



Information Booklet
Assessment and Curriculum Outlines
Year 7 and 8
2019

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Introduction

This year, stage 4 students will complete learning in a range of key learning areas, including mathematics, English, science, history, geography, music, visual arts, personal development health and physical education, and agricultural, material, industrial and food technology. Outlined in the scope and sequences in this booklet is the learning students will undertake in each of their subjects, including the length of each unit of study. Teachers have also provided information about each assessment task for the year, including the week it is due, the nature of the task and the weighting the assessment carries in determining their grade each semester. This booklet will be a key tool for students and parents to use, in conjunction with their student diary, to plan and organise their study schedule and home learning routines.

As part of the professional learning teachers have undertaken over the past year, the pattern of study and assessment for students reflects the principles of cognitive science research. Assessment tasks that are spaced a strategic period after the learning has been completed lead to a greater retention of information in the long term and, for this reason, assessment schedules may reflect tasks being planned for considerable lengths of time after the unit of study has finished.

Students are also undertaking no-stakes testing this year, based on the research into the benefits of regular retrieval practice in aiding students accessing knowledge they have acquired. These quizzes are formative in nature and have not been included in the assessment schedules, as they do not carry weighting for students towards their final grades, however, they are an invaluable study tool. Student diaries have also been issued to all students and are an important resource that students should use to plan their study, home learning and assessment tasks. They are also an essential source of information for parents as they include staff lists, PBL matrices, uniform information and bullying referral forms. Students should have their diaries with them at all times to ensure they are used to their full potential.

It is an expectation that students will complete and submit all assessment tasks. If illness or misadventure prevents a student from completing a task, please contact the classroom teacher to discuss the options available. It is also an expectation that students will receive quality and timely feedback on all assessment tasks, enabling them to improve and develop the resilience necessary to achieve to their academic potential. If you or your child have concerns about assessment policy or practice in the secondary school at Barellan Central School, please contact me to discuss these concerns.

Ms Lauren Forner
Head Teacher Secondary Studies

Year 7/8 English Assessment Schedule

Teacher: Mrs O'Keefe

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Narrative Writing Portfolio - Fantasy Genre	Term 1, Week 10	50%	EN4-1A
Persuasive speech/TED talk- Environmental Focus	Term 2, Week 3-4	50%	EN4-3B, EN4-7D
Semester 2			
Review of the play 'Hitler's Daughter' - Drama	Term 3, Week 7	30%	EN4-2A
Narrative Poem - Poetry	Term 3, Week 10	30%	EN4-5C
Yearly Examination – All Topics	Term 4, Week 5	40%	EN4-1A

English Year 7/8 Scope and Sequence

Teacher: Mrs O'Keefe

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Engaging with texts: Fantasy genre Unit Description: Texts to include but not limited to: <i>Harry Potter and the Philosophers Stone, The Hobbit, Deltora Quest</i>, visual and written. Syllabus Outcomes: EN4-1A, EN4-6C</p>					<p>Unit Title: Responding and creating texts: 'Fantasy' genre Unit Description: Fantasy Syllabus Outcomes: EN4-1A, EN4-3B</p>					
	<p>Unit Title: Environmental focus Unit Description: Factual reports and picture books e.g. <i>The Rabbits, Unos Garden</i>. Exposition (lead up to NAPLAN) Syllabus Outcomes: EN4-3B, EN4-7D</p>					<p>Unit Title: Poetry Unit Description: Steven Herrick focus – Higher ability – 'By the River'; lower level 'Naked Bunyip Dancing' Syllabus Outcomes: EN4-5C</p>					
Term 2	<p>Unit Title: Drama Unit Description: Background to Drama and engagement with the novel and the play <i>Hitler's Daughter</i> – transformation of text. Syllabus Outcomes: EN4-2A</p>					<p>Unit Title: Film study Unit Description: Text to be confirmed Syllabus Outcomes: EN4-2 A</p>					
Term 3	<p>Unit Title: Overcoming challenges Unit Description: Responding and engaging to a range of texts and text types including but not restricted to: Visual literacy: <i>My dog, I came in a boat, The happiest refugee, Zlata's diary, The Happiest Refugee</i> variety of other non-fiction texts Syllabus Outcomes: EN4-3B</p>					<p>Unit Title: Human experiences/ overcoming challenges: creating text Unit Description: Students create their own shot stories based on those studied in the first weeks of term. Syllabus Outcomes: EN4-1A, EN4-3B</p>					
	<p>Assessment Week</p>					<p>Assessment Week</p>					
Term 4	<p>Assessment Week</p>										

French Year 7/8 Assessment Schedule

Teacher: Mrs Ingram

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Debut Test (Listening/Reading/Writing, Speaking)	Term 1, Week 6	30%	LFR4-2C. LFR4-6U, LFR4-8U, LFR4-5U
Class participation and bookwork	Term 1, Week 10	20%	LFR4-2C. LFR4-6U, LFR4-8U, LFR4-5U
Mid-course examination Moving Between Cultures, Listening, Reading, Writing, Speaking skills	Term 2, Week 6	50%	LFR4-2C. LFR4-6U, LFR4-8U, LFR4-1C
Semester 2			
Les Animaux Assessment	Term 3, Week 8	30%	LFR4-1C, LFR4-8U, LFR4-4C
La Famille Assessment	Term 4, Week 3	30%	LFR4-3C, LFR4-7U, LFR4-8U
Yearly Examination	Term 4, Week 8	40%	All outcomes

French Year 7/8 Scope and Sequence Schedule

Teacher: Mrs Ingram

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Introduction- Debut</p> <p>Unit Description: Explorations: Cultural comparisons, French around the world, geography of France, comic books in France, French bakeries and bread, the Oh la la i gesture.</p> <p>Interactions: Greetings and farewells, introductions, talking about where you live, saying you are sorry, numbers 0–10, French names.</p> <p>Ça, c'est le français: Greeting people, forms of address, voice tone Accents</p> <p>Pronunciation: a, oi</p> <p>Syllabus Outcomes: LFR4-2C, LFR4-6C, LFR4-8U, LFR4-5U</p>										
Term 2	<p>Unit Title: Places and Liveability: Challenges to Liveability</p> <p>Unit Description: Explorations: Formal and Informal language.</p> <p>La bise French café culture Dogs in France The Il a du nez gesture</p> <p>Interactions: Saying how you are, saying who someone is, describing people and saying where they live, days of the week, numbers 11–30</p> <p>Ça, c'est le français Tu and vous The definite articles le, la, l', agreement of adjectives, the verb être</p> <p>Pronunciation: r, eu</p> <p>Syllabus Outcomes: LFR4-2C, LFR4-6C, LFR4-8U, LFR4-1C</p>										
Term 3	<p>Unit Title: Landscapes and Landforms: Distinctive Landforms and Geomorphic Processes</p> <p>Unit Description: Explorations: Pets in France, shopping etiquette, animal sounds in French, the Bofi gesture.</p> <p>Interactions: talking about likes, dislikes and preferences, describing pets, saying what colour something is, saying something 'is not ...', asking and saying why or why not.</p> <p>Ça, c'est le français the indefinite articles un, une des meaning 'some' or 'any', more on the verb être, plural adjectives, negative sentences with ne ... pas voici and voilà</p> <p>Pronunciation: i, in, en</p> <p>Syllabus Outcomes: LFR4-1C, LFR4-8U, LFR4-4C</p>										
Term 4	<p>Unit Title: Landscapes and Landforms: Landscape Management and Protection</p> <p>Unit Description: Explorations: Multicultural France, French family names, influences on language and culture, the un, deux, trois gesture</p> <p>Interactions: Talking about family members, saying how old you and others are, saying what you have and don't have, numbers 31–70, the French alphabet</p> <p>Ça, c'est le français Possessive pronouns: mon, ma, mes, ton, ta, tes, possessive de, asking questions using est-ce que, the verb avoir</p> <p>Pronunciation: ou, u</p> <p>Syllabus Outcomes: LFR4-3C, LFR4-7U, LFR4-8U</p>										

Geography Year 7/8 Assessment Schedule

Teacher: Mr Clough

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Assessing Liveability - Places and Liveability: Influences and Perceptions	Week 7, Term 1	50%	GE4-1, GE4-4, GE4-7, GE4-8
Community Design Project - Places and Liveability: Enhancing Liveability	Week 5, Term 2	50%	GE4-3, GE4-6, GE4-8
Semester 2			
Field Study - Landscapes and Landforms: Value of Landscapes	Week 10, Term 3	50%	GE4-1, GE4-2, GE4-7 SC4-6WS, SC4-7WS, SC4-12ES
Yearly Examination – All Topics	Week 5, Term 4	50%	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8 SC4-12ES

Geography Year 7/8 Scope and Sequence

Teacher: Mr Clough

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Places and Liveability: Influences and Perceptions</p> <p>Unit Description: People's perceptions of the liveability of places varies as a result of various factors including climate, natural resources, employment, culture, and income. Students will use a variety of ways to measure, assess or rank the liveability of places</p> <p>Syllabus Outcomes: SCA-6WS, SCA-16CW</p>						<p>Unit Title: Places and Liveability: Measuring Liveability</p> <p>Unit Description: Environmental quality and access to services has an impact on the wellbeing of people. These factors can be measured and used to compare the liveability of different locations.</p> <p>Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8</p>				
Term 2	<p>Unit Title: Places and Liveability: Challenges to Liveability</p> <p>Unit Description: Urban, rural and remote places each have unique challenges to their liveability. Globally, population and development are a challenge to maintaining or improving liveability. Students will investigate the challenge to liveability in a variety of locations, both in Australia and internationally.</p> <p>Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8</p>					<p>Assessment Week</p>	<p>Unit Title: Places and Liveability: Enhancing Liveability</p> <p>Unit Description: There are a variety of strategies used to improve the liveability of locations. In this unit, students will examine these strategies, and propose ways to enhance the liveability of the local area.</p> <p>Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8</p>				
Term 3	<p>Unit Title: Landscapes and Landforms: Distinctive Landforms and Geomorphic Processes</p> <p>Unit Description: In this unit students will investigate different landscapes and how geomorphic processes create distinctive landforms. Students will learn about the rock cycle and related processes such as weathering and deposition.</p> <p>Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8, SCA-6WS, SCA-7WS, SCA-12ES</p>						<p>Unit Title: Landscapes and Landforms: Value of Landscapes</p> <p>Unit Description: Students will consider the aesthetic, cultural, spiritual and economic value of landscapes and landforms to different people, including Aboriginal and Torres Strait Islander Peoples.</p> <p>Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8</p>				
Term 4	<p>Unit Title: Landscapes and Landforms: Landscape Management and Protection</p> <p>Unit Description: Humans can cause significant degradation of landscapes for a variety of reasons. People, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes in a variety of ways.</p> <p>Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8, SCA-13ES</p>					<p>Assessment Week</p>	<p>Unit Title: Landscapes and Landforms: Geomorphic Hazards, Impacts and Responses</p> <p>Unit Description: Geomorphic hazards result from the same geological processes that create distinctive landforms. Students will investigate a geomorphic hazard.</p> <p>Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8</p>				

History Year 7/8 Assessment Schedule

Teacher: Mrs O'Keeffe

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Research task and Presentation: Medieval Europe	Term 1, Week 10	25%	HT4-3, HT4-7, HT4-8, HT4-9, HT4-10
Empathy task – diary entry/ letter/ newspaper article on the Black death	Term 2, Week 9	25%	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10
Semester 2			
Visual Timeline: Japan under the Shoguns	Term 3, Week 10	25%	HT4-2, HT4-4, HT4-7, HT4-9, HT4-10
Yearly Examination- all topics	Term 4, Week 5	25%	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10

History Year 7/8 Scope and Sequence

Teacher: Mrs O'Keefe

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
Term 1	<p>Unit Title: Background to history – personal timelines, family trees, timeline of the history of the world</p> <p>Unit Description: Students will get an overview of how Christianity and Islam transformed the Roman world, the key features of medieval societies and the rise of science and art at the end of the medieval period.</p> <p>Syllabus Outcomes: HT4-3, HT4-7, HT4-8, HT4-9, HT4-10</p>		<p>Unit Title: Depth Study 4: The western and Islamic world - Medieval Europe (c.AD590- c. 1500)</p> <p>Unit Description: Students study the way the ancient world transformed into the modern world, including ways of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in that society. They will study the significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music.</p> <p>Syllabus Outcomes: HT4-3, HT4-7, HT4-8, HT4-9, HT4-10</p>									
Term 2	<p>Unit Title: Depth Study 6: Expanding Contacts - Medieval Europe (c.AD590-c. 1500)</p> <p>Unit Description: STUDENTS WILL LOOK AT continuity and change in society in ONE of the following areas of medieval society: crime and punishment; military and defence systems; towns, cities and commerce. The unit will conclude with students studying important individuals in the period and the rise and dominance of the Catholic Church.</p> <p>Syllabus Outcomes: HT4-3, HT4-7, HT4-8, HT4-9, HT4-10</p>				Assessment Week			<p>Unit Title: Depth study 6: Expanding Contacts - Medieval Europe (c.AD590-c. 1500) The Black death in Asia, Europe and Africa</p> <p>Unit Description: STUDENTS LEARN ABOUT living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God, the role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease. STUDENTS LEARN ABOUT the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, and the effects of the Black Death on Asian, European and African populations. Finally, students learn about other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility.</p> <p>Syllabus Outcomes: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10</p>				
Term 3	<p>Unit Title: The Asia- Pacific World</p> <p>Unit Description: Japan under the Shoguns (c. AD794-1867) Students learn about the way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun), the role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the shogun over foreign trade, the use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate. Finally, students learn about theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.</p> <p>Syllabus Outcomes: HT4-2, HT4-4, HT4-7, HT4-9, HT4-10</p>											
Term 4	<p>Unit Title: Depth study 6: Expanding Contacts- Aboriginal and Indigenous Peoples, Colonisation and Contact History</p> <p>Unit Description: Students learn the nature of colonisation of ONE Indigenous community such as North America, the Pacific region, China, Africa, South-east Asia or South Asia and the nature of contact following colonisation of the chosen Indigenous people.</p> <p>Syllabus Outcomes: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10</p>				Assessment Week			<p>Depth study 6: Expanding Contacts- Aboriginal and Indigenous Peoples, Colonisation and Contact History</p> <p>Unit Description: Students learn about the consequences of the colonisation of the chosen Indigenous people.</p> <p>Syllabus Outcomes: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10</p>				

Mathematics Year 7 Assessment Schedule

Teacher: Mr Kandeepan

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Topic Test 1- Numbers and its operations	Term 1, Week 7	30%	MA4-1WM MA4-2WM MA4-3WM MA4-4NA
Topic Test 2- Fractions and basic percentage	Term 2, Week 2	30%	MA4-2 WM MA4-3 WM MA4-5 NA MA4-6 NA
Yr. 8 Half Yearly Exam- All topics	Term 2, Week 5	40%	MA4-2 WM MA4-3 WM MA4-5 NA MA4-6 NA MA3-16MG, MA4-17MG
Semester 2			
Topic Test 3- Percentage and Indices	Term 3, Week 5	25%	MA4-2WM MA4-3WM MA4-5NA MA4-9NA
Topic Test 4 – Times and Basic algebra	Term 3, Week 10	25%	MA4-2 WM MA4-3 WM MA4-7 NA MA4-15 MG MA4-8NA
Yr. 8 Yearly Exam All Topics	Term 4, Week 5	50%	All outcomes above

Mathematics Year 7 Scope and Sequence

Teacher: Mr Kandeepan

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	Unit Title: Basic Number Review Unit Description: Sub strands: S3 Whole Number, S3 Addition and Subtraction, S3 Multiplication and Division Syllabus Outcomes: MA3-1WM, MA3-2WM, MA3-3WM, MA3-4NA, MA3-5NA, MA3-6NA		Unit Title: Integers Unit Description: Sub strand: S4 Computation with Integers Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA		Unit Title: Fractions, Decimals and Percentages (conversions and calculations) Unit Description: Substrands: S3 Fractions and Decimals (review), S4 Fractions, Decimals and Percentages (part1) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA3-7NA, MA4-5NA		Unit Title: Applications of Percentages Unit Description: Sub strand: S4 Fractions, Decimals and Percentages (part 2) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA		Unit Title: Indices with Numerical Bases Unit Description: Sub strand: S4 Indices Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA		
Term 2	Unit Title: Angles and Two-Dimensional Shapes Unit Description: Sub strands: S3 Angles (review) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA3-16MG, MA4-17MG, MA4-18MG				Assessment Week		Unit Title: Introductory Algebra Unit Description: Substrands: S4 Algebraic Techniques 1, S4 Algebraic Techniques 2 (part) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA				
Term 3	Unit Title: Simple Probability Unit Description: Substrands: S3 Chance (review), S4 Probability 1 Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA3-19SP, MA4-21SP		Unit Title: Time Unit Description: Substrands: S3 Time (review), S4 Time Syllabus Outcomes: MA4-1WM, MA4-2WM, MA3-13MG, MA4-15MG		Unit Title: Length, Perimeter and Circumference Unit Description: Substrands: S3 Length (review), S4 Length Syllabus Outcomes: MA4-1WM, MA4-2WM, MA3-9MG, MA4-12MG		Unit Title: Transformations on the Number Plane Unit Description: Substrands: S3 Patterns and Algebra (review), S4 Linear Relationships (part) Syllabus Outcomes: MA4-1WM, MA4-3WM, MA3-8NA, MA4-11NA				
Term 4	Unit Title: Simple Equations Unit Description: Sub strand: S4 Equations (part) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA		Unit Title: b Unit Description: Sub strand: S4 Right-Angled Triangles (Pythagoras) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-16MG		Assessment Week						

Mathematics Year 8 Assessment Schedule

Teacher: Mr Kandeepan

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Topic Test 1- Area of plane shapes	Term 1, Week 7	30%	MA4-1WM, MA4-2WM, MA3-10MG, MA4-13MG
Topic Test 2- Data	Term 2, Week 2	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA3-18SP, MA4-19SP, MA4-20SP
Yr. 7/8 Half Yearly Exam- All topics	Term 2, Week 5	40%	MA3-10MG, MA4-13MG, MA4-1WM, MA4-2WM, MA4-3WM, MA3-18SP, MA4-19SP, MA4-20SP, MA4-5NA, MA4-6NA
Semester 2			
Topic Test 3- Volume and Probability	Term 3, Week 5	25%	MA4-2WM MA4-3WM MA3-11MG, MA4-14MG MA4-21SP
Topic Test 4 – Algebra	Term 3, Week 10	25%	MA4-2 WM MA4-3 WM MA4-8NA MA4-10NA
Yr. 8 Yearly Exam All Topics	Term 4, Week 5	50%	All outcomes above + MA4-17MG

Mathematics Year 8 Scope and Sequence

Teacher: Mr Kandeepan

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	Unit Title: Area of Plane Shapes Unit Description: Sub strands: S3 Area (review), S4 Area Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MA3-10MG, MAA-13MG				Unit Title: Data Collection, Representation and Simple Analysis Unit Description: Sub strands: S3 Data (review), S4 Data Collection and Representation, S4 Single Variable Data Analysis (part) Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MAA-3W/M, MA3-18SP, MAA-19SP, MAA-20SP						
Term 2	Unit Title: Financial Mathematics Unit Description: Sub strands: S4 Fractions, Decimals and Percentages (part), S4 Financial Mathematics Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MAA-3W/M, MAA-5NA, MAA-6NA				Assessment Week			Unit Title: Volume and Capacity of Prisms and Cylinders (including area review) Unit Description: Sub strands: S3 Volume and Capacity (review), S4 Volume Syllabus Outcomes: MA4-1W/M, MAA-2W/M, MA3-11MG, MAA-14MG			
Term 3	Unit Title: Further Algebra Unit Description: Sub strands: S4 Algebraic Techniques 1 (review), S4 Algebraic Techniques 2 Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MAA-3W/M, MAA-8NA			Unit Title: Further Linear Equations Unit Description: Sub strand: S4 Equations (part) Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MAA-3W/M, MAA-10NA		Unit Title: Ratios, Rates and Distance/Time Graphs Unit Description: Sub strand: S4 Ratios and Rates Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MAA-3W/M, MAA-7NA		Unit Title: Patterns and Linear Relationships Unit Description: Sub strand: S4 Linear Relationships (part) Syllabus Outcomes: MAA-1W/M, MAA-3W/M, MAA-11NA			
Term 4	Unit Title: Geometry and Congruence Unit Description: Sub strands: S4 Properties of Geometrical Figures 1 (review), S4 Properties of Geometrical Figures 2 Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MAA-3W/M, MAA-17MG				Assessment Week			Unit Title: Data Interpretation and Evaluation Unit Description: Sub strands: S4 Data Collection and Representation (review), S4 Single Variable Data Analysis (part) Syllabus Outcomes: MAA-1W/M, MAA-2W/M, MAA-3W/M, MAA-19SP, MAA-20SP			

Music Year 7/8 Assessment Schedule

Teacher: Mrs Campbell

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Composition: Fundamentals of Music	Term 1, Week 7	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12
Writing Task: Australian Music	Term 2, Week 5	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12
Semester 2			
Composition using Digital Technology: World Music	Term 3, Week 8	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12
Class presentation on a group/artist: Pioneers of Modern Genres	Term 4, Week 5	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12

Music Year 7/8 Scope and Sequence

Teacher: Mrs Campbell

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Essentials of Music</p> <p>Description: This unit studies the origins of sound sources, instrumental and environmental. Students discover the meaning of essential musical elements such as duration, pitch, tempo, dynamics and performing. Students construct and shape melodies (compose) while working with musical elements. Students will be using key habits of the mind: creating, imagining and innovating.</p> <p>Outcomes: 4.1, 4.2, 4.3, 4.7 4.11, 4.12</p>										
Term 2	<p>Unit Title: Australian Music</p> <p>Description: In this unit students will learn about Australian Art music since 1976 by studying examples of different media. They will then transition into Australian Popular Music as well as exploring the influence of Aboriginal artists in the Australian music scene.</p> <p>Outcomes: 4.1, 4.2, 4.3, 4.7 4.11, 4.12.</p>										
Term 3	<p>Unit Title: World Music</p> <p>Description: Students explore and invent music to match cultures around the world. Students record these with new recording devices (e.g iPads) and are able to take work home in an audio format. Students can recognise cultural genres and invent compositions that match a specific nation. They apply previous learned scoring techniques and understand that composing is a complex process that takes time and precision.</p> <p>Outcomes: 4.1, 4.2, 4.3, 4.7 4.11, 4.12.</p>										
Term 4	<p>Unit Title: Pioneers of Modern Genres</p> <p>Description: Following on from the basics of pop and rock, students in this unit look at the specifics of rock since 1950. They take a closer look at influential artists and work with new literacy devices for gathering information. Students can recognise previous rock genres through the sense of sound and sight. Students will be able to link the evolution of rock over the past 60 years to styles/characteristics currently seen and heard today.</p> <p>Outcomes: 4.1, 4.2, 4.3, 4.7 4.11, 4.12</p>										

PDHPE Year 7/8 Assessment Schedule

Teacher: Mrs Conlan

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Create a sports dance and perform in a small group	Term 1, Week 10	20%	4.4, 4.5, 4.11
Physical skill assessment	Term 1, Week 9	40%	4.4, 4.5, 4.11
Illegal drugs advertisement	Term 2, Week 3	10%	4.7, 4.8, 4.9
Performance enhancing drug presentation	Term 2, Week 5	30%	4.7, 4.8, 4.9
Semester 2			
Design a food and exercise diary	Term 3, Week 7	20%	4.6, 4.7, 4.8
Present a brand product marketing idea	Term 3, Week 10	20%	4.6, 4.7, 4.8
Design a game that meets the 'games classification system'	Term 4, Week 3	20%	4.6, 4.8
Yearly Examination	Term 4, Week 5	20%	4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11

PDHPE Year 7/8 Scope and Sequence

Teacher: Mrs Conlan

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	Unit Title: Just Dance Unit Description: Why do people dance and dance culture Syllabus Outcomes: PD4.4, PD4.5, PD4.11			Unit Title: Just Dance Unit Description: Create, perform and support others in dance Syllabus Outcomes: PD4.4, PD4.5, PD4.11							
Term 2	Unit Title: Get Smart about Drugs Unit Description: Safe use of medicines, alternative medicine. Syllabus Outcomes: PD4.7, PD4.8, PD4.9				Assessment Week		Unit Title: Get Smart about Drugs Unit Description: Factors, impact and informed decisions regarding drugs Syllabus Outcomes: PD4.7, PD4.8, PD4.9				
Term 3	Unit Title: Eat Well, Live Well Unit Description: Food groups and balanced diets Syllabus Outcomes: PD4.6, PD4.7 & PD4.8						Unit Title: Eat Well, Live Well Unit Description: Food labelling, advertising and packaging Syllabus Outcomes: PD4.6, PD4.7 & PD4.8				
Term 4	Unit Title: Playing the Game and Being a Good Sport Unit Description: Classifying sports and characteristics of enthusiastic and competent sports people. Syllabus Outcomes: PD4.6 & PD4.8				Assessment Week		Unit Title: Playing the Game and Being a Good Sport Unit Description: Modifying games for differing abilities and cultures, problem solving in sport. Syllabus Outcomes: PD4.6 & PD4.8				

Science Year 7/8 Assessment Schedule

Teacher: Mr Clough

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Topic Test – States of Matter and Laboratory Equipment	Week 8, Term 1	30%	SC4-6WS, SC4-16CW
Information Report	Week 2, Term 2	35%	SC4-7WS, SC4-10PW
Cell Model	Week 5, Term 2	35%	SC4-9WS, SC4-14LW
Semester 2			
Zoo Display Panel	Week 3, Term 3	25%	SC4-14LW, SC4-15LW
Plant System Investigation	Week 10, Term 3	25%	SC4-4WS, SC4-5WS, SC4-7WS, SC4-8WS, SC4-14LW
Practical Test- Mixtures	Week5, Term 4	25%	SC4-9WS, SC4-14LW
Yearly Examination – All Topics	Week 5, Term 4	25	All outcomes

Science Year 7/8 Scope and Sequence

Teacher: Mr Clough

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: States of Matter</p> <p>Unit Description: Particle theory is a key idea in chemistry. This unit is an introduction to particle theory and explores how it can be used to explain some properties of matter. Conducting investigations safely, both collaboratively and individually, is a focus of this unit.</p> <p>Syllabus Outcomes: SC4-6WS, SC4-16CW</p>						<p>Unit Title: Forces</p> <p>Unit Description: Change to an object's motion is caused by unbalanced forces acting on the object. Some forces act at a distance and relate to everyday situations. In this unit students will use secondary sources to investigate the use of forces in everyday devices.</p> <p>Syllabus Outcomes: SC4-7WS, SC4-10PW</p>				
Term 2	<p>Unit Title: Cells</p> <p>Unit Description: Cells are the basic units of living things and have specialised structures and functions. Students will learn about the structures of plant, animal and bacteria cells, and how each functions to maintain a functioning cell. Cellular processes such as mitosis will also be introduced.</p> <p>Syllabus Outcomes: SC4-9WS, SC4-14LW</p>					<p>Assessment Week</p>	<p>Unit Title: Classification</p> <p>Unit Description: There are differences within and between groups of organisms; classification helps organise this diversity. Students will explore reasons for classifying organisms, and the various features taxonomists use. Students will use secondary sources to investigate a specific organism and present the information for a general audience.</p> <p>Syllabus Outcomes: SC4-7WS, SC4-9WS, SC4-14LW, SC4-15LW</p>				
Term 3	<p>Unit Title: The Solar System</p> <p>Unit Description: Scientific knowledge changes as new evidence becomes available. Some technological developments and scientific discoveries have significantly changed people's understanding of the solar system. In this unit, students will examine how various cultures have contributed to the modern model of the solar system.</p> <p>Syllabus Outcomes: SC4-7WS, SC4-9WS, SC4-12ES</p>						<p>Unit Title: Plant Systems</p> <p>Unit Description: Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce. This unit will focus on the specialised systems that allow plants to survive. Students will collaboratively design and conduct an investigation related to plants.</p> <p>Syllabus Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-14LW</p>				
Term 4	<p>Unit Title: Mixtures</p> <p>Unit Description: Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. Students will examine mixtures using knowledge of the particle theory of matter and learn about separation techniques</p> <p>Syllabus Outcomes: SC4-6WS, SC4-8WS, SC4-16CW, SC4-17CW</p>				<p>Assessment Week</p>	<p>Unit Title: Biotechnology</p> <p>Unit Description: Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. Students will investigate a variety of examples of biotechnologies that society has developed.</p> <p>Syllabus Outcomes: SC4-7WS, SC4-9WS, SC4-15LW</p>					

Technology Mandatory Year 8 Industrial and Digital Technology Assessment Schedule

Teacher: Mr Whytcross

Task title and type	Term, Week	Weighting	Outcomes (syllabus and reporting)
Semester 1			
Slide Lid Box	Term 1, Week 11	50%	TE4-1DP, TE4-3DP, TE4-59MA
Dragster Project and Folio	Term 2, Week 10	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-8EN. TE4-10TS
Semester 2			
Design Project and Folio task	Term 3, Week 10	60%	TE4-1DP, TE2-2DP, TE4-4DP TE4-7DI, TE4-10TS
Examination	Term 4, Week 6	40%	TE4-1DP, TE2-2DP, TE4-4DP, TE4-7D1, TE4-10TS

Technology Mandatory Year 8 Industrial and Digital Technology Scope and Sequence

Teacher: Mr Whytcross

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Materials - Safety and Introduction to CAD/3D</p> <p>Unit Description: Students will gain knowledge, understanding and skills in the responsible selection and safe use of materials, tools and techniques through the completion of mandatory safety tests, participation in safety demonstrations and also a 3D Printed handle for their slide lid box design.</p> <p>Syllabus Outcomes: TE4-1DP, TE4-3DP, TE4-9MA</p>					<p>Unit Title: Materials - Slide Lid Box</p> <p>Unit Description: Students will further their understanding of the design process through this industrial timber design project. Students will showcase their Design and CAD skills to design a quality slide lid box to an identified need, paying close attention to the factors that affect design. Students will also investigate a range of suitable materials for the project including an innovation parquetry design on the top, which will be produced using Fusion and CAM technologies. Students will demonstrate project management skills necessary to successfully complete the project through an accompanying folio that also communicates their design solution.</p> <p>Syllabus Outcomes: TE4-1DP, TE4-3DP, TE4-9MA</p>					
Term 2	<p>Unit Title: Engineered Systems - Move it Part 1</p> <p>Unit Description: The Engineered Systems context focuses on how force, motion, energy and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Students will explore all these properties and their influence on the design of racing cars.</p> <p>Students will also investigate the role of an engineering professional and their impact on the environment and society</p> <p>Students will also investigate the way Aboriginal and/or Torres Strait Islander Peoples use engineered solutions to serve community needs including those of cultural identity.</p> <p>Syllabus Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-8EN, TE4-10TS</p>					<p>Unit Title: Engineered Systems - Move it Part 2</p> <p>Unit Description: Students will design and produce their own CO₂ dragster racing car that applies engineering principles with an accompanying folio. Students will develop and apply testing procedures to evaluate the effectiveness and suitability of choices made during the development and production of the engineered solution. Concluding with a Grand Prix Challenge, where students will race their cars to determine the 2019 Champion Race Car.</p> <p>Syllabus Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-8EN, TE4-10TS</p>					
Term 3	<p>Unit Title: Digital Technologies - Crack the Code Part 1</p> <p>Unit Description: Students will gain knowledge and understanding of control technology systems used in everyday life. Students will also gain an understanding of coding and algorithms use within these systems through completion of coding challenges.</p> <p>Students will also investigate the role of a digital technology professional and their impact on the environment and society.</p> <p>Syllabus Outcomes: TE4-1DP, TE2-2DP, TE4-4DP, TE4-7DI, TE4-10TS</p>					<p>Unit Title: Digital Technologies - Watering System Evaluation and Data Collection</p> <p>Unit Description: Students will collect data from their watering system microprocessors and learn to use advanced features in Excel to create a range of interactive charts and to visually represent the data. Students will learn to use filters, formulas, charts, pivot tables and slicers to create their graphs and a dashboard that can make the data more accessible. Students will their present data to demonstrate and predict water usage of cereal grains.</p> <p>Syllabus Outcomes: TE4-1DP, TE2-2DP, TE4-4DP, TE4-7DI, TE4-10TS</p>					
Term 4	<p>Unit Title: Digital Technologies - Design Project</p> <p>Unit Description: Students are presented with the challenge of developing a system that can automate watering of an ag plot area based on climatic conditions. -Temperature, sunlight and or ground moisture. Students will work through the design process and consolidate knowledge of electronics, coding, microprocessors and electronics to produce a quality system.</p> <p>Syllabus Outcomes: TE4-1DP, TE2-2DP, TE4-4DP, TE4-7DI, TE4-10TS</p>					<p>Assessment Week</p>					

Technology Mandatory Year 7 Assessment Schedule

Teacher: Ms Robertson

Task title and type	Term, Week	Weighting	Outcomes (syllabus and reporting)
Semester 1			
How to Grow Wheat Pictorial Booklet	Term 1, Week 10	30%	TEA4-1DP, TE4-2DP, TE4-5AG, TE4-6FO
Flour Packaging Design Project	Term 2, Week 5	70%	TEA4-1DP, TE4-2DP, TE4-10TS
Semester 2			
Focaccia Bread Design Folio	Term 3, Week 10	60%	TEA4-1DP, TE4-2DP, TE4-6FO TEA4-1DP, TE4-2DP, TE4-5AG
From Start to Finish Multimedia Presentation	Term 4, Week 5	40%	TEA4-1DP, TEA4-2DP, TEA-3DP, TEA4-4DP

Technology Mandatory Year 7/8 Agriculture and Material Technology

Teacher: Miss Robertson

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Agricultural Technologies</p> <p>Unit Description: Students will design and plan a field trial in relation to wheat production, learning how wheat crops are managed in environments as a system and how sustainability they can be improved. Students will investigate ideal conditions for growth and development of wheat through the exploration of local climatic conditions and as a result, will create a calendar of operations to include planting and harvesting times. Students will select, justify and use a range of appropriate tools and techniques, identifying safe and ethical work practices suitable for the design project.</p> <p>Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-5AG</p>					<p>Unit Title: Agricultural and Food Technologies: Asia's Relationship With Australia</p> <p>Unit Description: Students will investigate the importance of wheat production to Australia's food security and economy, focusing on Asia and Australia's engagement with Asia. Students will research legal and ethical requirements associated with wheat production and marketing and will explore how Australia communicate these ethics through the importation and exportation of goods to and from Asia. Students will examine the characteristics and properties of a variety of nutritious foods, like wheat, while in the process learning about the basics of nutrition, such as the 7 essential nutrients.</p> <p>Syllabus Outcomes: TE4-6FO</p>					
Term 2	<p>Unit Title: Material Technologies: Packaging Project</p> <p>Unit Description: Students learn about how graphic designers relate, contribute and impact the environment and society, now and into the future. Students will have the opportunity to learn how to use Vector/Photoshop program to produce a series of simple drawings. Students will also plan and manage the production of a design project through the creation of a Gantt chart. Students will investigate the characteristics and properties of tools, materials and processes and how they are used in a design solution.</p> <p>Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-10TS</p>					<p>Unit Title: Material Technologies: Packaging Project</p> <p>Unit Description: Students are presented with the challenge of designing a flour package label/sticker and recipe card suitable for the Asian market. Students will work through the design process to create a quality project, assessing the final outcome against the predetermined criteria.</p> <p>Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-10TS</p>					
Term 3	<p>Unit Title: Agricultural and Food Technologies: Indigenous Food and Farming</p> <p>Unit Description: Students will investigate land management by Aboriginal and Torres Strait Islanders. Using a scaffold, students create a timeline of the agricultural developments in Australia, including Aboriginal land management, highlighting significant events. The focus is to provide students with an opportunity to learn about Aboriginal land management throughout history and today. Students explore what bush tucker is and bush tucker gardens, how are they developed and managed.</p> <p>Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-5AG</p>					<p>Unit Title: Food Technologies: Fantastic Focaccia</p> <p>Unit Description: Students investigate the nutritional properties of a variety of bush tucker to produce a one-page collage/infographic. Students will explore nutritional needs of a group of people, such as the elderly, identifying a range of food preparation techniques. Students will investigate how a focaccia recipe can be improved to enhance nutritional value and, in the process, justifying the recipe adjustment. Additionally, students will develop a criterion for success to self-evaluate design ideas.</p> <p>Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-6FO</p>					
Term 4	<p>Unit Title: Agricultural and Food Technologies- Harvest Time</p> <p>Unit Description: Students investigate how food and fibre are produced in managed environments. Students will learn how data is acquired, used and interpreted in agricultural situations. During this period, students will harvest and record wheat yield, having the opportunity to use community facilities to test their wheat quality using grain sampling equipment.</p> <p>Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-6FO</p>					<p>Unit Title: Material (Multimedia) Technologies</p> <p>Unit Description: Students will demonstrate collaborative work practices through the creation of a multimedia presentation showcasing the journey that they have gone through that year. Additionally, students will have the opportunity to sell their wheat flour and focaccia bread at the local street stall. Students will evaluate the effectiveness and suitability of choices made during the development and production of the multimedia presentation.</p> <p>Syllabus Outcomes: TE4-4DP</p>					

Visual Arts Year 7/8 Assessment Schedule

Teacher: Mrs Campbell

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Artwork: Mixed Media	Term 1, Week 8	70%	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9
Exam: Printmaking	Term 2, Week 5	30%	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9
Semester 2			
Sculpture: Clay	Term 3, Week 9	50%	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9
Artist Research: Graffiti and Street Art	Term 4, Week 5	50%	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

Visual Arts Year 7/8 Scope and Sequence

Teacher: Mrs Campbell

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Totem Values - Mosaic</p> <p>Description: This unit introduces students to the art room and outlines safety and practice in the art room. In this unit students become aware of the elements of design in the construction of an artwork. Through the exploration of mixed media students represent the school values and, using the medium of mosaic, create a totem pole to be displayed as a focal point of aligning our school values to their conceptual understanding.</p> <p>Outcomes: 4.1, 4.3, 4.6, 4.7, 4.8, 4.9</p>										
Term 2	<p>Unit Title: Monotype Printmaking Aboriginal Storytelling & Cultural Frame</p> <p>Description: Throughout history humans have used symbols as an important means of communication. The ability of the symbol to transcend language and the written word has ensured that symbols are used in many aspects of our lives. In this unit students explore the aesthetics and function of symbols, how symbols convey information, and how symbols can be interpreted. Students will create a dry-point etching featuring symbols that represent themselves and important aspects of their lives, while learning first-hand about the specific techniques, materials, and safety requirements that this printmaking method demands.</p> <p>Outcomes: 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.9.</p>										
Term 3	<p>Unit Title: Masks (clay)</p> <p>Description: Masks have been and still are used in ceremonies and festivals of many cultures throughout the world. In contemporary culture, masks have been used in popular media, performance and celebration. They have an important role in character development and role-play, enabling people to act out and experiment with different personas. Students learn about where and how masks are used in different personas and where and how masks are used in different cultures of the world and in contemporary society provides an insight into the beliefs and lifestyles of others.</p> <p>Outcomes: 4.1, 4.3, 4.4, 4.6, 4.8, 4.9</p>										
Term 4	<p>Unit Title: Graffiti and Street Art</p> <p>Description: The focus of this unit is to appreciate and understand the ideas that artists are trying to convey through street art. Students will explore freedom of expression vs. crime and punishment. Students will explore the street artist 'Banksy' and design their own tags conveying their own meaning.</p> <p>Outcomes: 4.1, 4.3, 4.4, 4.6, 4.8, 4.9</p>										

Years 7-10 Wellbeing Scope and Sequence

Teacher: Ms Forner

7-10 Wellbeing										
SUBJECT/STAGE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Term 1	<p>Focus: Resilience</p> <p>Students learn about what resilience is and how they can become resilient this term, through a range of activities including using the 10 week - FRIENDS Resilience program, learning about self-compassion and research-based practices to build self-compassion, such as mindfulness, getting to know their emotional selves and developing positive self-talk. Students will also learn about how to approach challenges, access support and build their support networks.</p>									
Term 2	<p>Focus: Respect</p> <p>Students examine and practice the different ways in which respect manifests, including respect for difference and inclusive behaviour and attitudes. Students participate in Anti-bullying activities to build their capacity to be proactive in preventing bullying and being confident in upstanding behaviour. Students learn how to form and maintain respectful relationships, including, dependent on their age, issues that may arise in intimate, family relationships and friendships.</p>									
Term 3	<p>Focus: Excellence</p> <p>Students set goals for their academic performance in the second semester after their first semester reports have been distributed, based on achieving a standard of excellence in a chosen domain. Students learn about effective methods to assist them in maintaining focus on short and long term goals and tracking progress towards goals. Students learn about the principles of cognitive science that maximise learning and learn how to apply these to study effectively for assessment tasks and exams.</p>									
Term 4	<p>Focus: Responsibility</p> <p>Students learn about aspects of their world they can and cannot control, and learn about the important correlative relationship between rights and responsibilities. Students learn about their responsibilities to their school, family and community, and participate in service to their school and community as part of this term's focus. Students develop and practice ways in which they can take on positions of leadership in the school and community. Through this focus area, students are part of the planning for the direction of Barrellan Central School's activities, events and structures in 2019.</p>									

Please note there are no assessment tasks for wellbeing lessons.