continually extend students to achieve their full potential and to recognise and celebrate achievement.
- To maintain and improve the physical environment which facilitates student learning and development.

Resources

- To ensure the physical, financial and human resources enable the implementation of the school program.

Learning & Teaching

Learning and teaching is designed to provide a sequential program and a broad range of experiences in Years 7-10 covering Physical, Personal and Social Learning, Discipline-based learning and Interdisciplinary based learning. The College works closely with the North Western Region to improve teacher capacity.

We have a whole school approach to pedagogy and we have implemented 'Powerful Learning' teacher practices and theories of action. This is aimed to consolidate our work on improving student outcomes. We use the expertise of Dr John Munro of The University of Melbourne to assist us in enhancing students' learning in the area of Literacy. We have also used educational consultants to enhance our teaching of Mathematics which has resulted in the introduction of a differentiated Mathematics program at Years 7-10. Students are both encouraged and expected to do their best whether in the classroom, at sport or when participating in extra-curricular programs.

The College fosters a close relationship with parents and works from the premise that positive educational outcomes are achieved when there is a three way partnership of parents, students and teachers. We are dedicated to keeping parents informed of all aspects of school life, especially when it comes to what is happening inside the classroom. Parental support and involvement is extremely important in the education of every child and is crucial to successful learning outcomes. To assist parents with this, the 'Curriculum News' for Years 7 and 8 is posted online twice a year and briefly outlines what is being covered in each of the 'Key Learning Areas' for that semester. This also contains information on how to encourage and extend learning at home, as well as other concerns that may arise with your child.

Parents are encouraged to talk about the subject content with their child and connect this, whenever possible to real life issues, relevant newspaper articles and even television shows that can build knowledge and reinforce understanding. Research has shown that when parents and schools work in partnership, parent satisfaction and student learning outcomes are increased. The 'Curriculum News' is part of our commitment to providing links with the school community and the classroom content.

At all times we endeavour to deliver the highest quality learning opportunities for our students. The College provides a diverse curriculum which enjoys a high academic reputation in the community. The program is designed to foster each student's personal growth and development in a caring community. The College aims to promote in each student, the highest level of intellectual, physical, social and artistic competence. It also prepares students for further study at tertiary institutions and provides students with various skills and flexibility necessary to enter the workforce.

From the Curriculum Leader (Years 7 - 12)

Lalor Secondary College seeks to provide students with a wide range of opportunities throughout the curriculum in order to encourage our young people to become engaged and responsible local and global citizens.

Each year level has a theme that epitomises the purpose of the curriculum and the experiences of the student throughout that year. Year 7 is “a time to change,” which illustrates the vast changes that need to be made as students transition from primary to secondary school. In terms of curriculum, this means that students now have some limited choice in the courses they choose, including the language other than English that they study, they are exposed to having different teachers for different disciplines and study a wider range of specialised subjects than are explicitly taught at primary schools. The Year 8 theme is “a time to build,” as it is a time in which students get to build on the experiences they first had in Year 7 and gain deeper level of knowledge and skills that were gained in Year 7.

From 2017 Lalor Secondary College will be implementing the Victorian Curriculum across all Key Learning Areas. In addition to the knowledge and skills students will develop in the range of subjects in which they are enrolled, they will also be learning the general capabilities of critical and creative thinking, ethical and intercultural capabilities and social and personal skills.

As the skill sets required for successful integration into higher education and workforce continue to evolve, our programs endeavour to move with the times. The modern world and work environment calls upon creative skills that are more flexible, adaptive, interpersonal and non-routine. We endeavour to give your child the opportunities to become independent and life-long learners who are capable of adapting to new situations.

Kat Carmody
Curriculum Leader



Please note: To ensure the safety of all students, parents who wish to visit the school during the school day must first report to the General Office. If parents wish to see a member of staff, appointments must be previously booked.

From the Important People

Principal

The Principal has overall responsibility for the school program which the teachers and staff carry out. It is one of the Principal's roles to ensure that the policies of College Council are implemented. Parents wanting to contact the Principal can make an appointment through the General Office.

Assistant Principals

The Assistant Principals assist the Principal in the administration of the College. Class teachers, Sub School Leaders and Student Managers are also assisted and supported in carrying out their roles by the Assistant Principals. Parent contact can be made with the Assistant Principals via the General Office.



Office Staff

The General Office of the College is staffed throughout the school day from 8.15 a.m. until 4.30 p.m. All parents and visitors to the college must call at the office first when visiting the school.

Appointments with staff and the Principal should be arranged through the office. Our office staff consist of a Business/Human Resource Manager, Student Data and Attendance Officer, Finance Officer, Office Manager and Accounts Receivable Officer.

The school's answering machine and voice mail is operational after office hours. Parents are strongly encouraged to contact the school on 9463 7371 to notify the school of a child's absence.

Sub School Leaders and Student Managers

Year levels have a Sub School Leader and two Student Managers who are in charge of each year level. Matters regarding attendance, progress, behaviour and welfare are handled by the appropriate Sub School Leader or Student Manager. Parents should not hesitate to contact managers by note, email or telephone as the need arises. Contact information will be provided at the beginning of the school year, and is also available on the school website www.lalor.vic.gov.au. It is advisable to make an appointment if you wish to meet with the Sub School Leaders or Student Managers.

Home Group Teachers

All students are assigned to a Home Group at their year level and the Home Group Teacher is responsible for one class of students in regard to general Home Group administration, attendance records and student welfare. All notes concerning absence should be forwarded to the Home Group Teacher on the day of return to school.



Discipline and Welfare

Student discipline at Lalor Secondary College is based on the principles that:

- *all students have a right to learn,*
- *all students should feel safe from interference or harassment by others,*
- *all students should be courteous to each other, staff and visitors.*

The College Welfare Policy and the student Code of Behaviour and Expectations have been developed through a process of consultation and cooperation, between the Well-being team, the student body, the parent body, staff and the College Council. The policies are regularly reviewed and adjustments made when necessary. Copies of both policies are available from the college.

The College Anti-Bullying Policy is promoted to all students and parents throughout the year.

Students in Year 7 will be made fully aware of these policies early in the school year. All other year levels have follow-up assemblies to reinforce the policies. All students receive regular reminders that everyone has a responsibility to report any suspected bullying, so that the College continues to offer a safe environment for everyone.

Student Wellbeing

Student Wellbeing

A Student Wellbeing Leader and a School Counsellor are available at the College to assist students and their families. The Wellbeing Team acknowledges the importance of education and key learning outcomes for young people at its College; however it also recognises the contribution and role wellbeing plays in achieving academic success.

Lalor Secondary College is committed to providing a physically and emotionally safe and supportive environment for students and staff and their families who make up the Lalor Secondary's College community. The emotional and physical wellbeing of our students is pivotal to their success at school and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, engage productively in learning, and are well placed to develop into well-balanced and successful young adults.

Peer Support Program

The Peer Support Program forms an important part of the College's transition program. In the program Year 7 students are supported by Year 11 students who have been trained to assist new students in settling into the secondary school environment. Peer Support Leaders offer friendship and help with issues that students may face during transition, and gives our senior students an opportunity to take on a leadership role within the college. Senior leaders support students in the classroom, during lunch time clubs and as mentors for selected students who require additional support.

After School Homework (ASH) Support

Lalor Secondary College in collaboration with 'The Smith Family' and 'Whittlesea Community Connections' deliver a weekly after school homework program in the Library Resource Centre. The After School Homework Program (ASH) runs most Wednesdays throughout the course of the year between 3:15pm - 4:30pm. Students have the option of leaving early and are not required to stay the length of the program. Teachers and trained volunteer tutors attend each session to assist students with work; students are encouraged to bring their digital devices for educational purposes. Students also have access to computers, internet, and library resources, whilst staff from the Wellbeing Team provide supervision and assist students in getting themselves organised to complete work. ASH is open to students in all year levels; however parent/guardian/carer consent is required for students who want to attend the program. Forms are available from the General Office or the Welfare Office.

Mindfulness Workshops

The Wellbeing Team provides students across all year levels an opportunity to attend mindfulness workshops throughout the course of the year. The Program encourages students to reflect on their daily challenges and the various competing demands confronted in adolescence. The Program aims to assist students by running workshops with a focus on mindfulness and meditation. Some of the themes covered include: Positive Thinking; Nutrition; Sleep; Organisation; Encouraging Healthy & Active Lifestyles; Art Therapy; Connecting with People and Meditation.

YOGA Thursdays

Yoga is becoming increasingly popular in our communities, not only for health and fitness, but for sound mind and sense of confidence and wellbeing. Lalor Secondary College's YOGA Thursday's program is

open to all students (Year 7-12) and staff at the College. The program aims to teach yoga to individuals and allow for growth and connecting people holistically; with a commitment to self-development, health and wellbeing. Topics covered include: Knowing Your Body; Be Productive; Be Calm; Be Healthy & Set Goals; Be Aware of your Body; Have Perspective; Deepen your Understanding; and Use Yoga in your Everyday Life. YOGA Thursdays [generally] runs for one or two terms per year for an eight week block in the College Drama Centre and is delivered by a fully qualified Gita Yoga Instructor. No payment is required and equipment is provided.

Year 7 Pre-Orientation Support Program

The Wellbeing Team in collaboration with the Programs Leader and Year 7 Team coordinate a Pre-Orientation Support Program which aims to assist a selected group of prospective Year 7 students with their transition into secondary school. With the help of trained and skilled student mentors, these Grade 6 students learn what it's like to be a secondary student and familiarise themselves with the school grounds, school diaries and combination locks. It also gives students an opportunity to begin developing friendship with their peers and get to meet some of their teachers.

Student Programs

A Student Programs Leader works collaboratively with the Student Wellbeing Team in order to facilitate and implement various extra-curricular activities and programs linked to curriculum in order to enhance student learning for best outcomes. The school offers a variety of whole school, whole year level and targeted programs in order to meet the individual needs of students, as well as create a safe, supportive and nurturing learning environment. Programs are

often run in collaboration with community agency staff who partner with the school to ensure best outcome for our school community. Such programs include the following:

Integration

Students who are eligible for funding are supported with their education with strategies based on their individual learning needs. Students and their families are provided with the opportunity to meet with their Student Support Group (SSG) to develop goals and strategies for each term. SSG meetings are intended to proactively support students with additional needs and reach their full potential. Education support staff work with students, their teachers and their families to enhance the opportunity to learn in order to experience success.

KESO Engagement Program

Indigenous students are invited to participate in programs designed to assist their cultural, academic and wellbeing development, as well as engaging in multiple activities throughout the year to celebrate Indigenous culture and to promote awareness.

Year Level Programs

In collaboration with the Sub-school teams and KLA leaders, the Student Programs Leader identifies the learning needs of whole year levels in order to select and implement programs to complement the curriculum. Programs include The Hurting Game, Love Bites, High Resolves, Love Drunk and Who Stole the Sole.

Targeted programs

Small group programs aim to assist students with particular needs including self esteem, low resilience, grief, and bullying. Targeted programs are by select entry only and are ran on a needs basis.



Post-Secondary Pathways

Careers & Pathways

Students at Lalor Secondary College have access to a highly structured and intensive counselling program. We are committed to offering our students the best possible support and guidance through our Managed Individual Pathways (MIPS) which begins in year 9 with resume writing, individual interest tests, and investigating work experience. Throughout students senior years, MIPS is intensified and focuses more on the individuals selection of studies versus what they may want to apply for in the future. All students at Lalor Secondary College receive the appropriate support, up to date information and education regarding the many post-secondary opportunities.

All students at the College have access to a full-time Careers and Pathways coordinator to assist with any careers planning and course selection. Students from Years 9-12 participate in interactive, informative and relevant careers related sessions. In addition to this, students participate in a range of careers focused excursions, Tafe tasters and the maximum opportunity to learn about University, Tafe and employment options available to young people. A highlight of the careers calendar is Year 10 work experience. The program allows students to go out into the world of work for a week and gain insight into specific careers industries they may be considering in the future. The program is coordinated by Careers Coordinator and all students are given the tools, information and strategies to assist them in getting a placement. A record of student/careers contact is maintained and reviewed regularly, which details all careers assistance that is provided.

The Careers and Pathways office is located in the 300s building. A variety of resources can be found such as university, course and TAFE guides. Students are encouraged to utilise the Lalor careers website www.lalorsccareer.com which is their one stop shop for everything from work experience, subject selections, VTAC, scholarships, part time employment, fortnightly newsletter and so much more. There is also a parents section to assist you when having those all-important careers and pathways conversations. Parents and students can also sign up to receive the regular careers newsletter.

Uniform Policy

Rationale

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

Aims

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is practical for our school environment.
- To promote the safety of our students.
- To maintain and enhance the positive image of the school in the community.

Implementation

- After consultation with the school community and the Student Representative Council, School Council developed a Dress Code that we believe provides choice for students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.
- The Dress Code applies during school hours, while travelling to and from school, and when students are on school excursions or representing the college.
- Summer and winter uniforms, as well as sports uniforms will be

prescribed, and are required to be worn at the appropriate time of year. The length of the skirt and dress is not to be changed.

- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery. (Religious items are not to be visible).
- Hair is to be one natural colour only. (Hair colours, e.g. green, pink or purple rinses and/or hairstyles, e.g. spikes or mohawks, are not permitted.)
- Other than clear nail polish, cosmetics are not to be worn at school.
- School hats, consistent with our Sunsmart Policy, must be worn outside in Terms 1 and 4, for PE and Sport hats are not to be worn inside.
- Plain white head scarves for religious reasons are acceptable in Terms 1 & 4. Plain navy blue head scarves are acceptable in Terms 2 & 3.
- School scarves can be worn during Terms 2 and 3 with the winter uniform. School scarves are not to be worn inside.
- The student Dress Code, including details of uniform items and place of purchase, will be published in the newsletter at the start of each year. School Council requires the Principal be responsible for implementation of the Dress Code in a manner consistent with the Student Code of Conduct.
- Arrangements can be made to subsidise uniforms via State Schools Relief for families experiencing economic hardship.
- Parents seeking exemptions

to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, or health condition, must apply in writing to the School Council.

This policy will be reviewed as part of the school's review cycle every two years.

Student Dress Code

1. Personal cleanliness and tidiness are required. The uniform is to be in good condition and worn with pride.
2. Students in Years 7 to 12 will wear the correct college uniform as per College Council policy. **A note from a parent is required if a student in Years 7 to 12 is not able to wear complete uniform for a brief period.** Shoes must be conventional black, lace-up leather school shoes (not boots) with low heels and no platforms. If the student is unable to wear the complete uniform for a brief period of time, he/she should wear as many uniform items as possible. Other garments worn should be as close as possible to college uniform. (Sports attire would be a suitable substitute). A note from a parent is required for any variation from normal uniform. Notes must be presented to the relevant Student Manager before 8.30 a.m. for an appropriate pass to be issued.
3. All students should have sufficient uniform items to allow for a change of clothing throughout the week, and to accommodate laundering.
4. Articles of clothing bearing logos or printing are not to be worn to school. (Lalor Secondary College printed clothing excepted).
5. Plain white head scarves for religious reasons are acceptable in Terms 1 & 4. Plain navy blue scarves for religious reasons are acceptable in Terms 2 & 3.
6. College hats must be worn for Sport and P.E. Terms 1 and 4. Students are

encouraged to wear the college hat in the grounds but hats are not to be worn inside the school buildings.

Note: Only the college hat is permitted at school.

7. Years 11 and 12 students only are permitted to wear the blue V.C.E. jumper.
 8. Ear piercing is the **only** form of body piercing permitted. One pair of small sleepers or studs is permitted.
 9. Sticking plaster (e.g. bandaid) is not to be applied on the face.
 10. Make-up and jewellery are not to be worn. Religious items are not to be visible.
 11. Tattoos must not be visible.
 12. Hair must be of a natural hair colour and one colour only. Hair accessories must be white, navy or dark green. Conventional hair styles are required.
 13. Jackets must be the school blazer or the school navy waterproof jacket. School waterproof jackets must be worn outside only, and with the College pullover underneath. School scarves are also for outside wear only.
 14. Students must wear protective garments in Design Technology and Food Technology classes. Students must bring and wear a protective smock or shirt in Art classes.
 15. The sport uniform is not to be worn to school on days when students have P.E. or Sport. The normal uniform should be worn and students then change. The rugby top or polar fleece are the only outer garments that should be worn with the sport uniform. White socks are to be worn with the Sport Uniform.
- Note:** The sport top is not to be worn under the shirt during class time.



16. Summer uniform will be worn in Terms 1 and 4. Winter uniform will be worn in Terms 2 and 3. At the beginning of Terms 2 and 4 there will be a 2 week changeover period which will be announced in the Newsletter.
17. No visible garments are to be worn under the uniform.
18. The length of the school dress and skirt is not to be altered.

Lalor Secondary College Uniform

All students at Lalor Secondary College are required to wear the full school uniform as established by the College Council.

A two week changeover period occurs at the start of Term 2 and Term 4 for the change of summer/winter uniform.

Personal cleanliness and tidiness are required and students should ensure that they have sufficient number of items of college uniform to allow for a change of clothing throughout the week.

***Please ensure all garments are clearly named.**

Make-up and jewellery are not part of the uniform.

- School Jumpers cannot be worn during Sport or Physical Education classes.
- Physio Back Pack – School Logo (Optional)
- Year 11 and 12 students will only wear the Lalor S.C. VCE pullover (navy), inscription added to the VCE (navy) pullover.



Lalor Secondary College Uniform



Girls (7-12)

Summer: (Terms 1 and 4)
Lalor S.C. summer dress/long sleeved Lalor S.C. summer dress [for religious reasons]
Lalor S.C. pullover (green Years 7-10)
Lalor S.C. pullover (navy Years 11-12)
Plain white stockings or white socks (not ankle socks)
Black leather lace up school shoes (not boots, no high heels, platforms or 't-bars')
Lalor S.C. navy hat with emblem
Lalor S.C. blazer (optional)
White headscarf (for religious reasons)

Winter: (Terms 2 and 3)
Lalor S.C. winter skirt
Lalor S.C. navy trousers
Lalor S.C. white shirt Lalor (to be worn out)
Lalor S.C. pullover (green Years 7-10)
Lalor S.C. pullover (navy Years 11-12)
Lalor S.C. tie (optional)
Plain black stockings or black socks (not both)
Black leather lace up school shoes (not boots, no high heels, platforms or 't-bars')
Lalor S.C. blazer (optional)
Navy blue headscarf (for religious reasons)
Lalor S.C. scarf (optional)
Lalor S.C. waterproof jacket (optional)
Lalor S.C. navy hat with emblem
Lalor S.C. gloves (optional)

Sport And Physical Education:
Lalor S.C. sports top
Lalor S.C. tracksuit pants
Lalor S.C. shorts
Runners or sneakers (white sole non-marking)
Lalor S.C. polar fleece pullover or rugby top
Lalor S.C. navy hat with emblem
Lalor S.C. sport socks (optional), white or black socks

Boys (7-12)

Summer: (Terms 1 and 4)
Lalor S.C. shorts Grey
White socks (not ankle socks) (to be worn with LSC shorts)
Lalor S.C. trousers
Lalor S.C. pullover (green Years 7-10)
Lalor S.C. pullover (navy Years 11-12)
Lalor S.C. white shirt – short sleeve
Black leather lace up school shoes (not boots)
Lalor S.C. navy hat with emblem
Lalor S.C. blazer (optional)

Winter: (Terms 2 and 3)
Lalor S.C. grey trousers
Lalor S.C. pullover (green Years 7-10)
Lalor S.C. pullover (navy Years 11-12)
Lalor S.C. white shirt – long sleeve
Lalor S.C. tie (optional)
Black leather lace up school shoes (not boots)
Lalor S.C. blazer (optional)
Lalor S.C. scarf (optional)
Lalor S.C. waterproof jacket (optional)
Lalor S.C. navy hat with emblem
Lalor S.C. gloves (optional)

Sport And Physical Education:
Lalor S.C. sports top Lalor
S.C. tracksuit pants
Lalor S.C. shorts
Runners or sneakers (white sole non-marking)
Lalor S.C. polar fleece pullover or rugby top
Lalor S.C. navy hat with emblem
Lalor S.C. sport socks (optional), white or black socks

Important Information

Term Dates 2017

Term 1	30 January 2017 (Teachers start)	31 March 2017
Term 2	18 April 2017	30 June 2017
Term 3	17 July 2017	22 September 2017
Term 4	9 October 2017	22 December 2017

In 2017, there will be a staggered start for students. Dates are to be determined.

Bell Times

	Start Time	Finish Time
Arrive at School	8.30 am	
Locker Bell	8.40 am	
Home Group Assembly	8.51 am	8.56 am
Period 1	8.56 am	9.45 am
Period 2	9.45 am	10.34 am
Recess	10.34 am	10.59 am
Period 3	10.59 am	11.48 am
Period 4	11.48 am	12.37 pm
Lunch	12.37 pm	1.27 pm
Period 5	1.27 pm	2.16 pm
Period 6	2.16 pm	3.05 pm

Enrolment

Enrolments to the College at the beginning of Year 7 level are controlled by the Northern Metropolitan Region of the Department of Education and Early Childhood Development, Level 2, 189 Urquhart Street, Coburg, 3058. Application forms are distributed to Grade 6 by the student's primary school in April.

Students enrolling at other levels and at other times of the year can download an application form from the College website or collect one from the General Office. The relevant Assistant Principal will then contact the family for an interview appointment.

Orientation Day

All new Year 7 students will attend Lalor Secondary College from 9.00am to 2.50pm on Tuesday 6th December 2016.

During the day students will be involved in activities to familiarise them with the school environment and their class before school begins in 2017. Students should bring the following items to school on Orientation Day:

- their completed Resource List.
- the locker padlock form and money if not purchased previously.
- student ID Card form and money if not purchased previously.
- camp permission form and deposit of \$50 to be made at the office if not previously paid (only for those attending).
- a pen and several coloured pencils.



Assessment

Before Orientation Day all Year 7 students sit an 'On Demand' test in both English and Mathematics in addition to a culturally fair Abstract Reasoning Test. These online tests, in conjunction with information from the primary school, provide the College with a more detailed understanding of the level that your child is achieving. All Year 7 students are also required to complete the National Achievement program Literacy and Numeracy (NAPLAN) tests. The NAPLAN tests are externally assessed and results are posted to both the school and the student's home. Through the year, students will receive detailed information on four occasions. At the end of Term One and Three, an interim report is distributed. This report indicates the student's progress in the areas of effort, organisation, behaviour, homework and progress in each subject area.

Parent-teacher conferences are also held each semester to provide a face to face opportunity to discuss each student's progress. At the completion of each semester, detailed written reports are also provided in all subjects. These reports indicate levels of achievement for the set assessment tasks as well as progress against the Victorian Curriculum.

A system of continuous reporting was introduced in 2016. Parents and students will receive information about a student's progress or level of performance on a task several times throughout each term. This information will be reported online through Compass during the semester as assessment tasks are completed across the curriculum. End of Semester reports will be provided on-line for Semester One. Hard copies are supplied on request.

Textbooks

Parents must purchase all the relevant texts and required stationery on the Resource List. Champion School Supplies is the official supplier of books. The complete list of textbooks required should be returned to the school as early as possible, but certainly no later than Tuesday 6th December 2016 (Orientation Day).

Books may be collected from the school Drama Centre on Tuesday 24 January 2017.

The preferred options for payment and collection are: prepayment by Credit Card, home delivery – prepayment by Credit Card or Eftpos on collection.

Lockers

The large lockers provided will accommodate books and a school bag and therefore bags may not be taken into the classroom. Lockers are college property. Combination locks are required and may be purchased at the General Office.

Student Diary

All Year 7 students are issued with a Student Diary at the beginning of the school year. All Year 8 students receive their diary on payment of the requisite charge. The purpose of the diary is to help students organise themselves at school and in their homework program and is therefore not considered confidential. Parents are encouraged to check the diary on a regular basis as teachers do communicate with parents via the diary. Parents are requested to sign any notes by teachers so that the teacher knows the note has been read.

Homework

Homework is an integral part of the school curriculum. It helps students develop independence in applying skills learned in the classroom. Homework will consist of work set by the subject teacher, ongoing

assignments, projects, revising for tests, reading (novels, texts, newspapers). Students are expected to record all homework and due dates in their diary. They should establish a regular routine for completing set homework in order to achieve their full potential at school. It is expected that in Years 7 and 8 students undertake 1 - 1½ hours per night. This is a guideline and may vary according to the speed at which some students complete set tasks and the workload at any given time.

Attendance

Attendance at all classes, including Home Group assembly, is compulsory. Regular, punctual attendance is essential.

Parents are requested to ring the college and leave a message for the Attendance Officer on 9463 7371 whenever their child is absent from school. If no message is received, parents will be contacted by either a phone call or SMS. It is therefore important that the College always has current contact details.

Following the absence, parents are requested to send a note to the Home Group teacher confirming the dates and reason for absence. This note must be signed by the parent/guardian. Alternatively, the parent can log into Compass and approve the absence online.

Lateness

Students are expected to be punctual to school and to class. We consider lateness as discourteous and disruptive. All students should be at school by 8.30am but no later than 8.40 a.m. If for any reason students arrive after Home Group Assembly they must **bring a note** and report to the **General Office** to have their attendance recorded. Persistent lateness will result in detention or other disciplinary measures as outlined in the LSC Code of Behaviour.

Leaving The College Early

If for any reason a student must leave the College early, a note, signed by a parent or guardian, must be brought to school and given to the relevant Sub School Leader or Student Manager by 8.40 am. The note needs to state the reason for early departure and the arrangements for the student eg parent to collect from General Office. The Sub School Leader or Student Manager will sign the note to confirm receipt. When leaving the school, the note should be given to the General Office and the student's departure will be recorded. It is very important that the above procedures are followed.

Out of Uniform

On the rare occasion that a student is out of uniform, parents should supply a note of explanation and the student is to give this to their Sub School Leader/ Student Manager by 8.30am. If the reason for not wearing complete uniform is on medical advice, a doctor's certificate needs to be provided. Students are expected to have adequate uniform to allow for wet weather, etc. Casual clothes are never allowed to be worn as a replacement.

Illness or Injury at School

Students who are ill before leaving home should not attend school. Students who are ill or are injured at school must report to the Sick Bay Attendant. Every effort will be made to contact the parents/emergency contact or doctor where appropriate. First Aid is administered through the Sick Bay. Should it be necessary to contact a parent/guardian, the Sick Bay Attendant will do so.

If your home telephone number changes or your employment status changes it is very important that you notify the college.

NB. *It is essential that we have all current details for emergency contact. Parents are asked to inform the front office of any changes.*

Detention

In accordance with College policy, students may be detained for up to 20 minutes at lunchtime or after school. However, students may be placed in the school's detention class which is held daily from 3.15 - 4.00 p.m. for the following reasons:

- repeated lateness to school.
- repeated lateness to class.
- out of school grounds without permission.
- not wearing correct uniform.
- inappropriate behaviour.

Parents are informed via email and sms through the Compass system at least 24 hours in advance when their child has a formal school detention. Students are required to attend the detentions given. If the student is absent on the specified day(s) the detention will be reallocated to the next scheduled detention. For serious offences a Saturday morning detention may be issued.

School Bulletin

A student bulletin is issued each day. The bulletin lists for the day, notices of daily activities and messages from staff to students.

The daily student bulletin can be viewed on both the student and parent home page of Compass. Room changes can be viewed on television monitors located near the Year 7 corridor and in the General Office.

Bicycles at School

Students are permitted to ride their own bicycles to school. **It is compulsory for all students riding bicycles to school to wear bicycle helmets.**

Bicycles must not be ridden in the College grounds and need to be securely locked in the bike enclosure adjacent to the David Street gate during the day.

Canteen & Lunches

The College canteen and cafeteria area opens before school, at recess and lunchtime on all school days. This offers a wide range of food and refreshments. Students are not permitted to leave the school grounds to purchase lunch.

Students may bring lunch from home or purchase lunch from the College canteen. A lunch order system operates allowing students to order their lunch from the canteen before the beginning of the school day. Students who order their lunch are given priority service.

Lost Property

Lost property must be handed into the General Office. Students who lose personal items should see their Student Manager. Lost property can only be returned promptly if it is **clearly named**.

The school is not liable for valuable property, e.g. iPods, MP3 players, walkmans, mobile phones, etc. Students should not leave these unattended or in their locker.

Behaviour Code

A copy of the General School Rules is included in the School Diary which is issued at the start of the school year. The policy applies to all students. Students all receive the Student Code of Behaviour which details our expectations and responsibilities.

All students are expected to display the college values of Pride, Achievement, Cooperation, Caring and Honesty at all times.

Parent Involvement

Fortnightly Newsletter

The school newsletter, The Lalor Eagle, is published each fortnight on Compass and the school website for viewing. It is essential that the newsletter is read by parents as it provides information about school activities and important college events.

Curriculum News

The Curriculum News is produced on-line to Year 7 and 8 parents once a Semester and provides a brief overview of the content of the subjects that students will be studying. This is part of the College's commitment to keeping parents informed and enabling them to actively participate in their child's education.

College Council

The College Council is responsible for establishing all policies relating to the areas of finance, curriculum, uniform, student welfare and discipline at the college.

The Council is composed of:

- 8 elected parent representatives.
- 5 college personnel, one of whom is the Principal.
- 2 co-opted representatives.

The Council meets on the third Thursday of each month at 7.30 p.m. Elections for College Council are normally held in March each year.

Communication with staff

At all times parents are encouraged to communicate with their child's teachers about specific concerns or issues. Parents who want to meet with a particular teacher or teachers must make an appointment. The Sub School Leader or a Student Manager may be present at these meetings.

Staff will regularly provide information to parents via their Home page on Compass. Parents are encouraged to access this weekly and email the teachers of their children through the direct link on Compass as the first form of communication.

NB. *It is essential that we have all current details for emergency contact. Parents are asked to inform the front office of any changes including employment status.*

Extra-Curricula Programs

Lalor Secondary College offers extensive opportunities beyond the classroom. This allows for student enrichment and engagement. These include; Inter-school sports, Advance program incorporating the Duke of Edinburgh Award, Cultural production, school production, knitting club, Science Club, Debutante Ball, Year 9 camp, subject based competitions, Student Representative Council, Constitutional Conventions, Socials, Peer Support Program and many more.



Inter-school Sports Program

All students have the opportunity to participate in a wide variety of sports. Students compete against other secondary schools in our local area as representatives of Lalor Secondary College. Students can enter as individuals or team members in the school athletics carnival. The winners go on to represent

the school in group, zone and State level.

As part of a team students are given the chance to play both summer and winter team sports. These sports include softball, volleyball, tennis, cricket, basketball, netball, football, soccer, hockey, baseball, badminton and table tennis.

Excursions

The College encourages staff to organise educationally valid excursions for students. Consequently it is expected that when an excursion is organised all the students in the relevant Home Group or class will attend the excursion. It is also an expectation that teachers will set work related to the excursion, and follow this up on returning to school.

Students will normally travel by bus. Correct Lalor Secondary College uniform on excursions and a high standard of student behaviour is expected at all times. Student safety is to be of paramount importance.

Incursions

The College also allocates some money for guest speakers to address Year Level assemblies and other groups of students. The aim of this is to provide students with cultural enrichment and diversity. Alternatively, performances may be arranged for a year level.

National Competitions

As part of our policy to encourage students to extend themselves academically the College enters a number of annual competitions. These include the English, Maths, Science, Languages and Information Technology competitions

The Science Centre

The Science Centre at Lalor Secondary College houses three laboratories a central open plan learning area, as well as a conference room. Students have access to interactive whiteboards, desktop computers and netbooks. The open plan design allows students and staff to collaborate with their peers when completing inquiry based learning tasks.

The double laboratory allows practical work to be conducted by multiple classes concurrently. This is an advantage as it allows students to work collaboratively and the added benefit of several staff in attendance during practical investigations.



Year seven science classes make great use of the science centre as they tend to be blocked on together when completing the inquiry application tasks from the Victorian science curriculum.



VCE Biology and Chemistry classes are held in the centre in a dedicated senior laboratory and the centre is a focal point for local primary schools to attend science activity sessions run by the college science staff.

The Science Club

The science club runs every Wednesday in the science centre and is exclusively for year seven students to spend some time with different science staff and the laboratory technicians exploring science concepts through fun practical activities.



Some of the investigations students have worked on include.

- Writing in invisible ink.
- Water fireworks
- Larva lamps
- Rainbow fizz
- Growing crystal gardens
- Magic fountain.
- Forming clouds
- Electronics kits

“Discovery night “ is always popular at the science centre with students from year seven to twelve showing off their science skills with microscopes, electronics equipment chemistry experiments.



Library Resource Centre

The core role of the Library Resource Centre is to support and enrich the educational program of Lalor Secondary College. It does this by providing an abundance of current and relevant resources in a wide variety of formats and levels. The Library staff work to provide a learning environment that encourages independent lifelong learners.

To enable the Library Resource Centre to fulfil its central educational role in the school, Teacher-librarians provide programs in Literature, Information Literacy and I.C.T.



Library Hours

Monday	8:20am to 4pm
Tuesday	8:20am to 3:30pm
Wednesday	8:20am to 4pm
Thursday	8:20am to 4pm
Friday	8:20am to 4pm

Note: The library is closed at Recess every day.

Borrowing

All students may borrow up to four books at a time. Items vary in borrowing times up to two weeks. Students may renew items by bringing them into the Library. Also, students are asked to present their Student ID Card whenever they need to access and or borrow resources.

Printing And Photocopying

Printing and photocopying can be done in colour and black & white. All students are provided with a \$5 credit at the beginning of the school year for printing purposes. Students are expected to purchase more printing credits from Reception. Students will need to present their student ID card whenever they need to use the photocopier.

Important Programs

Maths Differentiated Program

Since 2011, Lalor Secondary College has implemented a differentiated Mathematics program for students in Year 7 through to Year 10. Students in Years 7 to 10 have since experienced improved outcomes. The program is designed to ensure that all students are given the opportunity to achieve success whilst developing and enhancing their Mathematical skills and concepts. This will also provide students with solid foundations for future achievement. To allow for this differentiation, students are in 'blocked' classes on the timetable. All students are tested prior to major content areas and then grouped according to their skill level. Teacher judgment and recommendation may also be called upon during this process. To ensure all student individual needs are met, specific content will be determined by the needs relevant to their skill base. It is also important to note that vertical movement between groupings is possible throughout the year.

Numeracy Support

The Numeracy Support Program is an essential component of the Maths Differentiated Program. The Numeracy support program is designed to allow all students to achieve success at whatever level of Mathematics they are capable of achieving. With a higher level of support being offered and basic numeracy skills being studied in a more hands on way throughout the year, the aim of the program is to both improve numeracy skills and develop student confidence in Mathematics. The method of using the Maths skills in real life situations helps the students not only understand what skills they need to improve in but can be reinforced with practice at home. For example students can perform tasks such as calculating the cost of a shopping trip or planning the timetable for the day, including reading public transport timetables or calculating time. Money and estimation also continue the student's use

of decimals and addition of decimals, again using real life situations to demonstrate the importance of the skills once they finish school. The students also receive the opportunity to develop their skills in areas in which they have misconceptions or lack in knowledge enabling all students to see success and improvement throughout the year. The course is designed to allow reintegration into the main stream Mathematic classes if gaps in knowledge have been bridged.

Literacy Support

The Literacy Support program is offered to students who are performing below curriculum standards at Years 7, 8 and 9. Students are selected from Years 7, 8 and 9 to participate in lessons that are targeted at improving their reading and writing skills. Students are withdrawn from classes and are placed in small groups or have one on one lessons with the teacher, giving the teacher the opportunity to work closely with the students. Students learn how to improve their writing, gain confidence in reading and in understanding what they are reading. The class utilises 'High Reliability Literacy skills', that ask students to explicitly identify and utilise key strategies to improve all aspects of their literacy. These strategies are implemented over the course of the year to assist in building good literacy practices. The aim of the program is to use activities such as; reciprocal reading strategies, Fitzroy Readers, scaffolds, templates, and paraphrasing to form part of the literacy classroom and provide students with the opportunity to develop a strong foundation for their education.

High Potential Learning Program

Lalor Secondary College strives to provide opportunities for all students to experience success and achieve their optimum potential in all areas of education. One way in which the school aims to accomplish this

goal is through the High Potential Learning Program which was implemented in 2012 and is for students identified as possessing higher than average learning potential.

Curricula in this program are tailored to high potential students: students are not taught to a particular level, they are taught to the level they are capable of achieving, and are positively challenged by. This will provide greater opportunities for students to expand their knowledge through student-focused and inquiry based learning.

Studies show that students with high academic potential feel most comfortable amongst their peers, as they are able to more freely express themselves than in a mixed classroom environment.

House Program

A formal House program was introduced to Lalor Secondary College in 2012. It is designed to offer encouragement and recognition for participation, effort and achievement in all areas of school life. The House program incorporates extra curricula activities such as Tennis, Football, Goal Kicking, Basketball, Cultural Concert, Production and Science Club as well as the Athletics Carnival and Fun Run. Students participating in excursions such as RISE, Alliance Francaise Poetry Competition, Clean Up Australia Day, Minecraft Team, Cheerleading and other activities will also be recognised in the House Program.

The Houses are named after famous Australians who have been pioneers and leaders in their chosen fields. These are Sir Donald Bradman, Sir Edward 'Weary' Dunlop, Edith Cowan and Andrew Barton 'Banjo' Paterson. These honourable people relentlessly gave their all for their peers and country. Students are encouraged to strive to achieve similar standards in a variety of areas including Sport, Science, Politics and Literature, by developing the desire to follow in their footsteps and replicate the qualities of these admirable people.

Key Learning Area: English

English Year 7

“Learn your language well and command it well, and you will have the first component to life.”

Edward Roscoe Murrow

Learning Focus

Year 7 English seeks to foster an enjoyment of the subject, to stimulate interest and develop competence in all aspects of the English language. The learning is based around the three central strands of language – reading, writing, and, listening and speaking. The focus is on consolidating and expanding students’ knowledge and understanding of a range of texts.

This includes:

- how to use formal language to create a range of texts for real life purposes
- how to use texts to explore in depth both familiar and more challenging themes
- how to respond to texts both personally and in a more analytical and critical way

Students participate in the Wider Reading Program which aims to promote reading not only as a beneficial language activity,

but also one that is most enjoyable. Teachers also focus regularly on developing students’ English skills within the context of particular topics or concepts. For example, students will practise key skills in relation to grammar, spelling and punctuation. All English teachers make use of the High Reliability Literacy Teaching Procedures in their classes.

Areas Of Study

1. Texts (Literary and Visual)
2. Writing
3. Issues
4. Oral

Assessment Tasks

1. Text Responses
2. Writing Folio
3. Oral Presentations



Key Learning Area: Mathematics

Mathematics Year 7

“Pure Mathematics is, in its way,
the poetry of logical ideas”

Albert Einstein



Semester One

Learning Focus

In this semester, students work at improving their number skills and their number theory. They examine indices, square roots, order of operations (BIDMAS) and integers. They will complete units of work on fractions and decimals and their applications in everyday life.

Areas Of Study

1. Whole number
2. Integers
3. Fractions
4. Decimals

Assessment Tasks

1. Topic Tests – 1 per area of study
2. Inquiry Task

Semester Two

Learning Focus

In Semester Two, students will investigate the use of percentages, rates and ratios in their lives. The measurement unit includes the concepts of perimeter, area and volume of various shapes. They look at Algebra including pronumerals and substitution, and undertake the study of geometry and coordinates. The semester concludes with work on probability and statistics.

Areas of Study

1. Percentages and Rates and Ratios
2. Measurement
3. Algebra
4. Geometry
5. Probability and Statistics

Assessment Tasks

1. Topic Tests – 1 per area of study
2. Inquiry Task

Numeracy Support Year 7

Semester One

Learning Focus

The focus for Year 7 Numeracy in Term One and Two is times tables, with daily practice, set up as a part of every lesson. We will also be reinforcing their basic number skills such as addition, subtraction, multiplication and division. They will also be introduced to integers, order of operations and multiples and factors. Decimals and fractions will be studied as well.

Areas of Study

1. Times Tables
2. Whole Numbers
3. Integers
4. Decimals
5. Fractions

Semester Two

Learning Focus

Semester Two is driven by the needs of the students as we undertake study in a variety of topics. This includes real life situations involved in Time and Location, Probability, Measurement, Geometry and Statistics.

Areas of Study

1. Time and Location
2. Probability
3. Measurement
4. Geometry
5. Statistics

Assessment Tasks

1. Time and Location Test
2. Probability Test
3. Measurement Inquiry Task
4. Geometry Test
5. Statistics Test

Key Learning Area: Science

Science Year 7

“The whole of Science is nothing more than a refinement of everyday thinking.”

Albert Einstein



Learning Focus

The Science curriculum at year 7 provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

In addition the science curriculum aims to ensure that the student develops an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions.

Students will learn to write a scientific report in a Laboratory report book specifically written for students at Lalor Secondary College. They will be able to use their chosen BYO device to access their textbook and to use the interactive IntoScience program which the science faculty provides for students in year seven and year eight.

Year seven students are also actively encouraged to participate in the science club which runs every Wednesday lunchtime during term two and three. This club is run exclusively for year seven students to enable them to explore science within a more social avenue and make new friends whilst doing fun science experiments under the guidance of science teaching staff and laboratory technicians.

Semester one and two science curriculum

The Victorian Curriculum Levels for Science

SCIENCE UNDERSTANDING

- Science as a human endeavour
- Biological sciences
- Chemical sciences
- Earth and space sciences

SCIENCE INQUIRY SKILLS

- Questioning and predicting
- Planning and conducting
- Recording and processing
- Analysing and evaluating
- communicating

Assessment Tasks

1. Tests
2. Practical Reports
3. Inquiry Tasks

Sport Year 7

“Champions aren’t made in the gyms. Champions are made from something they have deep inside them – a desire, a dream, a vision.”

Muhammad Ali

Learning Focus

All Year 7 students will participate in two periods per week of Sport Education which encompasses a range of physical activities that provide opportunities to further apply and develop the skills acquired through Physical Education. The aims of this program are to:

1. Promote a healthy lifestyle.
2. Encourage and provide opportunities for the participation of all students in a wide variety of sports and recreational activities, at a level appropriate for students’ physical and social development.
3. Teach students how to manage the cooperative and competitive requirements of sport.
4. Develop the capacity to make reasoned decisions that will lead to good behaviour as players, spectators, coaches and administrators.
5. Develop a knowledge and understanding of a sport’s tactics, strategies and rules.

Semester One

Areas of Study

Students will undertake one of the following in Term 1:

1. Cricket
2. Volleyball
3. Softball
4. Tennis

Students will undertake one of the following in Term 2:

1. Netball
2. Soccer
3. Football
4. Badminton

Cost

There will be a \$10 bus charge for interschool sport (cost may be subject to change).

Semester Two

Areas of Study

Students will undertake one of the following in Term 3:

1. Basketball
2. Rugby
3. Table Tennis

In Term 4, students will also be involved in an Inter-Home Group Competition in a variety of sports.



Key Learning Area: The Arts

Art Year 7

“If you hear a voice within you say ‘you cannot paint,’ then by all means paint, and that voice will be silenced”

Vincent Van Gogh

Learning Focus

The Year 7 Art program promotes imagination and creativity through a range of art forms. It introduces students to materials and techniques in drawing, painting, and printmaking. Students are encouraged to use a variety of starting points such as observation and research, as well as explore the artworks of traditional and contemporary artists to develop their ideas.

Areas of Study

1. Art Production
2. Art Appreciation

Assessment Tasks

1. Folio of completed Artworks supported by the Visual Diary
2. Art Appreciation Task

Cost

\$10.00 (Cost may be subject to change).



Music Year 7

“Music expresses that which cannot be said and on which it is impossible to be silent”

Victor Hugo

Learning Focus

The Music Program in Year 7 enables students to learn and explore music through performance, appreciation and theory. Students listen to and discuss the orchestral instruments, analysing and interpreting the aural aesthetics of musical excerpts. Students develop technical skills on the keyboard, by creating and refining musical works from a range of different styles. They also produce their own musical instrument and present this to the class, via an oral presentation.

Areas of Study

1. Orchestra
2. Music Theory
3. Performance (Keyboard)
4. Making an Instrument

Assessment Tasks

1. Performance
2. Assignment
3. Theory



Key Learning Area: English

English Year 8

“Reading is to the mind what exercise is to the body.”

Joseph Addison

Learning Focus

The Year 8 English course seeks to further develop the skills of reading, writing, listening and speaking more fully and with greater sophistication. It aims to enhance reasoning and analytic abilities and encourage reading for pleasure, understanding and language enrichment.

Students respond to a range of literary texts, developing the skills of interpretation, analysis and evaluation of characters, themes and issues. They also consider the appropriate use of language for particular purposes and audiences, and produce a writing folio displaying a range of writing styles.

Regular sessions are devoted to the development of language and vocabulary skills. There is also a focus on visual literacy and augmenting oral fluency.

Areas Of Study

1. Texts (Literary and Visual)
2. Writing
3. Issues
4. Oral

Assessment Tasks

1. Text Responses
2. Writing Folio
3. Oral Presentations

Key Learning Area: EAL

English as an Additional Language (EAL) Year 8

“The limits of my language mean the limits of my world.”

Ludwig Wittgenstein

Learning Focus

EAL classes provide intensive English tuition for students who have come to Australia from another country and are learning to use English as their main language. Students need to understand and control the English language as a means of learning.

Students’ understanding of English will develop through reading, writing, and speaking and listening. Study of novels, short stories, plays, poetry and issues in media are the main foci in EAL. Attention is given to correctness of spelling, punctuation and grammar and the development of oral skills.

Areas Of Study

1. Text Study
2. Writing
3. Issues

Assessment Tasks

1. Writing Response
2. Writing Folio
3. Oral Presentation





Key Learning Area: Mathematics

Mathematics

Year 8

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”

S. Gudder

Semester One

Learning Focus

At Year 8 the students are continuing to develop their skills in Mathematics in Number including Number and Place Value, Index Laws and BIDMAS. Decimals and Percentages in real life situations are also looked at and then they move on to Statistics including sampling, mean, median, mode and range. They then move on to developing their Algebra understanding to include factorising, substitution, multiplying and dividing algebraic terms.

Areas Of Study

1. Integers
2. Indices
3. Decimals and Percentages
4. Statistics

Assessment Tasks

1. Integers Test
2. Indices Test
3. Decimals and Percentages Test
4. Statistics Analysis Task

Semester Two

Learning Focus

In Semester Two the students continue to develop their understanding of Linear Algebra including interpreting graphs, finding rules and solving linear equations. They look at Measurement including area, volume, sectors and circumference. Probability is investigated including looking at complementary events and representing probability using diagrams and tables. Students also develop their understanding of rates and ratios before finally studying Geometry including congruence and transformations.

Areas of Study

1. Linear Algebra
2. Measurement
3. Probability
4. Rates and Ratios
5. Linear Graphs
6. Algebra

Assessment Tasks

1. Linear Algebra Inquiry Task
2. Measurement Test
3. Probability Test
4. Rates and Ratio Test
5. Linear Graphs Test
6. Algebra Test

Numeracy Support

Year 8

Learning Focus

The focus for Year 8 Numeracy Support is similar to Year 7 in Term One and Two with repeated practice on times tables. Basic number skills are revised and their knowledge of Integers, Fractions, Decimals and Percentages are developed further, especially in real life situations.

In Semester Two the course is more closely linked to the Year 8 Australian Curriculum to allow students to understand what they are expected to know in Year 8 Mathematics. They receive extra support and undertake a more hands on curriculum which helps them to experience success in areas they may have struggled in previously. By again relating their study as much as possible to real life experiences they develop some understanding of topics such as Measurement, Statistics, Coordinates and Geometry.

Semester One

Areas of Study

1. Times Tables
2. Whole Numbers
3. Fractions
4. Decimals
5. Percentages

Assessment Tasks

None in Semester 1

Semester Two

Areas of Study

1. Measurement
2. Probability and Statistics
3. Coordinates
4. Geometry

Assessment Tasks

1. Measurement and Inquiry Task
2. Probability and Statistics Test
3. Coordinates Test
4. Geometry Test

Key Learning Area: Science

Science Year 8



Semester One

Learning Focus

The Science curriculum at year 8 provides opportunities for students to continue to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

In addition the science curriculum aims to ensure that the student develops an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions.

Students will continue to write a scientific report in a Laboratory report book specifically written for students at Lalor Secondary College. They will be able to use their chosen BYO device to access their textbook and to use the interactive IntoScience program which the science faculty provides for students in year seven and year eight.

In year eight students will continue to build on their basic skills and conceptual ideas from year seven science. In year eight students are introduced to cells as microscopic structures that explain the macroscopic structures of living things. They begin to classify different forms of energy, and describe the role of energy in causing change in systems. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations drawing on evidence to support their views.

Semester one and two science curriculum

The Victorian Curriculum Levels for Science

SCIENCE UNDERSTANDING

- Nature and development of science
- Use and influence of science

SCIENCE INQUIRY SKILLS

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- communicating

Assessment Tasks

1. Tests
2. Practical Reports
3. Inquiry Tasks

Key Learning Area: Technology

Product Design and Technology Year 8

“Great design is eliminating all unnecessary details.”

Minh D. Tran

One Semester

Learning Focus

Year 8 Design and Technology involves students in using the design process to visualise design and ideas. They draw and produce products to meet design briefs. They use a range of tools and safely produce products using a variety of materials. Students evaluate their own work in light of function, appearance and performance of tools and processes.

Areas of Study

1. Design Process – 2D and 3D
2. Working Drawings
3. Safe Use of Machines
4. Research – origins of materials, environmental issues, processes
5. Projects
6. Evaluation

Assessment Tasks

1. Design Folio
2. Project Work
3. Written Report

Cost

\$15.00 (cost may be subject to change).



Food Technology Year 8

“Eating is not merely a material pleasure. Eating well gives a spectacular joy to life and contributes immensely to goodwill and happy companionship. It is of great importance to the morale.”

Elsa Schiaparelli



One Semester

Learning Focus

The Year 8 Food Technology course enables students to use, manage, design and understand creativity, technology and their relationship to innovations and food. This involves experimental, practical and applied knowledge as well as theoretical understanding. Students explore the importance of a healthy diet and its relationship to growth and development.

Areas of Study

1. Dietary Models
2. Nutrition
3. Key Foods
4. Design Process

Assessment Tasks

1. Research
2. Food preparation and management
3. Theory test

Cost

\$45.00 (cost may be subject to change).

Abbreviations

DEECD	Department of Education and Early Childhood Development
VCAA	Victorian Curriculum Assessment Authority
VCE	Victoria 'Certificate of Education
VTAC	Victorian Tertiary Admission Centre
MIPS	Managed Individual Pathways
NAPLAN	National Achievement Program Literacy and Numeracy
VET	Vocational Education Training
ATAR	University/TAFE placements are based on student ranking across the state at the end of Year 12
AIM	Achievement Improvement Monitor
VELS	Victorian Essential Learning Standards
AUSVELS	The Foundation to Year 10 curriculum based on the Australian Curriculum





LALOR SECONDARY COLLEGE

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