



KYNETON HIGH SCHOOL

KYNETON HIGH SCHOOL

2024

YEARS 7 & 8 COURSE
INFORMATION HANDBOOK

RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE

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INFORMATION

PRINCIPAL'S ADDRESS



Kyneton High School is committed to its responsibility, as part of the Education State, to “provide every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives, to have the skills that industry needs, and that employers expect.”

We are open to all learners; our goal is to improve outcomes for all students, regardless of their start in life.

We recognise that every student is entitled to a learning programme that is engaging, stimulating and tailored to their needs. We offer differentiated classroom learning for all students in every learning area. All Year 7 and 8 students are eligible for a one-to-one reading programme called Turning Pages to boost their reading levels. We also have a Gifted and Talented Programme with Individual Learning Programmes developed for students who are involved.

For most young people (and their parents), transition to High School can be a time of both high expectation and some apprehension as they enter into a new learning environment, make new friends and meet new teachers.

Our Junior Program emphasises the development of positive behaviours for learning, supported by respectful relationships that are nurtured in our inclusive and caring learning community. We have a Home Group system which supports the transition from primary into secondary schooling through providing students with a “home-base” classroom and a small team of dedicated teachers. We have a strong Wellbeing Team who deliver a wide range of wellbeing support programmes in addition to individual student support.

Our Home Group system helps to give our students a strong sense of consistency and security in those crucial early years at secondary school. Teachers work closely together to create exciting and engaging curriculum for classes in an environment where they can monitor their student’s academic progress and social development.

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

Best wishes

Ana Rees, Executive Principal

IMPORTANT INFORMATION ABOUT OUR SCHOOL

BYOD

At Kyneton High School, eLearning is considered an integral part of our student’s day-to- day learning. Access to appropriate computers is central to this priority.

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

This means families have the flexibility to take advantage of special deals being offered by various retailers or making use of a device that they already own, thus reducing the overall cost of the purchase and the need to manage multiple devices.

When students are doing standard work in the classroom, they will use their own device. Please refer to our list of BYOD Hardware and Software requirements on the range of devices and software suitable for classroom use available on the school website.

REPORTING PROCESS

Kyneton High School operates a continuous reporting model, increasing the frequency of communication between teachers and families, through six reporting cycles throughout the year. The reports include information on a student’s level of achievement and their effort and attitude during each reporting cycle and is accompanied by detailed descriptions of these levels of achievement and application. All results of major assessment items will be published to parents through the school’s online student management system, XUNO, and parents are encouraged to come to Parent-Teacher Interviews to discuss their child’s progress and strategies to support them through their schooling.

RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE

STUDENT PROMOTION & ATTENDANCE

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

LITERACY PROGRAM

Literacy Development and Improvement Program

Our School uses a number of different strategies with a strong evidence base. These include literacy strategies from Bastow Institute to improve student and staff skills around the teaching of reading, writing and vocabulary, and High Impact Teaching Strategies based on the research of Professor John Hattie and Robert Marzano.

Turning Pages is a literacy intervention program at Kyneton High School. It particularly targets those students who come into the school at year 7 who are identified as needing support with reading and spelling.

All year 7 students are assessed. Those who are identified as potentially benefiting from intervention are placed in the intensive one-to-one literacy teaching program. This can occur up to three times per week during class time. Students' progress through the program at their own pace and the program works in a structured and systematic way, so success is assured.

Once they have completed the program, they are more able to fully participate in all mainstream subjects by applying the literacy skills they have learnt.

Classroom Literacy Procedures across the Curriculum

Kyneton High School has a school-wide focus across all curriculum learning areas on literacy in recognition of its importance in successful academic outcomes. Staff are currently implementing a five-year Literacy Strategy across all classes, which includes reading comprehension skills, writing to learning strategies, writing styles in different Learning Areas and vocabulary strategies such as whole school instruction in morphology and etymology. Staff have identified the various writing styles which are used in the final years of their subjects and have developed a curriculum which teaches those strategies from Years 7-10 in their Learning Areas. There is also a school-wide focus on vocabulary, with key words being taught across the school each week in order to improve the breadth of student knowledge of words.

STUDENT EXCELLENCE PROGRAM

At Kyneton High School, our Student Excellence Program supports our high-ability students to excel through ongoing extension in the classroom, as well as extra-curricular activities. The Victorian High-Ability Program (VHAP) will see high-ability Years 7 and 8 students participate in a 10-week virtual enrichment program in the areas of Maths and English. Students may also be invited to be part of the Victorian Challenge and Enrichment Series. Our Student Excellence Coordinators support high ability Year 7's and 8's to reach their potential with Individual Learning Plans and goal setting, keeping our students challenged and engaged.

LIBRARY

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

Library Resources:

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

Library Services:

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

SPECIAL PROGRAMS & SERVICES

WELLBEING

Kyneton High School has a dedicated Wellbeing Team who are linked in with local agencies such as Cobaw for student support if required. Promoting and supporting student wellbeing is a priority across all year levels. Students can access a range of support services and also join in a number of activities organised by our Wellbeing Team. We have a full time Wellbeing Counsellor working with individuals, small groups and class groups.

Restorative practice is a key focus to support students through issues and referrals are made where necessary to additional services for individual counselling. Our School Nurse is at the school two days per week running health programs and ensuring our students and staff are up to date with current information. We also have a school chaplain five days per week, providing another source of support for students to talk through their experiences. Our school Psychologist works two days a week and referrals can be made through the Wellbeing Coordinator.

We have regular involvement with Cobaw Community Health, leading our Pride Crew to support diversity and also the MRSC Youth Team to run the Youth Mental Health programs. Students can access the Doctors in Schools clinic for individual consultations on a Tuesday.

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

We do our best to find positive approaches and teach students to support themselves and others. Further information regarding this important program is available from Home Group Teachers, Year Level Co-ordinators and the Wellbeing Co-ordinator.

MUSIC PROGRAM

An Instrumental Music Program is offered to students in all year levels. This is an optional co-curricular activity to complement and enhance the core curriculum.

Our School is able to offer highly subsidised and accessible lessons in flute, clarinet, saxophone, piano, guitar, bass, drums and brass instruments. Some instruments are also available for hire.

Learning an instrument is highly enriching, with many studies showing a correlation between musical activities and enhanced academic achievement. Playing music also offers students an opportunity to work on setting goals, committing to practise, developing technical and expressive skills, building confidence in performance and playing as a soloist or in a group. These skills can give students a relaxing and rewarding creative outlet through their high school years and onward to life beyond school.

Students may also elect to join the School Singing Group or Marimba ensemble, which is run once a week at lunchtime, individual teachers will also run small instrumental ensembles to suit the abilities of the students at the time. All students are encouraged to participate in performance opportunities, such as the annual Spring Soiree. From 2024, students will be able to access a program of music ensembles and bands, as well as learning about music through various exciting incursions.

SPORT

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

School Sport enables students to develop further their physical and social attributes. Students have opportunities to be introduced to new sports or further develop their ability in sports in which they are already involved. Our School offers a broad range of individual and team level sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, tennis, as well as cross country and touch rugby.

Kyneton High School strives to create a sense of pride and school spirit through sporting involvement. Through School Sport students have opportunities to compete against other schools at a regional and state level. Within the local region there are several inter-school sports days.

Students compete in the House Athletics and Swimming Carnivals in which there is equal emphasis on participation and achievement. Achievements are promoted through the local media, school assemblies, the School Newsletter, the School Magazine and XUNO student notifications. Our ultimate goal is to make sport at Kyneton High School an enjoyable experience for all staff and students.

KYNETON HIGH SCHOOL LEARNING AREA LEADERS

Please contact if you have any questions or queries.

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RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE

YEAR LONG SUBJECTS

ENGLISH

Learning Area: English

Strands: Reading, Writing, Speaking & Listening

Strands: Reading, Writing, Speaking and Listening

YEAR 7/8 CURRICULUM FOCUS

Reading: in addition to studying a wide variety of texts as a class, a vital aspect to our English curriculum is our regular school and home based 'Just Right' reading. Students self-select texts to bring in to our English classrooms to practise using the reading strategies they're taught.

Vocabulary: At the start of each unit students are pre-taught selected vocabulary that is important for them to know to access the content being taught.

Analytical writing: Students learn how to use a range of brainstorming and mind-mapping tools to support their analysis of the texts we're studying. They then learn the building blocks for structuring essays that analyse, compare and discuss the big ideas in the texts.

Creative writing: students use a variety of texts, such as short films, short stories, and other visual and written prompts to inspire and structure their own narratives. Weekly Writer's Notebook activities strengthen the development of descriptive and figurative vocabulary and support students to continue to find their own writer's voice.

Persuasive writing: students use a range of non-fiction reading strategies to research, understand and develop a point of view on global issues. Students draw on this knowledge to write persuasive pieces for specific audiences.

EXAMPLE TEXTS STUDIED

- Play adaptation of Mary Shelley's 'Frankenstein'
- The film 'Hunt for the Wilderpeople'
- David Attenborough's 'Blue Planet'.

EXAMPLE ASSESSMENT TASKS

- Analytical TEEL paragraphs.
- Persuasive speeches.

HEALTH AND PHYSICAL EDUCATION

Learning Area: HEALTH AND PHYSICAL EDUCATION

Strand: Movement and Physical Activity, Health Knowledge and Promotion

Curriculum Focus

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

through testing and through activities devised to improve personal fitness.

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

At Year 8 issues are identified, discussed and evaluated in the area of body image, self-esteem, sexuality such as contraception and sexually transmitted infections, general injury management including how to help someone if needed, drug and alcohol issues and the effects food choices can have on health.

AREAS OF STUDY

- Respectful Relationships
- Water & Safety
- Fitness & Athletics
- Sports & Games
- Smoking / Vaping
- Puberty & Body Image
- Safety / General Injury Management
- Personal and Peer Relationships
- Assertiveness & Bullying
- Self Esteem
- Conflict Resolution & Decision Making
- Health Issues
- Nutrition
- Drugs

ASSESSMENT TASKS

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

HOMEGROUP

Learning Area: Homegroup

Curriculum Focus: Each Home Group is led by the Form Teacher and is for 2 periods per week. An emphasis is placed on group cohesion, team building and personal growth.

YEAR 7 AREAS OF STUDY

- Cooperative team/group skills
- Friendships
- Thinking Skills
- Personal Identity
- Family
- Decision Making
- Sexuality
- Rights and Responsibilities
- Safe Living
- Community Health Issues and Programs
- Personal organisation

YEAR 8 AREAS OF STUDY

- Note taking and study techniques
- Decision making
- Friendships
- Mental Health
- Goal Setting
- Live4Life Program

WORK EXPECTATIONS

- Participation
- Group Work.

HUMANITIES

Learning Area: HUMANITIES (Geography, History, Civics and Citizenship & Economics)

CURRICULUM FOCUS

Humanities consists of History, Geography, Civics and Citizenship and Economics.

YEAR 7 AREAS OF STUDY

At Year 7 students will work on the following topics:

History: Ancient Egypt, Ancient Australia and Ancient China

Geography: There are two units of study in the year 7 curriculum for Geography: Water in the world, and Place and Liveability. Water in the world focuses on water as an example of a renewable environmental resource. Place and liveability will focus on the concept of place through an investigation of liveability.

Economics: Students learn about the development of new products, marketing and entrepreneurship by participating in a "Shark Tank" unit

Civics and Citizenship: Students examine Australian National Identity and our multicultural society

YEAR 8 AREAS OF STUDY

History: Medieval Europe, Renaissance Italy and the Polynesian Expansion Across the Pacific

Geography: Mountains and Urbanisation impacts.

Economics: Students learn about how to manage finances, marketing and its influences on people.

Civics and Citizenship: Students learn about key features of Australian democracy, including the process of elections and the role of citizens in participating in and strengthening democracy.

ASSESSMENT TASKS

- Research tasks
- Written assignments
- Preparation of visual & oral assignments

INDONESIAN

Learning Area: LOTE (LANGUAGE OTHER THAN ENGLISH)

Strand: Communicating in a LOTE, Intercultural knowledge, Language awareness

CURRICULUM FOCUS

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

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

Emphasis is placed on understanding & learning about culture through language, which requires intercultural knowledge and language awareness.

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

YEAR 7 AREAS OF STUDY

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

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

YEAR 8 AREAS OF STUDY

Topics covered include fruit and food, animals and the environment, school and getting around. Cultural aspects are covered through discussion, mini-assignments, DVD's videos and the Internet.

ASSESSMENT TASKS

- Oral tasks
- Weekly spelling tests
- Cultural tasks

MATHEMATICS

Learning Area: Mathematics

Strands: Number and Algebra, Geometry and Measurement, Statistics and Probability

YEAR 7 CURRICULUM FOCUS

The Year 7 curriculum is based on the Victorian Curriculum guidelines. The curriculum is divided into three strands, as listed above. Students are assessed through classroom tasks and topic tests. Mathematics classes will undertake a variety of activities that bolster students' problem-solving skills and apply mathematical understanding within practical contexts. Students use digital platforms like Mathletics to demonstrate mastery of mathematical concepts and processes.

All students MUST have a scientific calculator and a laptop computer.

YEAR 7 AREAS OF STUDY

Number and Algebra: whole numbers, fractions, decimals, percentages, introductory algebra, linear equations

Measurement and Geometry: units of measurement, angles, parallel lines, two-dimensional shapes and their area and perimeter, three-dimensional shapes, the Cartesian Plane

Statistics and Probability: presenting data, interpreting data, outcomes of events

YEAR 7 ASSESSMENT TASKS

- Skills (classwork, tests & assignments)
- Problem Solving and Projects

YEAR 8 CURRICULUM FOCUS

The Year 8 Mathematics curriculum builds on concepts, skills and techniques developed in Year 7. Mathematical ideas and procedures are explored within a variety of real-world contexts. Students continue to use online programs like Mathletics to demonstrate their understanding of mathematical concepts and operations.

All students MUST have a scientific calculator and a laptop computer.

YEAR 8 AREAS OF STUDY

Number and Algebra: integers, decimals, percentages, profit and loss, algebraic processes, indices, linear equations, graphing linear equations

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

Statistics and Probability: data representation and interpretation, calculating probabilities, Venn diagrams, and tree diagrams.

YEAR 7 ASSESSMENT TASKS

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

SCIENCE

Learning Area: Science

Strand: Science knowledge and understanding, Science at work

YEAR 7 CURRICULUM FOCUS

In Year 7 students will:

Develop experimental inquiry skills, learn to identify questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. And plan experiments, identifying variables to be controlled.

Learn to summarise data and construct representations of their data to reveal and analyse patterns and relationships, to use when justifying their conclusions; then explain how modifications to methods could improve the quality of their data and use appropriate scientific language to communicate science ideas, methods and findings.

Describe and apply techniques to separate pure substances from mixtures.

Identify and classify living things, explain how to classify living organisms into major taxonomic groups based on observable similarities and differences.

Predict the effect of environmental changes on feeding relationships between organisms in a food web.

Discover how to distinguish between different types of simple machines; predict, represent & analyse effects of unbalanced forces, including Earth's gravity.

Investigate how sustainable use of resources depends on the way they form & cycle through Earth systems.

Model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.

YEAR 7 AREAS OF STUDY

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

YEAR 8 CURRICULUM FOCUS

Year 8 Science students build on the experimental inquiry skills developed in Year 7, whilst considering accuracy & ethics when planning investigations, including experimental methods. Students will:

Identify and construct questions and problems to be investigated scientifically. Plan experiments, identify variables to be changed, measured and controlled.

Summarise various data sources, apply scientific knowledge, investigate findings to evaluate other claims made.

Develop their scientific language, representations and simple word equations to communicate science ideas, as well as explain how evidence has led to an improved understanding of a scientific idea.

Discover how scientific knowledge can be applied to generate solutions to problems, explain the impact on society.

Investigate different energy forms, explain how energy transfers & transformations cause change in simple systems.

Use examples to illustrate how light forms images and use a wave model to explain the properties of sound.

Apply the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. Provide evidence for observed chemical changes in terms of colour & heat change, gas production and precipitate formation.

Analyse the relationship between structure and function at cell, organ and body system levels.

Compare processes of rock formation, including the time scales involved.

YEAR 8 AREAS OF STUDY

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

YEAR 7 & 8 ASSESSMENT TASKS

- Maintain a notebook & log-book which records a complete, well-organised set of lessons notes & class activities
- Complete projects and assignments
- Participate in class activities such as laboratory practical work and research
- Exercises and excursions
- Topic tests

SEMESTER BASED SUBJECTS

YEAR 7/8 VISUAL ART & DESIGN

Learning Area: Creative Industries

Strands:

YEAR 7 CURRICULUM FOCUS

Students will explore both art and design using methods such as drawing, painting, printmaking, digital media and sculpture. Students will work collaboratively and also independently to develop their ideas, source inspiration and reflect upon their own creative choices. Significant art and design work from a broad spectrum of cultural and historical contexts will be explored, analysed and evaluated.

YEAR 7 AREAS OF STUDY

Will include any or all of the following:

- Developing drawing skills, considering form, line, proportion, and texture.
- Using wet media to create drawings understanding transparent layering.
- Creating a monoprint.
- Exploring types of lettering/type and creating unique designs.
- Developing a digital artwork using Paint Net or other similar software.
- Discovering the way perspective drawing works to create 3-dimensional forms and the illusion of space
- Creating 3d forms based on the use of a variety of materials from cardboard and balsa to plaster and paper-mâché.
- Creating links between student understanding of art elements and the multitude of ways they are manipulated by artists to communicate ideas.
- Looking, discussing and creating works of the various art movements.
- Learning to use technology to explore and evaluate sources of inspiration to use the google classroom, record and present work.

YEAR 7 ASSESSMENT TASKS

- Folio of two dimensional and three-dimensional work.
- Visual diaries demonstrating exploration of ideas, materials and techniques.
- Exploration and analysis of a range of art and design work.

YEAR 8 CURRICULUM FOCUS

Students explore both art and design while working independently and collaboratively to communicate their ideas. Students learn the process of design; planning, designing, improvising, interpreting, evaluating, making and presenting work. Students will use a range of materials, methods and technologies to express their imaginative and creative thinking. The visual diary will be used as a document which contains a body of work created by students over the semester, including all essential

knowledge and skills gained. Students will explore the work of contemporary and historic artists, art movements, design, designers and the connection between style, form and function.

YEAR 8 AREAS OF STUDY

Will include any or all of the following:

- Explore poster design, producing a hand cut stencil design.
- Design and production of a silk screen print for a T Shirt
- Drawing in design based on the study of Graffiti Alphabets and lettering/type creation.
- Drawing inspired by Cartoons and popular culture imagery, from Pop Art to graphic novels.
- Developing paintings that explore colour, symbol and painting techniques traditionally used by selected Australian indigenous artists.
- Creating 3d forms based on the use of a variety of materials from cardboard and balsa, to plaster, wire, paper-mâché and sculpting clay.
- Use of visual diaries to record and present the making of art, the exploration of ideas, materials & techniques.
- Creating links between student understanding of art elements and the multitude of ways they are manipulated by artists to communicate ideas.
- Looking, discussing and creating works of the various art movements.
- Learning to use technology to explore and evaluate sources of inspiration to use the google classroom, record and present work.

YEAR 8 ASSESSMENT TASKS

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

YEAR 7/8 DRAMA

Learning Area: Creative Industries

Strands:

CURRICULUM FOCUS

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

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

AREAS OF STUDY

- Improvisation and skill building activities
- Voice work and Movement Skills (Expressive Skills)

- Creating dramatic works in the area of Tableau, Role-Play and Scripted works using a performance style
- Development of different types of performance such as Melodrama and Comedy

ASSESSMENT TASKS

- Active participation in practical workshops building skills and confidence
- Being able to communicate effectively with others
- Cooperation and teamwork to work towards a common goal
- Journal of workshops and reflections
- Performance of items in front of an audience
- Review of performances

YEAR 7 STEAM

Learning Area: Technology

Strands:

YEAR 7 CURRICULUM FOCUS

STEAM is an educational approach that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking. Students investigate a broad range of topics, ideas or problems in a content area. Making connections to the real world using hands-on learning.

AREAS OF STUDY

- Introduction to STEAM
- Problem solving
- Teamwork
- Animation
- Toy creation

ASSESSMENT TASKS

- Project based learning tasks
- Reflect and critique using peer feedback and self-reflections
- Participation in class activities and discussions

YEAR 8 CREATIVE TECHNOLOGIES

Learning Area: Technology

Strands: Technologies & Society, Technologies Contexts and Creating Designed Solutions

YEAR 7/8 CURRICULUM FOCUS

By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs.

They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop

criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

Students learn how to safely use basic hand tools to build their projects.

AREAS OF STUDY

- Safety in Technology in use of metals, wood, plastics and automotive/ electronic components
- Understanding the Design Brief to clarify a project task and define the need to be addressed, or opportunity to be explored
- Use technologies and other resources to create innovative solutions to meet current and future needs
- Students produce designed solutions using production processes involving natural and fabricated materials

ASSESSMENT TASKS

- Design / Produce / Evaluate individual and collaborative projects
- Completion of project sheets
- Solar car project
- Timber puzzle project
- Metal pot plant holder.

YEAR 7/8 DIGITAL TECHNOLOGY

Learning Area: Technology

Strands: Creating digital solutions

YEAR 7/8 CURRICULUM FOCUS

This unit is designed to introduce students to design thinking and computational thinking. They will analyse, create and evaluate a range of digital solutions in different programming languages including block-based coding, Python and HTML. Students will define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

AREAS OF STUDY

- Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints.
- Design the user experience of a digital system, generating, evaluating and communicating alternative designs.

- Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language.
- Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability.

ASSESSMENT TASKS

- Python programming projects.
- Space invader project on Scratch.
- Design and build a website using HTML.

YEAR 7/8 FOOD TECHNOLOGY

Learning Area: Technology

Strands:

YEAR 7/8 CURRICULUM FOCUS

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

AREAS OF STUDY

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

ASSESSMENT TASKS

- Investigation
- Design
- Production
- Evaluation



RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE



RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE