



Gippsland
GRAMMAR

YEAR 7 HANDBOOK 2023

Garnsey Campus



Learn, Live and Lead

Gippsland Grammar Year 7 Handbook

Welcome to Year 7

Year 7 is an exciting and dynamic time for your child and as a student moves into Year 7 they are developmentally ready for this next stage in their learning journey and the further challenge, variety and growth opportunities that await. Our programs and care at Year 7 through the Mentor Teachers, the Head of Year, teaching staff, school counsellor and Head of Campus enable our students to find friends, work together and explore a range of areas through curriculum activities and student opportunities. In all ways they are encouraged to grow in independence, resourcefulness, and organisation, whilst also challenging their thinking and helping them to learn key content and skills. The academic program evolves in alignment with their development. We love working with students at these year levels and ensuring that they are supported in all aspects of their development and in addition, working effectively with the families, who walk alongside us in this learning journey



Mrs Michele Wakeham
Principal

INTRODUCTION

From the Head of Campus



The purpose of this handbook is to provide you with information about the Year 7 curriculum with a particular emphasis on what is important for parents and students to know about entry into Gippsland Grammar at Year 7. Besides the subject outlines and overview of the academic program, information about some of the processes and procedures in place with regard to the timetable, homework, exit passes, use of the diary and so forth is presented in order that parents may become familiar with daily life at the School for students.

Of great importance to us at Gippsland Grammar is the successful transition of your child from the primary to the secondary sector. This is the beginning of our pastoral care program, which is integral to the academic program.

Each Year 7 student will be assigned to a Mentor. The Mentor Groups are aligned to the academic classes thus ensuring the wellbeing of the student in their new environment. The Mentor is the key contact for issues relating to students in their Mentor Group. They are supported by the Head of Year who oversees the Pastoral Care and welfare of the year level group. In addition, Year 7 students participate in the Peer Support program whereby they work in small groups under the leadership of trained Year 10 Peer Support leaders. Orientation into the School is thus enabled by the relationship that is formed between young students and older students. Students are also encouraged to maintain these relationships with older students and their peers through the many camps they will undertake as well as the co-curricular and house activities in which they will participate. Our School Chaplain and School Counsellor are also available for counselling with students and/or their parents. In addition, each Year 7 Mentor Group participates in a Personal Development program. These sessions foster social and organisational skills.

Welcome to Gippsland Grammar!

Mr Rohan Jayatilake
Head of Garnsey Campus

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GIPPSLAND GRAMMAR KEY PERSONNEL

School Staff

Principal
Deputy Principal (Acting)
Head of Garnsey Campus
School Counsellor
Student Support Officer

Mrs Wakeham
Mr Henderson
Mr Jayatilake
Mrs Broughton
Mrs Gray

Head of Year 7 2023
Head of Year 8 2023
Head of Year 9 2023
Head of Year 10 2023
Head of Year 11 2023
Head of Year 12 2023

Mrs Henderson
Mr Dihood
Mr Ogilvie
Mr Hunter
Mr Kemp
Mrs Bullers

Mentor Teachers

7A
7B
7C
7D
7E

Mr Davies
Mr Nicholas
Ms Wills
Miss Ross and Ms Kyriakou
Ms Ray

VISION AND MISSION STATEMENT

Our vision and values

- Vision:** To develop the cognitive, socio-emotional and learning dispositions of our students to enable them to take their place as global citizens and leaders within a digital world.
- Mission:** Gippsland Grammar is an Anglican school community committed to opportunity and excellence.
- Anglican ethos:** Our Anglican ethos provides opportunities for our School community to explore, experience and 'brush up against' Christian values. Through our actions and involvement students will develop an understanding of faith that helps inform their decisions, as they develop their own world view and spirituality. Democratic principles are integral to the operations of the school, accepting students of all faiths (or none).
- Opportunity:** The School provides a broad and balanced educational opportunity to nurture the holistic development of our students. It is through opportunities that students discover passions, identify their strengths and develop character.
- Excellence:** The School encourages excellence in academic and co-curricular pursuits and celebrates achievement and leadership. We acknowledge that personal excellence is different for each child and a growth mindset is evident in all aspects of school life.
- Community:** The school works to build a strong sense of community, respect for others, and the valuing of diversity, equity and social inclusion. A capacity for leadership and an understanding of responsibility to show compassion and to seek justice in the wider community in which we live is pursued.

OUR CORE VALUES ARE: CLERR

- ✓ **Compassion**
- ✓ **Leadership**
- ✓ **Excellence**
- ✓ **Responsibility**
- ✓ **Respect**

ACADEMIC CARE

Wellbeing

The School has an educational model that outlines our approach to student wellbeing. The Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12.

At Gippsland Grammar

- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- behaviours and relationships are managed in a restorative way;
- relationships are respectful and characterised by positive dialogue and active listening;
- teachers know their students, and use positive education strategies in the classroom and beyond;
- a growth mindset is evident in all aspects of School life;
- students learn in spaces which reflect the enjoyment and value of learning; and
- a personal development program is explicit and based around the core pillars of Resilience, Gratitude, Empathy and Mindfulness.

Curriculum

The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.

At Gippsland Grammar

- The Australian Curriculum provides our curriculum framework;
- teachers access a planned curriculum which is fully mapped, current and dynamic;
- a variety of programs and support structures meet diverse student needs;
- learning opportunities enable students to connect to virtual and real-world situations and environments;
- students have service opportunities and collaborate to make a difference in both local and global contexts;
- well defined assessment practices are used;
- teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and
- an engaging, challenging and diverse variety of co-curricular opportunities is available.

Teaching and Learning

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom. At Gippsland Grammar

- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- our classrooms are places where our students can succeed and there is an understanding between the students and teachers of what success looks like;
- learning is paramount and strategies are developed to intervene, extend or encourage our students to achieve their best;
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent feedback from their teachers, peers and others;
- learning is challenging and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and
- our teachers use contemporary Information Communication Technologies to enhance teaching

and learning and to promote flexibility and independence.

Principles of Academic Care at Gippsland Grammar

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect, and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and enhance student learning, wellbeing and resilience and to embed these in classroom experiences.

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures, and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care is underpinned by our teachers' passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.



THE YEAR 7 ACADEMIC PROGRAM

Students are allocated to a Mentor Group, which also acts as their Academic class. There are 5 Mentor groups at Year 7.

Mentor groups meet each morning with their Mentor teacher from 8.45am – 9.00am. This time is about connecting students to each other, to their Mentor teacher and to their school. There will be elements of organisation and sharing of notices during each morning, along with the opportunity to develop relationships with peers and teachers.

Academic curriculum at Year 7 is made up of 8 core subjects and 4 Arts subjects. All students complete all subjects at Year 7.

The subjects include:

Subject
English
Mathematics
Science
History/Geography
Languages: French
Languages: Japanese
Physical Education & Health
Religious and Values Education (RAVE)
Music / Drama / Food Technology / Art
Sport

In Year 7, all students study French and Japanese. In Year 8, students select either French or Japanese to study.

YEAR 7 CORE SUBJECTS

ENGLISH

The aims of Year 7 English are to build students' knowledge, understanding and skills in the key areas of listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years. Year 7 students participate in activities to enhance their skills in communicating in written and spoken English. The Year 7 curriculum incorporates the key strands of Language, Literature and Literacy and integrates ICT and Thinking Skills strategies. Students develop analytical and interpretive skills through the study of a class novel, and through writing in various text forms and conducting a media analysis. Students also develop oral skills through a debating task.

MATHEMATICS

Year 7 Mathematics aims to ensure that students develop a deeper level of understanding by thinking, reasoning, analysing and using problem skills. Students will become confident communicators of Mathematics. The emphasis of the year will be on consolidation of number skills and the introduction of new skills in Algebra and Geometry.

Throughout the year, students are assessed through a variety of tasks that test a range of skills in application of Mathematics to real-life situations. The classroom learning is structured to cater for students of varying strengths and has planned components to support or extend students, as necessary. ICT skills are developed through this year as students use a variety of Mathematics programs and resources to support their learning.

SCIENCE

The Year 7 Science content has been set out in line with the Australian curriculum and it includes content and activities that enhance the development of Year 7 achievement standards with the three interrelated strands of Science Inquiry skills, Science as a Human Endeavour and Science Understanding. The content is presented through a range of contexts to engage students and to assist them make connections between science and their lives.

Students explore the nature of matter and start to develop their understanding of the role of the scientific method in collecting, ordering, and organising information. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Students use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events.

FRENCH

The aim of this course is to develop an understanding of the French language and culture. This involves speaking, listening, reading and writing activities, centred on the gestures-based approach called AIM (Accelerative Integrated Methodology) to strengthen the speaking and listening skills. English is hardly used during class time as communication is in French. Throughout the year, students learn basic communication and so an in class play of 'Les 3 Petits Cochons' (The 3 little pigs). Students also develop an understanding of the French language and culture.

JAPANESE

Japanese aims for students to develop an understanding of the Japanese language and culture. The course aims to foster an awareness of different cultures and to show students that there are many ways of viewing the world. Students also learn and understand the way the language functions. Students without previous knowledge of Japanese receive extra support during Term 1 and should then be able to recognise the forty-six hiragana characters. All students are introduced to the gestures-based approach called AIM (Accelerative Integrated Methodology) to support the speaking and listening skills.

GEOGRAPHY

As specified in the Australian Curriculum the two units of study in the Year 7 Geography curriculum are Water in the World and Place and Liveability. The course focusses on people's reliance on water as a resource, its distribution, its availability and how the distribution of water among users can be improved. Place and liveability will examine why some places are more liveable than others and how conditions can be changed to improve liveability.

HISTORY

This course aims to introduce students to the nature and processes of historical enquiry. The course is built around three Depth Studies as set out in the Australian Curriculum. As specified the course encompasses the period 60,000 BCE to around 600 CE. In this course students study human evolution and the 'Out of Africa' theory as well as ancient complex societies.

PHYSICAL EDUCATION & HEALTH

Year 7 Physical Education & Health aims to provide students with knowledge skills and behaviours to enable them to achieve a level of autonomy in developing and maintaining their physical, social and emotional health. There is a focus on the importance of a healthy lifestyles and physical activity in the lives of individuals and groups in our society; however, primarily focusing on adolescence. The course allows students to develop skill, understanding, decision making and teamwork in a range of physical activities.

MUSIC

Music gives the students an appreciation and understanding of music through the hands-on experience of music making within the Class Band program. The Class Band program involves solfa singing to aid in aural and pitch discrimination, whilst students also learn and investigate the instruments of the orchestra. Students may have the chance to develop their own musical ideas through improvising and composing using music technology if doing two semesters in the first year.

DRAMA

In Drama, students increase communication skills (verbal and nonverbal), co-operative work practices, problem solving skills, critical awareness, self-confidence, creativity and imagination, while learning some basic techniques and principles of Drama. Using a variety of stimulus material, including theatre games, poetry, traditional stories, and improvisation, students learn simple mime techniques, the basics of plot and characterisation, as well as movement and effective verbal and nonverbal communication.

RAVE – Religious and Values Education

foundation of story, personhood and sacred text building on what students have learned in previous years: to develop their own beliefs and their critical and reflective thinking to engage with the big ideas and questions of life such as the problem of suffering and injustice in the world and other significant existential and faith questions. Students are encouraged to draw on: (A) religious thinking: (Christian traditions, Judaism, Islam, Buddhism, and Hinduism) and (B) secular thinking (scientific, evolutionary).

ART

This subject is designed to enable students to learn about visual art, its characteristics, processes and its role as a vehicle for creative expression. In this unit students produce a folio piece using a medium of their choice and research Pop Art and French Impressionism.

FOOD TECHNOLOGY

Food Technology seeks to investigate issues relating to food and nutrition as well as demonstrate safe and hygienic methods for food preparation and storage. Students learn through practical cooking classes and classroom sessions.

DESIGN TECHNOLOGY WOOD

This subject is designed to enable students to learn about Wood Technology, its various characteristics, the use of hand tools, working processes and safety in the workshop. In this unit, students have the chance to build a Jewellery box and Paper Towel Roll holder.

VISUAL COMMUNICATION DESIGN

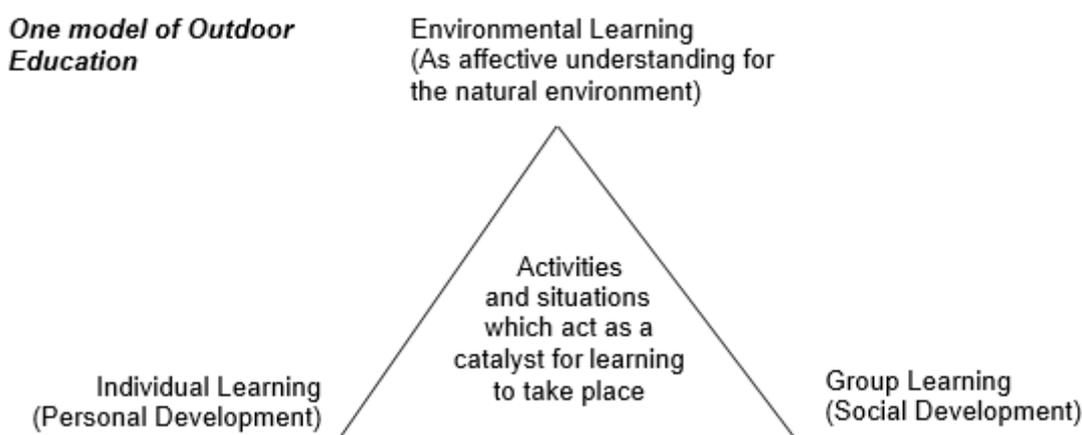
Visual Communication Design conveys ideas and information to an audience through visual language. In the subject students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society

OUTDOOR EDUCATION

The Outdoor Education Program at Gippsland Grammar is an integral part of each and every student's educational experience. Essentially sequential in nature, the program aims to build on skills and experiences necessary for future programs.

Students are provided with the opportunity to explore their capacity for leadership, resiliency, teamwork, communication, community membership and much more throughout participating in the program.

While Outdoor Education is about having fun and camping with your friends, it is also a way of learning that attempts to give students those life experiences that will assist them to reach their full potential.



This model portrays Outdoor Education as an ever-changing triangle in which students' personal growth, learning about the relationships that they share with those members of their group and their relationship with the bush, are continually evolving.

What is important to realise is that each student is different, each program is different, and that each student will take home different experiences and lessons; all of them very valuable.

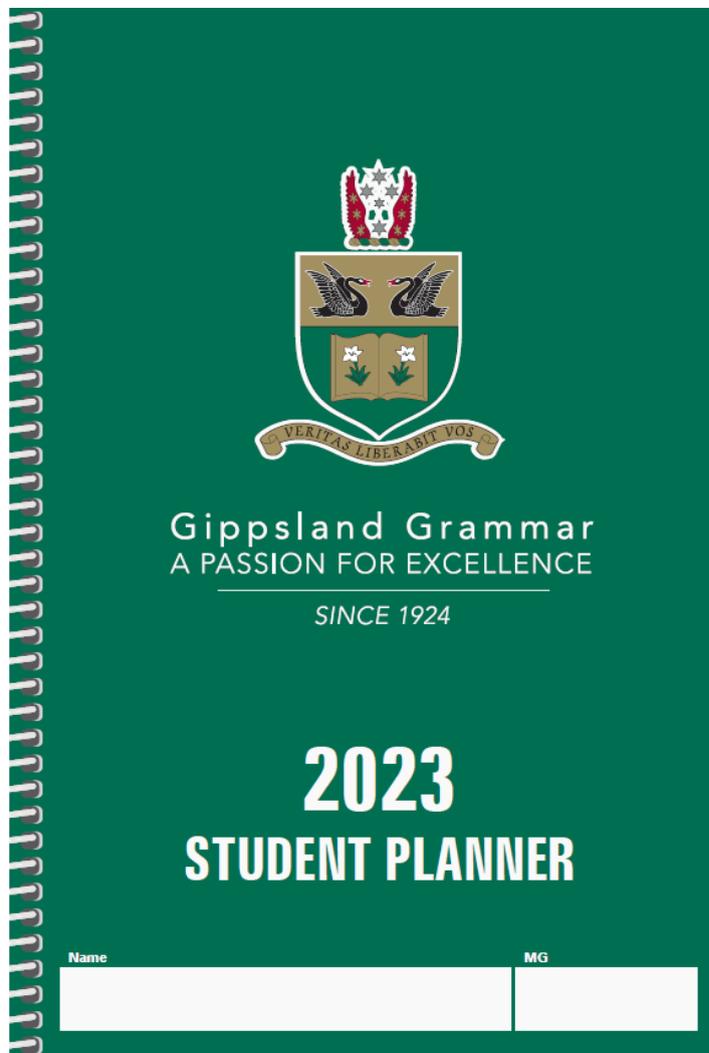
All students are required to participate in the compulsory Outdoor Education program with their Mentor Group.

THE STUDENT PLANNER

Each student has a school diary. This diary has two main purposes: the first is to record homework, and the second is to provide a means of communication between home and school. Parents are also welcome to contact the Mentor or Head of Year via email or phone. All Gippsland Grammar email addresses contain a first name followed by a full stop, surname and then @gippslandgs.vic.edu.au. Students are expected to maintain their diary in a neat and tidy state. It is not a personal diary and as such is not to be marked with graffiti, decorated with stickers or other markings or scribble. If the diary is not maintained in a satisfactory condition, it must be replaced.

Students are expected to take their diary to all classes. During Years 7 and 8, the Mentor teacher of each student will check the diary regularly. Students are expected to obtain their parent’s signature each week.

Parents are urged to use the diary as a means of communicating with staff. Notes explaining absences, requesting leave (during the school day or for an extended period during term) and notes explaining reasons for a student being out of uniform can be written into the diary. The diary also explains uniform requirements on pages 35 - 37 in detail.



THE DAILY TIMES

Punctuality is important for all our students and the times for lessons are provided below.

Daily Timings	
Mentor Group	8:45 – 9:00
Period 1	9:00 – 9:50
Period 2	9:50 – 10:40
Recess	10:40 – 11:05
Period 3	11:05 – 11:55
Period 4	11:55 – 12:45
Lunch	12:45 – 1:40
Period 5	1:40 – 2:30
Period 6	2:30 – 3:20

EXIT PASSES

Students must have permission to leave the School during the School Day. Parents must fill in the exit pass request in the diary. The student then obtains a signature from their Mentor and their Head of Year. Approval will only be given if there is a legitimate reason for their departure from the School. The student must sign out at Reception before the departure and on return. This is to ensure that every child is accounted for in the case of an emergency. The diary must be carried by the student as evidence that they have permission to be out of the School.

HOMEWORK

From Week 5 and for the remainder of Term 1, students will be provided with short but regular mathematics practice, to allow for consolidation and preloading. Students should also spend time engaging in regular reading each day. Due to the benefits of regular practice and repetition in Music and Languages, students will also complete homework tasks for these subject areas.

Students should not spend more than a total of 60 minutes per day working on homework tasks.

In Term 2, while the overall time expectations of 60 minutes will continue, tasks may be expanded to include other subject areas. These tasks will be a continuation of work not completed in class and should be included in the recommended 60 minutes per day.