

# Seymour College

## Handbook 2023

### Year 7 & 8



# FOREWARD

## 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, to 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 that 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 Vocational and Education Training (VET) programs across years 10 – 12 that allows students to develop specific trade-based skills, or complete the newly introduced Vocational Major that sits within the VCE, if they are students more interested in practical, work-based learning options.

In their professional learning teams, our teachers have written a common curriculum that embraces the Victorian Curriculum F-10. 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.

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

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

**Gail Hardman**  
College Principal

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# GENERAL INFORMATION

In Years 7 & 8 our students follow a two-year program, incorporating core academic subjects and the opportunity to experience a range of specialist practical subjects through rotational blocks at year 7 & 8.

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 DET 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 into the school so that you can come to meet your child's teachers and support staff, check out their lockers and appreciate the wonderful new learning environments.

## Instructional Times

The college's bell times are based around providing the optimal instructional time for study, which is 60 minute periods. The 60 minute periods allow for a five-period day with a morning recess time and an afternoon break for lunch. The bell times are as follows:

### Bell times

Period 1  
Period 2  
Break 1  
Period 3  
Period 4  
Break 2  
Period 5

### Secondary

9:00 – 10:00  
10:00 – 11:00  
11:00 – 11:30  
11:30 – 12:30  
12:30 – 01:30  
01:30 – 02:15  
02:15 – 03:15

## Victorian School Term Dates

<https://www.vic.gov.au/school-term-dates-and-holidays-victoria>



# LIBRARY RESOURCES

Our Library reflects all that is now available in new age technology whilst also retaining the essential traditional library resources. These 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
- Web-based catalogue of all campus resources
- Photocopying and printing facilities
- Access to recreational magazines
- A variety of games for recreational use at recess and lunchtime
- Occasional lunchtime activities
- Focused displays
- Study sessions at lunchtime
- Assistance with fiction selection and information requests
- Book week celebrations and the opportunity to work with Australian fiction authors



# YEAR 7 COURSES OF STUDY

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

Students work a single week timetable

- Period length is 60 minutes of instruction
  - 5 Periods of English per week
  - 5 Periods of Mathematics per week
  - 4 Periods of Science per cycle
  - 4 Periods of Humanities per cycle
  - 3 Periods of Health & Physical Education
  - 4 Periods of Art / Technology rotations

(2 x Art for a semester)

(2 x Woodwork, Digital Media, Visual Communication & Design, Engineering, Food Technology, Textiles, Drama)

## ENGLISH – Year 7

The Year 7 English 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 Victorian Curriculum F-10 levels.

### Work requirements:

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

## MATHEMATICS – Year 7

The year 7 course enhances number skills, introduces algebra and extends knowledge the areas of measurement, geometry, statistics and probability. 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 Victorian Curriculum F-10 levels.

### 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: Invasion Games, Net and Wall, Striking and Feilding and Target Games.

## **To satisfactorily complete this course, students will:**

Demonstrate control and accuracy when performing specialised movement skills, as well as apply and refine movement concepts and strategies to suit different movement situations. Explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. Justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

## **Work Requirements**

To satisfy the work requirements for each semester of this course, a student must:

1. Participate in a minimum of 80% of course work.
2. Demonstrate active involvement in these classes.
3. Participate in regular health education.

# 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 History, Geography, Economics & Business, and Civics & Citizenship.

## **Course content includes:**

### **History**

The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

### **Geography**

Geography as a discipline integrates natural sciences, social sciences and humanities to build a holistic understanding of the world. Students will learn about water as a renewable environmental resource, and the concept of place and livability.

### **Economics and Business**

Students will explore the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources.

### **Civics and Citizenship**

This study supports students to become active and informed citizens who participate in and sustain Australia's democracy.

To satisfactorily complete this course, students must demonstrate effective research, analysis and interpretation, recording, mapping, graphing, critical thinking and problem-solving skills.

# 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. Demonstrate that they have participated actively and responsibly in practical activities.
2. Produce a complete, well-organised record of topics studied.
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.



# YEAR 7 ART & TECHNOLOGY ROTATIONS

## 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.

## DIGITAL MEDIA – Year 7

In Digital Media, students work collaboratively in groups to produce a short narrative through film and video production by planning, filming, and editing their work. Students consider visual literacy, representation, and viewpoints throughout their planning and filming process. They experiment with manipulating combinations of technical and symbolic elements such as composition, time, space, sound, movement, and lighting.

### **Work Requirements:**

1. Theory Workbook
2. Collaborative Film Project

## VISUAL COMMUNICATION AND DESIGN – Year 7

In Visual Communication Design students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose.

They use visual communication practices and technologies to generate ideas, and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

### **Work Requirements:**

1. Maintain ePortfolio
2. Class Assignments

## 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:**

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 – Generating – Producing – Evaluating – Planning & Managing.

### **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.

## ENGINEERING – Year 7

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.

### **Learning outcomes to be demonstrated:**

Investigating – Generating – Producing – Evaluating – Planning & Managing.

**Note:** As this subject is conducted in a workshop, safe shoes must be worn.

## 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

### **Learning outcomes to be demonstrated:**

Investigating – Generating – Producing – Evaluating – Planning & Managing.

### **Assessment:**

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

# YEAR 8 COURSES OF STUDY

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

- Students work a single week timetable
- Period length is 60 minutes of instruction
  - 5 Periods of English per week
  - 5 Periods of Mathematics per week
  - 4 Periods of Science per week
  - 4 Periods of Humanities per week
  - 3 Periods of Health & Physical Education
  - 4 Periods of Art / Technology rotations

(2 x Art for a semester)

(2 x Woodwork, Digital Technologies, Automotive, Engineering, Food Technology, Textiles)

## 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

The year 8 course builds on Year 7 skills; it enhances students' understanding of number, algebra, measurement, geometry, probability and statistics. 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 Victorian Curriculum F-10 levels.

### 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 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: Invasion Games, Net and Wall, Striking and Feilding and Target Games.

### To satisfactorily complete this course, students will:

- Demonstrate control and accuracy when performing specialised movement skills, as well as apply and refine movement concepts and strategies to suit different movement situations.
- Explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.
- Justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

### Work Requirements

To satisfy the work requirements for each semester of this course, a student must:

1. Participate in a minimum of 80% of course work.
2. Demonstrate active involvement in these classes.
3. Participate in regular health education.

## HUMANITIES – Year 8

This subject offers students the chance to develop important skills of research, comprehension and interpretation, as well as knowledge of the areas of History, Geography, Economics & Business, and Civics & Citizenship.

### Course content includes:

#### History

The study of the Middle Ages includes the discoveries and the mysteries about this period of history, in a range of societies including The Vikings, Aztecs, Ottomans and Shogunate Japan.

#### Geography

Geography as a discipline integrates natural sciences, social sciences and humanities to build a holistic understanding of the world. Students will learn the formation landscapes and landforms, and the concept of urbanisation.

#### Economics and Business

Students will explore the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources.

#### Civics and Citizenship

This study focuses on the concept of decision-making and how the rights of people are protected through justice systems. Students will learn how laws are made and used to support a diverse society with shared values.

To satisfactorily complete this course, students must demonstrate effective research, analysis and interpretation, recording, mapping, graphing, critical thinking and problem-solving skills.

# 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.



# TECHNOLOGY STUDIES – Year 8

## 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:

- complete at least 75% of the work set in class
- Demonstrate satisfactory skill in a variety of media and use of equipment.
- Maintain a workbook with notes and design evaluations.

## TEXTILES – 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 over locker
- 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;
- Garment Construction – completion of at least ONE of the following: skirt, shorts, blouse.
- Bookwork – Related samplers and notes
- Safety – Implementing safe workroom practices.

## 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 Victorian Curriculum F-10.

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

### Learning outcomes to be demonstrated:

Investigating – Generating – Producing – Evaluating - Planning & Managing.

**Note:** As this subject is conducted in a workshop, safe shoes must be worn

## 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.

### **Learning outcomes to be demonstrated:**

Investigating – Generating – Producing – Evaluating - Planning & Managing.

**Note:** As this subject is conducted in a workshop, safe shoes must be worn.

## 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.

### **Learning outcomes to be demonstrated:**

Investigating – Generating – Producing – Evaluating - Planning & Managing.

## AUTOMOTIVE – 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**

- Investigate >> Design >> Produce >> Evaluate, Plan and Manage a model or mechanical apparatus that will meet the criteria of this unit.
- Identify and explain the Input >> Process >> Output of their selected design and / or mechanical apparatus.
- Maintain an up-to-date and accurate workbook that will include a work journal.
- 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

## VISUAL COMMUNICATION AND DESIGN – Year 8

In Visual Communication Design students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose.

They use visual communication practices and technologies to generate ideas and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

### Work Requirements:

1. Maintain ePortfolio
2. Class Assignments

## DIGITAL MEDIA – Year 8

In Digital Media, students work collaboratively in groups in audio production by planning, recording, and editing their work. They will consider tone, volume, and sound throughout the production process. Students explore the different forms of audio such as, radio, podcasts, soundtracks, and sound effects.

### Work Requirements:

1. Theory Workbook
2. Collaborative Audio Project

