Foreword

Thank you for considering Seymour College for your child.

As a community we believe that it is important to provide educational opportunities that support our children and help them to mature into strong, resilient, caring adults with an understanding of their world and the opportunities that are available to them, as well as the knowledge and skills they need to become effective global citizens.

We have introduced a School Wide Positive Behaviours (SWPB) Framework across the College, which provides a consistent and positive approach for students, staff and parents to work together to create an engaging and inclusive learning environment. Central to the SWPB Framework are our College Values:

- **Respect** - I treat others the way I wish to be treated
- **Inspire** - Others see the good decisions I make and are motivated by them
- **Excel** - My personal best, everywhere, every time

Our College prides itself on our Student Engagement and Wellbeing emphasis. We have a team of highly experienced year level and wellbeing Coordinators. Programs such as peer support, pastoral care and breakfast club enable our students to develop friendships, feel valued, and derive a sense of belonging.

We offer educational and enrichment programs that give our students better educational outcomes, as well as opportunities to take part in activities they are passionate about. Our students also have a better understanding of what they want their future to look like. As a result, more of our students are going to University and TAFE.

Our College offers a broad curriculum that enables students to complete their Victorian Certificate of Education (VCE), take part in a Vocational and Education Training (VET) program across years 10 – 12 that allows students to develop specific trade-based skills, or complete the Victorian Certificate of Applied Learning (VCAL), if they are students more interested in practical, work-based learning options.

We have restructured our literacy and numeracy programs and continue to build new learning spaces to provide flexible learning opportunities that better suit the individual needs of our students. This allows teachers to use intensive, explicit teaching and learning strategies to improve each child’s numeracy and literacy levels.

In their professional learning teams, our teachers have written ‘common’ curriculum that embrace the Australian and Victorian Essential Learning Standards (AusVELS), as well as the first phase of the Australian Curriculum. As well as a greater emphasis on literacy and numeracy across every subject, there is also a stronger focus on personal development, communication and thinking skills, in addition to the use of information technology. The ‘common’ curriculum programs seek to ensure that every student learns the important ideas and skills common to each subject at all year levels that are necessary to complete their education successfully.

In 2012 we introduced a four year NetBook program across years 7 – 12, providing students with 24/7 NetBook access. NetBooks will continue to be issued to students in 2015.

We also offer students the opportunity to be a part of our Enhanced / Accelerated Learning Program from years 7 – 10. Testing in Literacy and Numeracy takes place in September each year. Places are offered on the results of the tests.

The College offers students access to a range of enrichment opportunities. From our student leaders program to mentoring younger students, tree planting to debating, chess club to a range of sporting programs, there is something for everyone.

We look forward to working with you throughout your child’s years at the College.

Gail Hardman
Acting College Principal

*Respect - Inspire - Excel*
# List of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>1</td>
</tr>
<tr>
<td>General information</td>
<td>3</td>
</tr>
<tr>
<td>Enhanced &amp; Acceleration Learning Program</td>
<td>3</td>
</tr>
<tr>
<td>Library Resources</td>
<td>4</td>
</tr>
<tr>
<td>NetBook Program</td>
<td>4</td>
</tr>
<tr>
<td><strong>Year 7 Courses of Study</strong></td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Indonesian</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
</tr>
<tr>
<td>The Arts</td>
<td>8</td>
</tr>
<tr>
<td>‘Active’ Program</td>
<td>8</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>8</td>
</tr>
<tr>
<td><strong>Year 8 Courses of Study</strong></td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>11</td>
</tr>
<tr>
<td>Humanities</td>
<td>11</td>
</tr>
<tr>
<td>Indonesian</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
</tr>
<tr>
<td>Arts</td>
<td>12</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>13</td>
</tr>
</tbody>
</table>
General information

The College’s curriculum structure is organized as four sub schools:

- **Years P to 4**
- **Years 5 to 8**
- **Years 9 to 12**
- **Special – Years P to 12**

Copies of the handbooks for the other sub schools and years 5 – 6 are available from the College on request.

In Years 7 and 8 our students follow a ‘Middle Years’ approach over a two-year program, incorporating core academic subjects and the opportunity to experience a range of specialist practical subjects through rotation blocks at year 7, or semester length electives at year 8.

For English and Mathematics, students are grouped according to their ability. Groupings are based on results from both Primary School and College ‘On Demand’ & NAPLAN testing. As the year progresses, more testing is done to check students’ progress and see if they should stay in the same class or be moved into another more suitable learning group.

The College also offers support for students who may have existing social and emotional difficulties that significantly impact on their ability to learn. Our Student Wellbeing Co-ordinators, along with a wellbeing team of staff, support these students on either a one on one or small group basis. This may at times involve referral to outside agencies, or to DEECD Student Support Officers.

In order to support our students through their transition, the year 7s will take part in a range of “Getting to know you” and team-building Activities in the first weeks of Term 1. These are facilitated by Seymour College staff and outside groups specialising in building self-esteem and confidence. You will also be invited to a Year 7 family & staff BBQ so that you can come to meet your child’s teachers and support staff, check out their lockers and enjoy the BBQ.

**Enhanced / Accelerated program**

The **Enhanced/Accelerated program** is offered at the school across Years 7-10. The program is open to gifted and talented learners who have been identified as very capable, committed and enthusiastic students, with academic skills above those of their age peer group. It offers these students the opportunity to learn in a challenging and stimulating environment with students of similar learning ability.

The team of teachers delivering this program work with students to create learning situations that allow the students in the program to achieve their maximum potential. Students undertake learning programs that offer a faster paced structure to extend their skills to a higher level of learning.

We expect that most of the student undertaking this program will plan to enter university at the end of year 12. As such, students in this program are required to continue with their study of Indonesian until at least the end of Year 10.

In year 10, students will also have the opportunity to undertake a range of VCE subjects to maximize their achievement.
Library Resources

Our Library provides access to a range of resources that support each student’s learning. The resources are chosen to promote a passion for reading, a deeper understanding of many areas of the College curriculum, as well as cater to students’ wider interests. The Library staff work with teachers and students to promote the importance of reading for enjoyment, as well as the effective teaching of information literacy skills that students can use in any area of their life.

With this in mind, library staff offer our 7-12 students:

- Support in developing independent research and information literacy skills
- Access to extensive fiction, non-fiction and reference collections
- Daily newspapers and a two year collection of the three major Victorian newspapers
- Access to online newspaper indexing services
- Comfortable work areas for both small groups and individual study
- A venue for senior study nights after school
- Web-based catalogue of all campus resources
- Photocopying (10c a copy) and printing facilities
- Access to recreational magazines
- A variety of games for recreational use at recess and lunchtime
- Occasional lunchtime activities
- Focused displays
- Bi-weekly study sessions at lunchtime
- Assistance with fiction selection and information requests
- Book week celebrations and the opportunity to work with Australian fiction authors
- “Hooked on books” book club.

NetBook program

Each student at years 7 - 12 is offered the opportunity to join our NetBook program so that they have computer access 24 hours a day, 7 days a week. This allows students free access to a number of computer programs made available by the DEECD via the EduSTAR software package on our NetBooks.

We believe that the NetBook program also provides students with greater opportunities to explore areas of learning more deeply, communicate with their classmates and other students around the world, as well as harness the technology available to create many different types of responses to the questions they investigate in class.

Students will be responsible for the care of their NetBook and for ensuring that the NetBook is brought to school each day fully charged and in good working order.

Student use of the NetBook is governed by the College’s NetBook User Agreement included in the package made available at our NetBook handover nights. The College may withdraw a student from the program following misuse of the computer.

At year 7-12, families pay a $100 bond for a NetBook for their child, which also covers accident insurance for the NetBook for the first three years of the program, plus $15 for a NetBook cover to protect the NetBook. NetBooks for our 2015 students will be available for collection in early February.
Year 7 Courses of Study

Students study the eight core subjects listed below for the whole year. The rotation subjects are studied in sequence over the whole year.

<table>
<thead>
<tr>
<th>Core Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Indonesian</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>‘Active’ program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rotation Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Students rotate through Metalwork, Food Technology, Needlework/Textiles, Woodwork</td>
</tr>
</tbody>
</table>

ENGLISH – Year 7

The Year 7 course provides students with a variety of activities and strategies that enable them to progress in their writing, reading, speaking, listening and viewing. Each activity is the basis for the teaching and learning of outcomes to meet individual needs based on AusVELS levels.

Work requirements
1. Writing tasks
2. Reading tasks
3. Speaking and listening tasks

MATHEMATICS – Year 7

This course enhances number skills, introduces algebra and extends knowledge in a wide number of topic areas. Problem solving is an integral part of the course. Each activity is the basis for the teaching and learning of outcomes to meet individual needs based on AusVELS levels.

Students must show an understanding of basic number skills, introductory algebra, geometry of angles and shapes, measurement, statistics and problem solving.

Work Requirements
To satisfy the work requirements for each semester of this course, a student must:
1. Meet progressive targets by completing set exercises at home.
2. Keep a workbook in which all set tasks are kept as evidence of completion of exercises.
3. Complete set problem solving exercises and homework assignments in the manner specified.
HEALTH and PHYSICAL EDUCATION – Year 7

This subject aims to expose students to a wide range of physical activities and skills. Social interaction, health education, physical development, improved fitness and appreciation of human movement are integral components of course work.

Physical activities are chosen from the concept areas: gymnastics, dance, athletics, swimming, ball skills, fitness, activities and introduction to team games.

Learning outcomes to be demonstrated include:
- Showing movement patterns and coordinated actions of the body in different contexts and settings
- Showing development in aerobic endurance, joint mobility, muscular endurance and strength
- Understanding the risk factors and protective measures involved in the prevention of illness and injury

Work Requirements
To satisfy the work requirements for each semester of this course, a student must:
1. Participate in sports uniform for a minimum of 80% of course work.
2. Demonstrate active involvement in these classes.
3. Participate in regular health education workshops.

Note: Safety procedures require that all jewellery be removed for this class.

HUMANITIES – Year 7

This subject offers students the chance to develop important skills of research, comprehension and interpretation, as well as knowledge of the areas of Geography and History studied in depth.

Course content includes:
- Digging into the past – exploring what history is and how archaeologists learn about past, as well as a study of selected ancient civilizations, including Egypt, Greece, Rome and/or China.
- Where in the world are we? – looking at students’ place in the world via mapping activities and a study of what our local area offers.
- Endangered? – investigating different environments and endangered species around the world.
- Vote for me! – studying Australian government systems and being an active citizen in our community.

To satisfactorily complete this course, students must demonstrate effective research, analysis and interpretation, recording, mapping, graphing and conclusion making skills whilst completing the following work requirements.

Work Requirements:
Students must complete the following tasks satisfactorily:
1. Research assignments
2. Tests
3. Workbook containing notes, exercises and reflections
INDONESIAN – Year 7

This subject aims to introduce students to both the language and culture of Indonesia. They will study a variety of simple topics, such as family, school and clothing and, via these topics; students will develop skills in speaking, listening and writing Indonesian.

Learning outcomes to be demonstrated:
• Able to engage in simple conversations and participate in performances
• Demonstrates understanding of spoken language
• Can read short passages and understand meaning
• Can write with assistance 2 – 3 related sentences
• Can record information heard or read.

Work requirements:
1. Complete set exercises
2. Maintain a workbook containing notes and exercises
3. Complete all assessment tasks

SCIENCE – Year 7

Course Syllabus
Classification of organisms, study of invertebrates, investigations of cells, food chain, food webs and human impact. Freshwater studies introductory unit, study of local Universe (Solar system, planets, Moon, etc) basics of Chemistry (separation techniques, recognition of formulae, introduction to periodic table, experiment design). Earth resources (water, renewable and non-renewable energies), main forces in physics (mass, weight, gravity, etc.), simple machines. All topics reflect the introduction of the new Australian Curriculum.

Learning outcomes to be demonstrated
Students learn to use a range of science equipment and to work safely in a laboratory. The use of different types of software existing in the students’ netbooks. They develop skills in observing, recording, analyzing and reporting.

Work Requirements
To satisfactorily complete this course, the student must:
1. Produce a complete, well organized record of topics studied.
2. Demonstrate that they have participated actively and responsibly in practical activities.
3. Demonstrate their level of scientific knowledge and understanding under test conditions.
4. Competently complete a range of homework tasks and/or assignments.
5. Demonstrate an acceptable use of ICT to present results from researching.

ART – Year 7

Students will be introduced to basic clay construction techniques and surface decoration, painting techniques and printing methods. Students also look at art works from different cultures.

Learning outcomes to be demonstrated:
• Ability to design and perform basic skills using a variety of techniques related to paint, clay and ink.
• Literacy skills through learning of art terms and written evaluations
Work Requirements:
1. Production of a variety of work in both 2D and 3D forms.
2. Maintain a workbook with designs, sketches and notes.

ACTIVE – Year 7

The Active course is exclusive to year 7 and promotes active minds and active bodies through the development of 4 key areas: personal learning, communication, interpersonal development and thinking processes. Students work both individually and in groups to better understand themselves and each other in order to be successful with their social and emotional learning.

Work requirements:
1. Participate in activities and class discussions
2. Complete workbook and project based tasks to demonstrate understanding

TECHNOLOGY STUDIES

Students rotate through the studies listed below.

METALWORK – Year 7

Learning outcomes to be demonstrated:
• Awareness of the safe use of equipment.
• Make a range of models, chosen to reinforce the skills taught.
• Modification of models in order to improve design.
• Awareness of different metals and their uses.

Work requirements:
1. Investigation
2. Design
3. Production
4. Evaluation
5. Safety

Assessment
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: As this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

FOOD TECHNOLOGY – Year 7

Learning outcomes to be demonstrated:
• Awareness of the safe use of equipment
• Knowledge of basic skills of hygiene in food preparation
• Awareness of nutritional requirements.

Work requirements:
1. Investigate - their own intake of food
2. Design – planning for the safe use of equipment
3. Production of various food items
4. Evaluate – the efficiency of the processes and products

Assessment:
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

NEEDLEWORK / TEXTILES – Year 7

Learning outcomes to be demonstrated:
• Designing, planning, completing and evaluating practical work
• Learning the basic skills in safely operating a sewing machine.
• Safely operating a steam iron.
• Safely using scissors, pins, needles, etc.

Work requirements:
Students will complete the following:
1. Articles created from fibres and fabrics
2. Learning / reflection log

WOODWORK – Year 7

This introductory course provides students with the opportunity to gain an appreciation of the basic practices and procedures, while making useful products.

The program will contain exercises that will enable a student to progressively learn and develop skills necessary to complete given projects, but will be flexible so as to accommodate student needs, abilities and levels. A range of small projects will be completed. Students will have some choice in design and finish of these projects.

Learning outcomes to be demonstrated:
Investigating - Designing - Producing - Evaluating.

Work requirements:
1. Organisation of knowledge and its application
2. Correct use and care of tools and equipment
3. Investigation, problem solving and design of productive tasks
4. Awareness and implementation of healthy and responsible safe working practices.

Note: As this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.
Students study the seven core subjects listed below for the whole year.

In the TECHNOLOGY learning area, each subject is studied for three periods per week for a term. Students study one of these subjects each term.

**Core Subjects**
- English
- Mathematics
- Humanities
- Indonesian (Languages)
- Physical Education & Health
- Science
- Art

**Electives**

**Technology**
Students **CHOOSE FOUR** from Engineering, Food Technology, Automotive Systems, Needlework, Textiles, Sheetmetal and Woodwork.

**ENGLISH – Year 8**

Learning outcomes to be demonstrated:
The Year 8 course revises and builds upon the work done in Year 7 and also introduces new outcomes. Lessons are activity based and the emphasis is on writing, reading, speaking, listening and viewing.

**Work requirements:**
1. Writing tasks
2. Reading tasks
3. Speaking and listening tasks

**MATHEMATICS – Year 8**

This course builds on Year 7 skills; it enhances students’ understanding of some concepts underpinning basic procedures. Problem solving sessions provide students with opportunities to use basic processes to solve real problems.

Students will be required to demonstrate further development of skills in number, algebra and geometry, chance and data, and measurement.

**Work requirements:**
To satisfy the work requirements for each semester of this course, a student must:
1. Meet progressive targets by completing set exercises at home.
2. Keep a workbook in which all set tasks are kept as evidence of completion of exercises.
3. Complete set problem solving exercises and homework assignments.
HEALTH AND PHYSICAL EDUCATION – Year 8

This course allows students to develop their basic skills and experience game situations. Students will be provided with the opportunity to develop social skills through co-operation, initiative, responsibility and sportsmanship to peer groups. Health education will also be covered in this subject. The course will include activities chosen from the following concept areas: gymnastics, dance, swimming, athletics and fitness work along with an extension of team games.

Learning outcomes to be demonstrated:
• Coordinated movement patterns necessary for effective performance
• Benefits of physical activity and the factors that influence people’s attitudes towards and participation in physical activity
• The changing nature of relationships as people age and develop.

Work Requirements:
1. Participation in PE uniform for a minimum of 80% of course work.
2. Students must also demonstrate active involvement in these classes.
3. Participation in regular health education workshops.

Note: Safety procedures require that all jewellery is removed for Physical Education classes.

HUMANITIES – Year 8

Throughout this semester, students will use investigative, analytical and interpretative skills to explore:
1. Medieval History – A look into the life and times of Medieval Europe, including the Vikings, castles & knights
2. People versus nature – possible topics include Wild weather, Amazing Antarctica, Shaking all over - Volcanoes & Earthquakes, Rainforests – on the endangered list?
3. Taking control of your money & The Australian economy and you

To satisfactorily complete this course, students must demonstrate effective research, analysis and interpretation, recording, mapping, graphing and conclusion making skills whilst completing the following work requirements.

Work Requirements:
Students must complete the following tasks satisfactorily:
1. Research assignments
2. Tests
3. Workbook containing notes, exercises and reflections

INDONESIAN – LANGUAGES – Year 8

This subject aims to continue the skills introduced in Year 7. Students will continue to develop their knowledge of both the language and culture of Indonesia. Topics studied will include: food, animals, school and travel.

Learning outcomes to be demonstrated:
• Able to use some communication strategies
• Participate in rehearsed conversations and performances
• Understanding of short texts
• Write a few linked sentences
• Record information heard or read

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Work requirements:
1. Complete set exercises
2. Maintain a workbook containing notes and exercises
3. Complete all assessment tasks

SCIENCE – Year 8

Course content
Wide unit dedicated to water (Composition, Sustainability, natural disasters, in our bodies, acids and bases, life in water, etc.), Extension of Freshwater studies, Earth and Space (Big Bang and evolution of the universe, Life cycle of stars, Galaxies, Hubble telescope wonders, Dangerous Universe and Extraterrestrial intelligence), Cells, tissues and human systems, Development of Chemistry (Properties of matter, Elements, materials and periodic table, Compounds and chemical reactions, introduction to Nanotechnology), Energy and alternative energies.

Learning outcomes to be demonstrated:
• Skills in using a range of science equipment and practice safe laboratory procedures.
• Consolidate observing, recording, reporting and research skills.
• Use a wide range of multimedia software to display results of research.
• Increase confidence to share and position scientific ideas.
• To get a sound of Australian scientific community and achievements.

Work Requirements
To satisfactorily complete this course, the student must:
1. Produce a complete, well-organised record of topics studied.
2. Demonstrate that they have participated actively and responsibly in practical activities.
3. Demonstrate their level of scientific knowledge and understanding under test conditions.
4. Competently complete a range of homework tasks and/or assignments.

ART – Year 8

Students have the opportunity to develop skills and techniques associated with 2-dimensional and 3-dimensional art forms. They will have the opportunity to experience a variety of media. Students will study a variety of artists’ work from Australia and other cultures.

Learning outcomes to be demonstrated:
• Drawing, painting, printing and pottery.

Work requirements
To satisfactorily complete this course the student must:
1. complete at least 75% of the work set in class
2. Demonstrate satisfactory skill in a variety of media and use of equipment.
3. Maintain a workbook with notes and design evaluations.
Technology Studies

Students will select FOUR (one per term) from the following subjects.

Materials & Technology
- Engineering
- Needlework /Textiles
- Food Technology
- Sheet Metal
- Woodwork

Systems and Technology
- Automotive Systems

AUTOMOTIVE SYSTEMS – Year 8

This course will enable students to enter into the more advanced areas of mechanical systems. They will investigate a number of mechanical systems, designs and prototype construction which will all have varying outcomes.

Learning Outcomes:
Students will be required to dismantle & reassemble small petrol motors in order to illustrate the use of various energy sources and mechanical principles. They may carry out their work requirements on small 2-stroke & 4-stroke motors; this will involve the overhaul and maintenance of these as well as the required written work.

Work requirements
1. Investigate >> Design >> Produce >> Evaluate a model or mechanical apparatus that will meet the criteria of this unit.
2. Identify and explain the Input >> Process >> Output of their selected design and / or mechanical apparatus.
3. Maintain an up-to-date and accurate workbook that will include a work journal.
4. Complete the Chapter 2 revision questions on safety in the workshop.

Note: As this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury

ENGINEERING – Year 8

Students will be required to make a range of models that have been chosen so that all of the skills taught may be practiced. Students who complete all of the set work will be able to make models of their own choice, subject to the approval of their teacher.

Learning outcomes to be demonstrated:
• Understand and apply correct workshop safety standards
• Use hand tools, marking out tools and machine tools
• Develop an understanding and usage of correct workshop techniques
• Attention to detail and personal pride in work produced.

Work requirements
1. Investigation
2. Design
3. Production
4. Evaluation
5. Safety

Note: As this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

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FOOD TECHNOLOGY – Year 8

This is a subject for students who wish to further their skills in food.
Learning outcomes to be demonstrated:
Further development of basic skills in the use of materials and equipment
Recognise the suitability of their personal food habits.

Work Requirements
1. Investigation – plan and produce an item of food for their family
2. Design – show development in the use of sophisticated equipment
3. Production – demonstrate safe and responsible work practices
4. Evaluation – of processes used and recommendations for possible changes.

NEEDLEWORK – Year 8

Students will be able to learn the basic skills of garment construction and counted thread embroidery.
Learning outcomes to be demonstrated:
• Basic skills in operating a sewing machine and an overlocker.
• Following a commercial garment pattern
• Establishing safe workroom practices.

Work requirements
Students will follow the technology process (investigating, designing, producing and evaluating) to complete the following:
1. Garment Construction - completion of at least ONE of the following: skirt, shorts, blouse.
2. Bookwork - Related samplers and notes

SHEETMETAL – Year 8

Projects in this unit are chosen to develop skills using a wide range of equipment and materials. While students will work mainly from templates and prepared drawings, individually designed projects are encouraged. Students are instructed in the safe use of all equipment.

Work requirements
1. Investigating.
2. Designing
3. Producing
4. Evaluating

Note: As this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

TEXTILES – Year 8

Students will learn the basic skills of fibre and fabric construction, and fabric decoration.
Learning outcomes to be demonstrated:
• Basic skills required whilst using a sewing machine safely
• Measure, cut and sew fabric accurately
• Practising knitting techniques
• Practising embroidery stitches
• Learning a method of fabric printing

**Work requirements**
Students will follow the technology process (investigating, designing, producing and evaluating) to complete some of the following:
1. A “Log Cabin” or “crazy” patchwork article e.g. Cushion
2. A knitted article e.g. Toy or coat hanger
3. Fabric printing - stencil print
4. Embroidery – crewel stitching
5. Bookwork - samples and notes related to techniques practiced
6. Safety - implementing safe workroom practices, as per regulations.

**WOODWORK – Year 8**

At this level a basic course of work is provided and students are encouraged to extend their skills by making projects of their choice and design. The program contains exercises that enable a student to progressively learn and develop skills necessary to complete any given project, but will be flexible so as to accommodate student needs, abilities and levels, keeping in mind the learning outcomes of the VELS.

A range of small projects will be completed. Students will have choice in design and finish of these projects.

**Work requirements:**
1. **INVESTIGATING** Determine the suitability of materials associated with the project design.
2. **DESIGNING** Prepare designs, plans, material and cost
3. **PRODUCING** Use appropriate tools and equipment to complete project/s.
4. **EVALUATION** Complete a brief evaluation of the effectiveness of the project and how it was developed.

**Note:** As this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.