



LALOR
SECONDARY
COLLEGE

YEAR 7&8 SUBJECT HANDBOOK 2026

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BACKGROUND

Lalor Secondary College was established in 1963. The college recently celebrated its 60th Anniversary.

It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities of Lalor, Thomastown, Epping, South Morang, Mill Park and Reservoir. Set on approximately four hectares the college has excellent facilities and spacious grounds.

The College has an enrolment of approximately 1200 students representing more than 42 ethnic groups with approximately 60 per cent from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive curriculum designed around the Victorian Curriculum to ensure that the needs of all students are met and they move through the stages of secondary schooling with the necessary skills and abilities.

A strong partnership between parents, staff and students is promoted and encouraged through informal and formal communication.



PRINCIPAL'S MESSAGE



Corey Jewell
Principal

As a member of the Lalor Secondary College community for the past 20 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21st Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include Peer Support, After School Homework Club and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Mathematicss program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Languages program offering Macedonian, Greek, Vietnamese and French and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at Years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year.

The program offered at Years 11 and 12 provides opportunities for students to excel in VCE including the Vocational Major and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and ensures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

PRINCIPAL'S MESSAGE

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel, within the newly revised VCE and VCE Vocational Major study, and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

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Mr Corey Jewell
College Principal



LALOR SECONDARY COLLEGE

VISION & MISSION

Vision

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



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.



COLLEGE **VALUES**

Pride
Achievement
Caring
Cooperation
Honesty



COLLEGE CONTACTS

Principal

The Principal has overall responsibility for the school program that the teachers and staff carry out. It is one of the Principal's roles to ensure that the policies of the 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.

Sub School Leaders & Student Management Teams

There is a Sub School Leader and two Student Managers who are responsible for each year level. Matters regarding attendance, progress, behaviour and welfare are handled by the appropriate Sub School Leader or Student Manager. Parents are encouraged 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 Leader or Student Managers.

General Office

The General Office of the College is staffed on school days from 8.00 a.m. until 4.00 p.m. All parents and visitors to the College must first report to the office 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 and Accounts Receivable Officer.

The school's voicemail is operational after office hours. Parents must contact the school on (03) 9463 7371 to notify the school of a child's absence.

Term Dates 2026

Term 1	28 January 2026	2 April 2026
Term 2	20 April 2026	26 June 2026
Term 3	13 July 2026	18 September 2026
Term 4	5 October 2026	18 December 2026

In 2026, there will be a staggered start for students. Dates are to be determined

Bell Times

	Start Time	Finish Time
Arrive at School	8:20 am	
Locker Bell	8:30 am	
Period 1	8:40 am	9:40 am
Period 2	9:42 am	10:42 am
Recess	10:42 am	11:10 am
Period 3	11:10 am	12:10 pm
Period 4	12:12 pm	1:12 pm
Lunch	1:12 pm	2:00 pm
Period 5	2:00 pm	3:00 pm

Students have 2 minutes to transition to class periods 1-2 and periods 3-4

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 8.40am to 3.00pm on Tuesday 9th December 2025.

During the day students will be involved in activities to familiarise them with the school environment and their class before school begins in 2026. 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).

FIRST DAY of YEAR 7
Friday 30th January 2026

INFORMATION FOR FAMILIES

Expectations and Welfare

Student expectations 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 Student Code of Behaviour and Expectations have been developed through a process of consultation and cooperation, between the Wellbeing team, the student body, the parent body, staff and the College Council. The policy is regularly reviewed and adjustments made when necessary. Copies of the policy are available from the College.

Students in Year 7 will be made aware of the policy early in the school year. All other year levels have follow-up assemblies to reinforce the policy. 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

A Student Wellbeing Leader and School Counsellors 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 and 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 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 successful young adults.

Peer Leadership Program

The Peer Leadership 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 Leaders offer friendship and help with issues that students may face during their transition to the College, and the program gives our Senior students an opportunity to take on a leadership role within the College. Peer Leaders support students during lunch time clubs and as mentors for selected students who require additional support.

INFORMATION FOR FAMILIES

After School Homework Support (ASH)

Lalor Secondary College in collaboration with The Smith Family and Whittlesea Community Connections deliver a weekly After School Homework (ASH) program in the Library Resource Centre.

The After School Homework Program (ASH) runs most Tuesdays throughout the course of the year between 3 - 4pm.

Students have the option of leaving early and are not required to stay for 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 consent is required for students who want to attend the program. Forms are available from the General Office or the Wellbeing Office.

Year 7 “Getting to know you” Pre-Orientation Support Program

The Wellbeing Team in collaboration with the Programs and Engagement Leader and Year 7 Team coordinate a “Getting to know you” 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 Peer Leaders, 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 the curriculum, to enhance student learning. 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 outcomes for our school community.



INFORMATION FOR FAMILIES

Integration

Students who are eligible for funding are supported in 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 and experience success.

Koorie Group

Indigenous students are invited to participate in programs designed to assist their cultural, academic and personal 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 have included Love Bites, High Resolves and REACH.

E-Learning Devices

Lalor Secondary College is committed to increasing the use of Information Communication Technology across our college to improve teaching and learning and therefore student outcomes.

All students are required to complete the school's **Computer Usage Agreement**, ensuring appropriate understanding and use of IT. The school provides ongoing presentations at each year level focused on cyber-safety and responsible use of social media.

Textbooks & E-Books

Parents must purchase all the relevant texts, including e-book subscriptions for digital use as well as the required stationery on the Resource List. Champion Education is the official supplier of required resources for learning.

Please see the booklist for due dates for payments and deliveries.

UNIFORM POLICY

Aims

To promote equality amongst all students which will further develop a sense of pride in, and identification with, our school. This will lead to maintaining and enhancing the positive image of the school in the community as well as prepare students for the potential expectations of the workforce.

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 as the college aims to provide durable clothing that is practical for our environment as well as promote the safety of our students. It also helps to prevent bullying and competition on the basis of clothing and prepares students for the expectations of workplaces. Our school community is proud of our uniform and expect our students to wear it with dignity and honour at all times while representing the college.

Guiding Principles

Lalor Secondary College is a full uniform school. It is an important security issue that all students are clearly identified by full school uniform. The School Council sets the uniform and the Principal and staff, are required to enforce it. The school expects the co-operation of parents / carers / guardians maintaining a high standard of neatness and conformity with the students' uniform, as well as in general appearance. Items must be official Lalor Secondary College wear, as displayed and sold in the school's uniform shop.

After consultation with the school community and the Student Representative Council, School Council developed a Dress Code that provides choice for students and 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.

The Lalor Secondary College school uniform, as well as sports uniforms will be prescribed, and are required to be worn in the correct manner throughout the year.

The student Dress Code, including details of uniform items and place of purchase, is 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 Behaviour.

Arrangements can be made to subsidise uniforms via State Schools Relief for families experiencing financial hardship.

SCHOOL PROCEDURES

DRESS CODE

- The uniform is to be in good condition and worn with pride.
- Students in Years 7 to 12 will wear the correct college uniform as per College Council Uniform Policy.
- If the student is unable to wear the complete uniform for a brief period of time, the LSC sport uniform must be worn. A note from a parent / carer / guardian is required for the sport uniform to be worn. Notes must be presented to the relevant Student Manager before school for an appropriate pass to be issued.
- Non-Lalor Secondary College clothing items (casual clothes) will not be allowed as an alternative uniform, under any circumstances. This means that students may be withdrawn from classes in Years 7, 8 and 9 or sent home to change in Years 10, 11 and 12 if not in our college uniform. (See consequences of non-compliance on page 6) Shoes must be conventional black, lace-up leather school shoes (not boots or runners) with a heel and no platforms. (refer to the pictures in this policy)
- Plain white and navy head scarves for religious reasons are acceptable when worn in the manner outlined for the LSC uniform.
- College hats must be worn for Sport and P.E. Terms One and Four which is consistent with the Lalor Secondary College Sun Protection policy. 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.
- Years 11 and 12 students only are permitted to wear the navy V.C.E. jumper.
- Ear piercing is permitted in the form of one pair of small sleepers or studs. A piercing in the form of one clear stud in one nostril is also permitted.
- Sticking plaster (e.g. band aid) is not to be applied on the face.
- Make-up is not to be worn.
- Jewellery is not to be visible. The school will not be held responsible for any lost items of jewellery.
- Tattoos must not be visible.
- Unnatural hair colours (e.g. green, pink, blue, red, orange or purple) and/or extreme hair styles (e.g. Mohawks, two-tone hair colour) are not permitted. Hair accessories must be white, navy or dark green.
- Jackets must be the school blazer or the school navy waterproof jacket. School waterproof jackets must be worn over the College pullover. This is a rain jacket worn for the reason of protecting students against the rain and cold. The rain jacket can be worn indoors if required by the student for additional warmth.
- Students must wear protective garments in Design Technology, Food Technology, Science and PE classes. Students must bring and wear a protective smock or shirt in Art classes.
- The sport uniform can be worn to school by students in Years 7 to 10 on the days they have scheduled PE or Sport. For hygiene standards to be maintained within the college, students will be required to get changed into their LSC school uniform at the conclusion of their PE or Sport session unless it is period 5 where they can be dismissed in sports uniform.
- No other garments are to be visible under the uniform.
- The length of the summer dress and navy skirt must be knee length. The navy skirt and pants must not be altered or rolled up.
- The school shorts must not be altered or rolled up.
- The school shorts must be visible when wearing the summer shirt.
- Girls required to wear long sleeves for religious reasons may purchase and wear the long-sleeved summer dress.
- For the subjects of Dance and Drama, HPE & Sport students must wear the Lalor Secondary College sport uniform during their practical classes when requested to do so by their teacher.
- Other than clear nail polish, cosmetics are not to be worn at school. Artificial nails are not permitted due to safety reasons.
- School scarves are not to be worn inside the classroom during practical classes (Food Technology, Design and Technology, Art, PE, Pracs in Science, Drama and Dance).
- Students must wear the LSC school uniform on all excursions unless the School Excursion notice specifically states otherwise. Any student out of uniform will not be permitted to attend.

Lalor Secondary College

UNIFORM ITEMS

Summer Items

Lalor S.C. summer dress
 Long sleeved Lalor S.C. summer dress [for religious reasons]
 Lalor S.C. white shirt – short sleeve
 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 with a heel (not boots, no high heels, platforms or 't-bars')
 Lalor S.C. Navy hat with emblem
 Lalor S.C. blazer (optional)
 Lalor S.C. Navy shorts
 White headscarf [for religious reasons]

Winter Items

Lalor S.C. winter skirt
 Lalor S.C. Navy Pants
 Lalor S.C. white shirt – long sleeve
 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 with a heel (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)

Summer Items

Lalor S.C. Grey shorts
 Grey or 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 with a heel (not boots)
 Lalor S.C. Navy hat with emblem
 Lalor S.C. blazer (optional)

Winter Items

Lalor S.C. Grey Pants
 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 with a heel (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 (non-marking)
 Lalor S.C. rugby top
 Lalor S.C. Navy hat with emblem
 Lalor S.C. sport socks (optional), white or black socks
 Lalor S.C. skins. Navy pants & White top (to be worn under sports uniform)

IMPORTANT INFORMATION

ASSESSMENT

Prior to starting Year 7, students sit online tests that, in conjunction with the information provided from their primary school, provide the College with a more detailed understanding the child's learning needs. All Year 7 students also sit the National Achievement program Literacy and Numeracy (NAPLAN) tests which are externally assessed. During the year, students will receive detailed information on four occasions. 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 assessment tasks as well as progress against the Victorian Curriculum. In addition, Lalor Secondary College uses continuous reporting. Parents and students will receive information about a student's progress or level of performance on tasks several times throughout each semester. This information will be reported online through Compass during the semester as assessment tasks are completed. End of Semester reports will be provided online.

HOMEWORK

Homework is essential to the curriculum. Year 7 students should aim for 1 to 1.5 hours of homework each school night, helping them develop independence in applying knowledge and skills. Homework may include teacher-set work, ongoing assessment, revision for tests, and reading. Students must record all homework and due dates in their diaries and establish a routine for completing tasks. While the guideline is 1 to 1.5 hours per night for Years 7 and 8, this may vary during times of assessment.

LOCKERS

The large lockers provided will accommodate books, E-Learning device and a schoolbag 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 and 8 students are issued with a Student Diary at the beginning of the school year. 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.

CANTEEN LUNCHES

The College canteen and cafeteria are open at recess and lunchtime on school days, offering various food and refreshments. Students must stay on school grounds for lunch and can either bring food from home or purchase it from the canteen. A lunch order system allows students to order ahead, giving them priority service. Students are not allowed to use their phones to make purchases from the canteen.

LOST PROPERTY

Lost property must be submitted to the General Office. Students who misplace items should contact their Student Manager. Items should be clearly named. The school is not responsible for valuable items like devices and phones, which should not be left unattended.

LATENESS

Students must be punctual, arriving by 8:20 a.m. and no later than 8:30 a.m. Those arriving after 8:40 a.m. must bring a note and report to the General Office first to record their attendance. Persistent lateness may result in detention or other disciplinary actions per the LSC Code of Behaviour.

IMPORTANT INFORMATION

ATTENDANCE

Attendance at all classes 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 an absence, parents are requested to send a note to the Student Manager 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.

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 SubSchool Leader or Student Manager by 8.20 am. The note needs to state the reason for early departure and the arrangements or 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.

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 place of employment changes it is very important that you notify the college.

NB. It is essential that we have all current details for emergency contacts. Parents are asked to inform the General 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 pm 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 Compass 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.

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 their responsibilities.

BICYCLES AT SCHOOL

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

PARENT INVOLVEMENT

FORNIGHTLY NEWSLETTER

The school newsletter, The Lalor Eagle, is published biweekly on Compass and the school website. Parents are encouraged to read it for information on school activities and important events.

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.
- 2 elected student 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 General Office of any changes including place of employment.*

EXTRA CURRICULA PROGRAMS

Lalor Secondary College provides numerous opportunities for student enrichment beyond the classroom, including inter-school sports, cultural concerts, school productions, E-Sports Club, Chess Club, Science Club, Art Club, Year 9 camp, subject-based competitions, Student Representative Council, Constitutional Conventions, and the Peer Leadership Program.

INTER SCHOOL SPORTS PROGRAM

All students can participate in a variety of sports, competing against local secondary schools as representatives of Lalor Secondary College. They may enter individually or as team members in the school athletics carnival, with winners advancing to group, zone, and state levels. Team sports are available in both summer and winter, including softball, volleyball, tennis, cricket, basketball, netball, football, soccer, hockey, baseball, badminton, and table tennis.

EXCURSIONS

CompassPay via the Compass App includes all information. The College encourages staff to organize educational excursions, and all students in the relevant class are expected to attend. Teachers should assign related work and follow up after the excursion. Students typically travel by bus or train.

Correct Lalor Secondary College uniform on excursions and a high standard of student behaviour is expected at all times. Student safety is of paramount importance.

INCURSIONS

The College allocates funds for guest speakers at Year Level assemblies and other student groups, aiming to provide cultural enrichment and diversity.

STUDENT OPPORTUNITIES

MULTICULTURAL CONCERT

The Cultural Concert has become a tradition at Lalor Secondary College. It provides students with an opportunity to share a part of their cultural background and have the school community acknowledge and celebrate the cultural diversity of our students. The concert also enables students to express themselves as individuals. The performances are varied and usually include dancing, singing, theatrical acts and musical performances.

SCHOOL PRODUCTIONS AND PERFORMANCES

Students are encouraged to participate in the performing arts, including dramatic productions, musicals and concerts. Many students are involved in a range of areas that pull these productions together. These include acting, dancing, musical performance, lighting, backstage and set and costume design. In 2022 the school put on a production of 'Moana'. These productions see the students, teachers and community come together to create something which all involved are proud.

AWARDS EVENINGS

Lalor Secondary College promotes academic excellence and formally recognises this by awarding academic awards for each year level from 7 to 10. At the senior level awards are given to the top student in each area of study. A number of other awards including citizenship and meritorious achievement are made.

ART & TECHNOLOGY SHOWCASE

Artworks and products from the visual arts and technology subjects from year 7-12 are exhibited annually. Staff and students work together to develop the exhibition space to showcase and celebrate the excellent completed throughout the year.

MUSIC CONCERTS

All students who participate in the instrumental music program throughout the year which includes strings, percussion, woodwind, voice and brass showcase their amazing talents at the spring music concert.

END OF YEAR ACTIVITIES WEEK & SCHOOL PICNIC

All students have the opportunity participate in a fun yet highly engaging and educational program in the last week of the academic year. The School Picnic is an opportunity for our students and school community to celebrate the wonderful achievements throughout the year and is a highlight on our event calendar.

INSTRUMENTAL PROGRAM

Instrumental Lessons run throughout the year and are an optional program for students. Students may specialise in voice or a variety of instruments.

VICTORIAN SCHOOL SPECTACULAR

The VSSS is a proud tradition in government schools and offers students the opportunity to take part in this heart-warming performing arts showcase performing to thousands of people and later broadcast on television.

PREMIERS READING CHALLENGE

The Premier's Reading Challenge encourages students across Victoria to discover new stories and a love of reading. At Lalor Secondary College, it's a core part of the Year 7 and 8 literacy program. The challenge gives students time to explore books at their own pace and build confidence in their reading skills.



LEARNING SPACES

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 desktop computers and netbooks.

The open plan design allows students to collaborate with their peers and staff 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 7 Science classes make great use of the Science Centre, 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.

SCIENCE CLUB

The Science Club runs every Wednesday in the Science Centre and is exclusively for Year 7 and 8 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 7 to 12 showing off their science skills with microscopes, electronics equipment and 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 ICT.

LIBRARY HOURS

Monday	8:00am to 4:00pm
Tuesday	8:00am to 4:00pm
Wednesday	8:00am to 4:00pm
Thursday	8:00am to 4:00pm
Friday	8:00am to 4:00pm

Note: The library is closed at recess every day and from 1:30pm during lunchtime.

BORROWING

Students can borrow up to four books at a time, with loan periods of up to two weeks. Books can be renewed simply by bringing them back to the library. Please ensure that students have their Student ID Card with them to borrow resources.

PHOTOCOPYING

The library offers colour and black & white printing and photocopying. Each student receives a \$5 print credit at the start of the year. Additional credits can be purchased from the school reception. Don't forget – students will need their Student ID Card to access these services.

LEARNING SPACES

DRAMA CENTRE

The Drama Centre is used for drama and dance classes, dramatic and musical productions, Year Level Meetings, and presentations given by special guest speakers. It is also avenue for Parent Information Evenings.

The College Council sees the complex as a valuable community asset and is especially pleased to have outside groups use it outside school hours.

MUSIC

The school has several designated music rooms, including an electronic music suite. The Music Program has expanded in recent years to offer multiple instrumental music classes, Year 7 Concert Band, choirs and rock bands, in addition to classroom music.

ART & DESIGN

The College has several designated Art and Design specialist rooms with facilities for two dimensional and three dimensional studio practices. Teaching and learning is supported by an improved design space, which is equipped with a class set of computers, colour printer, scanner and LCD project or allowing for ICT to become a major component of the students' design process.

FOOD & TECHNOLOGY

The Food and Technology area has two modern kitchens and two classrooms which provide our students with the latest in the Food Technology area. All Year 7 and 8 students study Product Design and Technology. The College's two fully equipped woodwork rooms accommodate the students when designing and working with wood and plastics.

SPORTING FACILITIES

The new state of the art competition grade stadium caters for a wide variety of physical activities to support students in their health and wellbeing. It also includes a weights training purpose-built space.

In addition, students are able to use a synthetic area comprising of tennis courts and the synthetic soccer field accommodating both soccer and hockey during Health and Physical Education, Sports classes and also available at lunchtime for students.

STUDENT LEADERSHIP

SCHOOL CAPTAINS

At the end of the school year, Year 12 and 11 students vote for School Captains for the following year. A male and female captain and two deputies are elected. School Captains lead the SRC and are members of the College School Council, and attend many school functions.

SRC (STUDENT REPRESENTATIVE COUNCIL)

The Student Representative Council is composed of students elected from each year level. The SRC meets approximately once a month to discuss matters of concern to the students of the college.

It serves as a link between the students and the administration. The SRC also raises money to support our Sponsor Child in Rwanda, particular school projects, as well as specific charities.

SPORTS CAPTAINS

At the end of the school year, students in Year 11 and Year 12 have the opportunity to nominate for School Sports Captains for the following year. A male and a female sports captain will be elected. Sports Captains work closely with the Sports Coordinator arranging and running sports events.

ARTS CAPTAINS

The Arts Captains for each level will be responsible for utilising their position to connect students to activities in the Arts. They will be responsible to link students with a passion for the Arts from all year levels to each other.

CLASS CAPTAINS 7-11

Every Home Group elects one student to represent their Home Group with assisting the Home Group teacher and performing any other duties as they may arise.

HOUSE CAPTAINS

There is opportunity for all students to become House Captains. There is an elected House Captain from each of the Year levels 7-12 in each of the school Houses - Cowan, Chang, Freeman and Paterson. The captains are responsible for many duties including assisting the House System Coordinator to prepare and run house events through the school year. The Year 12 House Captains are also members of the schools SRC.

IMPORTANT PROGRAMS

MATHEMATICS DIFFERENTIATED PROGRAM

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.

BOOST 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 Cathy Freeman, Edith Cowan, Victor Chang and Andrew Barton 'Banjo' Paterson. These honorable 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.

YEAR 7 COURSE STRUCTURE

Subject	Periods
English/EAL	8
Mathematics	8
Science	6
Humanities	6
Health & Physical Education	4
Languages	4
Sport	2
Art (Semester)	5
Music (Semester)	5
Product Design & Technology (Semester)	5
Digital Technology (Semester)	4
Pastoral Program	2

The Timetable

Lalor Secondary College's teaching schedule works on a 10-day timetable. This means that in all year levels, students will be given a copy of their individual timetables and are strongly encouraged to be responsible for their own organisation. The weeks are distinguished by colour so that students and staff can easily identify the week.

Students are encouraged to check their timetables and gather the appropriate equipment the night before so that they are aware of what classes they have on the following day, including changes

Subject Fees

Some subjects will have fees associated with them that cover consumables and materials. These additional costs are covered in the subject description in this handbook.

Please note that at the time of publication, these fees were correct, however, they may be subject to change dependent on the supplier.



YEAR 7 SUBJECTS

CORE

ENGLISH

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 both familiar and more challenging themes in depth
- 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.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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' understanding of English will develop through reading, writing, 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.



YEAR 7 SUBJECTS

CORE

MATHEMATICS

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 and coordinates. They will complete units of work on fractions and ratios and their applications in everyday life. They will also investigate the properties of various shapes and objects.

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. The semester concludes with work on probability and statistics.

FOUNDATION MATHEMATICS

Learning Focus

The focus for Year 7 Foundation Mathematics in Term One and Term Two is times tables, with daily practice set up as part of most lessons. We will also be reinforcing the students' basic number skills such as addition, subtraction, multiplication and division. They will study the order of operations (BIDMAS) and fractions and angles associated with various shapes.

Semester Two is partially driven by the needs of the students and attempting to link Mathematics to a variety of real life situations. Topics may include Decimals, Percentages, Measurement and Statistics.

MATHEMATICAL METHODS

Learning Focus

The focus for Year 7 Mathematical Methods is to extend and stretch students beyond the general skills and concepts of the subject.

YEAR 7 SUBJECTS

CORE

HUMANITIES

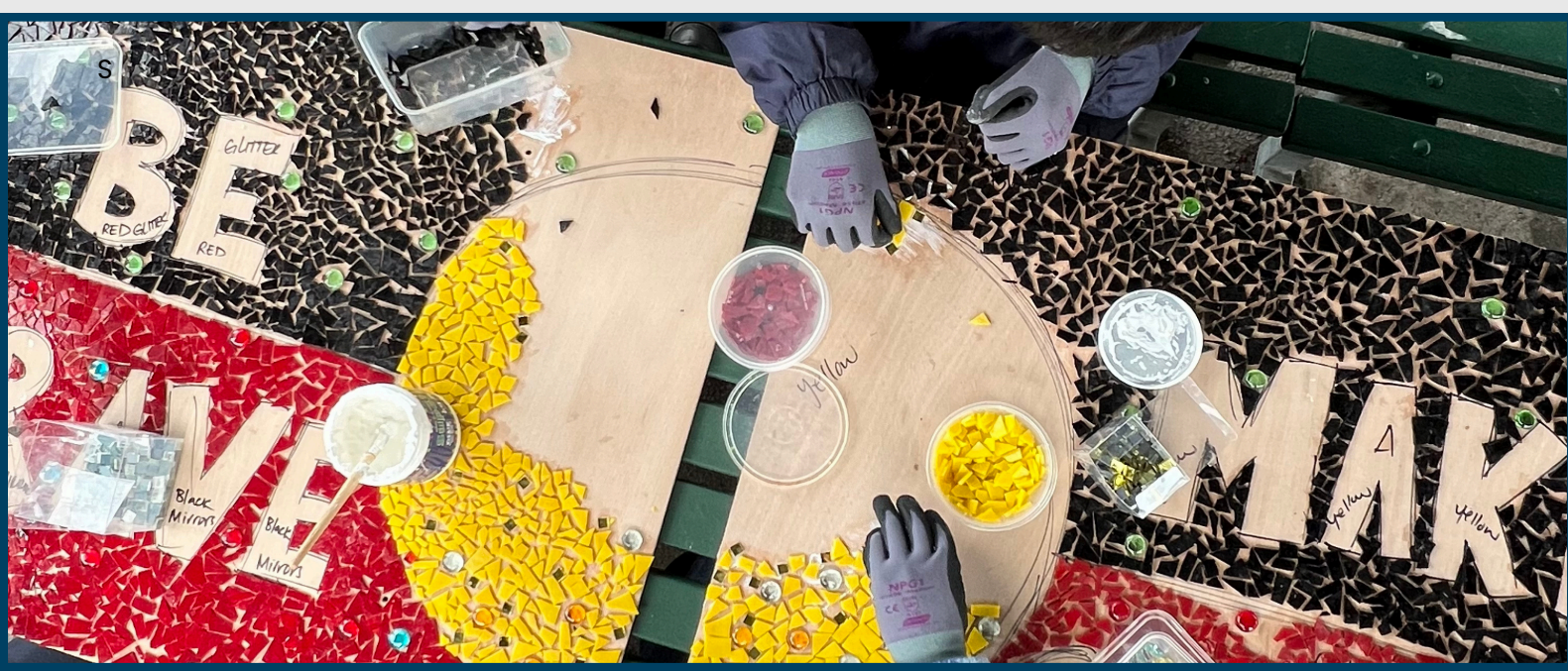
Learning Focus

The Year 7 curriculum gives students the opportunity to investigate the discoveries, mysteries and achievements of ancient societies in Greece and China. Students will develop their historical understanding through concepts such as evidence, continuity and change, cause and effect, chronology and significance.

The cultures of Indigenous Australians and Torres Strait Islanders are also introduced and explored from an historical perspective through to the current day.

There is a study of geographical units, with an introduction to mapping skills and a study of water as a renewable environmental resource. Students examine the many uses of water, its value, its different forms, the ways it connects places, its availability and scarcity. Students also focus on the concept of place through an investigation of liveability, such as factors that influence liveability and how it is perceived.

At Year 7 students will explore the features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia's legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.



YEAR 7 SUBJECTS

CORE

SCIENCE

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 be provided with a science logbook that is used in the laboratory and access to the online Stile program which the science faculty uses to facilitate teaching and learning in the classroom.

Students will learn to design and conduct scientific investigations and present their findings as a scientific poster. Some topics that are covered in Year 7 are Mixtures, Ecosystems, Classification, Forces, Simple Machines and Earth's Place in Space.

Year 7 students are also actively encouraged to participate in the Science Club which runs once per week at lunchtime during term two and three. This club is run exclusively for year seven and eight students to enable them to explore science and make new friends under the guidance of science teaching staff and laboratory technicians.

YEAR 7 SUBJECTS

CORE

LANGUAGES

Learning Focus

The College provides an extensive language program with French, Modern Greek, Vietnamese and Macedonian being offered. The study of each language is designed to enable students to use the language to communicate with others and appreciate the cultural context in which it is used. It will assist students to make connections between languages as well as understand language as a system. Students will be able to use this language for work, further study or leisure. The language program provides for both students continuing the language at secondary school (Pathway 1) and for students beginning the language at secondary school (Pathway 2).

HEALTH AND PHYSICAL EDUCATION

Learning Focus

Health and Physical Education in Year 7 provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental, social and emotional health. It focuses on the importance of healthy lifestyle choices, respectful relationships, the effects of smoking and the various body systems.

SPORT

Learning Focus

All Year 7 students will participate in one period per week of Sport Education. The aims of the Sport program are to:

1. Promote a healthy lifestyle by providing opportunities for the participation in a wide variety of sports and recreational activities, at a level appropriate for students' physical and social development.
2. Teach students how to manage the cooperative and competitive requirements of sport.
3. Develop, acknowledge and understand tactics, strategies and rules of various sports.

PASTORAL PROGRAM

Learning Focus

The purpose of the Pastoral Program is to assist students in developing social and emotional skills that nourish their relationship with themselves and others through the Berry Street Education Model. Throughout the year, students will explore the domains of Body and Relationship in depth and be introduced to ideas of Stamina, Engagement and Character Strengths. Feeling connected to other people is a deep biological and psychological need and positive relationships increase physical health, wellbeing, meaning in life and resilience.

YEAR 7 SUBJECTS

SPECIALIST

ART

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.

Cost - \$ 10.00

MUSIC

Learning Focus

The Music Program in Year 7 introduces students to musical performance, appreciation and theory through a range of musical genres. Students develop basic theoretical knowledge and apply this when using body percussion and a variety of different instruments. They continue to develop their instrumental skills when performing as a class and in a small group.

DIGITAL TECHNOLOGY

Learning Focus

Students learn to understand the different application available to them as a student at Lalor Secondary College, and their rights and responsibilities to be part of the school Network, including how to log into the correct network and use cloud storage. This includes the care, use and maintenance of their new laptop device.

Students learn about the difference between hardware and software and how they form digital systems and networks. In addition, students understand how data is transmitted and secured in a network. Students improve their communication skills by creating an interesting and engaging poster to encourage students to be cyber safe.

Students learn about how to program using a hands-on-device, the BBC micro:bit. Using techniques to change the flow of their code (sequence, iteration and branching), students learn how to build a program from the ground up – first understanding the requirements of the user, next designing a solution, then building and testing to see if solution is working as expected.

Students also learn about data analysis and storage, how to use spreadsheets and visualisations and understanding data more effectively. In a world where data is plentiful but information and insight can be lacking, data literacy skills taught are ever more important for students to learn.

YEAR 7 SUBJECTS SPECIALIST

PRODUCT DESIGN AND TECHNOLOGY

Learning Focus

The Year 7 program introduces the students to a variety of production processes. They learn how to use tools and equipment in a safe manner, by constructing predesigned projects. The projects have been selected because they require the development of specific set of skills. Students will gain an understanding of different resistant materials such as wood, metal and plastics and introduced to relevant technology skills which include the use of; hand tools and portable machines tools. Students' apply creativity, innovation and thinking skills combined with technology to generate original ideas to produce a realistic solution with the aid of 2D and 3D drafting software.

Cost - \$25.00



YEAR 8 COURSE STRUCTURE

Subject	Periods
English/EAL	8
Mathematics	8
Science	6
Humanities	6
Health & Physical Education	4
Languages	4
Art (Semester)	5
Music (Semester)	5
Design Technology	5
Food Technology (Semester)	5
Inquiry	4
Pastoral Program	2

The Timetable

Lalor Secondary College's schedule works on a 10-day timetable. This means that in all year levels students will be given a copy of individual timetables and are strongly encouraged to be responsible for their own organisation. The weeks are distinguished by colour so that students and staff can easily identify the week.

Students are encouraged to check their timetables and gather the appropriate equipment the night before so that they are aware of what classes they have on the following day including any changes.



YEAR 8 SUBJECTS

CORE

ENGLISH

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, ideas, values and issues. They also consider the appropriate use of language for particular purposes and audiences.

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

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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' understanding of English will develop through reading, writing, 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.



YEAR 8 SUBJECTS

CORE

GENERAL MATHEMATICS

Semester One

Learning Focus

At Year 8 the students are continuing to develop their skills in Mathematics, beginning with the consolidation of Number skills such as Place Value, Factors and Negative Numbers and BIDMAS. They will continue to work with fractions and decimals. Students then move on to developing their algebra understanding, focusing on processes such as substitution, simplifying expressions, factorizing and multiplying and dividing algebraic terms before moving onto Percentages, Ratios and Rates, where real life situations are also looked at.

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. Data analysis is looked at and Probability is investigated looking at complementary events and representing probability using diagrams and tables. Finally, Geometry is studied including congruence and transformations.

FOUNDATION MATHEMATICS

Learning Focus

The focus for Year 8 Foundation Mathematics is to work on reinforcing the students' basic skills are revising concepts. As in Year 7 Foundation Mathematics the students receive extra support and undertake study that is related as much as possible to real life experiences.

MATHEMATICAL METHODS

Learning Focus

The focus for Year 8 Mathematical Methods is to extend and stretch students beyond the general skills and concepts of the subject.

YEAR 8 SUBJECTS

CORE

HUMANITIES

Learning Focus

The Year 8 curriculum provides a study from the end of the ancient world to the beginning of the modern period, giving students the opportunity to investigate the period when major civilisations came into contact with each other. Areas of study include Medieval Europe, the Mongol Empire and the Spanish conquest of the Americas. Social, economic, religious, and political beliefs were often challenged and significantly changed. Students will develop their historical understanding through concepts such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

It provides a study of geographical units that explore landscapes and their landforms. This allows students to examine processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. They also investigate the changing human geography of countries, as revealed by shifts in population distribution. This allows a close study of urbanisation.

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring how businesses can operate in a socially responsible manner where they support their staff, community and environment so they are contributing not only to the economy, but to society and natural world. They explore what it is like to be in the Australian workforce and how we get paid.

They will consider ways markets work within Australia to set prices, they investigate how businesses and individuals use enterprising behaviours and capabilities and how entrepreneurial capabilities contribute to business success and help businesses create and respond to opportunities in the market. They also consider rights, responsibilities and opportunities that arise for businesses and consumers.



YEAR 8 SUBJECTS

CORE

SCIENCE

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 be provided with a science logbook that is used in the laboratory and access to the online Stile program which the science faculty uses to facilitate teaching and learning in the classroom.

Students design and conduct scientific investigations and present their findings as a scientific poster. Some topics that are covered in Year 8 are Elements and Compounds, Physical and Chemical Change, Cells, Body Systems, the Rock Cycle and Sound and Light energy.

Year 8 students are also actively encouraged to participate in the Science Club which runs once per week at lunchtime during term two and three. This club is run exclusively for year seven and eight students to enable them to explore science and make new friends under the guidance of science teaching staff and laboratory technicians.



YEAR 8 SUBJECTS

CORE

HEALTH AND PHYSICAL EDUCATION

Learning Focus

Health and Physical Education in Year 8 provides students with knowledge, skills and behaviours to further develop and maintain their physical, mental, social and emotional health. It continues to focus on the importance of healthy lifestyle choices, respectful relationships, the effects of alcohol, First Aid and decision making processes.

LANGUAGES

Learning Focus

The College provides an extensive language program with French, Modern Greek, Vietnamese and Macedonian being offered. The study of each language is designed to enable students to use the language to communicate with others and appreciate the cultural context in which it is used. It will assist students to make connections between languages as well as understand language as a system. Students will be able to use this language for work, further study or leisure. The language program provides for both students continuing the language at secondary school (Pathway1) and for students beginning the language at secondary school (Pathway 2).

INQUIRY PROGRAM

Learning Focus

The Inquiry Program at Year 8 further develops a culture of curiosity, problem solving, independent learning, research skills and collaboration. The College works closely with the Whittlesea Tech School to provide an engaging and challenging program, where students are introduced to new technologies and the Innovation Process. Students select their area of interest and, facilitated by teachers, follow the inquiry process to investigate and produce creative solutions to a problem they have identified.

PASTORAL PROGRAM

Learning Focus

The purpose of the Pastoral Program is to assist students in developing social and emotional skills that nourish their relationship with themselves and others through the Resilience Project. Throughout the year, student will explore the domains of Gratitude, Empathy and Mindfulness. Feeling connected to other people is a deep biological and psychological need and positive relationships increase physical health, wellbeing, meaning in life and resilience. Students complete formative tasks to assess their progress throughout the explored domains.

YEAR 8 SUBJECTS

SPECIALIST

ART & DESIGN

Learning Focus

The Year 8 Art and Design program fosters individuality and creativity by exploring themes that draw from the student's personal experience. Practical tasks are focused on developing skills in a range of materials and techniques in order to develop confidence in a range of art forms. Students learn to analyse the artworks of traditional and contemporary artists and apply this knowledge to develop their own ideas.

Cost - \$ 10.00

MUSIC

Learning Focus

The Music Program in Year 8 extends students prior knowledge of studying music through performance, appreciation and theory. Students continue to develop technical skills on a range of instruments and body percussion to perform as a class and in small groups. They also learn about the history of Hip Hop Culture, exploring different music techniques.

FOOD TECHNOLOGY

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 well as theoretical understanding. The students focus on safety and hygiene with food and kitchen equipment. They explore various topics, including meat, seafood and poultry including their nutritional value. They look at how food waste is a problem and design sustainable ways to save food products from waste and turn them into creative food dishes. They develop an understanding of the importance of a healthy diet and its relationship to growth and development.

Cost - \$ 45.00

PRODUCT DESIGN - TEXTILES

Learning Focus

Product Design and Technology at Year 8 builds on previous knowledge with the students using design and construction process, study changing technologies, researching the uses and sources of raw materials, industrial process and related environmental issues through textiles. Students develop an understanding of how technology affects and supports our lives, how to design, plan and construct textile items, issues of sustainability of materials used in our lives, how to evaluate finished products and safe work-practices.

Cost - \$ 25.00



THANK YOU

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