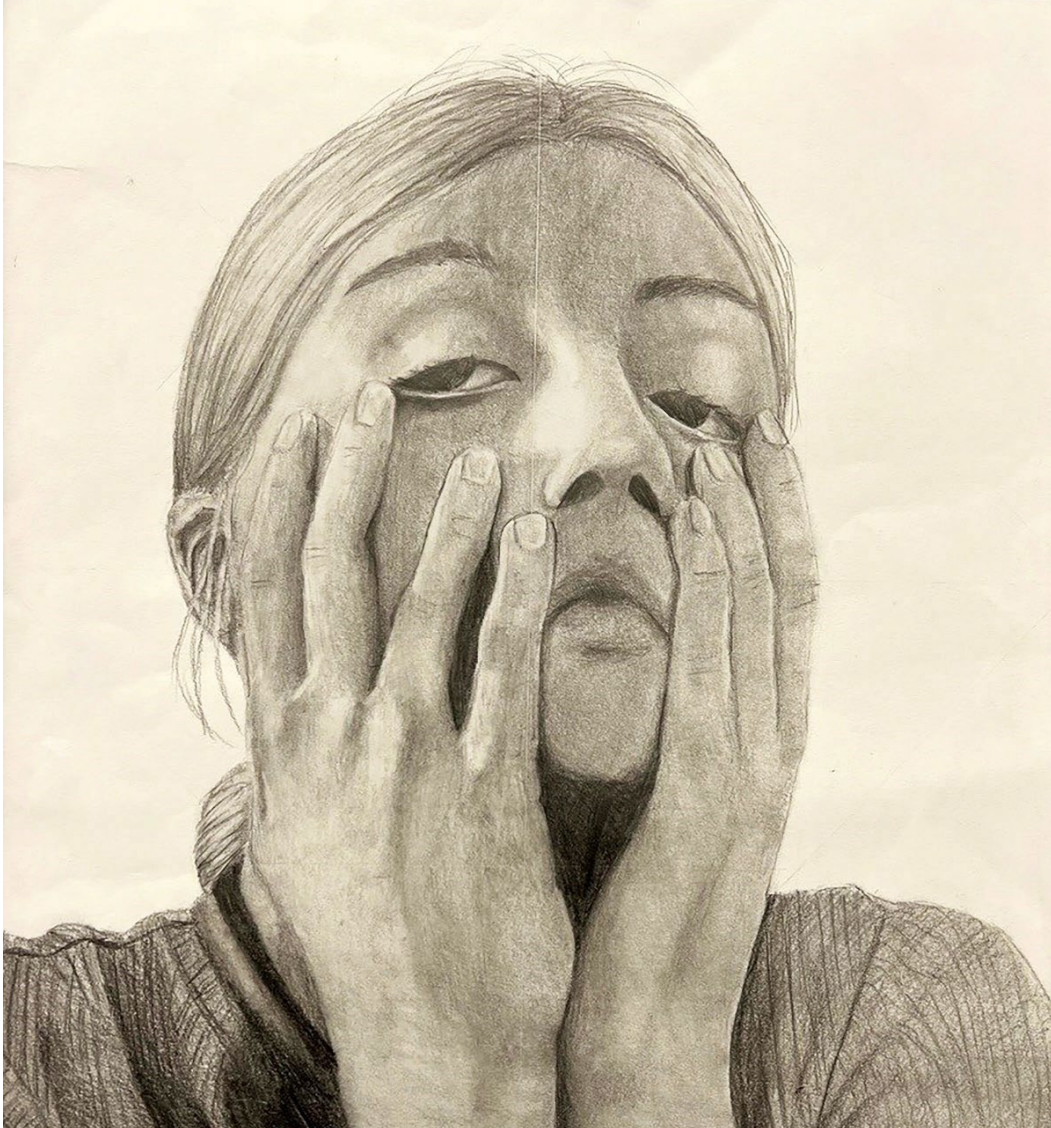Gippsland Grammar
A PASSION FOR EXCELLENCE

Art Expressionism – Drawing: Kate Allen Year 9 2022

Gippsland Grammar
Year 9 Handbook
2023

Introduction

We understand that students undergo many transitions as they journey through our School. At Gippsland Grammar, our Year 9 Program presents an ideal opportunity for our students to develop their skills and talents as independent, responsible, and motivated young people. The Program is designed to provide opportunities for students to engage in experiences that broaden their knowledge and understanding of themselves, their community, and the world.

Through experiences in the classroom and beyond, our Year 9 students can make choices in relation to their learning, can learn how to work in a team-based environment and develop pathways for their continued education.

The core program is delivered under the guidance of each Head of Department and is underpinned by the Australian Curriculum and local context to suit the year 9 Program. Elective choices offer students the opportunity to explore a variety of practical and creative subject areas with the purpose of learning more about their interests, skills and talents.

Year 9 is about exploration and developing growing interests and passions. We look forward to working with the Year 9 students and watching them grow through their learning and experiences, enabling them to transition to the senior years at Gippsland Grammar with maturity, confidence, and enthusiasm.

This booklet provides an insight into the curriculum program at Year 9 and will be followed up with a Parent Session at the beginning of next year that will cover the entire Year 9 program.

Warm regards

Mr Justin Henderson
Acting Deputy Principal

October 2022

WELCOME TO YEAR 9

Gippsland Grammar
A PASSION FOR EXCELLENCE

RATIONALE

Year 9 provides an appropriate curriculum which recognises, celebrates, and values the experiences of students as they establish individual identities within their families, peer group, school environment and community. This is achieved through the principles of Academic Care at Gippsland Grammar. Students are understood not just as learners, but as part of a caring community. This requires teachers to develop curriculum and approaches to teaching and learning that are visible and experiential. It will enhance student well-being and resilience, embedding these in classroom and co-curricular activities. Year 9 students are encouraged to develop a growth mindset that will allow them to cope with challenges and struggle; to endure and persist, creating a range of strategies which can be used to help them flourish during this pivotal year of their schooling.

Throughout the year our program promotes Gippsland Grammar's five core values of compassion, leadership, excellence, respect, and responsibility.

AIMS

This program will challenge students to:

- Strive for and value personal excellence and achievement

- Enhance self-reliance and confidence

- Work effectively with others

- Appreciate and respect a variety of environments

Academic Care at Gippsland Grammar

Expectations

Rights and Responsibilities

The rights and responsibilities of students and staff at Gippsland Grammar ensure that our school is a safe environment in which to pursue personal excellence and achievement. These rights and responsibilities and the School Rules are applied at Year 9 in the same way as they are at other year levels.

In accordance with the aims of the Year 9 program, students are encouraged to be self-reliant and responsible. It is expected that all students take greater responsibility for their own learning and achievement, for involvement in co-curricular activities and for developing relationships with students and staff which will enhance the operation of the Year 9 community.

The integration of outdoor education camps, fieldwork and the Melbourne Experience into the academic curriculum will enhance the learning experience of students and it is therefore vital that all students participate in all activities.

Uniform

Students are expected to wear full and correct school uniform. On occasions, the full and correct P.E. uniform or casual clothing may be required for fieldwork. Students will be notified of this requirement well in advance. A request for an Irregular Uniform Pass can be sought from the Head of Year during morning Mentor Group period; however, the request **must** be endorsed by a parent or guardian.

During the two-week Melbourne Experience, students will wear correct uniform.

Attendance

Attendance rolls are marked at the start of each lesson. Students need to sign in and out at Reception if they are arriving late or leaving early. Students are expected to keep up to date with events and notices via VOS as well as reviewing the Year 9 VOS page for any further announcements and notices from the Mentor or Year 9 Student Council member.

Absence

If a student is absent from school, the School should be notified by telephone or email on the day. All absences must be acknowledged in this way. Where a student is required to leave the Campus before the end of the school day, an **Exit passes** may be obtained from the Head of Year during morning Mentor Group. This will only be issued when a signed, written request is made by a parent or guardian.

Daily Timings

The daily timings are the same for all Year Levels at the Garnsey Campus. Double periods and a more flexible timetable are used to cater for 'special events' at Year 9.

Homework Expectations

Students are expected to complete homework as part of their learning program. A series of student seminars early in Term One will address organisational issues to assist students to manage their homework time effectively. While the amount of homework will vary from student to student and at different times in the year, it is important that a regular pattern and routine be established at home to assist in the regular completion of homework. There will not be a set "Homework Timetable" and students will be assisted to develop this routine themselves. If students have little or no assigned homework for that day, then there are a variety of educational pursuits they may undertake in order to thrive in Year 9 such as, revising, note taking, prepare for upcoming classes, write a journal, or simply reading for pleasure.

Pastoral Care

A team of teachers will teach across curriculum areas in Year 9 and the student's mentor teacher will be part of that team. This is important in enabling us to nurture students during a critical time in their education. The regularity with which we see students, more easily enables us to recognise and attend to students' individual needs allowing for the core subject teachers to provide personalised pastoral care at Year 9.

Students undertake all activities in their assigned academic groups, which also form the basis of pastoral care at Year 9. Staff involved in the delivery classes, are responsible for the pastoral and academic care of students. Year 9 is overseen by the Head of Year 9 in conjunction with the Head of Garnsey. The Head of Year 9 is responsible for the overall academic and social progress of each student in the year level.

The Mentor Group teacher is the first port of call for parents who have any queries or concerns relating to their child and parents are encouraged to communicate with subject teachers directly.

Curriculum

The Year 9 curriculum is made up of 6 core subjects which all students must study and two electives which they choose each semester. There is also a fortnightly pastoral session which incorporates Personal Development.

Core Subjects

- English
- Humanities
- Mathematics
- Physical Education
- Science

Electives

SEMESTER 1		SEMESTER 2	
FRENCH AND/OR JAPANESE		FRENCH AND/OR JAPANESE	
Media: Media Skills	Digital Technologies – Applied Computing: Robotics	Media: The Documentary	Digital Technologies – Renewable Technologies
Art Expressionism: Photography, Drawing, Printmaking	Design Technology – Food Studies: Food for Home	Art Surrealism: Drawing, Painting & Sculpture	Design Technology – Food Studies: Food for Life
Design Technology – Food studies: Cakes by Design	Performing Arts – Music: Creating and Performing Music	Design Technology – Food Studies: Food for Life	Performing Arts – Music: Creating and Performing Music
Performing Arts – Drama: Get into the Act	Visual Communication & Design: Landscape Architecture & Fashion Design	Performing Arts – Drama: From Page to Stage	Visual Communication & Design: Watch Design & Marketing
Design Technology – Wood: Skill building	Physical Education & Health: Human Movement	Design Technology – Wood: Skill building	Physical Education & Health: Faster, Fitter, Stronger

Individual laptops, access to the Internet, digital cameras, and use of a variety of digital platforms ensure that technology is regularly used in all subjects. Students complete Year 9 confident in the use of a variety of programs and multimedia materials.

In addition to the core subjects, students complete two electives per semester. Language electives are studied for a whole year, while all other electives are of one semester's duration. There is some limitation to the combination of subjects available due to timetabling constraints, but every endeavour is made to create an elective program that all Year 9 students find enjoyable, interesting, and rewarding. An elective may not be offered if too few students elect to enrol in it.

Year 9 Core Curriculum

ENGLISH

The aim of Year 9 English is to provide an exciting and engaging course designed to prepare students for their senior years of schooling. A range of challenging literature and resources are studied with a view to developing and extending skills in reading, writing, oral presentation, and analysis. The importance of being able to communicate effectively with others is a central element in the course, and students will have many opportunities to develop skills through regular group discussions and activities, writing in a range of differing styles, editing and proofreading each other's work and thorough critical self-analysis. The course incorporates learning and experiences from outside the classroom and from other core subjects.

MATHEMATICS

The Year 9 Mathematics course includes a variety of learning experiences to support students to make connections between mathematics and its applications in a real-world context. Students will consolidate and expand their mathematical skills, extend reasoning and problem-solving skills, as well as be introduced to a variety of techniques to prepare themselves for assessment.

The course follows the Australian Curriculum and includes the following topics:
- Measurement
- Geometric Reasoning
- Pythagorean Theorem
- Real Numbers
- Trigonometry
- Patterns and Algebra
- Data Representation and Interpretation
- Probability
- Linear and Non-Linear Relations

Throughout the year, major assessment tasks are varied, so that students develop a range of skills in the application of Mathematics to real-life situations. Assessments include tests, assignments, and application tasks. Classroom learning is structured to cater for students of varying strengths in mathematics and has planned components to support or extend students, as necessary. Student laptops are utilised in Mathematics and students are expected to become proficient at using a variety of Mathematics programs and accessing resources.

SCIENCE

Year 9 Science aims to provide the students with a variety of scientific experiences. The course is divided into the fields of biological, chemical, physical, and earth sciences.

In conjunction with covering the main topics students will be expected to use theories and models to inform their learning but also recognise that theories are contestable, and that science is an ever-evolving field. They will make links between science and technology, and they will be expected to consider how society's values can influence scientific research.

Students will aim to develop existing skills particularly in the areas of formulating hypotheses, planning and conducting research and experiments and processing accurate data. They will work to analyse patterns and data from research and experiments and draw conclusions based on this evidence. Students will also develop their skills in analysing the validity of their own conclusions and any secondary information that they obtain.

HUMANITIES - ENVIRONMENTAL STUDIES

From the Lakes to the High Country, our towns to our farms, our local environment is rich in resources. It is also very globally connected. Environmental Studies is a study of these many environments which aim to ensure a greater understanding and appreciation of and respect for a variety of ecosystems and our relationships with them. The students undertake regular fieldwork while participating in Outdoor Education programs.

HUMANITIES - MODERN HISTORY AND AUSTRALIA

Year 9 History investigates Australia's place in the broader context of world history between 1750 and 1918. This course will present multiple perspectives on the making of the Australian nation, beginning with Aboriginal settlement and culminating with Australia's involvement in World War One. Integral to all topics covered is the continued development of skills such as analysis, research and critical thinking skills through discussions, presentations, research projects and comprehensive study. Students' understanding is further enhanced by practical activities such as the election of a Year 9 Council, as well as a visit to Parliament House and the Shrine of Remembrance during the Melbourne Experience. An indigenous perspective will form part of all of these studies.

PHYSICAL EDUCATION AND HEALTH

Healthy lifestyles and physical well-being are crucial to adolescents leading active and challenging lives. Physical Education at Year 9 consolidates the range of physical skills acquired in earlier years and provides the opportunities for the development and maintenance of sound levels of fitness. This course encourages students to pursue leisure and recreation activities in their own time by providing them with enjoyable experiences in the core curriculum. The value of sportsmanship and team participation is fostered at all times. Many of the activities are team-based and mixed gender sports with an emphasis on participation and active enjoyment. Students are assessed continually throughout the course and should demonstrate improving general physical skills. Peer teaching is an essential element of this assessment. The theory aspect covers health and wellbeing issues relevant to young people, including Mental Health and Relationships.
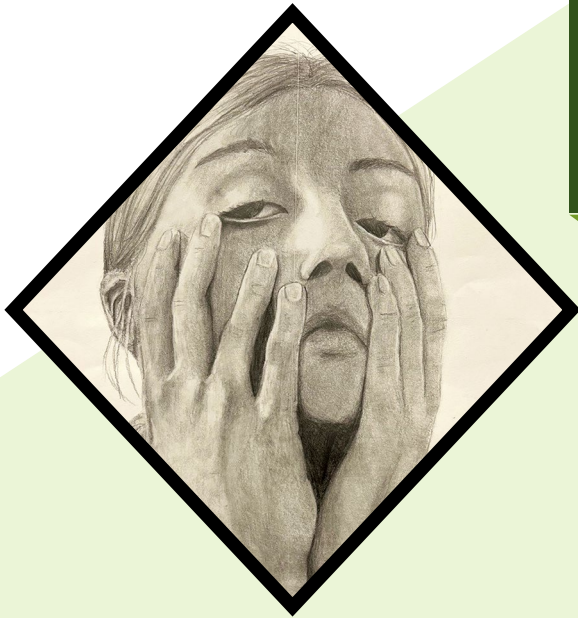
ART

ART EXPRESSIONISM: PHOTOGRAPHY, DRAWING & PRINTMAKING

In this unit students will be given the tools to utilise visual language, using the studio process to explore the artforms of photography, digital art, drawing, and printmaking. The semester will focus on Expressionism focusing on contemporary self-portraiture and the idea of 'The Selfie'. Students will be guided through developing aesthetic qualities to convey expression into their artistic practice using contemporary techniques and materials.

Additionally, studying the art history of Expressionism and Symbolism as seen in the work of artists such as Edvard Munch and Jean-Michel Basquiat. Using this knowledge and the studio process, students will make an individual response to the thoughts and techniques of expressionist and symbolist ideas and produce a major expressive artwork(s) inspired by a key artist(s).

Students are given a choice of topics and mixed media techniques (digital included) in the development of the final artworks for the semester.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Enhance visual art practices
- Studio process
- Critical and creative thinking
- Digital photography and computer art
- Observational drawing and printmaking techniques
- Analyse and interpret artworks
- Cultural, historical, and social influences on art movements that have shaped the world

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Art Making & Exhibiting
- ➢ VCE Visual Communication Design
- ➢ VCE Media
- ➢ Teaching (Visual Arts & Design)
- ➢ Art History & Conservation (Degree)
- ➢ Fine Arts (Degree)
- ➢ Humanities (Arts Degree)
- ➢ Communication Design (Degree)
- ➢ Arts Industry (Curator, Photographer, Film & TV etc.)

WHAT ELSE DO I NEED TO KNOW?

- You need to have an interest in creating and making artworks, in both traditional and contemporary artforms
- You will need to purchase all items on the stationery list specifically for this practice

SURREALISM: DRAWING, PAINTING & SCULPTURE

In this unit you will be given the tools to utilise visual language, using the studio process to explore the artforms of painting and sculpture. The semester will focus on Surrealism and how it shaped artistic practice in the modern era.

You will study the art history of Surrealism as seen in the work of artists such as Salvador Dali, Kay Sage and Rene Magritte. Using this knowledge and the studio process, students will make an individual response to the thoughts and techniques of surrealist ideas and produce a major expressive artwork(s) inspired by a key artist from the era.

Students are given a choice of topics and mixed media techniques (digital included) in the development of the final artworks for the semester.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Enhance visual art practices
- Studio process
- Critical and creative thinking
- Observational drawing techniques
- Analyse and interpret artworks
- Cultural, historical, and social influences on art movements that have shaped the world

WHAT ELSE DO I NEED TO KNOW?

- You should have an interest in creating and making art, both 2D and 3D
- You will need to purchase all items on the stationery list specifically for art practice

ART

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Art Making & Exhibiting
- ➢ VCE Visual Communication Design
- ➢ VCE Media
- ➢ Teaching (Visual Arts & Design)
- ➢ Art History & Conservation (Degree)
- ➢ Fine Arts (Degree)
- ➢ Humanities (Arts Degree)
- ➢ Communication Design (Degree)
- ➢ Arts Industry (Curator, Photographer, Film & TV etc.)

MEDIA SKILLS

Each day, stories are unfolding all around us, some familiar to us all, but others, to just a select few. In **Semester 1**, *Media Skills*, students will have the opportunity to analyse and evaluate a range of films, documentaries, and radio shows/podcasts, including both contemporary and old time, from a range of cultures including Aboriginal and Torre Strait Islander. They will undertake a range of technical-based and research activities to hone their skills, consider how viewpoints and values are expressed and manipulated through editing and examine narrative structure, genre and conventions of media forms, and look at the way media is distributed.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Have an interest in journalism, film, and television or radio.
- Want to be involved in creative problem solving, taking risks, and developing both practical and written skills
- Enjoy watching and analysing films
- Are interested in examining how the media can influence audiences
- Enjoy hands-on, creative subjects
- Are interested in
- Are prepared to work in a team

WHAT ELSE DO I NEED TO KNOW?

- ➢ You don't need to have any prior knowledge or skill in this area
- ➢ You should have an interest in journalism, film & television and or broadcasting.
- ➢ You will need to purchase USB and SD card for camera use and file backup.

MEDIA

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Media
- ➢ VCE/VET Sound Design
- ➢ VCE Art Making & Exhibiting
- ➢ VCE Visual Communication Design
- ➢ Supports English

THE DOCUMENTARY

Media: The Documentary, **Semester 2**, challenges students to examine a part of our school culture with a focus on finding, and then telling, a compelling story. Working in small teams, they will conduct research to plan and pitch an idea for a documentary; the class will then move to creating either one or two collaborative media products, taking on a range of roles throughout the phases of pre-production, production, post-production, and distribution

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Have an interest in journalism, film, and television or radio.
- Want to be involved in creative problem solving, taking risks, and developing both practical and written skills
- Enjoy watching and analysing films
- Are interested in examining how the media can influence audiences
- Enjoy hands-on, creative subjects
- Are interested in being part of producing an original documentary, either in video or podcast form
- Are prepared to work in a team.

MEDIA

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Media
- ➢ VCE/VET Sound Design
- ➢ VCE Art Making & Exhibiting
- ➢ VCE Visual Communication Design
- ➢ Supports English

WHAT ELSE DO I NEED TO KNOW?

- ➢ You don't need to have any prior knowledge or skill in this area
- ➢ You should have an interest in journalism, film & television and or broadcasting.
- ➢ You will need to purchase USB and SD card for camera use and file backup.

VISUAL COMMUNICATION DESIGN

LANDSCAPE ARCHITECTURE & FASHION DESIGN

In this subject, you will be given the tools to explore Landscape Architecture (Courtyard Design), Communication Design (Brand Identity logo) and a Fashion Design Folio. Underpinning the design process of each unit of work is ongoing analysis, reflection, and evaluation requiring creative, critical, and reflective thinking, referred to as design thinking. Preferred ideas are developed by digital applications (Adobe Illustrator) to create presentation formats that address components of a brief.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Enhance Visual Communication Design skills
- Design Process
- Critical and creative thinking
- Manual & instrumental drawing
- Digital methods (Adobe)
- Cultural, historical, and social influences on design including design movements that have shaped the world

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Visual Communication Design
- ➢ VCE Art Making & Exhibiting
- ➢ VCE Design Technology
- ➢ Environmental Design (Degree)
- ➢ Architecture & Urban Design (Degree)
- ➢ Landscape Architecture (Degree)
- ➢ Landscape Design (Diploma)
- ➢ Product & Industrial Design (Degree)
- ➢ Fashion Design & Technology (Enterprise, Merchandising)
- ➢ Communications, Marketing & Advertising

WHAT ELSE DO I NEED TO KNOW?

- ➢ You don't need to have any prior knowledge or skill in this area
- ➢ You should have an interest in design and in communicating ideas through drawing.
- ➢ You will need to purchase specific art stationery and a computer mouse is recommended.

VISUAL COMMUNICATION DESIGN

WATCH DESIGN & MARKETING

In this subject, you will be given the tools to explore Architecture (One–Point Perspective Urban Underground), Industrial Design (Watch Design) and Communication Design (Brand Identity logo, marketing, and Advertising). Underpinning the design process of each unit of work is ongoing analysis, reflection and evaluation requiring creative, critical, and reflective thinking, referred to as design thinking. The study provides students to develop their two and three-dimensional drawing skills, selecting preferred ideas and applying materials, media, and digital applications (Adobe Illustrator) to create presentation formats that address components of a brief.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Enhance Visual Communication Design skills
- Design Process
- Critical and creative thinking
- Manual & instrumental drawing
- Digital methods (Adobe)
- Cultural, historical, and social influences on design including design movements that have shaped the world.

WHAT ELSE DO I NEED TO KNOW?

- ➢ You do not need to have any prior knowledge or skills in this area.
- ➢ You should have an interest in design and in communicating through drawing.
- ➢ You will need to purchase specific art stationery equipment for this class.

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Visual Communication Design
- ➢ VCE Art Making & Exhibiting
- ➢ VCE Media
- ➢ Industrial Design
- ➢ Product Design & Engineering
- ➢ Visual Communication, Marketing & Advertising
- ➢ All areas of Design & Visual Arts

RENEWABLE TECHNOLOGIES

Global renewable technologies are expanding rapidly. This subject connects science and technical application and encourages students to consider the world as it stands and the way in which alternative energy sources will play a part in its future. To understand the complexities of the renewables market, the course investigates traditional energy supplies, as well as alternative fuel sources including wave energy, hydroelectricity, biomass, and solar technology. Practical projects based around electronics, solar panels and power-based activities form the bulk of the coursework.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- An understanding of the scientific principles at play in renewable energy generation
- Find out where the energy that powers my home comes from and how it is made
- Generate renewable energy by undertaking a major practical and construction project
- Use solar panels and charge controllers to construct and program a solar-powered vehicle

WHAT ELSE DO I NEED TO KNOW?

- ➢ You don't need to have any prior knowledge or skill in this area
- ➢ You need to be persistent and willing to develop in the workshop.
- ➢ Be able to problem solve.
- ➢ Wanting to develop skills that are useful for life.

DESIGN AND TECHNOLOGIES

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Applied computing
- ➢ Environmental engineer
- ➢ Electrical engineer
- ➢ Renewable energy consultant
- ➢ Electronics engineer
- ➢ Project manager
- ➢ Energy network architect

APPLIED COMPUTING: ROBOTICS

In this course students are introduced to the thriving and expanding world of robotics and computing. Students will work individually and in 'start-up squads' to undertake a variety of projects. For example, they will use the Lego Mindstorms platform to produce a robotic vehicle with a range of capabilities. Following on from the Applied Computing elective at Year 7-8, students further develop their programming skills by designing and constructing a website for the vehicle they created, learning basic HTML, CSS and JavaScript in the process. There are also opportunities to program drones, a huge part of modern robotics, to undertake a variety of missions. App development, game development, 3D Computer Aided Design tools, 3D printing, and other topical subjects may also be explored.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- How to apply the power of computing to create digital solutions to computing and robotic problems
- Better understand the instructions and algorithms that computers use to perform tasks
- An understanding of the ethical implications of robots and their expanding presence in our lives
- Become creative users of technology, not just consumers
- Create websites from scratch using HTML, CSS and JavaScript, the core languages of the web
- Explore a range of topical subjects in technology such as: app and game development, 3D modelling and printing

WHAT ELSE DO I NEED TO KNOW?

- You don't need to have any prior knowledge or skill in this area
- You should have an interest in digital technologies.
- You will need to purchase a computer mouse (recommended)

DICITAL TECHNOLOGIES

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE Applied computing
- ➢ Robotics specialist
- ➢ Electrical engineer
- ➢ Mechatronics engineer
- ➢ Project manager
- ➢ User experience designer
- ➢ Agricultural automation specialist
- ➢ Drone operator

SKILL BUILDING

Design Technology - Wood in year 9 is a course intended to develop practical skills, terminology and encourage the enjoyment of making small furniture projects. For this reason, it is selected for 1 semester only. The students develop skills in Occupational Health and Safety, research ideas from design briefs, and the significance of digital drawing. They complete a number of tasks on VOS as a portfolio of evidence for design ideas, techniques, drawings and assessments. Students use timber from sustainable forests to produce two projects. They will also spend time learning about jobs within the building industry.

During the semester the students will:
- Complete a series of OHS certificates
- Learn new skills and joining techniques
- Research, design, and plan a project from a specified piece of timber
- Complete relevant environmental, material and tool tasks on VOS

DESIGN TECHNOLOGY: WOOD

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Practical use of tools and machinery.
- Design process
- Construction process
- Problem solving
- OH&S in a workshop environment
- The importance of a sustainable timber industry

WHAT ELSE DO I NEED TO KNOW?

- ➢ You don't need to have any prior knowledge or skill in this area
- ➢ You need to be persistent and willing to develop in the workshop.
- ➢ Be able to problem solve
- ➢ Wanting to develop skills that are useful for life

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE/VET Furnishing
- ➢ Furniture Design
- ➢ Apprenticeship within Building Industry

CAKE BY DESIGN

Students will explore needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, components, tools and equipment to develop design ideas and undertake functional, structural and aesthetic analyses and constraints of design ideas. Complex and secondary processes are explored with in the practical component of this subject. Student will follow the design process using the following dimensions: a design brief, investigating, designing, producing, analysing and evaluating. Students in this area of design technology will produce a decorated fruit cake as their main assessment task. environmental, material and tool tasks on VOS.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Foundation Cake Decorating Skills
- Writing a Design Brief
- Use the Design Process
- Structural & Aesthetic Analysis of cake production
- Investigation, Production and Evaluation techniques

WHAT ELSE DO I NEED TO KNOW?

- ➢ You do not need to have any prior knowledge or skills in this area
- ➢ You should have an interest in creative design and application
- ➢ Ensure items are purchased from the stationery list: display folder and pen.

FOOD TECHNOLOGY

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE FOOD STUDIES
- ➢ FOOD SCIENCE
- ➢ FOOD TECHNOLOGIST
- ➢ FOOD STYLIST
- ➢ CATERER
- ➢ PASTRY CHEF
- ➢ VET HOSPITALITY/COMMERCIAL COOKERY
- ➢ CAKE DESIGNER

FOOD FOR HOME

A range of complex processes, techniques, time management and organisational skills are introduced. In this unit students plan and prepare a range of options for breakfast, lunch and dinner as well as nutritious snack options. Students will develop and produce a two-course meal at home, working with in the Australian Dietary Guidelines as their main assessment task. Students will work using the design process using the following dimensions: a design brief, investigating, designing, producing, analysing and evaluating. Care of the kitchen regarding use of equipment and maintaining a clean, safe and hygienic environment are also emphasised in this unit.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Foundation Cookery Skills
- Writing a Design Brief
- Use the Design Process
- Structural & Aesthetic Analysis of food production
- Investigation, Production and Evaluation techniques

WHAT ELSE DO I NEED TO KNOW?

- ➢ You do not need to have any prior knowledge or skills in this area
- ➢ You should have an interest in food, health nutrition and the practical application of cookery
- ➢ Ensure items are purchased from the stationery list: display folder and pen

FOOD TECHNOLOGY

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE FOOD STUDIES
- ➢ ALLIED HEALTH
- ➢ FOOD SCIENCE
- ➢ FOOD CHEMIST
- ➢ REGISTERED DIETITIAN
- ➢ FOOD MICROBIOLOGIST
- ➢ CHEF
- ➢ VET HOSPITALITY/ COMMERCIAL COOKERY
- ➢ FOOD TECHNOLOGIST
- ➢ FOOD STYLIST
- ➢ CATERER

FOOD FOR LIFE

This course will give students the foundation life skills involved in cooking and feeding oneself in the future. Students will be able to take the recipes used and reproduce them at home or on future camps. We will investigate eating practices and requirements for individuals as well as for families, using The Australian Dietary Guidelines. The assessment task requires students to design, cost out and produce a menu for their elective camp. There is a strong focus on food safety and personal hygiene within the kitchen. Students will learn foundation base recipes which can be altered and adjusted to aid in adding further variety to their cooking knowledge.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Foundation Cookery Skills
- Writing a Design Brief
- Use the Design Process
- Structural & Aesthetic Analysis of food production
- Investigation, Production and Evaluation techniques

WHAT ELSE DO I NEED TO KNOW?

- ➢ You do not need to have any prior knowledge or skills in this area
- ➢ You should have an interest in food, health nutrition and the practical application of cookery
- ➢ Ensure items are purchased from the stationery list: display folder and pen

FOOD TECHNOLOGY

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE FOOD STUDIES
- ➢ ALLIED HEALTH
- ➢ FOOD SCIENCE
- ➢ FOOD CHEMIST
- ➢ REGISTERED DIETITIAN
- ➢ FOOD MICROBIOLOGIST
- ➢ CHEF
- ➢ VET HOSPITALITY/ COMMERCIAL COOKERY
- ➢ FOOD TECHNOLOGIST
- ➢ FOOD STYLIST
- ➢ CATERER

CREATING AND PERFORMING MUSIC

Creating and Performing Music Elective in Year 9 will provide students the opportunity to compose using music technology, perform in a group or as a soloist across many different styles, and further their understanding of music styles and literacy. The course is flexible enough to allow students to choose as a first semester only course, a two-semester course or a second semester course. Students choosing this subject should be studying an instrument. Students who have a G.G Music Scholarship are expected to undertake a music elective for at least one semester.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Making music as a soloist and in a group
- Music Technology compositions
- Develop music literacy knowledge and skills including Australian Music and Non-Western Music
- Self-discipline and creativity
- Enhance your appreciation, knowledge and skills in music

WHAT ELSE DO I NEED TO KNOW?

➢ Students choosing this subject should be studying an instrument.
➢ Students who have a Gippsland Grammar Music Scholarship are expected to undertake a music elective for at least one semester.

PERFORMING ARTS:

MUSIC

WHAT PATHWAYS CAN THIS LEAD TO?

➢ VCE MUSIC PERFORMANCE
➢ VCE/VET SOUND PRODUCTION

DRAMA

Get into the Act
This course gives students the opportunity to develop their improvisation and character skills. Using more sophisticated playmaking and role workshops, students are encouraged to perform published and original solo and ensemble performances. Students will analyse their own work through written tasks and analyse and evaluate the work of others.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Creativity and expression of ideas
- Script analysis, writing and performance
- Character development
- Performance and Acting

PERFORMING ARTS:

DRAMA

WHAT ELSE DO I NEED TO KNOW?

➢ No prior knowledge or experience required
➢ Willingness to participate and have fun is essential

WHAT PATHWAYS CAN THIS LEAD TO?

➢ VCE DRAMA
➢ VCE THEATRE STUDIES
➢ VCE/VET SOUND PRODUCTION

DRAMA

From Page to Stage
This course introduces students to important developments in Theatre History. Students will experiment with different theatrical styles, such as Greek Theatre, Melodrama, Naturalism and Non-naturalism. They will work to produce a short play for performance which will incorporate their acting skills and different stagecraft elements – such as staging, lighting, direction and costume design.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Creativity and expression of ideas
- Script analysis, writing and performance
- Character development
- Performance and Acting

WHAT ELSE DO I NEED TO KNOW?

- ➢ No prior knowledge or experience required.
- ➢ Willingness to participate and have fun is essential.

PERFORMING ARTS:

DRAMA

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE DRAMA
- ➢ VCE THEATRE STUDIES
- ➢ VCE/VET SOUND PRODUCTION

FASTER, FITTER, STRONGER

Students will aim to improve their own level of fitness through a self-designed training/fitness routine that adheres to the basic principles of training and nutrition. Students will seek to improve their understanding of the various methods of training and assessment that can be utilised to achieve the goal of making themselves 'Faster, Fitter, Stronger'.

This subject will include a practical component and will also give students a basic understanding of important elements of the VCE Physical Education course. Assessment will be based on effort and participation in practical training sessions and analysis and application of key skills and knowledge. Written Assessment will be based on the production of a report that includes an overall plan of their training, a training diary or log, a justification of why they have chosen a certain training method, their pre and post training fitness test results, and an overall summary of the success or otherwise of their program.

PHYSICAL EDUCATION AND HEALTH

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Training Methods
- Personal Fitness Attributes
- Planning for, participating in and reviewing

WHAT ELSE DO I NEED TO KNOW?

- ➢ This subject contains both theory and practical aspects.
- ➢ Students must be motivated to learn and practice knowledge and skills.
- ➢ This is not a 'Sport' subject

WHAT PATHWAYS CAN THIS LEAD TO?

- ➢ VCE HEALTH & HUMAN DEVELOPMENT
- ➢ VCE PHYSICAL EDUCATION

HUMAN MOVEMENT

Human Movement is recommended for students who have a strong interest in sport and sports science and for those students who are interested in selecting VCE Physical Education for study in Year 11 and 12. The focus of this subject is to introduce students to some of the theoretical concepts contained in the Year 11 & 12 VCE Physical Education course and includes topics such as biomechanics, physiology, energy systems, anatomy and sports injury treatment and prevention - as they apply to sport and the improvement of sporting performance. The subject involves a combination of theoretical and practical learning experiences. It is intended that students will develop an understanding of the human body and skills that will allow them to improve their own sporting performance.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Technical workings of the human body relating to movement.
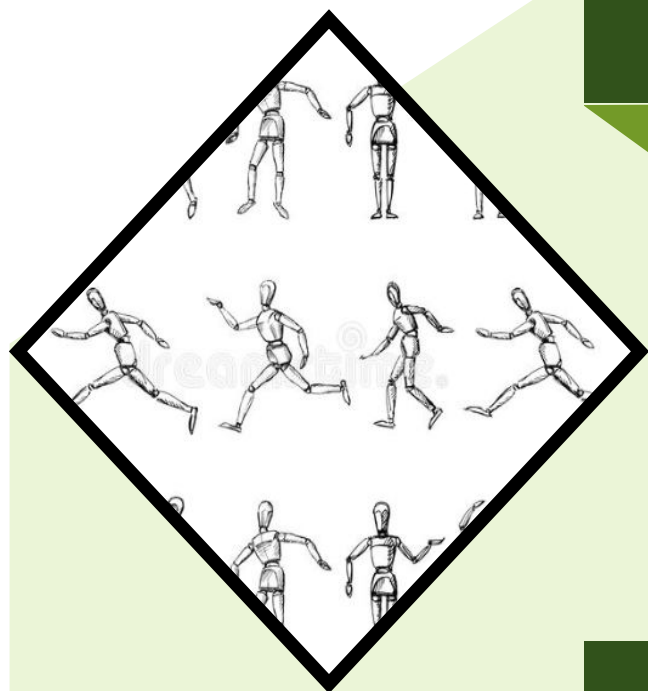- Anatomy & Philosophy concepts

WHAT ELSE DO I NEED TO KNOW?

➢ This is a theory subject with 'experiment' type practical activities.
➢ This is a very good introduction to VCE Physical Education.

PHYSICAL EDUCATION AND HEALTH

WHAT PATHWAYS CAN THIS LEAD TO?

➢ VCE Physical Education
➢ VCE Health and Human Development
➢ VCE/Vet Allied Health

FRENCH

The Year 9 French course uses "Tapis Volant 1" textbook and is designed to encourage oral and aural skill development, as well as to broaden student knowledge of basic grammatical concepts. By the end of the year, students will have gained a sound knowledge of vocabulary relevant to their personal life and be ready to tackle senior French in Year 10. Students compare French and Australian timetables, talk about daily and weekly activities, ask and give directions, identify places in a French town, buy and sell items in shops. Students need to have completed Year 8 French before attempting this subject.

LANGUAGES

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Further develop written and spoken language

WHAT ELSE DO I NEED TO KNOW?

➢ Students should be undertaking French to be eligible for participation in the Study Tour Program
➢ Students need to have completed Year 8 French before attempting this subject
➢ This subject is studied for a full year

WHAT PATHWAYS CAN THIS LEAD TO?

➢ Year 10 French
➢ VCE French

JAPANESE

The Year 9 course enables students to develop the ability to express ideas about themselves in both speaking and writing. Topics for Semester 1 include talking about the past, languages and nationalities. Students will improve their fluency in katakana reading and writing. Students become more adept at writing more meaningful sentences and can use hiragana, katakana and some kanji. In Semester 2, the Year 9 course continues the study of Japanese and may only be chosen if it has been studied in Semester 1. Katakana and kanji are further developed at this level and topics include fast food in Japan and Australia and shopping. Students need to have completed Year 8 Japanese before attempting this subject.

WHAT KNOWLEDGE & SKILLS WILL I BUILD?

- Further develop written and spoken language.

WHAT ELSE DO I NEED TO KNOW?

➢ Students should be undertaking French to be eligible for participation in the Study Tour Program.
➢ Students need to have completed Year 8 Japanese before attempting this subject.
➢ This subject is studied for a full year.

LANGUAGES

WHAT PATHWAYS CAN THIS LEAD TO?

➢ Year 10 Japanese
➢ VCE Japanese

Assessment and Reporting

The way teachers assess and report on student progress has a profound influence on student learning.

Assessment

Teachers use a variety of techniques to assess student progress in Year 9.

1. Formal grading A+ to E, using established criteria, of tasks such as long- and short-term project work, homework tasks, oral and creative presentations, report and essay writing, written exercises, and tests. Informal assessment such as quizzes, panels and discussions are regularly used.
2. Regular feedback regarding progress and areas for improvement. This is most important in monitoring and nurturing individual strengths and weaknesses and encouraging students to take responsibility for their own learning.
3. Self-evaluations are used regularly as a key means of assessment. Students are encouraged to assess their own and their peer's work.
4. Students are encouraged to negotiate the establishment of criteria for assessment.

Reporting

Gippsland Grammar has moved to continuous reporting, with teachers publishing results and feedback throughout the year. Students and Parents are encouraged to regularly use VOS to review this feedback and are welcome to communicate with subject teachers. There will be opportunities for planned Parent Teacher conversations throughout the year.

Student Responsibilities

The opportunity to develop self-confidence and responsibility is the cornerstone of our program. There are many opportunities given to students to take on responsibilities.

1. Student Council

This is elected in the same way the Australian government is elected. The Modern History and Australia classes conduct the election; prepare candidates, press conferences, voting booths and the casting and counting of votes through the preferential voting format. The Year 9 Council consists of a President along a variety of ministerial positions with specific goals. These positions include Minister for: Social, Facilities and Arts. As well, each mentor group will have a Class Captain. The Council meets regularly throughout the year to discuss issues of importance to students and assist in the organisation of activities and presentations.

2. General Responsibilities

Many opportunities exist for students to take on responsibility within Year 9 and the Campus community. Students are encouraged to show initiative and take responsibility for activities such as:

- Co-ordinating sponsorship and fundraising for a World Vision sponsored child in Swaziland
- Organising Chapel services and Year 9 Assemblies
- Taking opportunities to attend other functions and events
- Organising lunchtime activities and clubs in the Year 9 area
- Maintaining and decorating the common spaces throughout the year

Year 9

The Year 9 area has been designed to create a community in which Year 9 operates. Students undertake classes in all five classrooms and the Year 9 Science Laboratory. Students have lockers in a separate area for storage of bags and materials.

Webster House
Webster House is the name given to the original building in the Year 9 precinct. This building contains the staff office, staff lounge, student kitchen and photocopier room and classrooms. Parents will still need to follow the visitor procedures and sign-in to Reception before coming over to the Year 9 area.

Meetings and interviews with parents can be held in the Staff Lounge in Webster House.

Pick-up / Drop-off
Parents should collect students from the East side of McGhee Street (on the same side of the street as the School) near the Music entrance. For safety reasons, students are not allowed to be picked up on the opposite side of the street from the school as we ask that students not cross the road during pick-up or drop-off times.

Lockers
Students will store all books and bags in their assigned lockers in the Year 9 area.

Bikes
Students should place bikes only in the bike racks are located on the east side of the Year 9 area.

Outdoor Education and Excursion Program

The paramount objective of Gippsland Grammar's Outdoor Education program is to develop each student's positive self-concept. Students will learn intrapersonal and interpersonal skills to help develop a co-operative and caring approach towards others, reveal leadership potential and strengths. They will be encouraged to demonstrate initiative, stamina and self-reliance. While on program, they will also develop a greater understanding of our natural environment including flora, fauna, landforms and the cultural elements of the area. This will help to develop a respect for the outdoors and our community.

The Year 9 Bushwalk, Alpine program, and electives reinforce skills learnt on previous programs as well as developing a deeper level of understanding. By increasing their requirements needed to complete their expedition, the students establish a further understanding of Outdoor Education. They do this through embarking on a 4-day bushwalking expedition, an overnight solo experience, snow camping, cross-country skiing and environmental awareness. While participating in these activities, the students are also developing social skills as they work with their peers.

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Term 1: Bushwalking

Term 2: Melbourne Experience

Term 3: Alpine Camp

Electives:

Term 4

The Term 4 Electives program is not completed in mentor groups. Students are involved in the planning and negotiation of the nature of the trips and select which program they attend. Possible programs may include:

- Rock Climbing
- Rafting
- Fishing
- Surfing
- Surf Bronze
- Bushwalking
- Conservation
- Mountain Biking
- Sea Kayaking

These programs run simultaneously during one week in November. There is an additional cost for this program, dependant on the program selected.

The Melbourne Experience

During Term 2, all students spend two weeks living and attending school in Melbourne.

The City Classroom @ City Cite
Gippsland Grammar have partnered with City Cite to help provide a dynamic and current Melbourne Experience. Our City Classroom is in the City Cite classrooms at 474 Flinders Street. At this location there are specially designed spaces for briefings for each class group where discussions and learning take place. The site is easily accessible by both train and tram. The central location enables us to use the city as an extension of our classroom. However, learning takes place at a range of venues, so in a sense, our classroom is Melbourne.

Safety
This is of paramount concern. Students are permitted to leave the classroom at recess and lunch breaks, in groups of three or more. Considerable time is spent discussing safety requirements and behaviour to maximise safety in the city. All students will carry a mobile phone and safety card, which lists key phone contacts, and travel arrangements.

Dates and Daily Timings in Melbourne
Dates are confirmed as April 26 - 28 and May 1 - 5.

Full details regarding transport arrangements, communication and daily activities will be communicated in a designated session in Term 1.

The City Timetable
Students are issued a timetable at the beginning of each day. This includes times for set classroom activities and incorporates completing writing and research activities, orientation scavenger hunts and guest speakers. Students also use the city environment to undertake individual group and class activities including exploring the city from a range of perspectives. Students can examine challenges arising for the city and its inhabitants. For example, they pose questions about the provision of sport and leisure for Melbournians and evaluate Melbourne as a healthy environment. They decide on whether the most modern buildings are sustainable and how the retail and other precincts are located.

They visit as many different places as possible within the timeframe, and in the past, these excursions have included: Parliament, The Shrine of Remembrance, the Melbourne Magistrates Court, the Melbourne Cricket Ground, the Royal Botanic Gardens, and variety of art galleries around Melbourne. Students enjoy workshops, hands on activities, demonstrations, and exhibitions at many of the venues.

Melbourne and Outdoor Education Information Evening
At the start of Term 1, all parents and students will be invited to attend the Melbourne and Outdoor Education Information evening. At this event, much more information will be presented on the range of camps held in Year 9. As well, both the Melbourne Experience and Bushwalking handbooks will be distributed. This is a great opportunity to get all your questions answered and to become acquainted with the Year 9 area, staff, and program.

Accommodation in Melbourne

Students organise accommodation with family and friends in suburban Melbourne and travel into the city each day. Students are strongly encouraged to invite a friend to stay with them. The experience of travelling into the city each day and the independence and confidence this develops is a key goal of the Melbourne Experience. If there is no-one for your child to stay with, families have previously grouped together to hire apartments and share costs and supervision.

Costs associated with the Melbourne Experience

Travel
While travel to and from Melbourne at the beginning and end of each week is provided, all students are required to pay costs associated with travel to and from the city classroom each day. Myki cards should be organised prior to leaving for Melbourne and should be topped up throughout the Melbourne Experience.

Meals
Costs associated with meals will need to be agreed with those with whom students are staying and all costs are borne by students, including lunches each day.

Accommodation
When arrangements are made to stay with family and/or friends, students will need to come to an arrangement with them for costs associated with accommodation.

Incidental Costs
It is recommended that students have $50 spending money, to cover the cost of incidentals required. There will be no additional costs other than personal spending.

More specific information will be provided at a Year 9 Camp Session in Term 1 2023.

Duke of Edinburgh

The Duke of Edinburgh's Award at Gippsland Grammar offers young people an opportunity to expand upon their experiences from the Outdoor Education Program, which currently operates at Years 9, 10, 11 and 12. A wide variety of activities are pursued depending upon individual choices. The Award has three levels, Bronze; Silver; and Gold, and for each separate Award, participants fulfil the requirements of the four sections of the Award.

As the minimum age for entry to the Award is fourteen years, Year 9 is considered an appropriate time to offer entry. Students may choose to enter the Award at a later stage in their schooling; however, experience shows that for the participants' benefit, early entry is advantageous.

There are four main sections of the award. Physical recreation, Skill, Service and an Adventurous Journey. All sections of the Bronze Award must be completed outside of the school environment, generally over a period of 12 weeks. Year 9 students are required, as part of the School curriculum, to be involved in the ongoing Outdoor Education Program, which involves three challenging camps. These camps may automatically qualify participants for the "Adventurous Journey" section of the Bronze Award.

Assistance and guidance are given to participants at the Bronze Level to help them understand how the Award works and to provide background knowledge and training for progression to the Silver and Gold Levels. At the higher levels, participants progress through the Award with greater independence and take responsibility for planning and completing the various sections themselves.

It is stressed that the Award is **voluntary,** and students must make a commitment to give their best efforts. Success with the Duke of Edinburgh Award is realistic, and a little perseverance will ensure that students are rewarded for their efforts.

A copy of the Award Handbook can be found in the Information Services Centre and at the Awards Victoria website. Should students or parents require further information, please contact the school and ask to speak to the Duke of Edinburgh Coordinator, Ms Cass Booth.

The Duke of Edinburgh Award is a great opportunity for young people to extend and challenge themselves through participation in new or existing interesting activities. The award is well recognised in the wider community, particularly at the Gold Level and the Governor awards successful candidates their certificates at Government House in Melbourne.

We commend the Duke of Edinburgh Award to all students.

Responsible Use of ICT and Mobile Phone Agreement – Secondary Students

Part A: Introduction

1. Purpose

Gippsland Grammar recognises that electronic information and communication skills are essential knowledge for all members of our society and as future employees/employers.

The electronic communication and information resources of Gippsland Grammar are made available to enhance the educational experiences of students and to provide staff with the tools necessary to implement and enhance the school's educational program. Electronic communication systems include Internet, Portal, email, software and related applications. The purpose of this document is to provide a set of guidelines on the utilisation of these resources.

2. Access

Gippsland Grammar provides access to information and communication technology resources for students as part of their courses.

Gippsland Grammar recognises the need for students to be safe and responsible users of digital technologies. We understand that teaching students about safe and responsible online behaviours is essential and is best taught in partnership with parents/guardians. Parents and/or guardians should work with us and encourage this behaviour at home.

Our school has cybersafety practices and policies in place, which include Responsible Use of ICT agreements for all school staff and students.

The overall goal of the school in this matter is to create and maintain a technology/cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations; to support this, the school will work within the eSmart Schools framework. This Responsible Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

All students will be issued with a user agreement and once signed consent has been returned to School, students will be able to use the School ICT equipment/devices. This should be completed upon enrolment, or when the student receives a Netbook Computer.

At Gippsland Grammar we:

- Support the rights of all members of the school community to engage in and promote a safe, inclusive, and supportive learning environment.

- Have a Student Behaviour Management Policy that clearly states our school's values and the expected standards of student behaviour, including actions and consequences for inappropriate behaviour.

- Educate our students to be safe and responsible users of digital technologies.

- Raise our students' awareness of issues such as online privacy, intellectual property and copyright.

- Supervise students when using digital technologies for educational purposes.

- Provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed.

- Respond to issues or incidents that have the potential to impact on the wellbeing of our students.

- Know that some online activities are illegal and as such we are required to report this to the police.

- Provide parents/guardians with a copy of this agreement.

- Support parents/guardians to understand the importance of safe and responsible use of digital technologies, the potential issues that surround their use and strategies that they can implement at home to support their child.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. **This applies whether the ICT equipment is owned or leased either partially or wholly by the school and used on *or* off the school site.**

There may be times where this document needs to be reviewed at a more regular frequency due to an occurrence of particular event/s or changes in legislation. These changes will be communicated through electronic means.

Part B: Student Declaration

This Responsible Use Agreement applies when I am using any digital technologies at school, at home, during school excursions, camps and co-curricular activities.

I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement. I understand that there are actions and consequences established within the Gippsland Grammar Student Behaviour Management Policy if I do not behave appropriately.

When I use digital technologies I agree to be a safe, responsible and ethical user at all times, by:

- ☐ Respecting others and communicating with them in a supportive manner; never writing or participating in online bullying (f or example, forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviours)

- ☐ Protecting my privacy; not giving out personal details, including my full name, telephone number, address, passwords and images

- ☐ Protecting the privacy of others; never posting or forwarding their personal details or images without their consent

- ☐ Talking to a teacher if I feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours

- ☐ Carefully considering the content that I upload or post online; this is often viewed as a personal ref lection of who I am

- ☐ Confirming that I meet the stated terms and conditions for all online material accessed; completing the required registration processes with f actual responses about my personal details

- ☐ Handling ICT devices with care and notifying a teacher if it is damaged or requires attention

- ☐ Abiding by copyright and intellectual property regulations. If necessary, I will request permission to use images, text, audio and video and cite references

- ☐ Not interfering with network systems and security, the data of another user or attempting to log into the network with a usern a m e or password of another student

- ☐ Not bringing to school or downloading unauthorised programs, including games.

- ☐ Understanding that these rules also apply to any privately owned electronic device I bring to school or a school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment.

In addition, when I use my personal mobile phone, I agree to be a safe, responsible and ethical user at all times, by:

- ☐ Respecting others and communicating with them in a supportive manner; never verbally or in writing participating in bullying (for example, harassing phone calls/text messages, supporting others in harmful, inappropriate or hurtful online behaviours by forwarding messages)

- ☐ Keeping the device on silent during class times; only making or answering calls or messages outside of lesson times (except for approved learning purposes)

- ☐ Respecting the privacy of others; only taking photos or recording sound or video at school when I have formal consent or it is part of an approved lesson

- ☐ Obtaining written consent f rom individuals who appear in images or sound and video recordings before forwarding them to other people or posting/uploading them to online spaces.

- ☐ Ensuring that these devices are not taken on Outdoor Education programs.

- ☐ Understanding that when my mobile phone/digital device is used inappropriately there will be consequences put in place by both the teacher and Head of Year. This will usually include confiscation of the device for a period of time.

Part C: Conditions of use for Netbook Computers

Ownership

- □ If taken home, the student must bring portable devices fully charged to School every day.
- □ The School retains ownership of the device until the student completes Year 11. At this time ownership of the device will be determined by the School.
- □ Parents/guardians and students should be aware that files stored on the device, or on the School's server, are not private.
- □ If the student leaves the School prior to completing Year 11 or moves to another School, interstate or overseas, the device must be returned to the school, or the final payments made to the School.

Damage or loss of equipment

- □ All devices and batteries are covered by a manufacturer's warranty. The warranty covers manufacturer's defects and normal use of the device. It does not cover negligence, abuse or malicious damage.
- □ Any problems, vandalism, damage, loss or theft of the device must be reported immediately to the school.
- □ In the case of suspected theft, a police report must be made by the family and a copy of the report provided to the school.
- □ In the case of loss or accidental damage, a statement should be signed by a parent/carer and provided to the school.
- □ Students may be required to replace lost or damaged chargers.
- □ If a device is damaged or lost, the principal or their nominee will determine whether replacement is appropriate and/or whether the student retains access to a device for home use.
- □ If a device is damaged and the damage is not covered by the manufacturer's warranty or any of the school's insurance arrangements, the principal may determine that the student will pay the costs of repairing the damage or if necessary the costs of replacing the device.

Standards for device

The student is responsible for:

- □ Adhering to the school's Responsible Use Agreement or Student Behaviour Management Policy when using the machine, both at home and school.
- □ Backing up data securely.
- □ Maintaining settings for virus protection, spam and filtering that have been set

Definition of Digital Technologies

This Responsible Use Agreement applies to digital technologies, social media tools and learning environments established by our school or accessed using school owned networks or systems, including (although are not limited to):

- □ School owned ICT devices
- □ Mobile phones/Portable Electronic Devices
- □ Email and instant messaging
- □ Internet and Intranet
- □ Social networking sites
- □ Video and photo sharing websites/podcasts/vodcasts etc
- □ Blogs, Forums, discussion boards and groups
- □ Wikis

Please sign and return this page to your Mentor

Section for student
My responsibilities include:

- ☐ I will read this Responsible Use agreement carefully
- ☐ I will follow the cybersafety rules and instructions whenever I use the school's ICT
- ☐ I will also follow the Responsible Use rules whenever I use any electronic device on the school site or at any school-related activity, regardless of its location
- ☐ I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety, or security of the school or other members of the school community
- ☐ I will take proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may have responsibility for the cost of repairs or replacement
- ☐ I will keep this document somewhere safe so I can refer to it in the future
- ☐ I will ask my Mentor or Head of Year if I am not sure about anything to do with this agreement.
- ☐ I will advise the school of any change to my Mobile Phone number on the phone I bring to school

I have read and understood my responsibilities and agree to abide by this Responsible Use agreement. I understand that any breach of these conditions will result in computer and Internet access privileges being suspended or revoked.

Name of student: …….……………………………………………… **Mentor Group:** ……..…………

Signature: …….……………………………………………… **Date:** …….………………………

Student Mobile Phone Number: …….…………………………………….

Section for parent/guardian
My responsibilities include:

- ☐ I will read this Responsible Use agreement carefully and discuss it with my child so we both have a clear understanding of their role in the school's work to maintain a cybersafe environment
- ☐ I will ensure this use agreement is signed by my child and by me, and returned to the school
- ☐ I will encourage my child to follow the cybersafety rules and instructions
- ☐ I will contact the school if there is any aspect of this use agreement I would like to discuss
- ☐ I will use technology to communicate in a respectful manner in accordance with this policy.
- ☐ I will advise the school of any change to my child's Mobile Phone number.

I have read this Responsible Use agreement document and am aware of the school's initiatives to maintain a cybersafe learning environment, including my child's responsibilities.

Name of parent: …….………………………………………………………

Signature: …….……………………………………………… **Date:** …….………………………

*For further support with online issues students can call Kids Helpline on **1800 55 1800**. Parents/carers call Parentline 132289 or visit **http://www.cybersmart.gov.au/report.aspx***

This document was developed using document adapted from the Department of Education & Early Childhood Development's Acceptable use for Secondary Students Policy template, and material from www.netsafe.org.nz

Review cycle: Annually by eSmart and/or Pastoral & Welfare Committee

Stationery Requirements 2023

These items can be collected from the School's Student Services before Rollover, from Thursday 10 November 2022 OR from Friday 20 January 2023, for students not commencing in rollover. Alternatively, stationery can be purchased from any local stationery supply.

6 x 48- p a g e binder books
  (English, Modern History and Australia, Science, Environmental Studies, and Electives x 2)
2 x 64-page binder books for Maths
1 x packet A4 lined loose-leaf
1 x blue or black pens
1 x red pen
1 x highlighter pens
1 x grey lead pencils
1 x packet of coloured pencils
1 x pad graph paper A4 – 1mm
1 x Ruler
1 x Eraser
1 x Glue stick
1 x Scissors
1 x Calculator:
Scientific Calculator TI-30XB Multiview (Retained from Years 7 & 8, available from Student Services)

ART & VCD enrolled students will require:
1 each of grey lead pencils - 2H, 2B & 4B
1 each of fine liners – 0.2 & 0.5
1 x Coloured pencils tin set of 24 or more are recommended for Art & VCD students
1 x Eraser
1 x Glue stick
1 x Scissors
1 x USB Drive and Mouse are recommended for VCD and Applied Computing courses

Japanese:
1 x iiTomo 3/4 $20.00

Optional:
1-3 x 3 ring folders/binders
2 x packet A4 display book pockets
1 x USB Drive

School Diary:
Provided by Gippsland Grammar stationery at the commencement of the year.