

# 2024 Years 7 and 8 HANDBOOK



## WARRAGUL REGIONAL COLLEGE

Community | Achievement | Respect | Effort



A Proud History, a Bright Future

[www.wrc.vic.edu.au](http://www.wrc.vic.edu.au)



# VISION

Warragul Regional College will be the school of choice for our community because we will develop talents, nurture curiosity and empower individuals to follow their passion. To do this we will be more like a garden than a factory – we will nurture the learning experience suited to each student. We believe learning is growing.

The purpose of Warragul Regional College is to provide for active and creative engagement in learning within a safe, caring environment.

Through diverse curriculum we strive to develop personal skills and promote excellence. Our aim is to enable all students to effectively participate in a rapidly changing world.

At Warragul Regional College we value:

- Community:** We take care of each other
- Achievement:** We strive for excellence
- Respect:** We respect people and property
- Effort:** We work hard

We expect all members of our learning community to demonstrate these values every day.

The college is a leading school in this state in implementing a safe collaborative and inclusive environment with students having a strong sense of belonging, identity, self-worth and voice.

Underpinning this commitment is School-Wide Positive Behaviour Support (PBS) and membership of the Safe School's Coalition. These initiatives promote health, wellbeing and social inclusion for every member of the Warragul Regional College community.

# GENERAL INFORMATION

Warragul Regional College's curriculum focuses on a framework of essential learning which enables students to meet the demands of a modern, globalised world. Students will gain experiences, skills and knowledge based around 8 key learning domains: English, Mathematics, Science, Humanities, The Arts, Health and Physical Education, Languages and Technology, as well as exploring their learning through their own personal and social development.

## WARRAGUL REGIONAL COLLEGE ESSENTIAL LEARNINGS

Essential Learnings is a set of outcomes which the college believes all students should achieve in order to meet the demands of their future. It is the philosophy which underpins all learning and teaching in class and in extra-curricular activities.

<b>Personal Attributes</b>	<b>Standards of Achievement</b>	<b>Qualities as Learners</b>
<p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• Engage critically in the world</li><li>• Use cultural, social, scientific and technical skills</li><li>• Communicate effectively in a variety of contexts</li><li>• Demonstrate a positive work ethic</li><li>• Respect and tolerate difference</li><li>• Manage their physical, social and emotional health</li><li>• Adapt to their environment and changing circumstances</li><li>• Respect the right of others to learn, as well as property</li></ul>	<p><i>When they leave students will have:</i></p> <ul style="list-style-type: none"><li>• Achieved excellence and their personal best through active participation in the college program</li><li>• Developed the general knowledge, numeracy, literacy, problem solving and technological skills that will allow them to function in the world outside the school</li><li>• Progressed by improvement in their individual learning outcomes</li></ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• Know how they learn</li><li>• Apply a broad range of learning tools</li><li>• Value learning</li><li>• Have a commitment to lifelong learning</li><li>• Be motivated and independent</li><li>• Be able to adapt to a variety of situations</li><li>• Be able to make informed decisions</li></ul>

## VICTORIAN CURRICULUM

Victorian Curriculum is the Foundation to Year 10 curriculum in Victoria that provides a single, coherent and comprehensive set of prescribed content and common achievement standards which schools use to plan student learning programs, assess student progress and report to parents.

The Victorian Curriculum replaces much of the previous Australian Curriculum in Victoria incorporating Curriculum Foundation to Year 10 for English, Mathematics, Humanities, Science, Languages, The Arts, Technology, Health and Physical Education domains within the curriculum framework.

## ASSESSMENT AND REPORTING

Continuous reporting is a process whereby teachers throughout the year provide timely and targeted feedback to students and parents regarding their learning progress in each subject. Assessment and Feedback on student tasks can be found on Canvas. It is the expectation that students and parents are regularly logging on to Canvas to monitor progress.

There are different types of learning tasks that are uploaded to Canvas:

- **Common Assessment Task (CAT)** – a summative assessment, completed all students in Years 7-10.
- **School Assessed Coursework (SAC)** – a summative assessment, completed by all students in VCE (Years 11 & 12)
- **School assessed Task (SAT)** - A summative assessment, completed by all students over a period of time (eg a woodwork piece in Technology). This applies to all year levels 7-12.

Staff will be providing feedback within *2 weeks* of the assessment due date.

We will also provide two Semester summary reports and an interim report in Terms 1 & 3 on Compass. There will be an opportunity to discuss learning progress at a Parent, Teacher and Student Conference in Term 1 & 3.

## CAREER COUNSELLING

The College has a well-equipped Careers Office supported by experienced Careers staff.

Students are encouraged to visit on a regular basis to discuss their career options and utilise the resources. Term 3 has a focus on pathways and students will explore their options with guidance from our Careers staff and their Care Group teachers. Career counselling is available by appointment only

Please ring the college on 5623 9900 or email [careers@wrc.vic.edu.au](mailto:careers@wrc.vic.edu.au).

## BELL TIMES (2024)

Locker Bell	8:55 am
Roll Call	9:00 am
Period 1	9:08 am
Period 2	10:11 am
Recess	11:11 am
Locker Bell	11:35 am
Period 3	11:40 am
Period 4	12:43 pm
Lunch	1:43 pm
Locker Bell	2:13 pm
Period 5	2:18 pm
End of Day	3:18 pm

## **CARE GROUP**

CARE groups further emphasise our values of Community, Achievement, Respect and Effort. The CARE groups are an important part of our organisation and program.

With the increased options for students and the need to focus on learning skills, making good choices and future pathways, the CARE group teachers will take on an advisory role and focus on knowing and understanding their students' interests and directions and helping them with the process of making good choices. They will also continue to focus on general wellbeing and on the skills required to be a good learner and a successful student.

## **HOME LEARNING**

Students in Years 8 to 12 should complete regular home study several times each week in addition to regular reading. It is important for students to develop routines that include chores, interest activities, reading, relaxation and home study. This supports them to develop good study skills and a routine for home learning in preparation for the requirements of senior schooling:

Activities include:

- Set homework tasks
- Completing work from classes
- Revision to deepen learning, and to develop good study habits.

## **STUDENT SERVICES**

Student Services at Warragul Regional College is the term used to cover the coordination and/or facilitation of a wide range of services provided for our students. The Student Services Team works alongside Learning Teams to assist students and staff to achieve best possible outcomes. Our goals are to have all students relaxed, focused and ready to learn. The Student Services Team consists of:

- Youth Counsellor (2)
- Koori Engagement Support Officers
- Integration Aides
- Student Services Administrator
- School Chaplain
- School Nurse
- Youth Pathways Counsellors
- Doctors in Schools Program

## **INSTRUMENTAL MUSIC**

In addition to the classroom music program students are given the opportunity to access the instrumental music program to further their musical skills and enjoyment of music. Instruction is provided by a number of specialist teachers. Students are also encouraged to join one of the college ensembles. It is an expectation that students catch up, and in fact, keep up to date with their class work in the subjects they miss whilst having their instrumental music lesson.

## **INTERSCHOOL SPORT**

Students can represent the college in a range of sports: including swimming, athletics, cross country, tennis, softball, cricket, football, soccer, badminton, netball, hockey, basketball, and table tennis. Students participate at the District level and then, if successful, go on to West Gippsland, Gippsland, or State Finals.

## **LIBRARY SERVICES**

The Warragul Regional College Library Resource Centre is committed to:

- Providing the best possible level of access to information to meet the educational and recreational needs of the school community
- Supporting the school curriculum
- Providing responsive and proactive customer service
- Promoting an appreciation for and enjoyment of literature.

The Library Resource Centre is open to all students before school from 8:15 am – 9:00 am for homework/research purposes, during recess, lunchtimes, and after school until 4:00 pm. The Library catalogue is accessible at any time from home via Compass.

## PRINCIPAL AWARDS

- Achievement Award** Presented to the top academic students at each year level
- Endeavour Award** Presented to students who received the highest results on their progress reports for effort and self-management at each year level
- Attendance Award** Presented to top students in every year level for attendance
- Community Award** Students receiving a community award are nominated by the year level teams based on the following criteria:
- Leadership
  - Contributions to the whole school community and beyond
  - Helping and thinking of others.

## STUDENT BEHAVIOUR EXPECTATIONS



Warragul Regional College				
Positive Behaviour Expectations				
	Community:	Achievement:	Respect:	Effort:
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>• Work together and share our skills</li> <li>• Support and encourage learning</li> <li>• Build trust</li> <li>• Learn effectively in groups</li> <li>• Be inclusive</li> <li>• Celebrate achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Strive for growth</li> <li>• Set goals and work to achieve them</li> <li>• Actively ask for help</li> <li>• Understand useful learning behaviours</li> <li>• Enhance learning with technology</li> <li>• Learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite</li> <li>• Actively listen</li> <li>• Honour the right to learn and teach</li> <li>• Be a positive influence with technology</li> <li>• Respect spaces, privacy and property</li> </ul>	<ul style="list-style-type: none"> <li>• Stay focused</li> <li>• Work hard</li> <li>• Be organised and on time</li> <li>• Produce authentic work</li> <li>• Bring all equipment</li> <li>• Be ready to learn</li> <li>• Bring a positive attitude to all classes</li> </ul>
<b>YARD</b>	<ul style="list-style-type: none"> <li>• Be considerate of others and share</li> <li>• Be patient</li> <li>• Take care of each other</li> <li>• Get involved in school activities</li> <li>• Be inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Support and encourage others to do the right thing</li> <li>• Take pride in the environment</li> <li>• Report damage or concerns</li> <li>• Suggest improvements</li> <li>• Transition quickly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind</li> <li>• Put rubbish in the bin</li> <li>• Respect personal space, privacy and property</li> <li>• Stay in designated areas</li> <li>• Line up patiently in the canteen</li> <li>• Show maturity and care</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe</li> <li>• Be fair</li> <li>• Be an upstander, not a bystander</li> <li>• Order canteen food in a timely manner and have payment ready</li> </ul>
<b>GUESTS &amp; EXCURSIONS</b>	<ul style="list-style-type: none"> <li>• Be considerate</li> <li>• Participate fully</li> <li>• Engage with community groups and businesses</li> <li>• Work as a team</li> <li>• Be inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Be actively involved</li> <li>• Understand the purpose and strive to achieve it</li> <li>• Represent the school with pride</li> <li>• Take positive risks</li> <li>• Apply your knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Be helpful</li> <li>• Use manners</li> <li>• Celebrate differences</li> <li>• Actively listen and engage</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe and obey instructions</li> <li>• Be organised</li> <li>• Bring all required equipment</li> <li>• Be a positive role model</li> </ul>

## SET HOMEWORK AND REVISION

Homework and revision adds to classroom learning, fosters good study habits and provides an opportunity for students to be responsible for their own learning. Set homework and revision should include independent reading and study on a daily basis.

- Students are strongly encouraged to maintain a Homework Planner and take this to all lessons during each school day, and then use it at home to help manage their homework commitments. Alternatively, they could record their homework via a diary on their mobile phone or computer.
- Students will be provided with clear instructions by teachers regarding set homework tasks and dates for submission.
- The College will provide every assistance to enable students to complete their set homework, including taking into account other important demands after school time.
- If, at times, no set homework is given, students are expected to do relevant reading, revision and associated exercises. The College will support this through the extended home group meeting where students will be shown a range of techniques and tips to assist them in studying and revising.
- Parents can expect that set homework and revision activities will be a regular part of the VCE program.
- Students are expected to undertake regular revision and wider reading as part of their homework program.

- Parents or guardians are encouraged to discuss set homework, revision and study with their VCE student on a regular basis.
- For students to perform well at VCE, 15 – 25 hours of homework is required each week.

## **OUT OF CLASS ACTIVITIES**

Students have the opportunity to develop leadership skills and participate in and assist in organising a number of out of class activities. Some of these activities include:

- School Production, Camps & Tours
- Interschool Sports – Tennis, Volleyball, Softball/Baseball, Cricket, Football, Soccer, Badminton, Netball, Basketball, Hockey, Table Tennis
- Coaching junior sporting teams or umpiring.
- Staff vs. student sports matches.
- Competitions – Maths, English, Plain English Speaking, Lions Youth of the Year, Computer, Drama.

## **STUDENT LEADERSHIP @ WRC**

The Student Leadership Team at Warragul Regional College is led by the School Captains and consists of four Year Level Captains from each year level and up to four Cultural Inclusivity Leaders. Year Level Captains represent their year level, the entire student body as well as the broader school community. The role of the Year Level captains includes representing the views of students and actively seeking to improve the experience for students at the College; promoting a positive culture across the student body, representing the College at community events, taking a lead role in promoting student participation at sporting events, carnivals and other special events and conducting Year Level assemblies. Becoming a Year Level Captain is a great opportunity to develop leadership skills and experience personal growth. Cultural Inclusivity Leaders focus specifically on developing awareness and celebration of the diversity within and beyond our college, promoting ideas and supporting events that promote diversity and reduce discrimination.

As well as leading the Student Leadership Team, our School Captains also represent the College at formal occasions both within the College and at community functions and hold membership on the College Council and/or one major committee.

The school strives to involve students in major decisions including strategic planning, staffing appointments and implementation of our annual implementation plan. Our students drive our school community.

# CURRICULUM

Our Curriculum structure at Year 7 and 8 is designed to assist students to develop strong literacy and numeracy skills, with CORE English, Maths, Humanities, Science, Health and Physical Education studies, Language and Cultural studies, and a selection of units from the Arts and Technology areas through Year 7 and 8.

Year 7 Subjects	Number of lessons per week	Year 8 Subjects	Number of lessons per week
<b>Full Year Subjects</b>		<b>Full Year Subjects</b>	
CARE group	1	CARE Group	1
English	4	English	4
Mathematics	4	Mathematics	4
Science	3	Health	2
Humanities	3	Physical Education	2
Health	2	Science	3
Physical Education	2	Humanities	3
<b>Semester Subjects</b>		<b>Semester Subjects</b>	
Japanese	2	Japanese	2
Digital Technologies	2	Wood	2
Music	2	Textiles	2
Foods	2	Visual Art	2
Materials Technology	2	STEAM Art	2
Drama	2	<i>One elective choice</i>	2
<i>Co- Curricula Program across Year 7&amp;8</i>			

## Co-Curricula program

We are thrilled to present an exciting opportunity for students to embark on a journey of discovery, growth, and fun every Wednesday afternoon. Our program is designed to cater to a diverse range of interests, whether you're passionate about arts, sports, culture, leadership, or technology. Get ready to immerse yourself in a world of engaging activities that will ignite your curiosity and help you develop valuable skills.

## Electives

From Years 8 to 12 students have access to increasing choice and electives, with appropriate guidance and structure. Electives are largely student choice, with a focus on maintaining BREADTH in year 8, and the opportunity to develop (with guidance) along appropriate PATHWAYS in Years 9 and 10.

In 2024 Students in Year 8 will select ONE Elective over the year. Each Elective is two periods per week for one semester.

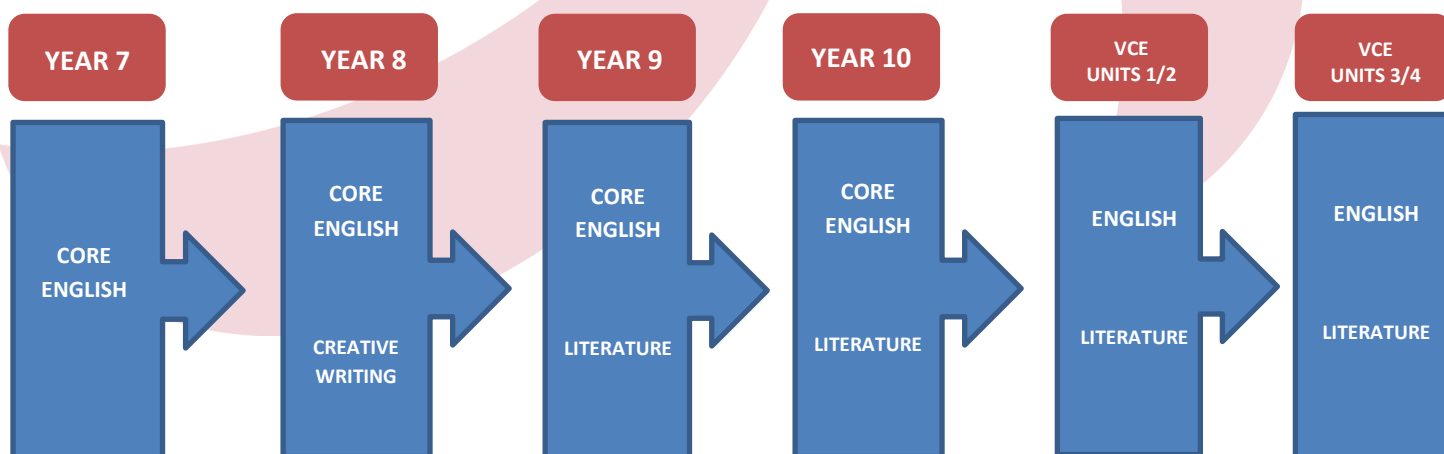
# CORE ENGLISH

## YEAR 7 ENGLISH:

Students undertake English as a core subject at Year 7. They have the opportunity to access texts through a variety of platforms including short stories, novels, films, media articles and online sources. They will engage in creative, persuasive and analytical writing and develop drafting and editing skills. Students are encouraged to present their work in a range of multimodal formats and collaborate with their peers. Oral presentations also provide students with further opportunities to display their skills and share their knowledge through discussion and interaction with others.

## YEAR 8 ENGLISH:

Students undertake English as a core subject at Year 8. They can access texts through a variety of platforms including short stories, novels, films, media articles and poetry. They will engage in creative, persuasive, and analytical writing and develop drafting and editing skills. Students are encouraged to present their work in a range of multimodal formats and collaborate with their peers. Oral presentations also provide students with further opportunities to display their skills and share their knowledge through discussion and interaction with others. Year 8 students also develop key reading strategies and reading enjoyment through exposure to a wide range of texts.





# CORE MATHEMATICS

## YEAR 7 MATHEMATICS

In Semester One, students review concepts related to whole numbers, including using the four operations, factors and multiples, powers and roots and integers. They then investigate geometric concepts such as angles and properties of parallel lines and shapes. To conclude the semester, they study fractions, decimals and percentages, with a focus on problem solving using these concepts.

In Semester Two, students focus on learning the fundamentals of algebra and using this language to solve problems involving patterns and unknown quantities. They follow this up by covering the topic of measurement, learning various formulas for concepts such as length, area and volume. To finish off the semester they will investigate statistics and probability. They will learn how to calculate probabilities of events and various statistical measures and graphical displays.

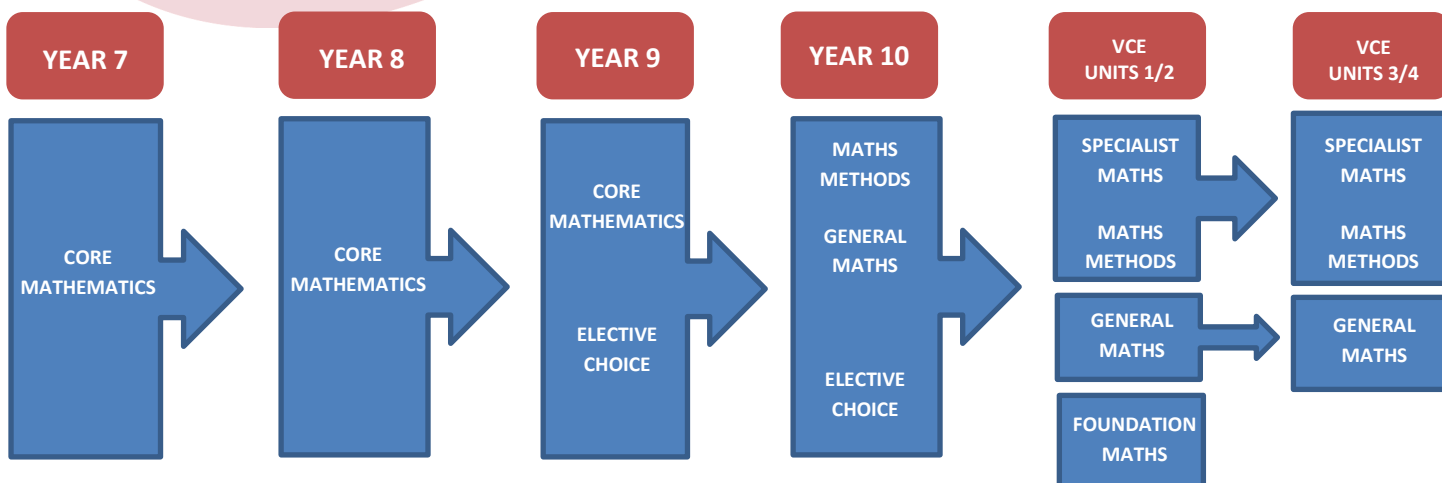
Learning and assessment is conducted via class discussions, structured resources on Canvas, ICT applications, projects, and hands-on tasks. Students work independently and in groups to solve a variety of problems which help them to become mathematical thinkers.

## YEAR 8 MATHEMATICS

In Semester One, students review concepts related to integers, including using the four operations, factors and multiples, powers and roots and integers. They solve worded problems with an emphasis on negative numbers and index laws. They then investigate geometric concepts such as angles and properties of parallel lines, triangles and quadrilaterals, as well as the transformations these undergo and congruency. To conclude the semester, they study fractions, decimals and percentages, and complete an application project which simulates running a business and working with percentages to calculate expenses and profits.

In Semester Two, students focus on learning the fundamentals of algebra and using this language to solve problems involving patterns and unknown quantities, as well as applying more advanced algebraic processes. They follow this up by covering the topic of measurement, learning various formulas for concepts such as length and area, with a particular focus on circles and other advanced shapes, and volume. Students complete a design-based project for measurement. To finish off the semester they will investigate statistics and probability. They will learn how to calculate probabilities of events and various statistical measures and graphical displays.

Learning and assessment is conducted via class discussions, structured resources on Canvas, ICT applications, projects, and hands-on tasks. Students work independently and in groups to solve a variety of problems which help them to become mathematical thinkers.



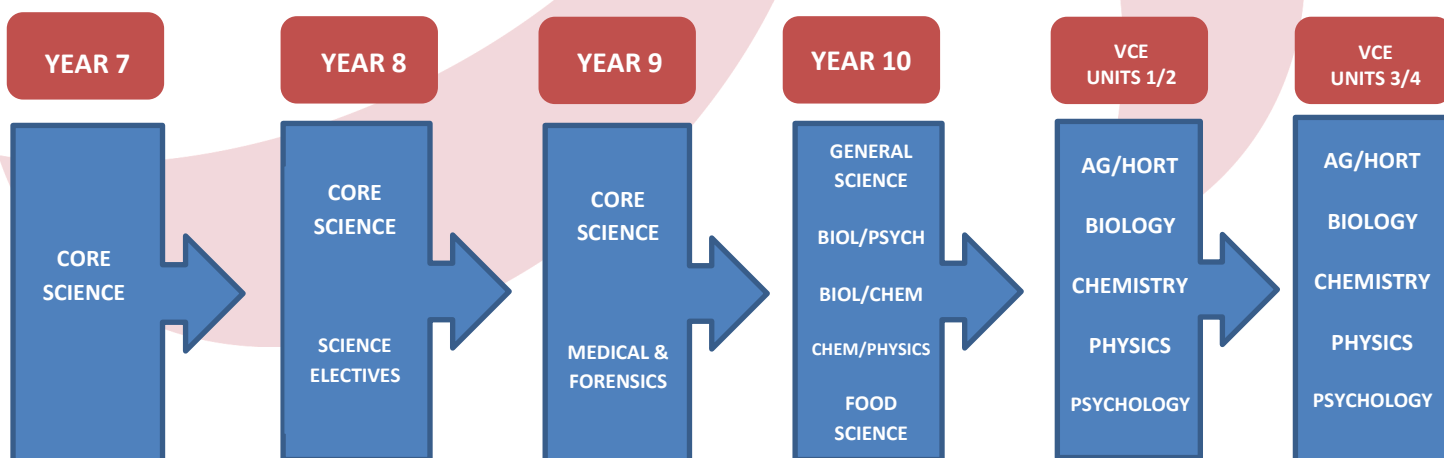
# CORE SCIENCE

## YEAR 7 SCIENCE:

Students will explore the exciting areas of Biology, Chemistry, Physics & Space. They do this through experiments, theory, research, and hands on investigations with an emphasis on real life application and problem solving. In Year 7 science students will develop their skills when learning how to use science equipment safely, they will then apply this to investigations into separating mixtures and forces & motion. Students will investigate how living organisms are classified and how they interact with each other across a variety of ecosystems. Class activities and assessments includes tests, practical reports, project work, and research assignments.

## YEAR 8 SCIENCE:

Students will demonstrate understanding of elements, compounds and mixtures using the particle model. They will be able to identify chemical change as new substances being produced. Students will understand the basic structure and function of cells and the role they play in body systems. Students will be able to use the design process to construct and launch an energy efficient rocket and demonstrate an understanding of the energy changes involved. They will be able to use ray boxes to demonstrate the properties of light. This unit may be taken in conjunction with Extension science at year 8 and leads to opportunities for enrichment and extension via Science electives at Year 9 and 10.



# CORE HUMANITIES

## YEAR 7 HUMANITIES:

All students will undertake Year 7 Core Humanities as a year-long subject. The study of Humanities encompasses many different subject areas that help us to understand the world that we live in. Students will gain an understanding in different areas of Humanities. The History subject involves the analysis of past events. In History, it is our goal to learn from past events in order to inform our actions and build a better future.

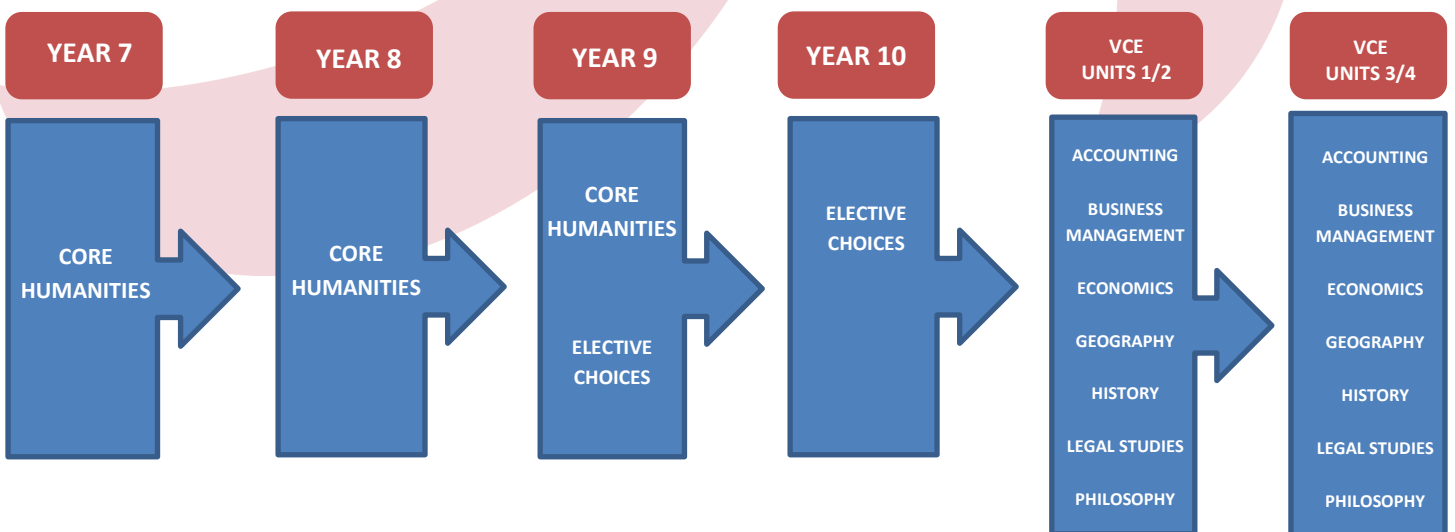
In Year 7, you will look at our ancient Indigenous Australians and the civilisation of Ancient Egypt. We develop skills such as the ability to analyse written and visual information, using evidence to support your opinion and the ability to evaluate the reliability of information.

After this you will move onto the study of Economics with a focus on understanding the market and consumer decisions such as 'needs and wants' and then the topic of Civics and Citizenship in which you look at your role as an Australian citizen and the values of our country.

Finally, you will move onto Geography which is the study of the environment, natural and man-made structures and the living conditions of humans all around the world. In Year 7 you will focus on a topic called 'Place and Liveability' which is all about the where and how humans live in Australia and around the world. After doing this subject you will be able to use and read maps, interpret data and analyse case studies.

## YEAR 8 HUMANITIES:

In Year 8 Humanities the students will continue the development of knowledge and skills tied to the Humanities subject. This year students will be introduced to the electoral system and the houses of parliament in Australia. This subject will help develop skills such as the ability to evaluate the effectiveness of a law or government policy, analyse case studies to form an opinion and critically assess the media, including its impact on society. Other areas that will be explored in Year 8 include the Vikings and Medieval Europe (History), individuals and the workplace (Economics) and how places change over time in Australia and around the world due to urbanisation (Geography).



# CORE HEALTH & PHYSICAL EDUCATION

Health and Physical Education encompasses the interrelated disciplines of Physical Education, Sport Education and Health Education.

## YEAR 7 HEALTH AND PHYSICAL EDUCATION:

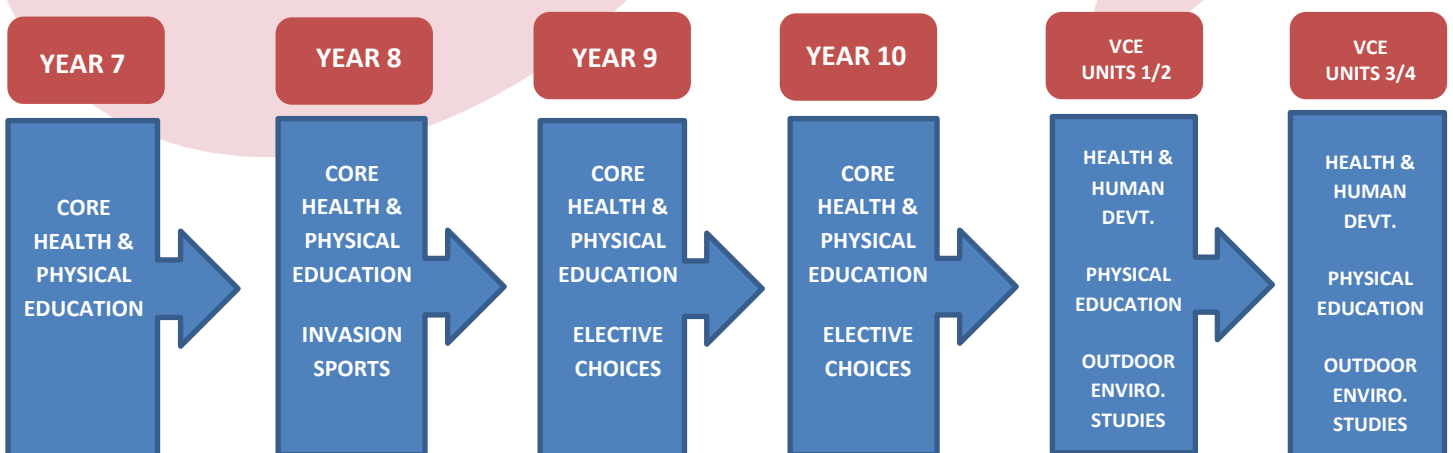
In Year 7 Health, students will develop knowledge and understanding to help them achieve successful outcomes. They will investigate how to take positive action to enhance their own and others' health, safety and wellbeing. Students will also examine influences and beliefs as well as actions to demonstrate a range of help-seeking strategies that will aim to support them to access and evaluate health and physical activity, information and services. Physical Education aims to enable students to develop an enjoyment of physical activity and develop lifelong physical skills. Students will be introduced to a wide variety of sports and physical activity designed to improve their physical fitness and social capability. Students will also develop their knowledge and practice of safety in sport and recreational activities as well as their initiative, self-confidence, cooperation, responsibility, leadership and sportsmanship.

**Unit cost: \$10 (swimming component)**

## YEAR 8 HEALTH AND PHYSICAL EDUCATION:

Health and Physical Education encompasses the interrelated disciplines of Physical Education, Sport Education and Health Education. In Year 8 Health, students will explore a variety of topics relevant to their lifestyle both now and in the future. There is an emphasis on the major health issues facing youth, including but not limited to alcohol and drug education, mental health, sexual health, relationships, and health services. The Year 8 Physical Education curriculum aims to enable students to enjoy physical activity and develop lifelong physical skills. This subject area continues to develop skills in a wide variety of sports and activities as well as an understanding of safety in sport and recreational activities. Students will work towards improving their physical fitness and social capability and their initiative, self-confidence, cooperation, responsibility, leadership, and sportsmanship.

**Expected Cost: \$10 swim component**



# LANGUAGES

## JAPANESE:

### YEAR 7 LANGUAGES

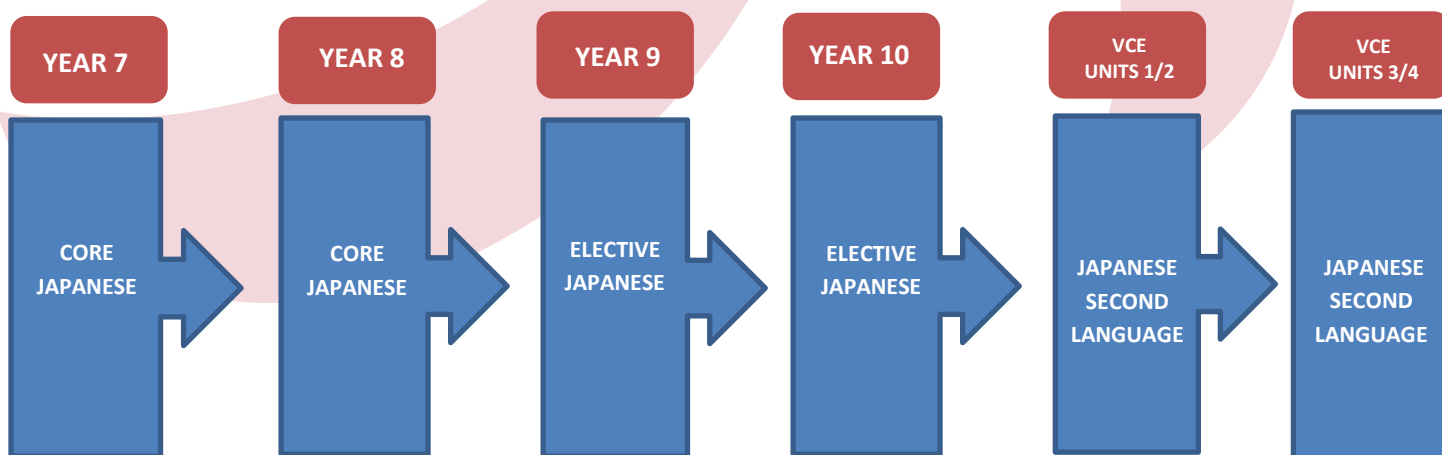
Students study ONE SEMESTER of Japanese Language in Year 7.

Learning Japanese language opens the door to learning about this unique north-Asian culture. It also promotes the vital twenty-first century skill of cross-cultural confidence. We learn about Japanese writing systems, culture, counting, greetings and how to talk about things you like to do, see and eat. Our Japanese studies program in Year 7 fosters enduring skills of curiosity, flexibility of thought and boosting overall student confidence.

### YEAR 8 LANGUAGES

Students study ONE SEMESTER of Japanese Language in Year 8.

This unit is for those of you who want to further develop your language skills, building on to what you have learnt in Year 7. Your confidence in using the Obento Workbook in a functional way in conjunction with Hiragana and Katakana, will increase through participation in a range of activities across various everyday topics. Along with this, you will learn about traditional Japanese Festivals.



*In 2024, Japanese from Year 9 may be completed via VSV (Distance Ed).*

## BREADTH BAND (YEAR 7 AND 8) ARTS AND TECHNOLOGY ROTATIONS:

All students in Year 7 will study one Semester of Digital Technology. In addition, throughout Year 7 and 8, students will rotate through eight Arts and Technology “taster” courses, providing them with the opportunity to develop skills and understandings of the key ideas and materials of each part of the Arts and Technologies areas.

## ARTS

### MUSIC:

In Music we learn about the elements of music and how to compose and present through music technology and musical instruments. There will be multiple learning activities to cover a range of material such as; listening, production, technique, recording, composing, rehearsing and performing as a soloist and in a group.

### VISUAL ART:

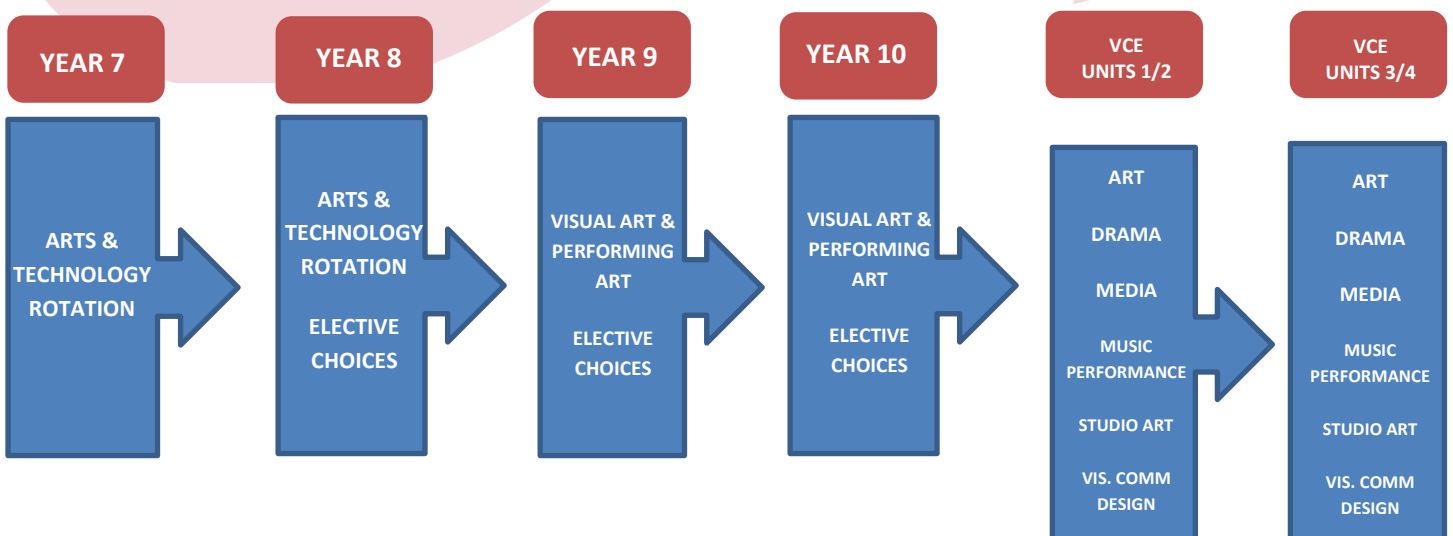
Visual Art is about learning new ways to express ideas and learning to appreciate the creations of others. Students generate, explore, and communicate ideas through specific art forms and develop and use specialised skills in a range of media and techniques. Students will use starting points to generate and expressively develop ideas when making and presenting art works. They will demonstrate a range of skills, techniques and processes in organising art elements, principles, and concepts to structure art works. Students will work with art mediums such as painting, drawing, ceramics, mixed media, collage, digital art, printmaking and more.

### DRAMA:

Drama enables students to develop self-confidence and public speaking skills as well as explore their creative side in acting and creating plays and working collaboratively in small groups.

### STEAM ART:

This core art subject at year 8 tackles some of today’s big issues. Combining the ideas, issues and knowledge of STEAM (Science, Technology, Engineering, Art and Mathematics), students will investigate and problem solve their way through tasks that will draw ideas from all these areas. The class will focus on creative thinking, problem solving, communication skills and working in a team to create an artwork. The subject will cover lots of different art mediums such as film making, drawing, sculpture, painting and photography.



# TECHNOLOGY

## DIGITAL TECHNOLOGY:

Students in year 7 Digital Technology learn the basics of coding, data use and presentation, as well as cyber safety and research skills. Students will be using the internet, Excel, Power point, word, Scratch, Microbit, Lego EV3 and more. The basic skills of being able to use digital technology is highly important in our society and in the workplace, and this subject has some introductory areas into that world of skills much needed now and into the future.

## WOOD TECHNOLOGY:

Students will develop safe work practices as they learn skills in using tools and equipment to cut, shape and join wood. They will gain knowledge in how to use the design process to create a product made from wood that suits their individual needs. Activities and assessment will include completing online safety modules, designing a product, making your product out of wood, writing a journal and evaluating your work.

## MATERIALS TECHNOLOGY (METALS AND PLASTICS)

Students will have the opportunity to research, design, make and evaluate products they make using metal and plastic. They will learn how to use tools and equipment safely while developing their skills in making products. Characteristics and properties of metals and plastics will be discovered as student cut, shape, join and polish the material they use.

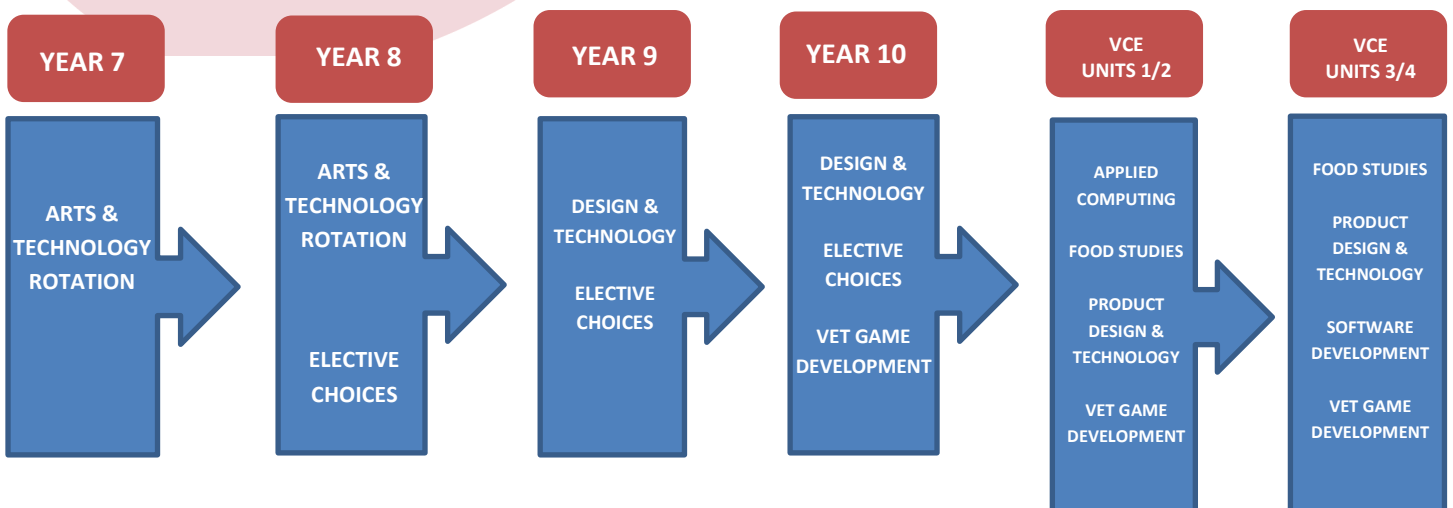
## TEXTILES:

Textiles is a semester long subject that introduces students to fibres and fabrics and their use in our environment. Students will gain the skills required to operate a sewing machine and other equipment related to this subject in a safe manner. Using the technology design process, students will design and construct a pin cushion, apron, or potholder. This unit includes research into the use of textiles in our society, the origins of fabrics, characteristics of fabrics and the correct care of clothing items.

## FOODS:

Year 7 Foods aims to introduce students to the basic characteristics of foods and the skills required in their preparation. Special emphasis will be placed on the appropriateness of techniques and equipment used. Safety and hygiene are also issues covered in this subject. Students will mainly focus on food and nutrition needs via the Healthy Eating Pyramid Model. Using the model, they will be asked to choose suitable foods to solve prescribed problems and situations.

Expected Cost: \$40



## YEAR 8 ELECTIVE SUBJECTS:

### ENGLISH ELECTIVE

#### CREATIVE WRITING

Stories, comics, graphic novels, poetry and screenplays: There is no limit to where your imagination can take you. Explore the components of creative writing such as the creation of characters, building tension, tightening narrative structure, developing dynamic descriptions and writing witty dialogue. There will be a lot of flexibility as you develop your writing portfolio so you will also be able to work on any projects you have already begun. Learn how to develop ideas, workshop, and edit effectively, and develop authentic audiences for your work.

### VISUAL ARTS ELECTIVE

#### MORE VISUAL ART:

In this subject, students will develop their creative thinking and artistic practices. They will gain a greater understanding of art from around Australia and the world. Explore different styles, mediums and techniques when making their artworks. Students will investigate mediums such as drawing, painting, print making, digital art, sculpture, mixed media and many more. They will develop the skills to represent their ideas and interest through the artworks they create. Students will complete 2 CATS where they are given a particular topic/theme to interpret, but have the freedom to choose medium, size and follow their passion.

**Expected Cost: \$50**

### PERFORMING ARTS ELECTIVES

#### ROCK BAND

In Year 8 'Rock Band' we learn instrumental technique and how to rehearse, compose and perform in small groups and as a whole class. We study songs from our favourite artists and learn about arranging music to our needs. Learning tasks include practical and project work to support students to identify and discover; research & practise; compose & perform and analyse and reflect on their music.

**Expected Cost: \$50**

#### ADVENTURES IN PHYSICAL PERFORMANCE

Students will explore a mix of large and small group projects using devised and scripted story telling activities via a range of expressive skills, with a large focus on movement. This includes investigating a range of performance styles with an emphasis on the Theatre of Dreams. Students are provided with opportunities for creative leadership roles such as choreography, direction, music, and sound/light operation. These skills are developed within a range of class workshops and various learning tasks and applied to projects presented for a given audience.

**Expected Cost: \$50**

#### CENTRE STAGE

In this unit, students will use the elements of dance to explore choreography and performance and to practise choreographic, technical, and expressive skills. Students will engage in dance experiences drawn from a variety of genres and styles including theatrical, traditional, social, ritual, and other current dance styles and the forms within them. There will also be opportunities for incursions with current industry professionals and excursions to view dance showcases. Topics may include: Extending technical competences such as articulation, control, coordination, accuracy, alignment, balance, flexibility, strength and endurance; Choreography and performance (body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently); Improvisation and experimentation (using these to develop new movements that still maintain the essence of the original movement); appreciation of Cultural Dance (contemporary, music theatre or hip hop) from different locations such as Asia, Europe or the USA; and History of dance (answering enquiry questions such as: Where did Jazz, contemporary and classical ballet originate?)

**Expected cost: \$50**



## DESIGN & TECHNOLOGY ELECTIVES

### FOODS FOR HEALTH AND LIFE

Further your knowledge about foods, their nutritional value and health implications for the future. Learn the interrelationships between many of the major dietary models. The Australian Dietary Guidelines will be one of the dietary models used as our focus of information and practical exercises. We will also explore the Healthy Eating Pyramid, 5 Food Groups and The Healthy Eating Guide (in its many specialised and generalised formats). We will look at some of the science behind cooking and how our ingredients function together in our practical work, as well as how individual nutrients help us to achieve our best health outcomes. Practical examples include pasties, stir-fry, vegetarian, burritos, soup, apple muffins and other topic related practical tasks. Students previous knowledge about food handling and safety will be revised and preparation techniques and skills will be further developed. Students will also be required to solve design problems related to food using the design process.

**Expected Cost: \$100**

### RESISTANT MATERIALS TECHNOLOGY:

This subject will give students experience in working with a variety of materials and areas of skill. They will be making products that will incorporate wood, metal, glass, electronics, and plastics. Safe work practices will be developed as they use a wide array of tools and equipment. The properties and characteristics of the different materials will be explored as well as considering the use of materials in our society. Students will follow the design process to investigate and design products to meet their own requirements. Unit 1: Skill development: Students to develop skills and knowledge of materials by constructing small product in the following areas: Electronics, lead lighting, wood, metal and plastics. Unit 2. Designing: Students will create a design folio - The task will be to design a lamp to suit their needs that will incorporate the knowledge of materials and skills that they have developed in unit 1. Unit 3. Production: Students will produce their product. This will include a USB power LED light that will need to be assembled and will incorporate glass in the lamp shade and wood or steel in the stand.

**Expected Cost: \$40**

## SCIENCE ELECTIVES

### EXTENSION SCIENCE

Are you curious about science and have scientific questions that you would like to find out the answer to? In this science elective students will dive deeper into a range of topics from Biology, Chemistry, Physics and Earth & Space. Students will also complete a STEAM (Science, Technology, Engineering, Art, Maths) unit of work in this elective. This subject will develop their practical skills in safely designing, completing and evaluating practical investigations. Students will continue to develop their written and verbal scientific skills in areas such as research methods, data analysis & interpretation. Students will also look at how science is represented in the media and will develop their critical & creative thinking, problem solving, collaboration and communication skills.

## CROSS CURRICULAR ELECTIVE

### INTRODUCTION TO AGRICULTURE & HORTICULTURE (INTEGRATED SCIENCE AND TECHNOLOGY)

In this unit students will investigate food and fibre production industries within our region, Victoria and Australia. In addition to this, students will undertake practical and theoretical activities to develop their skills and knowledge across a variety of plant and animal enterprises, including fruit and vegetable production, soils, composting and the impact of fertilisers and diseases on crop production

**Expected Cost: \$30**





**Warragul Regional College**  
**55 Burke Street, Warragul 3820**  
**Phone: (03) 5623 9900**  
**warragul.co@edumail.vic.gov.au**  
**www.wrc.vic.edu.au**

The underlying concept expressed by the logo is that of dynamic youth emerging from a rural origin. The horizon of the ploughed field points to the heart of youth as a gesture of the direction and input that the college gives into the lives of its students.

The human form has one hand leading into the future with the other held out calling others to participate.

The fluidity of the posture reflects the college's inclination toward the performing arts.

The burgundy alludes to the rich red soils of the area, while the navy blue speaks of the wide open spaces of the future.

The figure in the logo is stepping forward from the white space (the innocence of childhood) and out into the wider community.

The school motto "Participation and Excellence" reinforces the standard that the school aims to encourage.