In Fintona’s Middle School, we value and truly offer girls an all-round education.

We encourage our girls to develop responsibility for their own learning whilst at school and, ultimately, foster a life-long love of learning. We support each girl as she participates in the wide range of opportunities available to her in our Middle School - be they intellectual, social, artistic or sporting endeavours.

Our Middle School girls are dynamic individuals each with their own special talent. We recognise that they learn in diverse ways and at different rates. Our small class sizes encourage close interaction and genuine collaboration between the students and staff contributing to the School’s academic excellence.

The Middle School years are a time of many changes. At this stage of their lives - as our girls develop greater independence and reflect on who they are and where they belong - we recognise the importance of and strive to foster a strong sense of self-worth and belonging. The total wellbeing of our students is of prime importance to our staff and they work together to create a safe environment where each girl is valued and respected.

Fintona aims to support and nurture our Middle School girls, enhancing their ability to interact with their peers, to navigate social cues and to maintain friendships. Our inclusive environment allows girls to engage meaningfully in both school life and in the wider community. Many warm personal relationships develop during the girls’ Middle School years.

Moss House, the Middle School Centre, provides a space for all Middle School girls to interact, discover, inquire, be challenged and relax. The open spaces are designed for diversity and flexibility and the many activities undertaken in the house reflect the varied interests and talents of our students.

There is a variety of programs offered to students in Years 5 to 8. The purpose-designed Life Skills and Study Skills programs assist girls to develop the life-long skills and attitudes that they will need in the future. The Middle School Leadership Program and the Student Representative Council positions provide opportunities for students to take on roles of responsibility.

Our detailed transition programs allow each student to feel confident and comfortable as she moves from one year level to the next.

There are many camps and field trips to help relationship building and engender positive social skills.

Co-curricular activities provide opportunities for girls to experience and participate in a wide range of tasks, giving them confidence to broaden their friendships and reinforce their sense of belonging.

I welcome you into Fintona’s Middle School and trust that your daughter has a happy and prosperous time here.

Ms Trish Leigh
HEAD OF MIDDLE SCHOOL
Fintona’s school uniform is navy blue and gold and a detailed list of the Fintona uniform can be found in the School Diary. Uniforms may be purchased new from:

**Bob Stewart**  
201-211 High Street,  
Kew 3101  
P 9853 8492  
www.bobstewart.com.au

Second-hand uniforms can be purchased from the Fintona Second Hand Uniform Shop, located at the front of the Margaret Cunningham Hall at Fintona. Opening hours for 2015 are Monday afternoons from 3 - 4pm. Please check the News Bulletin for any changes to these times.

An extensive list of rules pertaining to uniform and appearance may be found in the School Diary.

The proper wearing of the uniform is seen as very important as it is a reflection of pride in being a Fintonian and of an orderly and well behaved student cohort. Jewellery (apart from one set of plain gold or silver ear studs or sleepers), nail polish and make up, have no place at school. Students should ensure that their uniform is a suitable length i.e. knee length.

On excursions, camps or casual clothes days, which may be held from time to time as a fundraiser, students should wear suitable day clothes. They are not permitted to wear revealing clothes including micro shorts or skirts, low tops, or clothing with unsuitable writing, slogans or illustrations. Thongs should not be worn on any of these occasions, though they may be worn on some camps under instruction from staff running the camp.

All items of school uniform should be clearly named and kept in good order.

The summer uniform is worn during Terms 1 and 4; the winter uniform is worn during Terms 2 and 3. There is a two week changeover period for summer and winter uniform which occurs at the start of Term 2 and 4. Notification of any alteration to that schedule because of unusual weather will be given to parents.

Students must have their blazer with them at all times and may be required to wear them to assembly and other special occasions. Students may not wear their jumpers as their outermost garment outside the school grounds.

Lost property can be collected from Student Services or the Sports Office. Items that have not been collected after one month will be donated to the Second Hand Uniform Shop. Please ensure all items of clothing are clearly named.

### SUMMER UNIFORM

<table>
<thead>
<tr>
<th>Blazer</th>
<th>Blazer</th>
<th>Sport polo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress</td>
<td>Skirt</td>
<td>Sport shorts</td>
</tr>
<tr>
<td>Knee high socks (White)</td>
<td>Blouse</td>
<td>Track pants</td>
</tr>
<tr>
<td>Pullover</td>
<td>Tie</td>
<td>Rugby top</td>
</tr>
<tr>
<td>Academic hat or senior sun hat</td>
<td>Knee high socks or tights (Navy)</td>
<td>Spray jacket</td>
</tr>
</tbody>
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### WINTER UNIFORM

<table>
<thead>
<tr>
<th>Black T-Bar or lace up shoes</th>
<th>Pullover</th>
<th>Sport socks (Fintona)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black T-Bar or lace up shoes</td>
<td>House polo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports cap</td>
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<tr>
<td></td>
<td>Sport shoes</td>
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</table>

### SPORT UNIFORM

<table>
<thead>
<tr>
<th>Blazer</th>
<th>Blazer</th>
<th>Sport polo</th>
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</thead>
<tbody>
<tr>
<td>Dress</td>
<td>Skirt</td>
<td>Sport shorts</td>
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<td>House polo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports cap</td>
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<tr>
<td></td>
<td>Sport shoes</td>
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</table>
Important learning occurs beyond the traditional classroom and Fintona offers a broad range of activities to develop student interests and talents. Students’ efforts are recognised regularly in the school community via assemblies and written publications.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>YEAR LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Club</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Athletics (House)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Athletics (School Sport Victoria [SSV])</td>
<td>5 - 6</td>
</tr>
<tr>
<td>Athletics (Girls Sport Victoria [GSV])</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Badminton (House)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Baker Band</td>
<td>5 - 10</td>
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<tr>
<td>Basketball (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Basketball (Interschool Sport)</td>
<td>6</td>
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<tr>
<td>Buck Strings</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Cherry Rd String Quartet</td>
<td>5 - 8</td>
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<tr>
<td>Chess Club and Tournaments</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Clarinet Ensemble</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Colla Voce (Year 7 &amp; 8 Choir)</td>
<td>7 - 8</td>
</tr>
<tr>
<td>Compass Program (Levels 1, 2, 3 &amp; 4)</td>
<td>7 - 8</td>
</tr>
<tr>
<td>Creative Writing Club</td>
<td>5 - 12</td>
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<tr>
<td>Cricket (GSV)</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Cross Country (House)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Cross Country (SSV)</td>
<td>5 - 6</td>
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<tr>
<td>Cross Country (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Debating (House and Interschool [DAV])</td>
<td>7 - 12</td>
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<tr>
<td>Diving (House and GSV)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Double Reed Ensemble</td>
<td>5 - 12</td>
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<tr>
<td>Fintona Flutes</td>
<td>5 - 12</td>
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<tr>
<td>Guitar Ensemble</td>
<td>5 - 12</td>
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<tr>
<td>Hockey (House)</td>
<td>5 - 12</td>
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<tr>
<td>Hockey (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Indoor Cricket (House)</td>
<td>5 - 12</td>
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<tr>
<td>Jazz Improvisation</td>
<td>5 - 12</td>
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<tr>
<td>Lounge Lizards’ Book Club</td>
<td>5 - 8</td>
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<tr>
<td>Netball (Interschool)</td>
<td>5</td>
</tr>
<tr>
<td>Netball (House)</td>
<td>5 - 12</td>
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<tr>
<td>Netball (JSSG)</td>
<td>6</td>
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<tr>
<td>Netball (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Percussion Ensemble</td>
<td>5 - 12</td>
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<tr>
<td>Public Speaking</td>
<td>6 - 11</td>
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<td>Radio Program</td>
<td>8</td>
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<tr>
<td>Rowing</td>
<td>8 - 12</td>
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<tr>
<td>Saxophone Ensemble</td>
<td>5 - 8</td>
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<tr>
<td>School Play</td>
<td>7 - 12</td>
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<tr>
<td>Senior Orchestra</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Soccer (House)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Soccer (GSV)</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Soccer (Interschool Sport)</td>
<td>5 - 6</td>
</tr>
<tr>
<td>Softball (House)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Softball (Interschool Sport)</td>
<td>6</td>
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<tr>
<td>Stage Band</td>
<td>8 - 12</td>
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<tr>
<td>Swimming (House)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Swimming (GSV)</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Swimming (SSV and JSSG)</td>
<td>5 - 6</td>
</tr>
<tr>
<td>Symphonic Wind Ensemble</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Tee Ball (JSSG)</td>
<td>6</td>
</tr>
<tr>
<td>Tee Ball (Interschool Sport)</td>
<td>5</td>
</tr>
<tr>
<td>Tennis (House)</td>
<td>9 - 12</td>
</tr>
<tr>
<td>Tournament of minds</td>
<td>5 - 6</td>
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<tr>
<td>Tourmont Strings</td>
<td>5 - 12</td>
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<tr>
<td>Volleyball (GSV)</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Volleystars (JSSG)</td>
<td>6</td>
</tr>
<tr>
<td>Volleystars (Interschool Sport)</td>
<td>5</td>
</tr>
<tr>
<td>Volleystars (House)</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Year 5 &amp; 6 String Quartet</td>
<td>5 - 6</td>
</tr>
</tbody>
</table>
**LEARNING PATHWAYS**

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>YEAR 6</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Service</strong></td>
<td>Students are encouraged to respond to the needs of others, and actively participate in events that respond to the emerging and ongoing needs of community groups. Students in Years 5 and 6 will have the opportunity to embed Community Service into relevant Units of Inquiry. Year 7 and 8 students are encouraged to respond to others through Leadership Programs and in response to community needs.</td>
<td></td>
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<tr>
<td><strong>Life Skills: Health</strong></td>
<td>• Program of Inquiry</td>
<td>• Program of Inquiry</td>
<td>• Healthy Lifestyles</td>
</tr>
<tr>
<td></td>
<td>• Program of Inquiry PYP</td>
<td>• Transdisciplinary Skills</td>
<td>• Healthy Breakfast and Snacks</td>
</tr>
<tr>
<td></td>
<td>• Attitudes and Learner Profile</td>
<td>• Attitudes and Learner Profile</td>
<td>• Sex Education</td>
</tr>
<tr>
<td><strong>Life Skills: Learning</strong></td>
<td>• Program of Inquiry PYP</td>
<td>• Program of Inquiry PYP</td>
<td>• Multiple Intelligences</td>
</tr>
<tr>
<td></td>
<td>• Transdisciplinary Skills</td>
<td>• Transdisciplinary Skills</td>
<td>• Study Skills</td>
</tr>
<tr>
<td></td>
<td>• Attitudes and Learner Profile</td>
<td>• Attitudes and Learner Profile</td>
<td></td>
</tr>
<tr>
<td><strong>Life Skills: Relationships</strong></td>
<td>• PYP Transdisciplinary Skills – social skills</td>
<td>• PYP Transdisciplinary Skills – social skills</td>
<td>• Building Personal Relationships “Fantastic Friends” “Shine Time”</td>
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<td></td>
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<td></td>
<td>• Project Rocket</td>
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<tr>
<td><strong>Leadership Opportunities</strong></td>
<td>• SRC (Student Representative Council)</td>
<td>• House Sport</td>
<td>• House Sport</td>
</tr>
<tr>
<td></td>
<td>• Tutor Representative</td>
<td>• SRC (Student Representative Council)</td>
<td>• SRC (Student Representative Council)</td>
</tr>
<tr>
<td></td>
<td>• Through the Units of Inquiry, students are given the opportunity to experience a range of leadership roles.</td>
<td>• Tutor Representative</td>
<td>• Tutor Representative Leadership program in preparation for Year 8.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Through the Units of Inquiry, students are given the opportunity to experience a range of leadership roles.</td>
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<td>• Exhibition</td>
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</table>
Outdoor Education at Fintona is a facilitated experiential learning adventure program that promotes sequential and progressive learning opportunities. The Outdoor Education program ranges from single day activities to multi-day challenging expeditions, and offers students the unique opportunity to experience and engage in different outdoor pursuits. Through interaction with the natural world, students develop an understanding of our relationship with the environment. Challenge is at the heart of Outdoor Education; the needs of individual students are met to ensure that all students have the opportunity to participate. These opportunities may arise through:

- Taking responsibility for one’s own actions and accepting the outcomes
- Expanding horizons by living simply
- Undertaking challenging, but achievable activities (some requiring perseverance)
- Working in small groups which promote the value and unique qualities of each individual
- Living in a positive atmosphere which encourages tolerance, compassion and trust
- Sharing a secure, relaxed atmosphere in which students can have fun, away from their normal environment and pressures
- Making personal and group decisions which contribute to a successful outcome
- Examining the impact we have on nature
- Observing the natural world and reflecting on humanity’s place in it
- Creating a link between the Outdoor Education experience and the student’s lifestyles

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>YEAR 6</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
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</thead>
<tbody>
<tr>
<td>In Year 5, students travel to Coonawarra Farm Resort, located near Bairnsdale in South East Gippsland. During their four-day stay at Coonawarra, students participate in a wide variety of outdoor activities, including canoeing, raft making, rope courses and initiative tasks. This allows students to gain independence, leadership and team work skills whilst being open minded and taking risks in a secure environment.</td>
<td>Year 6 sees our students enjoy a three-day beach experience at Philip Island Coastal Discovery Centre. Students challenge themselves by participating in activities such as surfing, body boarding and orienteering. The students explore their new environment and learn about the marine life at Smiths Beach.</td>
<td>In Year 7, students travel to Central Australia for their six-day cultural adventure, camping under canvas and exploring the paths around Uluru, Kings Canyon and Simpsons Gap. In addition to a physical challenge, the camp supports their studies in Geography, Science and Indigenous History. They also challenge themselves in our ‘One Day Wonder’ program. The day enables students to complete a series of physical outdoor pursuits such as mountain bike riding, bushwalking, canoeing, campcraft and navigation. Set in a natural environment this builds on their existing outdoor skills.</td>
<td>The Year 8 program offers a greater level of challenge in preparation for the Year 9 Camp. During the five-day camp, students participate in activities such as bike riding, bushwalking, orienteering, rafting, abseiling, rock climbing, adventure sports, initiatives, and experience cooking meals outdoors. Students build on their experiences from Year 7, spending two nights at the Charnwood Outdoor Education Centre in the Strathbogie Ranges and two nights camping out at local camp sites.</td>
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## COMPETITIONS

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>YEAR 6</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
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</thead>
<tbody>
<tr>
<td>• Alliance Francaise Berthe Mouchette Poetry and Drawing Competition</td>
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</tr>
<tr>
<td>• Elaine Boucher Writing Award</td>
<td>• Elaine Boucher Writing Award</td>
<td>• Elaine Boucher Writing Award</td>
<td>• Elaine Boucher Writing Award</td>
</tr>
<tr>
<td>• Australian Mathematics Competition</td>
<td>• Australian Mathematics Competition</td>
<td>• The University of Melbourne - BHP Billiton School Mathematics</td>
<td>• The University of Melbourne - BHP Billiton School Mathematics</td>
</tr>
<tr>
<td>• Mathematics Challenge for Young Australians</td>
<td>• Mathematics Challenge for Young Australians</td>
<td>• Mathematical Olympiads (APSMO)</td>
<td>• Mathematical Olympiads (APSMO)</td>
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<tr>
<td>• Alliance Francaise Berthe Mouchette Poetry and Drawing Competition</td>
<td>• Alliance Francaise Berthe Mouchette Poetry and Drawing Competition</td>
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<td>• Australian Mathematics Competition</td>
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<tr>
<td>• Elaine Boucher Writing Award</td>
<td>• Elaine Boucher Writing Award</td>
<td>• Mathematics Challenge for Young Australians</td>
<td>• Mathematics Challenge for Young Australians</td>
</tr>
<tr>
<td>• Dorothea McKellar Poetry Award</td>
<td>• Dorothea McKellar Poetry Award</td>
<td>• Dorothea McKellar Poetry Award</td>
<td>• Dorothea McKellar Poetry Award</td>
</tr>
<tr>
<td>• Write 4 Fun - Writing Competition</td>
<td>• Write 4 Fun - Writing Competition</td>
<td>• Legacy Junior Public Speaking Award</td>
<td>• Legacy Junior Public Speaking Award</td>
</tr>
<tr>
<td>• Tournament of Minds (TOM) (every second year)</td>
<td>• Tournament of Minds (TOM) (every second year)</td>
<td>• Rostrum Voice of Youth - Junior</td>
<td>• Rostrum Voice of Youth - Junior</td>
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<tr>
<td>• Year 7 Maths Day</td>
<td>• Year 7 Maths Day</td>
<td>• Year 8 Maths Day</td>
<td>• Year 8 Maths Day</td>
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<tr>
<td>• Science Talent Search (STS)</td>
<td>• Science Talent Search (STS)</td>
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<td>• Science Talent Search (STS)</td>
</tr>
<tr>
<td>• Mathematics Challenge for Young Australians</td>
<td>• Mathematics Challenge for Young Australians</td>
<td>• International Competitions and Assessments for Schools - Science</td>
<td>• International Competitions and Assessments for Schools - Science</td>
</tr>
<tr>
<td>• Dorothea McKellar Poetry Award</td>
<td>• Dorothea McKellar Poetry Award</td>
<td>• Competitions (ICAS)</td>
<td>• Competitions (ICAS)</td>
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<tr>
<td>• Legacy Junior Public Speaking Award</td>
<td>• Legacy Junior Public Speaking Award</td>
<td>• Australian Geography Competition</td>
<td>• Australian Geography Competition</td>
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<tr>
<td>• Japanese Consulate Calligraphy Competition</td>
<td>• Japanese Consulate Calligraphy Competition</td>
<td>• Australian Geography Competition</td>
<td>• Australian Geography Competition</td>
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<tr>
<td>• Japanese Consulate Essay Writing Competition</td>
<td>• Japanese Consulate Essay Writing Competition</td>
<td>• Australian Geography Competition</td>
<td>• Australian Geography Competition</td>
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<tr>
<td>• Year 7 Maths Day</td>
<td>• Year 7 Maths Day</td>
<td>• Australian Geography Competition</td>
<td>• Australian Geography Competition</td>
</tr>
<tr>
<td>• Science Talent Search (STS)</td>
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<td>• Competitions (ICAS)</td>
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<tr>
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<td>• Australian Geography Competition</td>
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<td>• Competitions (ICAS)</td>
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Assessment is an integral part of the learning process. Regular assessment provides students with the opportunity for constructive feedback and encourages self-improvement. Assessment at Fintona focuses on the depth of learning that occurs throughout the unit of study, as well as the quality of the outcomes of that learning.

The Explorations program is one of the most exciting and challenging elements of the end of year program for all the girls in Year 5 to 8. During Explorations week, classes are suspended and the girls work in multi-age groups to investigate and develop an in-depth understanding of an issue or concept.

The students are provided with a central idea or big picture concept, and with the Year 8 girls as leaders and staff as Mentors, they are given three days to explore and produce a response to what they have discovered. The responses can be varied and presented in a way that reflects the group’s interests and skills. This is a time for teamwork and initiative and as most of the activities are student-led, the girls learn to draw upon their strengths and to challenge themselves to learn new skills. Whilst the teachers provide guidance to each group, time management and negotiation are the responsibility of the students. The Explorations program culminates in a late afternoon celebration where the students are able to present their learning to family and friends.

The girls begin their Explorations journey during Term 3 when they are grouped according to interests and they plan and develop their ideas of what they are going to investigate and how they are going to achieve a response. During Terms 3 and 4, they undertake their research and share their ideas for their final response. The girls record and reflect on their journey throughout the process in an individual Learning Journal.

Some of the past concepts have been ‘Here there be Dragons’, ‘Earth, Air, Fire and Water’ and more recently, ‘Human Ingenuity’, where the girls investigated inventions, inquiring into why they occurred, the impact they had and how they might be adapted to meet the challenging needs of the future.

Explorations is a time where thinking skills are vital and students develop the abilities that are so valuable in their lives: teamwork, planning, negotiation, risk-taking and initiative. Every year the students surprise themselves with what they are able to achieve in such a relatively short period of time and this then feeds back into their academic lives as they understand that these skills and successes can be applied to their learning on an everyday basis.
The Primary Years Program, known as the PYP, focuses on the development of the whole student.

It emphasises the dynamic combination of attitudes, knowledge and critical thinking. It develops an understanding of concepts, skills and knowledge and it strives to develop responsible attitudes. PYP has a strong international focus on the Units of Inquiry, as it is designed to enable students to relate their classroom experience to the world beyond. Throughout the learning process, Fintona aims to teach girls to:

- Think
- Communicate
- Develop social skills
- Research
- Be self-managers
- Enjoy learning

Literacy and Numeracy skills are paramount during this developmental stage, and through focused teaching the girls are well placed for future learning. Our curriculum in Years 5 and 6 is further expanded through the Specialist Program taught by Single Subject Teachers in the areas of Art, Drama, French, Information Technology, Music, Outdoor Education, Physical Education and Resource Centre.

The Primary Years Program acknowledges the importance of acquiring skills in context and exploring content that is relevant to students. To assist students to make connections in all subject areas, six transdisciplinary themes of global significance provide the framework for exploration and study: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organise ourselves and Sharing the planet.

Students in Years 5 and 6 inquire into, and learn about, these globally significant issues in the context of Units of Inquiry, each of which address a central idea relevant to the particular transdisciplinary theme increasing in depth and complexity throughout the primary years. This approach provides our girls with a rigorous and challenging method of learning as well as opportunities to better understand themselves and their environment.

Additionally, all girls in Years 5 and 6 engage in Philosophy once a fortnight in small groups to help develop their questioning and discussion skills. The girls are able to use their own ideas and are encouraged to extend their thinking and incorporate ideas drawn from other members of the group. A picture book is used as the prompt to discuss a range of themes and ideas.

LEARNER PROFILE

Fintonians aspire to be:

Inquirers  We are on a journey of life-long learning. We are curious about the world in which we live. We are learning the skills necessary to discover more about the world.

Thinkers  We use our thinking skills critically and creatively to make sound decisions and to solve problems.

Communicators  We communicate our thoughts and ideas through speech, print, movement, mathematics, science, technology and the arts.

Risk-takers  We approach the unknown with confidence and independence and accept our mistakes as part of learning. We are willing to experiment with new ideas. We speak up for the things in which we believe.

Knowledgeable  We learn new things every day. We share and use information to explore themes that are important to our world and us.

Principled  We are honest and have a sense of fairness and justice.

Caring  We are sensitive towards the needs and feelings of others.

Open-minded  We respect the views, values, cultures and traditions of others. We realise that there can be different solutions to a problem.

Balanced  We understand that all aspects of the individual are important. We nurture our physical, emotional, cognitive, social and spiritual well-being.

Reflective  We give careful thought to what we say and do.
YEAR 5 UNIT OF INQUIRY

Each year, students undertake six Units of Inquiry. Each unit relates to a transdisciplinary theme and encourages students to develop an understanding of a Central Idea.

WHO WE ARE
Central Idea: Physical, emotional and social changes influence who we are.

WHERE WE ARE IN PLACE AND TIME
Central Idea: Human and physical phenomena have caused the creation of boundaries on the Earth’s surface.

HOW WE EXPRESS OURSELVES
Central Idea: Persuasive language and images in advertising affect consumer choice.

HOW THE WORLD WORKS
Central Idea: The universe is a vast, complex system that influences Earth.

HOW WE ORGANISE OURSELVES
Central Idea: The discovery and use of natural resources has contributed to the growth and development of local and global communities.

SHARING THE PLANET
Central Idea: The interactions between components of an ecosystem are vital to its survival.

YEAR 6 UNIT OF INQUIRY

Each year, students undertake six Units of Inquiry. Each unit relates to a transdisciplinary theme and encourages students to develop an understanding of a Central Idea.

WHO WE ARE
Central Idea: Recognising similarities and differences between beliefs assists us to be global citizens.

WHERE WE ARE IN PLACE AND TIME
Central Idea: Increasing numbers of people are searching for safety and a new place to call home.

HOW WE EXPRESS OURSELVES
Central Idea: The unique way the brain functions determines our perspective and individuality.

HOW THE WORLD WORKS
Central Idea: Natural disasters have varying impacts on societies.

HOW WE ORGANISE OURSELVES
Central Idea: Human-made systems have different structures and features which influence societies.

SHARING THE PLANET
Central Idea: Developing an understanding of inequity empowers us to act.

EXHIBITION
The Year 6 Exhibition is a culmination and celebration of the Primary Years Program. The Learner Profile attributes, Attitudes, Concepts, Transdisciplinary Skills and knowledge underlie the Unit of Inquiry. Each year, a different transdisciplinary theme is chosen and students nominate areas of interest to explore. Issues are researched and students apply their knowledge through various modes of response, including written and visual displays. Students are provided with a framework to take meaningful action. The students’ learning journey is showcased for the community.
As part of the Primary Years Program, language is closely linked to the Units of Inquiry. Skills and knowledge, in the areas of written, oral and visual communication, are further developed. Students inquire into the conventions of language and apply their understanding in a variety of contexts. They are encouraged to develop an appreciation of reading and writing through the sharing of literature and a range of text styles. Students develop metalanguage to respond to the oral, visual and kinaesthetic components of still and moving images, electronic texts and other multimedia.

**WRITING**
- **Writing Strategies**
  - Using vocabulary to express greater precision of meaning
  - Expanding on phrases using adjective and noun groups to provide a fuller description of a person, place, thing or idea
- **Writing Content**
  - Planning, drafting and publishing imaginative, informative and persuasive texts, choosing language appropriate to purpose and audience
- **Spelling Strategies**
  - Using word origins, prefixes and suffixes to learn and spell new words

**READING AND VIEWING**
- **Reading Comprehension**
  - Using a range of comprehension strategies to interpret information and ideas within fiction and non-fiction texts
- **Reading Strategies**
  - Exploring structures and features of written and visual texts
- **Literature**
  - Describing and explaining how events, characters and settings in texts are depicted

**SPEAKING AND LISTENING**
- **Speaking**
  - Planning, rehearsing and delivering presentations for different audiences and purposes
- **Listening**
  - Clarifying understanding of content as it unfolds in formal and informal situations
As part of the Primary Years Program, Language is closely linked to the Units of Inquiry. Skills and knowledge, in the areas of written, oral and visual communication, are further developed. Students inquire into the conventions of language and apply their understanding in a variety of contexts. They are encouraged to develop an appreciation of reading and writing through the sharing of literature and a range of text styles. Students develop metalanguage to respond to the oral, visual and kinaesthetic components of still and moving images, electronic texts and other multimedia.

WRITING

- Writing Strategies
  - Rereading and editing work, using agreed criteria and explaining editorial choices

- Writing Content
  - Planning, drafting and publishing a range of texts, including persuasive, informative and imaginative compositions
  - Creating detailed texts, using paragraphs and topic sentences
  - Experimenting with text structures and language features (e.g. figurative language)

- Spelling Strategies
  - Using spelling knowledge and strategies to spell unfamiliar words
  - Using resources to spell unfamiliar words and expand vocabulary

READING AND VIEWING

- Reading Comprehension
  - Using a range of comprehension strategies
  - Making inferences based on implicit information and justifying responses

- Reading Strategies
  - Locating relevant information when researching
  - Using a range of note-taking skills to record information when researching
  - Using primary and secondary resources and maintaining a Bibliography

- Literature (Book Chats)
  - Making connections to characters and events represented in texts
  - Analysing strategies authors use to influence readers
  - Describing similarities and differences between texts
  - Providing opinions, supported by evidence from the text

SPEAKING AND LISTENING

- Speaking
  - Participating in and contributing to discussions
  - Planning, rehearsing and delivering a speech and formal presentation
  - Debating an issue

- Listening
  - Listening appreciatively, responsibly and critically
The mathematics curriculum focuses on the further development of knowledge and skills in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. The emphasis is on providing activities that promote understanding of mathematical concepts through exploration, investigation, games as well as visual and kinaesthetic experiences. Information and Communications Technology (ICT) plays an important role in developing and reinforcing skills. Real life mathematics investigations encourage the students to solve problems and apply their skills in everyday situations, thus enhancing their appreciation of the importance of mathematics in their lives. Furthermore, their mathematical learning may be linked to the class Units of Inquiry. At home, mathematics can be encouraged and supported through various experiences: number fact recall; real life experiences such as cooking, measuring, shopping; Mathletics; reading time and calendars and strategy dice games.

**NUMBER AND ALGEBRA**
- Number and Place Value
  - Using mental and written strategies
  - Estimating and rounding to check reasonableness of answers
- Fractions and Decimals
  - Using strategies to solve problems involving addition and subtraction of fractions
  - Comparing, ordering and representing decimals
- Money and Financial Mathematics
  - Creating financial plans
- Patterns and Algebra
  - Interpreting patterns with fractions, decimals and whole numbers

**MEASUREMENT AND GEOMETRY**
- Using Units of Measurement
  - Using units of measurement for length, area, volume, capacity and mass
- Shape
  - Connecting three-dimensional objects with two-dimensional representations
- Location and Transformation
  - Describing routes using landmarks and directional language
  - Describing transformations of two-dimensional shapes
- Geometric Reasoning
  - Estimating, measuring and comparing angles using degrees
  - Constructing angles using a protractor

**STATISTICS AND PROBABILITY**
- Chance
  - Representing probabilities using fractions
- Data Representation and Interpretation
  - Constructing displays appropriate for data type
The mathematics curriculum focuses on the further development of knowledge and skills in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. The emphasis is on providing activities that promote understanding of mathematical concepts through exploration, investigation, games as well as visual and kinaesthetic experiences. Information and Communications Technology (ICT) plays an important role in developing and reinforcing skills. Real life mathematics investigations encourage the students to solve problems and apply their skills in everyday situations, thus enhancing their appreciation of the importance of mathematics in their lives. Furthermore, their mathematical learning may be linked to the class Units of Inquiry. At home, mathematics can be encouraged and supported through various experiences: number fact recall; real life experiences such as cooking, measuring, shopping; Mathletics; reading time and calendars and strategy dice games.

**NUMBER AND ALGEBRA**
- Number and Place Value
  - Recognising the properties of prime, composite, square and triangular numbers
  - Solving problems involving all four operations, whole and decimal numbers
  - Estimating and rounding to check reasonableness of answers
- Fractions and Decimals
  - Solving problems involving fractions
  - Connecting fractions, decimals and percentages
- Money and Financial Mathematics
  - Calculating percentage discounts on sale items
- Patterns and Algebra
  - Describing rules used in sequences involving whole numbers, fractions, and decimals
  - Writing number sentences using brackets and order of operations

**MEASUREMENT AND GEOMETRY**
- Using Units of Measurement
  - Solving problems involving length, area and time
  - Making connections between volume and capacity
- Shape
  - Constructing prisms and pyramids
- Location and Transformation
  - Describing combinations of transformations
  - Locating points in any of the four quadrants on a Cartesian plane
- Geometric Reasoning
  - Solving problems using the properties of angles

**STATISTICS AND PROBABILITY**
- Chance
  - Comparing observed and expected frequencies
  - Describing probabilities using fractions, decimals and percentages
- Data Representation and Interpretation
  - Interpreting and comparing data displays
Drama

In Drama, students explore and express ideas through improvisation and role play. They develop the skills necessary to refine and shape improvised drama through the use of dramatic elements. Expressive and collaborative skills are also developed using the Learner Profile, attitudes and transdisciplinary skills. The specific work undertaken at each year level is based on the Primary Years Program (PYP) Units of Inquiry, through the Central Idea and Lines of Inquiry. The National Curriculum will be applied to the drama curriculum with attention to the stages of learning with a focus on developing the fundamental knowledge, skills and behaviors to lay foundations, which will underpin future learning.

Year 5
Semesters 1 and 2

Outline
Year 5 Drama encourages students to explore and express ideas through improvisation, role play and dramatic games. Students experiment with ideas in making and presenting drama. They develop their physical and vocal expressive skills and explore narrative structure. The focus is on building personal confidence and learning co-operative ensemble skills. Work undertaken is based on the PYP Units of Inquiry.

Key Skills
Refining and shaping improvised drama through the use of dramatic elements; expressing characters and emotions; developing simple narrative structures; performance techniques.

Assessment
Skill development in improvisation; ability to develop ideas dramatically through collaboration in performance work.

Resources
Provided by the school.

Year 6
Semesters 1 and 2

Outline
In Year 6, students continue to explore and experiment with a variety of theatrical conventions and styles. They apply dramatic skills to communicate their own experiences, observations and ideas. Students continue to develop their expressive skills and to explore narrative structures while building personal confidence and ensemble skills. Role play and dramatic games allow students to experiment with making and presenting drama. Students learn to view, discuss and reflect on their own and others' work in a creative and constructive way. Concepts explored are based on the PYP Units of Inquiry.

Key Skills
Ability to experiment with ideas in making and presenting drama; application of performance techniques; understanding stagecraft elements; ability to describe personal observations about the content and structure of drama; refining and shaping drama through the use of dramatic elements; ability to contribute to an ensemble performance; expressing characters and emotions; developing narrative structures.

Assessment
Skill development in improvisation; ability to develop ideas dramatically through collaboration in performance work.

Resources
Provided by the school.
FRENCH (LOTE)

In Years 5 and 6 all students study French as their Language Other Than English (LOTE). The study of language is a fundamental aspect of students’ learning. It assists their cognitive development, linguistic flexibility and intercultural understanding. It also leads to the development of international awareness which is a focus of the PYP program. Students develop their skills in spoken and written French through a diverse range of activities. These include the AIM (Histoires en Action) program and an introduction to the textbook used at Year 7.

YEAR 5
Semesters 1 and 2

OUTLINE
In Year 5, students continue with the Histoires en Action program used in Years 3 and 4; however, prior knowledge is not essential for successful study at this level. Students complete one unit from the program each semester. Each unit is structured around a play script where the emphasis is on the development of communicative skills, both oral and aural, and enhancement of their reading and writing skills in the language. Student learning culminates in a performance of a play at the completion of each unit. Associated activities, such as extended writing tasks, are also incorporated into the program.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Participation in play performances and class oral activities, reading and writing activities from the workbook, extended writing activities.

RESOURCES
Histoires en Action! #1 Add-on Kit, Student DVD and student workbook.

YEAR 6
Semesters 1 and 2

OUTLINE
Year 6 students enrich their French studies with the addition of a textbook. The emphasis continues to be on the development of communicative skills; however, students are also introduced to basic grammar to increase their understanding of the language. They learn to talk about themselves, animals, numbers as used in addresses, dates, ages and birthdays, the family, describing people, both in personality and appearance, likes and dislikes. Grammatical concepts include, gender of nouns and adjectival agreements. Songs, rhymes and language games are used to enhance the students’ experience of French. This course links, where appropriate, with the PYP Units of Inquiry.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Participation in class oral activities, reading and writing tasks, projects, exhibition and play performance.

RESOURCES
Equipe Nouvelle 1 student book and workbook.
**INFORMATION TECHNOLOGY**

Information Technology (IT) is central to the Middle School curriculum. Students are provided with skills and strategies to become discerning users of Information Technology and specific skills and software programs are explored to support the use of IT in all subject areas.

**YEARS 5 AND 6**

**OUTLINE**
The Year 5 and 6 course focuses on presentation skills, cyber safety and research skills. Students learn to present information in a variety of formats including posters, diagrams, images, animation, website, podcasts, games and video. Class tasks are designed to teach students skills and knowledge that can be used in the PYP Units of Inquiry. Cyber safety is taught and students complete units from the Australian Government cyber safety for schools program.

**KEY SKILLS**
Students learn a wide variety of skills including: thinking and problem solving, using a design process, creating for an audience, cyber safety, file management, image manipulation and presentation.

**ASSESSMENT**
Skills are assessed within each PYP Unit of Inquiry.

**RESOURCES**
Computer and network use, a large range of software, internet resources and classroom provided teaching material.

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**MUSIC**

Music involves unique teaching and learning practices, and these enable students to participate in a rich and diverse musical experience. At Years 5 and 6, students develop an appreciation of music through a program of activities involving performing, creating, listening and evaluating. Students are provided with a range of opportunities to explore performance and instrumental techniques. They develop fundamental music and composition skills, an understanding of the elements of music, and are encouraged to respond creatively to music.

**YEAR 5 CLASSROOM MUSIC**

**Semesters 1 and 2**

**OUTLINE**
Years 5 and 6 are linked in a two-year program designed to broaden awareness and understanding of music and introduce students to a range of five music comprehension skills. These comprise: understanding music notation, aural perception, theoretical knowledge, analysis of music, the appreciation of style and the cultural context of music. In Year 5, these skills and concepts are introduced at an elementary level, establishing a foundation for an increasingly more sophisticated understanding of musical aesthetics in successive years of the Middle School. Students learn elementary techniques in melodic and rhythmic music composition and are introduced to concepts of timbre and texture. Practical activities include performance exercises that focus on rhythmic co-ordination with others while playing a range of percussion and keyboard instruments.

**KEY SKILLS**
Analytical listening, rhythmic perception, pitch perception, ensemble performance, composition.

**ASSESSMENT**
Performance tasks, composition tasks, aural and theory exercises, classroom participation.

**RESOURCES**
Worksheets, classroom instruments and class texts.
YEAR 5 BAND PROGRAM
Semesters 1 and 2

OUTLINE
Ensemble performance is a major focus in Year 5, where each student learns an instrument in both group lessons and full band rehearsals. These classes occur once per week in addition to the regular music class timetable. Instruments taught under this program are: flute, oboe, bassoon, clarinet, saxophone, trumpet, french horn, trombone, euphonium, tuba, percussion and double bass. Students learn the fundamentals of playing technique on their instrument in small groups. Ensemble performance skills are acquired at the same time, including playing in tune with others, rhythmic co-ordination, dynamic control and other expressive devices. Students may elect to continue learning their instrument at the conclusion of this year in shared or private lessons, and also have the option of playing with the Baker Band in the co-curricular program.

KEY SKILLS
Rhythmic perception, pitch perception, instrumental technique, ensemble performance.

ASSESSMENT
Performance tasks, participation in lessons.

YEAR 6 CLASSROOM MUSIC
Semesters 1 and 2

OUTLINE
Students undertake tasks designed to develop a range of musical skills: musical literacy, aural perception, theoretical knowledge, musical analysis, and the appreciation of style and cultural context of music. These skills are expanded upon from Year 5 and explored in greater depth. Emphasis is placed on creative exercises and decision making related to composition and performance activities. New techniques in music analysis are introduced and the vocabulary of technical terms used to describe music is expanded. Solo and small group performance activities are designed to place greater emphasis on details in the expressive qualities of a performance.

KEY SKILLS
Analytical listening, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT
Performance tasks, composition tasks, aural and theory exercises, participation in class.

YEARS 5 AND 6 CHOIR
Semesters 1 and 2 (Years 5 and 6)

OUTLINE
All students participate in the Year 5/6 Choir which meets once a week throughout the year, and is based on the Kodaly approach to singing, aural training and music reading. Students develop their perception of pitch and rhythm and enhance their ability to sing in harmony. Theoretical concepts are reinforced whilst students are exposed to a range of musical repertoire. Performance pieces are analysed, major and minor scale forms are introduced, and students utilise Kodaly hand signs through a variety of exercises and repertoire pieces.

KEY SKILLS
Rhythmic perception, pitch perception, part singing, ensemble performance.

ASSESSMENT
Performance tasks, participation in class.
PHYSICAL EDUCATION

In Years 5 and 6, students participate in a wide range of activities and sports which provide them with the opportunity to develop fundamental motor skills and to incorporate these skills in a game setting.

YEARS 5 AND 6
Semesters 1 and 2

The Physical Education course is designed to enable students to:

• Develop a commitment to achieve their personal best
• Develop a positive attitude towards physical activity
• Participate in a wide variety of sports with a spirit of co-operation and good sporting attitude
• Participate in various sports to develop an appreciation of lifelong participation
• Increase their understanding of the rules, tactics and strategies of a range of sports
• Participate in traditional and non-traditional sports to consolidate existing and develop new skills. Students also participate in a swimming tuition program where emphasis is placed on stroke development.

OUTLINE
Students develop their skills and begin to learn rules and tactics associated with sports such as teeball, volleystars, basketball, netball, soccer, orienteering and athletics.

KEY SKILLS
Catching, throwing, dribbling, striking, fielding, kicking, executing correct technique.

ASSESSMENT
Major skills checklist for each sport.

RESOURCES
All equipment is provided by the school.

SPORT

YEARS 5 AND 6

A range of inter-school sports is offered for students in Years 5 and 6. Students compete against local independent schools in basketball, soccer, volleystars, hockey, teeball and netball. Matches are played after school and comprise both home and away games. Inter-school sport is not a compulsory component of the sporting program, but girls are encouraged to participate.

Please refer to the co-curricular table on pages 3 and 4 for the Inter-school sports available at Years 5 and 6.
VISUAL ARTS
This subject focuses on encouraging students to experiment with ideas when making and presenting artworks that focus on the application of the design elements. Artworks from a variety of cultures, times and places are viewed and discussed.

YEAR 5
Semesters 1 and 2

OUTLINE
Students apply skills and knowledge of techniques to present artworks which communicate personal experiences and observations. Selecting and combining art elements in a manner which demonstrates an understanding of the structure of a work of art is central to each unit of work. Students are made aware of the processes employed by artists by viewing and discussing artworks from a variety of cultures, times and places. The students reflect on ideas and motivations for making art. They draw on experiences to solve problems creatively, and acquire new skills in the process of making both two-dimensional and three-dimensional artworks.

KEY SKILLS
Apply knowledge and taught skills to artworks; select and combine art elements to demonstrate aesthetic awareness; solve problems creatively; use appropriate language to describe their own work and that of others; identify stylistic features of contemporary and traditional arts.

ASSESSMENT
Practical folio comprising two-dimensional and three-dimensional artworks, visual diary.

RESOURCES
Provided by the school.

YEAR 6
Semesters 1 and 2

OUTLINE
This subject focuses on encouraging students to continue to explore and experiment with a variety of materials and methods and to communicate ideas and feelings in an individual manner. Drawing on previously acquired skills and knowledge, students explore design elements and solve creative and aesthetic problems in diverse ways. Students apply skills and knowledge of techniques to present artworks that communicate their personal experiences and observations in both two-dimensional and three-dimensional forms. They are encouraged to view, discuss, reflect on artworks and ideas and to explore themes that are relevant to their current learning.

KEY SKILLS
Apply knowledge and taught skills to artworks; select and combine art elements to demonstrate aesthetic awareness; solve problems creatively; use appropriate language to describe their own work and that of others; identify stylistic features of contemporary and traditional arts.

ASSESSMENT
Practical folio comprising two-dimensional and three-dimensional artworks, visual diary.

RESOURCES
Provided by the school.
Transition to Year 7 is an exciting time for our girls. They move from having one home room for the majority of their classes to moving around between classrooms for different subjects. Similarly, they adjust to having a different teacher for each subject instead of the one classroom teacher for all their core subjects. To assist them in making this transition from the primary school structure to the secondary school model, the girls’ introduction to the year differs from that of the other year levels.

At the beginning of the school year, the Year 7 students spend one morning at school prior to the start of Term 1. During this morning, they are introduced to their tutor who will be their primary pastoral care giver, receive their diary and they are allocated their lockers, which they spend time organising. They also have an opportunity of re-familiarising themselves with the campus and the new rooms that they will be using, such as the science laboratories.

The normal timetable for Year 7 students is suspended for the first three days of the year to allow for special activities to assist the girls in settling into secondary school. During this time, the girls have the opportunity of participating in Life Skills sessions, which assist in developing friendships, spend some time settling into their tutor rooms, meet with each of the subject teachers in informal sessions where they can be introduced to some of the specific requirements, concepts or vocabulary of that discipline, receive advice on time management and organisation for Year 7 and participate in team building activities including sport.

The homework requirements of Year 7 students are also modified during this period and for the few weeks of Term 1, the girls are required only to spend a short amount of time at home reviewing work they have been introduced to in the core subjects.

The Year 7 classroom program during Term 1 is one of a more integrated nature culminating in the Central Australia Camp at the end of the term. Faculties such as Science, Geography, History and Art tailor their programs to incorporate Indigenous studies and give further meaning to the discoveries the students will make during their camp. This approach also allows the students to make valuable connections between the different disciplines and provide a more holistic avenue for research and developing understandings.
YEARS 7 AND 8 PROGRAM

DRAMA

YEAR 7
Semesters 1 and 2

OUTLINE
The focus is on the development of personal, communication and collaborative skills. Expressive skills are developed through voice and movement workshops. Improvisation techniques are taught and performance skills are explored through the use of dramatic elements. Play building skills are introduced and students explore stagecraft and theatrical conventions. Narrative skills are developed through role play and script analysis. Units of work include Theatre Sports, Storytelling, Genre Exploration, Physical Theatre, Character Development, Script Reading and Writing.

KEY SKILLS
Development of foundation improvisation techniques; ability to portray characters using a range of expressive skills; an understanding of story structure and dramatic elements; ability to work creatively in ensemble play building; development of an understanding of theatrical styles and performance techniques.

ASSESSMENT
Skills development in the structuring of ensemble drama; ability to apply stagecraft including scriptwriting; performance work.

RESOURCES
Provided by the school.

YEAR 8
Semesters 1 and 2

OUTLINE
The focus is on the development of play building and performance skills through the examination and exploration of dramatic elements, theatrical conventions and genres. Students continue to improve their improvisation and character building skills. Expressive skills continue to be developed through physical and vocal workshops. Students explore stagecraft techniques and application with a focus on script interpretation and writing. Students develop analytical skills through watching and critiquing live and filmed performances. Units of work include Improvisation, the Power of Story and Emotion, Character and Script Interpretation, Parody, Laban and Monologues.

KEY SKILLS
Ability to develop character and narrative through improvisation and rehearsal techniques; development of a range of expressive skills in the portrayal of character in performance; an understanding of dramatic structure and the use of dramatic elements; ability to use a range of stimuli and research to generate and develop ideas expressively when making and presenting drama; ability to demonstrate a range of styles in the portrayal of characters from different genres.

ASSESSMENT
Skills development in the structuring of ensemble drama, ability to apply stagecraft including scriptwriting, and performance work.

RESOURCES
Provided by the school.
YEAR 7 ENGLISH

With a view to incorporating the key features of the Australian Curriculum within our own courses, the study of English at Fintona enables students to develop their skills in the areas of language, literature and literacy. Students will read and view texts that contain accessible but challenging ideas and topics of social interest. They will write responses that are imaginative, informative or persuasive, focusing on concerns that relate to their own lives, their community and the world. Students will engage in discussions or presentations that compare ideas, build on the ideas of others, provide other points of view and reach conclusions that recognise the diverse aspects of a given debate. During their English studies, students develop their understanding of the three cross-discipline priorities of the Australian Curriculum: sustainability, Asia and engagement with Asia, and the culture and history of Aborigines and Torres Strait Islanders.

(Please note that the text list below is confirmed at the time of printing but may change.)

TEXT STUDIES
Semesters 1 and 2

OUTLINE
Students study the novel The Silver Donkey by Sonya Hartnett. This novel has been carefully selected for not only its narrative beauty and engaging story but for the possibilities it presents to discuss wider philosophical aspects. Students recognise and analyse the ways that characterisation, events and settings create the narrative and discuss the purposes that inform a writer's work. The novel's central theme of 'story' and the role of myth and fable in culture lends itself to the study of the role of myth in society, and why narratives of faith and creation exist. In Semester 2, students read Nanberry: Black Brother White by Jackie French, as part of their exploration of historic Aboriginal experiences at the time of European occupation in Australia.

KEY SKILLS
Developing knowledge of how literary features are used by an author to create meaning; understanding of why authors may use particular language to serve their purposes; appreciation of different narratives that inform faith and belief in various cultures; awareness of how historical and social factors are presented in a work of fiction; writing and oral tasks that demonstrate a personal interpretation of a given text.

ASSESSMENT
A range of formal writing activities designed to assess student understanding of the novels.

RESOURCES
Sonya Hartnett's The Silver Donkey and Nanberry: Black Brother White.

LITERACY: GENRE WRITING
Semester 1

OUTLINE
Students create a writing folio which deals with a specific aspect of a particular theme; the themes may be as diverse as health and wellbeing, philanthropy, social media, and so forth. The purpose of the folio is to introduce students to different forms of writing and writing styles. Students plan, draft and produce imaginative, informative and narrative pieces selecting aspects of subject matter and particular language and visual features to convey their ideas. They analyse and explain the ways text structure and language features shape meaning and vary according to audience and purpose.

KEY SKILLS
Writing for specific forms, styles and purposes; understanding the differences between certain genres of writing; applying correct grammar and punctuation; utilising appropriate software as a writing tool.

ASSESSMENT
Folio.

RESOURCES
Information technology.
LITERATURE: POETRY, FILM AND FICTION
Semesters 1 and 2

OUTLINE
As a means of developing and sustaining student engagement with literature, the Year 7 girls read a wide selection of novels and biography through the Literature Circle program that is run through the Resource Centre. Students select from a range of novels that share similar themes, including ‘Give and Take’, ‘Metamorphosis’, ‘Harmony and Understanding’ and ‘Relationships’. Students also study how meaning is created in other genres such as poetry, film and media texts, with an emphasis on creative writing. The importance of myths and legends in developing an understanding of other societies and cultures is also examined. Through the study of poetry, students interpret and discuss how language is compressed to produce dramatic effect in film or drama and is used to create layers of meaning in poetry such as haiku, couplets and free verse.

KEY SKILLS
Reading for understanding and developing skills in forming connections with personal experience and the outside world; identifying authorial purpose and analysing meaning; writing and speaking to a given audience.

ASSESSMENT
Group presentations; written exercises relating to analysis of character, setting and plot structure; creative responses and review.

RESOURCES
Literature Circle books, poetry and other selected literature.

LANGUAGE (GRAMMAR, PUNCTUATION, VOCABULARY AND COMPREHENSION)
Semesters 1 and 2

OUTLINE
Students receive formal teaching of grammar, punctuation and vocabulary, with written exercises designed to enhance their knowledge of the mechanics of the English language. They work towards precise application of the English language in their writing. The learning of grammar and correct punctuation is also acquired incidentally, through constant teacher feedback and modelling, and through encouraging students to develop the habit of proof-reading their own work. Furthermore, teachers emphasise the importance of note-taking as a skill for life. Students are required to read a range of fiction and non-fiction texts for the purpose of identifying both explicit and inferred meaning.

KEY SKILLS
Comprehending meaning from a range of texts; consolidating knowledge of sentence parts such as verbs, adverbs, adjectives and nouns; consolidating knowledge of punctuation; acquiring proficiency in using paragraphs in extended pieces of prose; using dictionaries and thesauruses to acquire new vocabulary.

ASSESSMENT
Regular assessment of in-class activities; informal assessment through teacher feedback; classroom comprehension and grammar tests.

RESOURCES
Textbook plus a variety of other materials provided by the school.
**ORAL COMMUNICATION AND PUBLIC SPEAKING**  
Seminesters 1 and 2

**OUTLINE**  
Students are encouraged to express themselves verbally in class, articulating their ideas in a purposeful and meaningful manner. They learn to respect the contributions made by others. They are given opportunities to present their ideas to class in a variety of solo and group presentations. Through the Elizabeth M. Butt Public Speaking program, girls are required to create and present an informative speech, based on the topic ‘What I Would Love’. In a three-minute speech, the student articulates a personal passion, imagines a possibility, and connects their ideas to an issue of wider social concern.

**KEY SKILLS**  
Working within a group to prepare and deliver a team presentation; researching, creating and presenting a solo speech to an audience; constructing a speech to a given time constraint; the enhancement of memory skills, confidence and poise; understanding how to use the voice appropriately when addressing an audience.

**ASSESSMENT**  
Formal assessment based on criteria relating to group and solo presentations.

**RESOURCES**  
Resource Centre for research purposes, Literature Circle novels for preparing group presentations, information technology for researching personal speeches.

**LITERATURE: THE CLASSICS**  
Semester 2

**OUTLINE**  
Students are introduced to the concept of, and the reading of classic works of literature. They explore questions such as ‘What makes a book a classic?’ and ‘What does a canon mean?’ as a means of developing awareness of a literary heritage in western culture. Students hear short presentations from different teachers in the school on which works of literature they have loved, and why. They read a work of literature for pleasure and are invited to share this reading experience with their peers. They develop awareness of how works of fiction may recreate, mirror or resist historical aspects of time and place.

**KEY SKILLS**  
Understanding of what defines a work of classic literature; appreciation of the importance of certain classics in a given culture.

**ASSESSMENT**  
Oral assessment (both formal and informal), written analysis tasks.

**RESOURCES**  
Works of classic literature and the film version of Little Women.
YEAR 8 ENGLISH

With a view to incorporating the key features of the Australian Curriculum within our own courses, the study of English at Fintona enables students to develop their skills in the areas of language, literature and literacy. Students will read and view texts that contain accessible but challenging ideas and topics of social interest. They will write responses that are imaginative, informative or persuasive, focusing on concerns that relate to their own lives, their community and the world. Students will engage in discussions or presentations that compare ideas, build on the ideas of others, provide other points of view and reach conclusions that recognise the diverse aspects of a given debate. During their English studies, students develop their understanding of the three cross-discipline priorities of the Australian Curriculum: sustainability, Asia and engagement with Asia, and the culture and history of Aborigines and Torres Strait Islanders.

DEDICATED LITERATURE AND PHILOSOPHICAL STUDY

Semesters 2

OUTLINE

Students study Lewis Carroll’s *Alice’s Adventures in Wonderland* as a vehicle for continuing the philosophical study commenced in Year 7 with *The Silver Donkey*. *Alice’s Adventures in Wonderland* represents an opportunity to introduce the students to deeper aspects of philosophy, building on the exploration of myth and fable. Students appreciate that a narrative may contain more significant meaning than is apparent in a superficial reading of the text. The study of *Alice* also builds on the unit of Classic Literature completed in Year 7.

KEY SKILLS

*Alice’s Adventures in Wonderland*: Awareness of a philosophical tradition in western society and how the ideas of key thinkers can be represented in literature; awareness of how a more significant understanding of a text may be acquired through study of the historical and social context in which it was created; understanding of authorial purposes that inform the construction of a novel, including individual literary features such as genre, plot, setting, character and language; the ability to formulate analytical responses and arguments in relation to the given texts, and justify a personal response.

ASSESSMENT

Analytical and interpretive writing activities designed to test student understanding of a text. Creative writing exercises inspired by the text. Writing tasks designed to explore subjective responses to philosophical ideas.

RESOURCES

Lewis Carroll, *Alice’s Adventures in Wonderland*.

* Please note that the text above is confirmed at the time of printing but may change.
LITERATURE AND LITERATURE CIRCLE
Semesters 1 and 2

OUTLINE
Continuing from Year 7, students read a wide selection of novels and biography through the Literature Circle program and in the classroom. The focus in Year 8 is on the interconnectedness of country and place, people, culture and identity, in a variety of texts including short stories and poetry written by Aboriginal or Torres Strait Islander authors. Students develop understanding of how language is used to represent particular groups in society. Students are taught to recognise and explain differing viewpoints about the world, cultures, individual people and ideas, as evident in a text. Students also read a selection of short stories and poetry, and learn how different authors craft language to create meaning. They are encouraged to experiment with new structures and the genres of fiction, poetry, story-writing, and the writing of poetry.

KEY SKILLS
Reading for understanding, and developing skills in forming connections with personal experience and the outside world; identifying authorial purpose, and analysing meaning created by language; using comprehension strategies to interpret and evaluate texts; creating short works of fiction and poetry.

ASSESSMENT
Group presentations, written exercises relating to analysis of character, setting and plot structure, creative response and review.

RESOURCES
Literature Circle selection, short stories and poetry.

LANGUAGE: GRAMMAR, PUNCTUATION, VOCABULARY AND COMPREHENSION
Semesters 1 and 2

OUTLINE
On a regular basis, students complete tasks in grammar, punctuation and vocabulary to enhance their knowledge of the mechanics of the English language, and to develop precise application of these mechanics in their writing. Students are tested frequently on their skills in comprehension. The English course aims for a balance between the preservation of learned skills, and acquisition of new knowledge. Such consolidation will prepare students for Year 9 when they embark on essay writing, with attendant skills of paragraphing and creating topic sentences. The learning of grammar and correct punctuation is also acquired incidentally, through constant teacher feedback and modelling, and through encouraging students to develop the habit of proof-reading their own work. Furthermore, teachers continue to emphasise the importance of note-taking as a skill for life. Students are also required to read a range of fiction and non-fiction texts for the purpose of identifying both explicit and inferred meaning.

KEY SKILLS
Developing skills in comprehending meaning from a range of texts; consolidating knowledge of sentence construction such as verbs, adverbs, adjectives and nouns; consolidating knowledge of precise use of punctuation; understanding how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims; using dictionaries and thesauruses to acquire new vocabulary.

ASSESSMENT
Worksheets and informal feedback.

RESOURCES
Textbook and teacher hand-outs.
ORAL COMMUNICATION AND PUBLIC SPEAKING
Semesters 1 and 2

OUTLINE
In an environment that encourages the sharing of information, experiences and ideas, students are expected to contribute purposefully to classroom discussion. They are taught with the assumption that their views are valid and worthy of an audience, and that, in turn, the contributions of others must be respected. As part of the Elizabeth M. Butt Public Speaking program, girls are introduced to the Great Balloon Debate. This debate requires participants to research the life of a famous or historical person. Then, given the hypothetical situation that this woman is a passenger - among others - on a stricken hot air balloon, where only one passenger can be saved, she must convince the audience in a persuasive speech as to why it is she who should survive.

KEY SKILLS
The ability to research a topic effectively, using resources such as books and the internet; creating a written, persuasive speech that demonstrates judicious selection and omission of material, with a given word-count in mind; understanding the importance of listening respectfully to others’ views; the ability to imagine and recreate as plausibly as possible, the authentic voice of a real person; enhancement of memory skills, confidence and poise; an understanding of how to manipulate the voice and gestures in order to persuade an audience.

ASSESSMENT
Formal assessment based on criteria relating to group and solo presentations, peer assessment of a solo presentation.

RESOURCES
The Resource Centre for research purposes, particularly biographies and literature dedicated to the art of public speaking.

LITERATURE: FILM STUDY - EDWARD SCISSORHANDS
Semester 1

OUTLINE
Students study a feature film for both its literary and visual story, as well as to further consolidate understanding of how film manipulates particular elements including light, sound, music and editing to create meaning. Edward Scissorhands explores the presence of shadowy, Gothic possibilities within a context of ‘ordinary’ suburbia and the effect this strange union may have on those who live in such an environment. It also examines concepts such as the importance of story-telling, oppositions of difference and acceptance, and the need for individuals to belong. The unusual and uncertain genre of the film that is both fairytale and suburban vignette offers rich scope for discussion. Students acquire understanding of how film, art direction, characterisation and other elements are used by a director to influence an audience’s perception.

KEY SKILLS
The appreciation of a special ‘fantasy’ genre that imagines possibilities of human existence and difference; the ability to relate exaggerated concepts in the film to particular truths of everyday life; the development of written analytical skills in order to establish a personal response to the film.

ASSESSMENT
Creative and interpretive responses.

RESOURCES
Teacher hand-outs, and the Tim Burton film, Edward Scissorhands.
LITERACY: FILM AND FICTION:
CHARLES DICKENS’ GREAT EXPECTATIONS
Semester 2

OUTLINE
The study of Great Expectations, largely via film versions but also with recourse to the original text, is designed to develop students’ ability to appreciate a story set in a complex and unfamiliar setting. They develop understanding of how different film versions represent certain purposes designed to meet the demands of particular audiences and social contexts. They consolidate their awareness of the canon of western literature, and why a single work of fiction may endure.

KEY SKILLS
The skills of listening, viewing, reading, speaking, writing and creating cohere in the study of this novel. Students develop their ability to interpret the stated and implied meanings of a film, using evidence to support or challenge different perspectives.

ASSESSMENT
Analytical and interpretive responses.

RESOURCES
Teacher hand-outs, and film versions based on Charles Dickens’ Great Expectations.
YEARS 7 AND 8 PROGRAM

YEAR 7 GEOGRAPHY

Geography is a structured way of exploring and understanding the characteristics of places that make up our world. Students are introduced to the fundamental concepts and skills of geography. Students are encouraged to become aware of, and understand, how natural processes and human activities shape our world.

MAPPING THE WORLD

Term 1

OUTLINE

In this unit students are introduced to the concepts and skills central to Geography. The specific focus is on maps as tools for understanding the world around us. Students examine different types of maps and their purpose. They complete an interdisciplinary research task in preparation for their trip to Central Australia.

KEY SKILLS

Using geographical conventions in presenting and interpreting maps; using latitude and longitude and alpha-numeric grid references to locate places on maps; using print and electronic atlases to find geographical information about places.

ASSESSMENT

Class work, presentation and interpretation of data, research task, test.

PLACES ARE FOR LIVING IN

Term 2

OUTLINE

This unit focuses on the concept of place through an investigation of liveability, including: factors that influence liveability; how it is perceived; and the idea that spaces are managed and planned by people. Students evaluate the liveability of their own local area and investigate whether it can be improved through planning.

KEY SKILLS

Using print and online resources to locate and record information about the liveability of places; presenting and interpreting information from primary sources such as photographs and interviews.

ASSESSMENT

Class work, research task, test.

OUR BLUE PLANET

Term 3

OUTLINE

This unit focuses on water as a renewable environmental resource. It examines the many uses of water: the way it is valued in its different forms as a resource. Students investigate the characteristics of rivers and catchment areas. A study of desert environments focuses on the effect of water scarcity on the natural environment and humans.

KEY SKILLS

Presenting and interpreting geographical data; using print and electronic sources to locate information; synthesising and presenting information using appropriate geographic conventions.

ASSESSMENT

Class work, data presentation and interpretation, research task.

WATER: TOO MUCH, TOO LITTLE

Term 4

OUTLINE

This unit focuses on the distribution and use of water resources on a global, regional and local scale. Students analyse the impact of weather and climate on humans and natural environments. They investigate how humans can manage issues such as water scarcity and atmospheric hazards. Key concepts include environmental sustainability and management of water resources.

KEY SKILLS

Using print and online resources to locate and record information; presenting and interpreting geographical data; collecting and analysing information gathered from a fieldwork site.

ASSESSMENT

Class work, data presentation and interpretation, fieldwork report.

RESOURCES*

Text: Jacaranda Atlas 8th ed, Jacaranda Geography Alive 7 for the AC, the Resource Centre, online resources.

* Please note that the same resources will be used for each term.
YEAR 8 GEOGRAPHY

CHANGING NATIONS
Term 1

OUTLINE
In this unit, students investigate global migration trends. Australia’s migration patterns over time are examined, including the reasons for migration and its impacts on Melbourne. Students investigate the effects of internal migration in China. Skills in collecting information using fieldwork techniques are further developed.

KEY SKILLS
Presenting and interpreting geographical data; collecting and analysing information gathered from a fieldwork site.

ASSESSMENT
Class work, presentation and interpretation of visual data, fieldwork report, test.

CITIES
Term 2

OUTLINE
This unit focuses on the causes and consequences of urbanisation, drawing on a case study from Asia. Students examine the differences in urban concentration and urban settlement patterns between Australia and the United States of America and their causes and consequences. Issues related to planning for the future of Melbourne’s growth are also examined.

KEY SKILLS
Presenting and interpreting geographical data; using print and online resources to locate and record information; synthesising and presenting findings using geographic conventions.

ASSESSMENT
Class work, presentation and interpretation of visual data, research task, test.

POLAR LANDFORMS AND LANDSCAPES
Term 3

OUTLINE
In this unit students examine the Antarctic landscape and its distinctive landform features. They investigate the experiences of the early Antarctic explorers and examine current issues concerning human impact on Antarctica.

KEY SKILLS
Presenting and interpreting geographical data; using print and online resources to locate and record information; synthesising and presenting findings using geographic conventions.

ASSESSMENT
Class work, presentation and interpretation of visual data, research task, test.

COASTAL LANDFORMS AND LANDSCAPES
Term 4

OUTLINE:
In this unit, students examine coastal landscapes and their distinctive landform features. They explore how natural processes and human activities affect coastal environments. This unit includes a fieldtrip to the Mornington Peninsula in which students consolidate their fieldwork techniques.

KEY SKILLS
Presenting and interpreting geographical data; collecting and analysing information gathered from a fieldwork site.

ASSESSMENT
Class work, fieldwork report, test.

RESOURCES*
Jacaranda Atlas 8th ed, textbook to be advised, fieldwork sites, the Resource Centre, audio visual and online material.

* Please note that the same resources will be used for each term.
YEAR 7 HISTORY

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Historical knowledge helps students to appreciate how the world and its people have changed, as well as the continuities that exist to the present day. The ability to critically evaluate and interpret sources, to develop and substantiate responses and to conduct independent research is central to this discipline. In Year 7, the focus is on the Ancient World.

PREHISTORY AND ANCIENT INDIGENOUS AUSTRALIA

Term 1

OUTLINE
In this unit students are introduced to the historical concepts of change and continuity through a study of the features of life of ancient Indigenous Australians. They learn about the importance of primary and secondary sources in investigating past events and begin to develop skills in using historical sources to gain understanding of ancient societies. Students complete an interdisciplinary research task in preparation for their trip to Central Australia.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, research tasks, tests.

RESOURCES
Text: Pearson SB History 7, class sets, print, online and audiovisual resources, the Resource Centre.

ANCIENT EGYPT

Term 2

OUTLINE
In this unit, students gain an understanding of the key features of life in Ancient Egypt. They examine the political and social structure, religious beliefs and values, technological developments, art and literature, as well as key events and significant individuals. Links with other ancient societies and present day life are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, research tasks, tests.

RESOURCES
Text: Pearson SB History 7, class sets, print, online and audiovisual resources, the Resource Centre.
ANCIENT GREECE
Term 3

OUTLINE
In this unit, students gain an understanding of the development of Ancient Greece from its earliest beginnings to an Empire. They examine the political and social structure, religious beliefs and values, technological developments, art and literature, as well as key events and significant individuals. Links with other ancient societies and present day life are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, research tasks, tests.

RESOURCES
Text: Pearson SB History 7, class sets, print, online and audiovisual resources, the Resource Centre.

ANCIENT INDIA
Term 4

OUTLINE
In this unit, students gain an understanding of the development of Ancient Indian civilisation of the Indus Valley. They examine the political and social structure, religious beliefs and values, technological developments, art and literature, as well as key events and significant individuals. Links with other ancient societies and present day life are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, biographical research task, tests.

RESOURCES
Text: Pearson SB History 7, class sets, print, online and audiovisual resources, the Resource Centre.
YEAR 8 HISTORY

Year 8 History covers the modern period 500AD to 1750AD; from the Dark Ages, through the Medieval period in Europe and Japan to the Renaissance.

THE MEDIEVAL WORLD
Term 1

OUTLINE
This unit covers the Medieval period up to 1500AD. Students examine the changing nature of European society during this period. The unit begins with the Norman Conquest and explores the social and political organisation of feudalism and its impact on England, with a focus on the manorial system and village life.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

MEDIEVAL LIFE
Term 2

OUTLINE
Students gain an understanding of the main characteristics of everyday life in Medieval European society, including the influence of art, architecture and the power of the Church; the roles of leaders such as Henry II and Thomas Becket, women and the family, farming, trade and entertainment. The impact of the Black Death and its catastrophic effect on Europe is also examined.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

MEDIEVAL JAPAN
Term 3

OUTLINE
Students explore the characteristics of medieval Japan. The structure of the feudal society and its culture is examined, including religion and the role of the Samurai. Students draw comparisons with Medieval Europe.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

EXPANDING HORIZONS
Term 4

OUTLINE
Students gain an understanding of the origins of the Renaissance and its influence on European ideas, beliefs and values, including the revival of Greek and Roman learning and its impact on education and humanism. The reasons for the nature of the voyages of discovery and consider the impact of western civilisation on the New World are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

RESOURCES
Class sets, print, online and audiovisual resources, the Resource Centre.
**YEAR 7 INFORMATION TECHNOLOGY**

**OUTLINE**
The Year 7 course has three strands, programming, presentation skills, and multimedia. Students build and program robots to complete a series of missions and use programming languages to create computer based games. Excel skills are developed and students explore data manipulation and presentation and learn to use excel formulas and functions. The multimedia unit focuses on Adobe Creative Suite, particularly Photoshop and Dreamweaver.

**KEY SKILLS**
Manipulation and understanding of the software, responsible computer and network use, proficient file management skills and the application of appropriate functions and techniques is common to all strands. In the programming unit, students further develop their ability to think logically, apply problem solving skills, reflect upon their results and make necessary changes.

**ASSESSMENT**
Students complete a series of small classroom based tasks and larger projects for each unit.

**RESOURCES**
Computer and network software, class provided materials.

**YEAR 8 INFORMATION TECHNOLOGY**

**OUTLINE**
The Year 8 course follows the three strands introduced in Year 7, programming, presentation skills and multimedia. In Year 8 students create games using object orientated programming and at least two programming languages. Microsoft Access is used to create databases and develop an understanding of database structure and terminology. Students develop database queries and reports and present these using appropriate conventions and formats. The multimedia unit is film making and focuses on the techniques used to create and edit video.

**KEY SKILLS**
Manipulation of relevant software, responsible use of school computers and the school network, proficient management of personal files; appropriate use of conventions for presenting information and evaluating the finished product against the audience needs; problem solving when encountering technical difficulties.

**ASSESSMENT**
Correct technique and procedures, observation of student application, student self-monitoring of progress; correct file management; adherence to the accepted protocols associated with technology in shared environments, graded assessment of key tasks, folio of completed tasks in each of the software tools.

**RESOURCES**
MS Office, Inspiration, Adobe Master Collection, Audacity, XCode, Unity 3D, Blender and Internet Explorer.
Learning a Language Other Than English (LOTE) contributes to the development of inter-culturally aware citizens through an understanding of languages, culture and humanity. Research indicates that learning languages promotes and develops reflective, deep and creative thinking. In Years 7 and 8, all students study French and select either Latin or Japanese for the two-year program. French students are grouped into continuing and beginners' classes based on their previous experience in the language.

YEAR 7 FRENCH

OUTLINE
The Year 7 course follows the adventures of young people living in France and Australia. Topics include: greetings, asking and giving names and nationalities, numbers, including dates, ages, addresses and phone numbers, describing animals and discussing pets, descriptions of family and people in general, including personality and appearance, discussing school subjects and timetables, saying which hobbies and sports one likes and does not like, food and drink, including how to order in a French restaurant or cafe, and describing the rooms of the house.

Cultural components are introduced concurrently and include the French school system, the family, comparisons of eating customs, celebrations and festivals in France and the annual Tour de France bike race. Oral communication is encouraged and listening skills are developed through the use of videos and recordings of French native speakers. Writing at this stage is carefully structured and songs, rhymes and games are also used to enrich the students' experience of the language. CD-ROM activities support and extend the work covered in class.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
Equipe Nouvelle 1 Student Book and Workbook;
Equipe Nouvelle, 2 Student Book and Workbook.

YEAR 8 FRENCH

OUTLINE
The Year 8 course continues to follow the daily events and special occasions in the lives of teenage characters in France and Australia. Topics include: describing clothing for different occasions, identifying body parts and expressing ailments, talking about free time and leisure activities, explaining what one does at different times of the day, and discussing holidays, travel, countries and capitals, and visits to France. The cultural component extends the students' knowledge of relevant and varied aspects of life in France and other French speaking countries. Students are also provided with many realistic situations in which to practise their French through role plays and other oral activities.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
Equipe Nouvelle 2 Student Book and Workbook.
YEAR 7 LATIN

OUTLINE
The Year 7 Latin course has a dual focus, comprising not only the language and literature of Ancient Rome, but also its rich history and culture. Latin is the source of almost half of the words in the English language today and it has long been recognised that learning Latin is an invaluable way to bolster one’s vocabulary and achieve grammatical accuracy. Year 7 students follow the Cambridge Latin Course, a graded reading program, which focuses on life in Ancient Rome and has been carefully designed to introduce students to the vocabulary and grammar of Latin through a series of entertaining stories. Each chapter focuses on a set of new words which are then linked to their English derivatives. Students will learn about grammatical constructions which are implicit in contemporary English and consequently, be able to improve and refine their English written expression. Given the status of the language today, reading comprehension takes predominance over spoken language; however, students are encouraged to read aloud to improve the fluency of their comprehension. Work from the textbook is complemented on a regular basis by on-line activities, incorporating interactive games and drills.

KEY SKILLS
Reading, listening and speaking.

ASSESSMENT
Quizzes, tests, short research tasks.

RESOURCES
Cambridge Latin Course, Unit 1.

YEAR 8 LATIN

OUTLINE
The Year 8 course extends the grammatical foundations laid in Year 7, continuing the dual focus on language and historical background. The setting shifts from Pompeii to the empire outside of Italy: Roman Britain and Alexandria. Students consider various aspects of life in the Roman Empire outside of Italy in the first century CE as they encounter new vocabulary and grammatical concepts. Students amplify their knowledge of the word endings for nouns and are able to recognise the various endings for the verb in the present and three past tenses. The concept of the infinitive verb is made explicit, and students consider its use with auxiliary verbs possum (I can), volo (I want) and nolo (I don’t want). By the end of the semester, students can read and translate short passages of modified Latin with the help of a dictionary.

KEY SKILLS
Reading, listening and speaking.

ASSESSMENT
Tests, quizzes, short research tasks.

RESOURCES
Cambridge Latin Course, Unit 2.
YEARS 7 AND 8 PROGRAM

YEAR 7 JAPANESE

OUTLINE
The Year 7 course introduces students to simple spoken and written language, as well as Japanese culture and geography. The study of new scripts is also an integral part of the course, and hiragana symbols and basic kanji characters are taught through picture flashcards, card games and other fun activities. Topics include: myself and family, daily greetings and expressions, numbers to 100, my town, teenage culture in Australia and Japan, Japanese dishes, ordering food and drink at a restaurant, likes and dislikes, weekly routines and popular after-school activities. Speaking and listening skills are developed from an early stage through simple role plays, classroom interactions and the use of audio-visual material, while writing skills are acquired in carefully structured contexts relevant to the topics studied. This is supplemented by a broad range of interactive language activities in the digital textbook which is accessible in class and at home for further consolidation. Various arts and crafts activities based on seasonal festivities, as well as films, music and cooking, are organised regularly to enhance students’ understanding of the Japanese culture.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
iTomo 1 Student Book, Activity Book and Pearson Reader digital textbook.

YEAR 8 JAPANESE

OUTLINE
The Year 8 course continues to develop skills in spoken and written language, while allowing students to consolidate their mastery of hiragana symbols and extending their knowledge of kanji characters. Topics include: telling time, daily routines, school life, extra-curricular activities, school events and excursions, seasons, calendar months and dates, transport, leisure and holidays, mobile phones, parts of the body, physical features, anime and manga, birthdays, special celebrations and Japanese festivals. Speaking and listening skills are developed through role plays, classroom interactions and the use of audio-visual material, while writing skills are acquired in carefully structured contexts relevant to the topics studied. This is supplemented by a broad range of interactive language activities in the digital textbook which is accessible in class and at home for further consolidation. The cultural components extend the students’ understanding of the Japanese culture, people and lifestyle through various in-house activities such as films, music and cooking as well as interacting with students from our sister school in Japan, Yokohama Eiwa, by exchanging letters and participating in an excursion with Eiwa exchange students.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
iTomo 2 Student Book, Activity Book and Pearson Reader digital textbook.
YEAR 7 MATHEMATICS

OUTLINE
The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including scientific calculators are utilised where appropriate. Students follow the course described by the Australian Curriculum.

For further information please see: http://ausvels.vcaa.vic.edu.au/

NUMBER AND ALGEBRA
Students use efficient mental and written strategies to make estimates and carry out the four operations with integers. They investigate number properties including primes, composites, factors and multiples. Students apply tests of divisibility and make simple estimates to judge the reasonableness of results. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students solve problems involving all four operations with fractions and express answers in the simplest form. Students use variables to represent arbitrary numbers, connect the laws and properties of numbers to algebra and substitute numbers into algebraic expressions. They assign ordered pairs to given points on the Cartesian plane and interpret and analyse graphs of relations from real data. Students develop simple linear models for situations, make predictions based on these models, solve related equations and check their solutions.

MEASUREMENT AND GEOMETRY
Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students name the types of angles formed by a transversal crossing parallel line and solve simple numerical problems involving these lines and angles. They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. Students calculate volumes of rectangular prisms.

STATISTICS AND PROBABILITY
Students identify and discuss issues involving the collection of discrete and continuous data from primary and secondary sources. They construct and analyse a variety of graphs and interpret data from frequency tables. Students identify and calculate mean, mode, median and range for data sets. They describe the relationship between the median and mean in data displays. Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes.

KEY SKILLS
Knowledge and understanding of basic facts; use and application of basic facts and skills in routine and non-routine contexts; communicating mathematical understanding, appropriate and effective use of technology.

ASSESSMENT
Application and analysis tasks, topic tests.

RESOURCES
YEAR 8 MATHEMATICS

The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including scientific calculators, is utilized where appropriate. Students follow the course described by the Australian Curriculum.

For further information please see: http://ausvels.vcaa.vic.edu.au/

NUMBER AND ALGEBRA

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers. They can apply the index laws using integer indices to variables and numbers. They understand and use the number \( \pi \) in context.

Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students evaluate algebraic expressions using knowledge of directed numbers and arithmetic and they create algebraic models. They formulate and solve problems involving linear equations and inequalities and graph linear relationships on the Cartesian plane.

MEASUREMENT AND GEOMETRY

Students convert between units of measurement for length and area. They find the perimeter and area of parallelograms, trapezia, rhombi and kites. They transfer and adapt their knowledge to find perimeter and area of composite shapes. Students name the features of circles, calculate circumference and area, and deduce the properties of quadrilaterals. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes.

STATISTICS AND PROBABILITY

Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of ‘not’, ‘and’ and ‘or’. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.

KEY SKILLS
Knowledge and understanding of basic facts; use and application of basic facts and skills in routine and non-routine contexts; communicating mathematical understanding; appropriate and effective use of technology.

ASSESSMENT
Application and analysis tasks, topic tests.

RESOURCES
Text: Essential Maths for the Australian Curriculum Year 8, Greenwood et al, Cambridge, TI-30XB calculator.
YEAR 7 MUSIC

OUTLINE
Year 7 classroom music is designed to broaden awareness and understanding of music. Students continue work on musical skills: understanding music notation; aural perception; theoretical knowledge; analysis of music; and the appreciation of style and cultural context of music. Musical repertoire set for study ranges from Western Art Music to traditional musics from various regions around the world. New techniques in music composition are introduced, along with learning basic skills in the computer music notation programs Sibelius and GarageBand. Solo and small group performance activities focus on developing critical listening skills. Some scope is given to students to determine the mode and content of their learning to suit individual stages of musical development and personal interests.

KEY SKILLS
Analytical listening, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT
Performance tasks, composition tasks, analysis tasks, aural and theory exercises, participation in class.

RESOURCES
Worksheets, classroom instruments, music computer lab and class texts.

YEAR 8 MUSIC

OUTLINE
Year 8 students continue work on music skills: music literacy, aural perception, theoretical knowledge, musical analysis, and the appreciation of style and cultural context of music. Musical repertoire set for study ranges from Western Art Music and Contemporary Classical Music to traditional musics from various regions around the world. New techniques in music composition are introduced along with learning further skills in the computer music programs Sibelius and GarageBand. Solo and small group performance activities focus on developing critical listening skills and students continue to develop their keyboard, vocal and percussion skills through both formal and informal learning practices. Basic guitar skills are also introduced through class work and small ensembles. More scope is given for students to determine the mode and content of their learning to suit individual stages of musical development and personal interests.

KEY SKILLS
Analytical listening, research skills, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT
Performance tasks, composition tasks, analysis tasks, research tasks, aural and theory exercises, class participation.

RESOURCES
Worksheets, classroom instruments, music computer lab and class texts.
YEARS 7 AND 8 PROGRAM

PHYSICAL EDUCATION

YEARS 7 AND 8

In Years 7 and 8, students are provided with the opportunity to participate in a range of practical units that allows them to develop new and existing skills. Students participate in a wide range of sports that promotes positive attitudes towards physical activity, movement, fitness and skill development. The prescribed curriculum may alter once the National Curriculum is finalised.

The Physical Education course is designed to enable students to:

• Develop a commitment to achieve their personal best
• Develop a positive attitude towards physical activity
• Participate in a wide variety of sports with a spirit of co-operation and good sportsmanship
• Participate in various sports to develop an appreciation of lifelong participation
• Increase their understanding of the rules, tactics and strategies of a range of sports
• Participate in traditional and non-traditional sports to consolidate existing and develop new skills

In Year 8, students also participate in three introductory rowing sessions, with two sessions held at the Yarra Yarra boat sheds where they learn basic rowing techniques and familiarise themselves with rowing equipment.

OUTLINE

Students extend their game knowledge and tactical play in sports such as softball, basketball, cricket, soccer, netball, hockey and athletics. They develop their awareness of others by learning to work in teams. Students are provided with the opportunity to participate in a variety of movement activities including dance, gymnastics, cheerleading and circus skills.

KEY SKILLS

Catching, throwing, dribbling, striking, fielding, kicking, skipping, movement, executing correct technique, co-operation and team work.

ASSESSMENT

Major skills checklist for each sport.

RESOURCES

All equipment is provided by the School (except mouthguards).

SPORT

At Fintona, we love to see our girls active in the sporting arena whether it is competitive, social, for fitness or fun. We encourage all students to be active in some capacity and we have a wide range of sporting activities on offer to promote this.

Fintona is a member of the Girls Sport Victoria (GSV) Inter-school Sport Competition which gives girls the opportunity to represent the School in inter-school sport as well as various weekly sport competitions.

Please refer to the co-curricular table on pages 3 and 4 for the Inter-school sports available at Years 7 and 8.
YEAR 7 SCIENCE

Students are introduced to Science and its various branches, and to laboratory equipment and safety skills, to allow them to gain and apply knowledge and skills through experimental and assignment work. Throughout the course, reference is made to current technologies and practice and how these may impact on other areas of society and involve ethical considerations. Students examine science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students also develop a project for the Victorian Science Talent Search.

AN INTRODUCTION TO SCIENCE

OUTLINE
This unit introduces students to the different fields of Science. They learn the names of scientific equipment and perform simple experiments in order to learn to use equipment correctly. Students identify questions that can be investigated scientifically. They design experiments identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

KEY SKILLS
Recognition and naming of scientific equipment; performing scientific experiments; recording observations; measuring; analysing results; drawing conclusions; identification of hazards associated with particular procedures and equipment; display safe and responsible work practices; research and present an assignment on a famous scientist.

ASSESSMENT
Safety poster and written work, written practical reports, research project on a famous scientist, topic test.

CHEMICAL SCIENCES – THE PARTICLE MODEL AND MAKING AND SEPARATING MIXTURES

OUTLINE
The properties of the different states of matter are explained in terms of the motion and arrangement of particles. Students are introduced to the particle model and use physical property materials to classify them as solids liquids or gases. Students learn the scientific terms used in relation to the preparation of mixtures. The solubility of substances in water is explored in relation to the numerous methods of separation available to scientists. Practical applications of this in the industry and exploring and comparing separation methods used in the home, are also discussed.

KEY SKILLS
Assist, design and carry out investigations involving variables; record observations and data correctly; draw conclusions based on collected data; identify hazards associated with particular procedures and equipment; display safe and responsible work practice; problem solving.

ASSESSMENT
Written practical reports, topic test, written work, research on water purification, recycling or biodegradability.

BIOLOGICAL SCIENCES - CLASSIFICATION OF ORGANISMS

OUTLINE
Students explore the classification of organisms, how and why you might organise living things into groups and applications of classification. They identify patterns of similarities and differences in a range of living things, including plants and animals. Binomial nomenclature is introduced to students. They construct and use dichotomous keys.

KEY SKILLS
Observation; interpretation and evaluation; record keeping; making and using dichotomous keys and field guides; making inferences; analysing data; sequencing; classifying.

ASSESSMENT
Topic test, practical work, chart of animal phyla, project on organisms, written work, dichotomous key.
BIOLOGICAL SCIENCES - ECOLOGY
OUTLINE
Students are introduced to the concept of solar energy and how it may be responsible for the changes observed in the interactions between organisms, food chains and food webs. Human impact on local habitats, such as deforestation, agriculture or the introduction of new species on the balance of ecosystems is explored. The permanent change to ecosystems as a response to the introduction of non-native species is examined. Specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo are researched.

KEY SKILLS
Observation; interpretation; analysing and applying knowledge; research; digital technology; working co-operatively; microscope skills.

ASSESSMENT
Topic test, practical work, written work, computer simulation, research assignment.

EARTH AND SPACE SCIENCES - SPACE SCIENCE
OUTLINE
Students revise their knowledge of the Solar System, and then explore predictable phenomena, including seasons and eclipses as caused by the relative positions of the sun, moon and Earth. They model the relative movements of the Earth, sun and moon comparing times for the rotation of each, and comparing the times for the orbits of Earth and the moon. New technologies and recent advances are discussed.

KEY SKILLS
Interpreting and applying knowledge; researching; processing and analysing data and information; making inferences; digital technology; presentation of research.

ASSESSMENT
Topic test, written work, assignment.

RENEWABLE AND NON-RENEWABLE RESOURCES
OUTLINE
Renewable and non-renewable resources are studied and in particular, emphasis is placed on the water cycle. Students consider what is meant by the term ‘renewable’ in relation to the Earth’s resources and research timescales for regeneration of resources. Factors that influence the water cycle, changes of state and how human management of water impacts on the water cycle are explored. A comparison between renewable and non-renewable energy sources, including how they are used in a range of situations, is drawn.

KEY SKILLS
Interpreting and applying knowledge; researching; processing and analysing data and information; making inferences; digital technology.

ASSESSMENT
Topic test, written work, digital presentation.

MOTION, FORCES AND GRAVITY
OUTLINE
Students are introduced to motion and the effect of unbalanced forces on an object. They use everyday examples of machines, tools and appliances to show an understanding of force and motion. Explanations of how gravity affects objects on the surface of Earth and how it keeps planets in orbit around the sun are explored. Practical applications, such as designing and constructing simple structures (for example, a bridge, or a skyscraper), are undertaken.

KEY SKILLS
Modelling; designing; construction; classification; research; digital technology; observation; problem solving; record keeping; analysis and synthesis.

ASSESSMENT
Research assignment, experimental reports, written work, topic test.
**SCIENCE TALENT SEARCH**

**OUTLINE**
Students investigate a scientific topic of their choice. Their presentation can be as a poster, game, DVD, photographic display, computer game, creative writing piece, model or invention.

**KEY SKILLS**
Observation; interpretation; research; making inferences, analysing data; problem solving; working co-operatively; record keeping; addressing key criteria carefully.

**ASSESSMENT**
Project. This is assessed internally and the higher quality projects are entered into the Victorian Science Talent Search.

**RESOURCES**
Prescribed textbook, Pearson, microscopes, microscope slides, DVDs, preserved specimens of organisms, plant samples, models, LEGO, internet, Resource Centre, excursions, incursion, Year 7 Central Australia Trip. Scientific equipment and materials are supplied by the school.
YEAR 8 SCIENCE

Students’ knowledge pertaining to the previous year’s work is expanded to allow them to gain and apply knowledge and skills through more sophisticated experimental and assignment work. Throughout the course, reference is made to current technologies and practice and how these may impact on other areas of society and involve ethical considerations. Students examine science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students also enter an experimental research project for the Victorian Science Talent Search.

RESEARCH TECHNIQUES AND SCIENCE TALENT SEARCH

OUTLINE
Students identify and construct questions and problems that they can investigate scientifically. Each individual or pair of students designs an experiment of their choice, investigates and writes a scientific experimental report for possible entry into the annual Victorian Science Talent Search. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

KEY SKILLS
Modelling; experimental design; experimentation; research; hypothesising; observation; problem solving; record keeping; measuring; sampling; graphic representation of results; drawing valid conclusions; scientific report writing; digital technologies and safe laboratory practices following key criteria carefully.

ASSESSMENT
Topic test, experimental research report.

CHEMICAL SCIENCES - CHEMISTRY

OUTLINE
Students develop an awareness of atoms as building blocks of substances and as being grouped differently during chemical reactions. They practise locating elements on the periodic table and discover that elements and simple compounds can be represented by symbols and formulae. Differences between elements, compounds and mixtures are described at a particle level. The students explore the differences between chemical and physical changes. Emphasis is placed on the production of new substances through chemical change.

KEY SKILLS
Experimentation, research, observation, problem solving, record keeping, scientific report writing, modelling and safe laboratory practices.

ASSESSMENT
Experimental reports, written work, topic test.

BIOLOGICAL SCIENCES - CELLS

OUTLINE
Students learn to use stereo dissecting, digital and compound light microscopes. They prepare wet mounts for viewing, and explore organisms at the cellular level. They study structures for both plant and animal cells and investigate various types of cells and how they function. Students connect growth, repair and reproduction to cell division, online footage and digital simulations are employed to illustrate and study mitosis.

KEY SKILLS
Use of microscope, manipulative skills, observation, interpretation, making and viewing microscope slides, sketching, making inferences, analysing data, classifying, identifying, working co-operatively, modelling.

ASSESSMENT
Topic test, practical work and reports, written work, microscope drawings, model of a cell.
**BIOLOGICAL SCIENCE - BODY SYSTEMS**

**OUTLINE**
Multi-cellular organisms contain systems of organs that carry out specialised functions enabling them to survive and reproduce. Students explore the structure and function of the main organs and systems relating to digestion, circulation, respiration and excretion in humans. The comparison of similar systems in different organisms such as digestive systems in herbivores and carnivores, reproductive systems of organisms and respiratory systems in fish and mammals is incorporated into this unit. Digital simulations, visual media and dissection of organs are used as teaching aids. Current medical advances relating to these systems are also investigated.

**KEY SKILLS**
Safe and correct procedure for dissection, correct maintenance of dissection equipment, experimentation, observation, report writing, research, identification and analysis.

**ASSESSMENT**
Topic tests, practical work and reports, written work, assignments.

**EARTH AND SPACE SCIENCES - GEOLOGY**

**OUTLINE**
The structure of the earth and its constantly changing surface is investigated. Students explore the formation and identification of fossils and the three common rock types: sedimentary, igneous and metamorphic. They explore some of the different minerals found in rocks and recognise that some rocks and minerals, such as ores, provide valuable resources. In addition, students consider the role of forces and energy in the formation of different types of rocks. Practical application includes identification of a range of common rock types using a key based on observable physical and chemical properties.

**KEY SKILLS**
Experimentation, predicting, analysing, applying knowledge, observing and classifying, research, report writing, digital technologies.

**ASSESSMENT**
Topic test, practical work and reports, written work, assignments.

**PHYSICAL SCIENCES - ENERGY**

**OUTLINE**
Students are introduced to energy and investigate different forms of energy. These include kinetic, heat and potential energy, in terms of the effects they cause. Flow diagrams are used to illustrate changes between different forms of energy and develop an understanding of the nature of energy. Students construct an energy efficient house, illustrating environmental efficiency when harnessing and/or conserving different energies. The use of energy as a renewable source is incorporated into this unit.

**KEY SKILLS**
Experimentation, observation, classification, analysis, interpretation and application of knowledge, digital technologies, model building.

**ASSESSMENT**
Topic test, recording of practical work and reports, model of an energy efficient house.

**RESOURCES**
Prescribed textbook, Pearson Science 8, DVDs, online resources, computer simulations, excursions, incursions, scientific equipment and materials supplied by the school.
**YEAR 7 VISUAL ARTS**

In Years 7 and 8 students are introduced to a variety of different ways art can be created. Students explore a range of materials and techniques and are encouraged to develop individual ideas in their practical work. Assignments on artists develop an appreciation of art works from different cultures and an awareness of different artistic identities.

**SEMESTERS 1 AND 2**

**OUTLINE**

The Year 7 course explores creating art by experimenting with different media, techniques and approaches to making artworks. Practical work is developed using a design process which enables students to make informed artistic decisions. Through this approach different ideas, working methods and solutions are explored.

Each unit (listed below) explores a range of creative and observational skills and focuses on different design elements. Students are encouraged to create valid, vivid and exciting images that express their ideas. Through discussion, personal evaluation and written tasks, an appreciation of art works from different cultures develops and encourages student awareness of the Visual Arts as an integral part of our culture.

**KEY SKILLS**

Generate and develop ideas expressively when making and presenting art works; demonstrate a range of skills, techniques and processes; describe how the organisation of artworks communicates ideas and feelings; and demonstrate an understanding of the ways in which artworks reflect cultural and historical perspectives.

**ASSESSMENT**

Art Production: a practical folio comprising drawing, painting, textiles, printmaking, pastel works and hand built ceramics.

Art Appreciation: set class exercises, oral discussion and submission of a visual diary.

**RESOURCES**

Provided by the school.

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**YEAR 8 VISUAL ARTS**

**SEMESTERS 1 AND 2**

**OUTLINE**

The program in Year 8 aims to build on the experiences, skills, techniques, knowledge and understanding developed in Year 7. The Year 8 course recognises that students are capable of more sophisticated work and have an increased competence in the use of materials, processes, and techniques. Students explore a range of art activities through a structured design process. A range of new concepts and ideas are explored which enable students to further develop and express their own personal ideas.

Through discussion and written responses to artworks, students develop an awareness of different expressions of artistic identity and explore and refine personal points of view about the meanings and messages of artworks.

**KEY SKILLS**

Generate and develop ideas expressively when making and presenting art works; demonstrate a range of skills, techniques and processes; describe how the organisation of artworks communicates ideas and feelings; and demonstrate an understanding of the ways in which artworks reflect cultural and historical perspectives.

**ASSESSMENT**

Art Production: a practical folio comprising painting and drawing explorations, a completed painting, textiles and hand built ceramics.

Art Appreciation: set class work and a written assignment.

**RESOURCES**

Provided by the school.