



Year 7–8
Guide to Courses
2020



CANBERRA GIRLS
GRAMMAR SCHOOL

Welcome from the Head of Senior School

Welcome to Canberra Girls Grammar Senior School!

This guide will help you understand more about the subjects that you will be studying as well as important skills and approaches that you can develop during your years in the Senior School.

Learning is no longer associated with just acquiring knowledge, the imperative is to apply knowledge, to create, innovate, solve problems and think independently.

In this context, at Canberra Girls Grammar School, we challenge and inspire young women to be internationally minded citizens; gaining the knowledge, developing the processes and acquiring the values to make a difference to the school and the wider community now and into the future.

Through our academic program, teachers and students at CGGS pursue:

- ▶ Opportunities for collaboration, divergent thinking, problem solving, team work, creativity and empathetic communication.
- ▶ An understanding of the ethical complexities of our local, national and global communities.
- ▶ The application of the processes, concepts and contextual knowledge that connects all academic disciplines
- ▶ Academic excellence and lifelong learning

We want to help you achieve the best you possibly can and be actively engaged in your learning. We encourage you to ask questions and to approach new topics confidently. Your teachers are very keen to help wherever they can so please seek their assistance if you are unsure about anything.

Balance in life is very important. I would encourage you to be involved in the co-curricular program where there are many clubs and sports to choose from while remembering that time with family and your own leisure time is also very important.

Best wishes,

A handwritten signature in black ink that reads "Peter Milligan". The signature is written in a cursive style and is positioned to the left of the printed name below it.

Peter Milligan - Head of Senior School

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Overview of the Year 7 and 8 Curriculum

CORE SUBJECTS YEAR 7

Core Subjects (taken for a full year in Year 7):

- ▶ Ad Astra
- ▶ English
- ▶ Mathematics
- ▶ Health and Physical Education
- ▶ Science and Digital Technologies

The following subjects are taken for a semester each:

- ▶ Geography
- ▶ History
- ▶ Drama
- ▶ Music
- ▶ Religion and Philosophy
- ▶ Visual Art

ELECTIVE SUBJECTS YEAR 7

In Year 7, two languages are chosen from the list below:

- ▶ Chinese
- ▶ French
- ▶ Japanese
- ▶ Latin
- ▶ Support subjects: Students can be invited to join the Integrated Learning class in place of a language.

CORE SUBJECTS YEAR 8

Core subjects (taken for a full year in Year 8):

- ▶ Ad Astra
- ▶ English
- ▶ Mathematics
- ▶ Science
- ▶ Design Technologies
- ▶ Health and Physical Education

The following subjects are taken for a semester each:

- ▶ Geography
- ▶ History
- ▶ Religion and Philosophy
- ▶ Visual Art
- ▶ Performing Arts
- ▶ Music

ELECTIVE SUBJECTS YEAR 8

During the latter half of Year 7, students select their language elective subject for Year 8. **One language** is chosen from the list below to be studied for the full year:

- ▶ Chinese
- ▶ French
- ▶ Japanese
- ▶ Latin

Timetabling of subjects

The CGGS timetable is made up of 40 minute and 80 minute periods. The majority of lessons are 80 minute lessons so reference to a 'period' refers to an 80 minute lesson.

Australian Curriculum

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

At Canberra Girls Grammar School, the Australian Curriculum has been implemented in English, Mathematics, Science, Health & Physical Education, Humanities & Social Sciences, The Arts, Technologies and Languages.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

The Australian Curriculum includes a focus on seven general capabilities for each curriculum area. These are literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding. There are also three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability).

Outline of Year 7 and 8 Courses

AD ASTRA

Teacher in Charge: Mrs Jane O'Brien

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RATIONALE	<p>As we consider what the future holds for the modern workforce, CGGS has developed an holistic program that enables our students to gain the skills necessary for success either with future study or in the workforce. In Years 7 and 8 the program will assist all students to adapt to change and to apply learning across different fields.</p>
CONTENT OF THE COURSE	<p>The Year 7 Program (Identity or ID program) will teach transferable skills that have been identified as being critical to the future of work. This, combined with a sense of their own identity as they enter CGGS, will provide the basic skills that will be used across all year levels and teaching areas. This will involve a series of workshops exploring the skills of:</p> <ul style="list-style-type: none">▶ Critical Thinking▶ Research▶ Self-Management▶ Emotional Intelligence▶ Communication▶ Planning and Reflection <p>These workshops will be expanded in Semester 2, where practical skills in construction and various forms of communication will form the basis of group projects.</p> <p>In Year 8, building on the skills developed in Year 7, students will explore in both a theoretical and practical way the finer points of teamwork, developed around a theme of the 'School Community'. They will use their own passions to develop a project which will be of benefit to the school community through a series of guided workshops which will gradually allow students greater autonomy over their projects.</p>
DURATION OF COURSE	<p>Year 7: One day a cycle for the year</p> <p>Year 8: One day a cycle for the year</p>
ASSESSMENT AND REPORTING	<p>There is no formal assessment for the Ad Astra program, however students hold an exhibition at the end of each semester where business mentors, community members, parents and guardians, and fellow students are invited to give feedback to the students.</p>
CONTINUATION OF THIS COURSE INTO YEARS 9 AND 10	<p>The Ad Astra Program continues into Years 9 and 10 in a slightly different format.</p>

ENGLISH

Head of Faculty: Mr James Unsworth

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RATIONALE	The study of English enables students to acquire a finer perception and greater understanding of themselves so that they may participate confidently and fully in the world. It also encourages them to explore their cultural and literary heritage and become increasingly aware of social and moral issues, and to develop respect for other people. The study of English strengthens thinking and reasoning and fosters clear expression, creativity and imagination.
LENGTH OF COURSE	Year 7: Four periods per cycle for one year Year 8: Four periods per cycle for one year
ORGANISATION OF CLASSES	English classes are formed on the basis of results from the Allwell testing, education history and teacher recommendations. Activities are differentiated to encourage achievement at a range of levels.
CONTENT OF THE COURSE	<p>The English curriculum is divided into three interrelated strands: Literature, Language, and Literacy. The Language and Literacy strands deal with knowledge about language and the skills in using language. The Literature strand is a major component of the course and deals with the analysis of texts. Texts may be written, spoken, visual, literature texts (classical, contemporary and popular), everyday texts and mass media texts (newspapers, magazines, television, radio, advertising and IT).</p> <p>Each of these strands encompass speaking and listening, reading and responding, and writing.</p> <p>Teachers develop a differentiated program to suit the needs and interests of their classes. Students in Year 7 study text types such as:</p> <ul style="list-style-type: none">▶ fiction (novels and short stories)▶ non-fiction (for example, biography and autobiography)▶ drama▶ film▶ poetry▶ media and multi-modal text types <p>Individual units incorporate some or all of the above text types.</p>
ASSESSMENT AND REPORTING	Assessment is based on written and non-written responses to class-based and common tasks. Students are asked to respond using a range of text types under both supervised and unsupervised conditions. Assessment is based on criteria, and is expressed as an A-E grade on the students' semester report. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.
EXTENSION OF THIS COURSE INTO YEAR 8	English is a compulsory subject throughout the School. In Year 8, students are introduced to more complex novels, encounter a range of poetic forms and develop skill in persuasive and analytical writing.

GEOGRAPHY

Head of Faculty: Mrs Dianne Gilbert

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RATIONALE	The world is our home and students need the knowledge and skills to understand the complexities of place and to conserve the natural and cultural environments in which they live.
LENGTH OF COURSE	Year 7: Four periods per cycle for one semester Year 8: Four periods per cycle for one semester
CONTENT OF THE YEAR 7 COURSE	Water in the World <p>This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Students will gain an understanding of the concept of environment including the idea that the environment supports and enriches human and other life that people value the environment in different ways and the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia or North Africa.</p> Places and Liveability <p>In this unit, students examine the factors that influence liveability and how it is perceived. The idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. Students will evaluate the liveability of their own place and investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia, and selected places around the world.</p>
ASSESSMENT AND REPORTING	Assessment tasks are varied in order to give students an opportunity to develop and demonstrate a range of skills and understanding. Parallel classes complete common tasks and assessment items. Assessment is based on criteria, and is expressed as an A-E grade on the students' semester report. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.
EXTENSION OF THIS COURSE INTO YEAR 8	All students study Geography in Year 8 and cover the following two units: Landforms and Landscapes <p>This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Students will develop an understanding of the concept of environment and will explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.</p> Changing Nations <p>This unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reason for the high level of urban concentration in Australia, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. Students then examine issues related to the management and future of Australia's urban areas.</p>

HISTORY

Head of Faculty: Mrs Dianne Gilbert

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RATIONALE	<p>History teaches us who we are now, where we have come from and how far we have come. It enables students to identify with people who lived in a different time, but who still thought and felt as we do. History traces the on-going story of the human race.</p> <p>History satisfies our curiosity about the past and develops skills of enquiry, interpretation and written expression.</p>
LENGTH OF COURSE	<p>Year 7: Four periods per cycle for one semester</p> <p>Year 8: Four periods per cycle for one semester</p>
CONTENT OF THE YEAR 7 COURSE	<p>In Year 7, students will investigate at least one case study in each of the following areas:</p> <ul style="list-style-type: none">▶ Investigating the Ancient Past▶ The Mediterranean World▶ The Asian World <p>Topics investigated may include foundations of democracy, the legacy of the Greeks/Romans and/or aspects of ancient Chinese society and culture.</p>
ASSESSMENT AND REPORTING	<p>Assessment tasks involve comprehension, analysis, selection and evaluation of historical sources, and the development of written responses. Research tools include the resources of the School Library and ICT. Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	<p>History is offered as a core subject in Year 8.</p> <p>In Year 8, the course focuses on the Ancient to the Medieval World. Students will investigate at least once case study in each of the following areas:</p> <ul style="list-style-type: none">▶ The Western and Islamic World: The emergence and characteristics of Medieval society in Europe.▶ The Asia Pacific World: The Characteristics of Japanese society from the 12th – 19th Century CE▶ Expanding contacts: Aboriginal and indigenous peoples, colonisation and contact history

MATHEMATICS

Head of Faculty: Mrs Nancy Lee

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RATIONALE	Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves. The skills learnt give the students a greater understanding and appreciation of their environment. They also enable the students to use their analytical and reasoning powers to solve problems in the real world.
LENGTH OF COURSE	Year 7: Four and a half periods per cycle for one year Year 8: Four and a half periods per cycle for one year
ORGANISATION OF CLASSES	<p>Year 7 Mathematics classes are created based on the results of tests conducted on the Year 7 Diagnostic Testing Day in conjunction with information from previous schools. The 20 - 25 top performing students are placed in the extension class. Students requiring remediation also receive support in their own smaller class. The other classes are all mixed ability groupings, and students do move between the levels at the end of each semester if necessary. Year 8 classes are compiled using the results in Mathematics from Year 7 and are fully streamed.</p> <p>All classes follow the Australian Mathematics Curriculum, however work is differentiated to allow for varying mathematical ability.</p>
CONTENT OF THE COURSE	<p>Students study three sections of mathematics:</p> <ul style="list-style-type: none">▶ Number and Algebra: the topics studied are place value, estimation, measurement, factors and multiples and operations with whole numbers, decimals, fractions and integers. Students also study number patterns, pronumerals, substitution, indices and the simplification of algebraic expressions.▶ Measurement and Geometry: the topics studied are length, perimeter and area. Students also study polygons, lines and angles, constructions and the three dimensional models.▶ Statistics and Probability: the topics include construction of sample spaces, data representation and interpretation, comparing data sets, calculation of mean, median, mode and range. <p>Problem solving is incorporated in all of the three areas to encourage creativity and diversity of approach. Extension activities and competitions are also offered.</p>
ASSESSMENT AND REPORTING	<p>In Year 7 there are two levels, 7 Mathematics and 7 Mathematics Support, and in Year 8 there are three levels - with the intermediate stream added. Students will receive regular feedback on their learning after each formal assessment via Canvas, and all marked work will include feedback for the students.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>

EXTENSION OF THIS COURSE INTO YEARS 8-10

By the end of Year 8, students aim to:

- ▶ solve everyday problems involving rates, ratios and percentages
- ▶ recognise index laws and apply them to whole numbers
- ▶ describe rational and irrational numbers
- ▶ solve problems involving profit and loss
- ▶ make connections between expanding and factorising algebraic expressions
- ▶ solve problems relating to the volume of prisms
- ▶ make sense of time duration in real applications
- ▶ identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
- ▶ model authentic situations with two-way tables and Venn diagrams
- ▶ choose appropriate language to describe events and experiments
- ▶ explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to:

- ▶ carry out the four operations with integers
- ▶ simplify a variety of algebraic expressions
- ▶ solve linear equations and graph linear relationships on the Cartesian plane
- ▶ convert between units of measurement for area and volume
- ▶ perform calculations to determine perimeter and area of parallelograms, rhombuses and kites
- ▶ name the features of circles and calculate the areas and circumferences of circles
- ▶ determine complementary events and calculate the sum of probabilities.

MUSIC

Dean of Music: Mr Joel Copeland

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RATIONALE	<p>Music provides students with the opportunity to actively engage in music-making. Through a variety of experiences in singing, playing, composing and listening, students learn to understand how music works whilst developing their aural perception and music literacy.</p> <p>A range of musical styles are covered in this course, in order to provide students with a variety of musical experiences and opportunities.</p>
LENGTH OF COURSE	<p>Year 7: Three periods per cycle for one semester</p> <p>Year 8: Three periods per cycle for one semester</p>
CONTENT OF THE YEAR 7 COURSE	<p>Students undertake activities in performance, composition, listening and musicology during class.</p> <p>Students in Year 7 are provided with the opportunity to learn a new Band or String Instrument in a small group setting during class time, for one lesson per week. As an extension activity, students are encouraged to participate in the Ruby Concert Band or Stringy Bach Orchestra while they are undertaking Year 7 Instrumental lessons. Students are encouraged to continue playing in this ensemble should they elect to continue to learn after their semester of Year 7 Music concludes.</p>
ASSESSMENT AND REPORTING	<p>Assessment includes activities such as: performing repertoire learned in class, creating short musical works, written responses to listening activities and theory tasks.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	<p>In Year 8, students further develop their skills and understanding of music as they continue to explore a range of musical styles and genres.</p> <p>Music becomes an Elective course from Year 9.</p>

PERFORMING ARTS (DRAMA AND DANCE)

Head of Faculty: Mrs Elizabeth Chase

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RATIONALE	<p>The Performing Arts helps students understand people and themselves. It allows students to explore issues, develop their creative ideas and helps foster team-work and aids in the development of self-confidence.</p> <p>The emphasis of this course is on introducing students to the requirements and principles of Dance and Theatre, the terminology used in both these areas and working cooperatively with others.</p>
LENGTH OF COURSE	<p>Year 7: Three periods per cycle for one semester</p> <p>Year 8: Three periods per cycle for one semester</p>
CONTENT OF THE YEAR 7 COURSE	<p>In this introductory Drama course, students begin to understand the requirements necessary to create a successful and truthful performance, while working productively with their peers and appreciating different styles, structures and conventions of theatre.</p> <p>Students will be introduced to the key concepts of Drama, exploring and developing key skills such as:</p> <ul style="list-style-type: none">▶ Character voice and physicality▶ Improvisation and Playbuilding▶ Introduction to the Elements of Drama▶ Theatrical focus and risk-taking▶ Group collaboration, trust and complicity.
ASSESSMENT AND REPORTING	<p>Between 60% and 80% of assessment is based on practical work and 20%– 40% on written responses. Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	<p>Performing Arts is offered as a core subject in Year 8 and students will undertake two areas of study: Dance and Drama. They respond creatively to a range of stimulus material and learn about effective storytelling through performance. They continue to develop the core skills of collaboration, risk-taking, trust and complicity, whilst extending key performance skills through subject-specific exercises and activities:</p> <p>Drama:</p> <ul style="list-style-type: none">▶ Utilising playbuilding and Improvisation in the creative process▶ Extending character skills through Voice and Movement▶ Exploring theme, narrative and symbolism through the Elements of Drama <p>Dance Composition:</p> <ul style="list-style-type: none">▶ Dance Technique and Movement phrases

HEALTH AND PHYSICAL EDUCATION

Acting Head of Faculty: Mrs Jane Hincksman

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RATIONALE	<p>The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to allow students to make informed decisions and live an active, healthy life.</p> <p>HPE:</p> <ul style="list-style-type: none">▶ contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. Physical competency is the right of every student and it focuses on the whole person.▶ affects students’ cognitive and academic performance in at least three ways: learning; memory; concentration and mood are all enhanced. Exercise boosts brain function and there is solid research to suggest that exercise grows more brain cells.▶ provides opportunities for students to learn about, and practice ways of adopting and maintaining a full, healthy, productive and active life.▶ involves students learning about and through a ‘movement culture’. Including experiences that are both challenging and enjoyable, whilst improving their capacity to move with skill and confidence in a variety of different and challenging contexts.▶ encourages acceptance of others.▶ focuses on knowledge, skills and experiences that promote participation as an individual and team member.▶ develops a range of communication skills.▶ promotes rich, life-long learning.
LENGTH OF COURSE	<p>Year 7: Three periods per cycle for one year</p> <p>Year 8: Two and a half periods per cycle for one year</p>
CONTENT OF THE YEAR 7 COURSE	<p>Physical Education:</p> <ul style="list-style-type: none">▶ Throw, Catch and Strike (motor skill activities)▶ Fitness▶ Athletics▶ Gymnastics▶ Cultural dance and Indigenous Games▶ Minor games <p>Aquatic Education:</p> <ul style="list-style-type: none">▶ Swim and survive▶ Flippaball▶ Water games <p>Health Education:</p> <ul style="list-style-type: none">▶ Supporting Myself and Others▶ Challenges and Changes

STUDENT LEARNING AND REPORTING

The HPE Faculty uses outcomes based learning. Student achievement is divided into learning outcomes and learner behaviours.

Year 7 and 8 Achievement Standards

By the end of Year 8 students can:

- ▶ investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.
- ▶ apply movement concepts and refine strategies to suit different movement situations.
- ▶ examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
- ▶ apply the elements of movement to compose and perform movement sequences.
- ▶ demonstrate control and accuracy when performing specialized movement sequences and skills.
- ▶ evaluate strategies and resources to manage changes and transitions and investigate their impact on identities.
- ▶ evaluate the impact on wellbeing of relationships and valuing diversity.
- ▶ demonstrate skills to make informed decisions and propose and implement actions that promote their own and others health, safety and wellbeing.
- ▶ demonstrate skills to make informed decisions and propose and implement actions that promote their own and others health, safety and wellbeing.

Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.

EXTENSION OF THIS COURSE

HPE is a core subject and continues in Year 8.

Physical Education

- ▶ Volleyball
- ▶ Oz Tag
- ▶ Basketball
- ▶ Soccer
- ▶ Rhythmic Gymnastics
- ▶ Athletics
- ▶ Social Dance
- ▶ Tennis
- ▶ Minor Games
- ▶ Fitness

Aquatic Education

- ▶ Swim Fitness (and Biathlon)
- ▶ Aquaerobics
- ▶ Water Sports

Health Education

- ▶ Food Matters
- ▶ Drugs - Reality and Risk

RELIGION AND PHILOSOPHY

Head of Faculty: Mrs Dianne Gilbert

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RATIONALE	<p>The Religion and Philosophy curriculum has a particular responsibility to express the Christian Anglican ethos of CCGS. The School's Mission and Core Values derive from the view that each person is valuable to God. The development of a reasoned understanding of religious faith and the meaning of life is a significant component of the course.</p> <p>Starting from the basis of a Christian worldview, this subject encourages students to bring together critical reasoning and personal application.</p> <p>Students across Years 7 – 9 study material that is arranged around five major strands:</p> <ul style="list-style-type: none">(A) Study of philosophical thinking(B) Study of world religions(C) Study of ethics(D) Study of Christianity and Biblical concepts(E) Experience of reflective practice
AIMS	<p>The general purposes of the Religion and Philosophy curriculum are to develop in students:</p> <ul style="list-style-type: none">▶ knowledge of the significant issues of human existence, and the diverse ways in which societies and individuals have responded to such issues▶ ability to think critically, argue logically and use evidence effectively▶ sound knowledge of Biblical and Christian tradition▶ respect for the intellectual credibility of a well-considered position▶ ability to defend personal religious, ethical and philosophical positions▶ appreciation of the universal nature of religious belief, its complexity and interconnectedness with society.
LENGTH OF COURSE	<p>Year 7: Three periods per cycle for one semester</p> <p>Year 8: Three periods per cycle for one semester</p>
CONTENT OF THE YEAR 7 COURSE	<p>Units of study include an introduction to:</p> <ul style="list-style-type: none">▶ philosophical and ethical thinking▶ Christianity; origins, texts and contemporary understandings▶ comparative religion

ASSESSMENT AND REPORTING	<p>Religion and Philosophy is an academic subject, requiring students to demonstrate knowledge and skills through common assessments, to establish comparability across classes. These are marked against set criteria and reported according to the outcomes achieved by students.</p> <p>In addition, class-work and collaborative activities constitute a significant and ongoing component of the assessment, so it is important for students to complete all work set by their teacher.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students’ reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas</p>
EXTENSION OF THE COURSE INTO YEAR 8	<p>Religion and Philosophy is a core subject and continues through Years 8 and 9. Each unit incorporates elements of personal reflection and spiritual application. Year 8 units include:</p> <ul style="list-style-type: none">▶ Judaism as one of the major world religions and as a history-based religion.▶ The historical context and significance of the Christian Church and the major teachings that it expounded throughout the ages.▶ Ethical ways forward for a better world through the Christian origins of the concept of social justice.

SCIENCE

Head of Faculty: Mrs Melissa Musgrove

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RATIONALE	Science is an integral part of daily life and is relevant to everyone. A knowledge and understanding of science is vital for all students so they can understand the world in which they live, value the systems and processes that support life on our planet, and take an active and informed role in their society. The study of Science in Year 7 introduces the four main areas of science to the students in a relevant and practical way.
LENGTH OF COURSE	Year 7: Four periods per cycle for one year Year 8: Four periods per cycle for one year
ORGANISATION OF CLASSES	In Year 7, Science classes are of mixed ability.
CONTENT OF THE YEAR 7 COURSE	Students are given an introduction to Science and study four core units: <ul style="list-style-type: none">▶ Chemistry▶ Physics▶ Geology▶ Biology
ASSESSMENT AND REPORTING	Assessment is done regularly by means of homework, assignments, projects, practical reports and tests. The course follows the Australian Curriculum. Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.
EXTENSION OF THIS COURSE INTO YEAR 8	Classes in Year 8 are broadly of mixed ability. However, some classes may complete a slightly accelerated program and optional enrichment topics. Students are allocated to classes based on Year 7 results and teacher feedback. All classes complete the same core topics. The Year 8 Science course follows the guidelines of the Australian Curriculum. Central to the course is the concept of working scientifically. This addresses the skills required by students and the importance of the scientific method. These skills include: <ul style="list-style-type: none">▶ planning and conducting investigations▶ using scientific apparatus and acting responsibly in the laboratory▶ processing data▶ evaluating findings scientifically

TECHNOLOGIES

RATIONALE	<p>Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs. Technologies describes two distinct but related subjects:</p> <ul style="list-style-type: none"> ▶ Digital Technologies: in which students use computational thinking and information systems to define, design and implement digital solutions. ▶ Design and Technologies: in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
LENGTH OF COURSE	<p>Technologies in Year 7: Two and a half periods per cycle for one year</p> <p>Technologies in Year 8: Two and a half periods per cycle for one year</p>
DIGITAL TECHNOLOGIES	<p>Head of Faculty - Science and Technology: Mrs Melissa Musgrove Email: melissa.musgrove@cgggs.act.edu.au</p>
CONTENT OF THE YEAR 7 COURSE	<p>Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.</p>
DESIGN TECHNOLOGIES	<p>Head of Faculty - Creative Arts: Mrs Elizabeth Chase Email: elizabeth.chase@cgggs.act.edu.au</p>
CONTENT OF THE YEAR 8 COURSE	<p>Design Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate innovative designed solutions.</p> <p>Areas that will be covered are as follows:</p> <ul style="list-style-type: none"> ▶ Food and Fibre Production ▶ Food Specialisations and Preparation ▶ Textiles ▶ Material and Technologies
ASSESSMENT AND REPORTING	<p>Competency based assessment will be ongoing throughout each semester with students' progress towards the Australian Curriculum monitored. No formal assessment is given in this subject. Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE	<ul style="list-style-type: none"> ▶ Design and Food Solutions ▶ Design and Textiles Solutions ▶ Digital Technologies

VISUAL ARTS

Head of Faculty: Mrs Elizabeth Chase

Email: elizabeth.chase@cggg.act.edu.au

RATIONALE	<p>This course gives students an introductory appreciation and understanding of the visual arts and develops the practical skills needed for creating works of art.</p> <p>By taking this course, Year 7 students broaden their knowledge of the exciting and important role that the visual arts play in contemporary society at the same time as improving their powers of self-expression.</p>
LENGTH OF COURSE	<p>Year 7: Three periods per cycle for one semester</p> <p>Year 8: Three periods per cycle for one semester</p>
CONTENT OF THE YEAR 7 COURSE	<p>Students explore some of the basic concepts and techniques of visual art. Students experience a wide variety of skills and media, such as drawing, painting, printmaking, and ceramics. Course content includes:</p> <ul style="list-style-type: none">▶ exploration and use of visual languages as a means of communication▶ development of skills, techniques and processes to produce art works▶ exploration and development of ideas through observation, practical experience and art appreciation
ASSESSMENT AND REPORTING	<p>Assessment is based on a range of practical projects, homework drawings and art appreciation tasks. Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THE COURSE INTO YEARS 9-10	<p>Visual Art is offered as a core subject in Year 8 and as an elective subject in Years 9 and 10.</p> <p>Through Years 8 – 10 the creating, making and presenting aspects of the Visual Art course aims to extend students' knowledge and experiences in a wide range of skills and media such as drawing, painting, printing, ceramics, sculpture and the use of computer software programs. This is achieved through:</p> <ul style="list-style-type: none">▶ the exploration and use of visual literacy as a means of communication▶ the expressive use of media and techniques▶ the development of skills, techniques and processes to produce art works▶ the exploration and development of ideas. <p>The art theory and aesthetics components of the course provide opportunities for students to gain an appreciation of artistic styles, art movements and an appreciation of the artistic expressions of their own and other cultures.</p>

Elective Subjects - Languages

Learning languages not only benefits students as individuals, but also the Australian and global community. Students can expect to develop their capacity to problem solve, collaborate and analyse by learning to communicate in another code. They also develop an increased awareness of diverse ways of thinking, and a greater understanding of their own language/s. Through interactive tasks students will build and communicate their understanding in an additional language, whilst also developing their interpersonal and intercultural capabilities.

Head of Faculty: Mrs Janelle Horsington
Email: janelle.horsington@cggg.act.edu.au

FRENCH

RATIONALE	French is spoken as an official language in 33 countries around the world, including parts of Asia and the South Pacific. It is the only language other than English spoken in five continents. In the humanities and the social sciences, many important writings originated from France. The French economy is one of the strongest in the world and is increasingly a leader in technological innovation.
LENGTH OF COURSE	Year 7: Three and a half periods per cycle for one semester Year 8: Four periods per cycle for one year
ORGANISATION OF CLASSES	Students who have studied French at a level such as the French stream at Telopea should not choose French in Year 7, experiencing instead a choice from Japanese, Latin or Chinese for a semester each. French studies can then be resumed in Year 8 for these students. Please contact the Head of Faculty if you require further information.
CONTENT OF THE YEAR 7 COURSE	Course content centres around exchanging information to do with self, family and friends. Students learn/revise the basics of the sound and spelling conventions of the French language and foundational grammatical concepts within the contexts covered. The study of French culture is integral to the course.
ASSESSMENT AND REPORTING	<p>All students participate in the core program which forms the basis of the Year 7 and 8 French course. Students need to show competence in both the communicating and understanding strands. They are assessed in these areas via a semester-long portfolio in Year 7 and in Semester 1 of Year 8. The portfolio accounts for 100% of assessment. In Semester 2 of Year 8, students undertake two 50% summative assessments to evidence their learning, in preparation for the Year 9 course.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p> <p>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks. Feedback on this extension work is provided and commented on as part of the formal reporting process.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	The Year 8 French course follows on from the Year 7 semester course, or previous study in a French stream, such as Telopea. The Year 8-10 French course is sequential. French must be chosen in Year 8 if a student wishes to continue with the subject in Years 9 and 10. In exceptional cases, students may join the Year 8 French course without having done the semester course in Year 7; however, must realise that this is at the discretion of the Head of Faculty and may entail independent catch-up work on their part.

Students are encouraged to communicate in French to find out and exchange information as well as express personal experiences and viewpoints. Sentence structures and grammar are taught in context.

In Year 8 these contexts include: friends, family, pets, school, food, leisure time, and shopping. The course text is supplemented by games, songs, audio-visual content, and authentic online and print-based reading material. Students actively practise and develop their language capabilities in a wide range of situations in order to gain confidence.

JAPANESE

RATIONALE	<p>Japanese is spoken by a population of approximately 128 million people. The study of Japanese has particular importance to Australians both culturally and economically. Japan is one of Australia's leading trading partners and there are significant cultural ties between Australia and Japan. The study of Japanese contributes to the overall education of Australian students, particularly in the areas of intercultural understanding and communication, cultural literacy and general knowledge. In the study of Japanese, students will encounter differences not present in the study of European languages. The most marked of these differences is the need to learn a non-alphabetic writing system. By studying Japanese students therefore gain enormous insight into their own language/s and culture/s, attitudes and values.</p>
LENGTH OF COURSE	<p>Year 7: Three and a half periods per cycle for one semester</p> <p>Year 8: Four periods per cycle for one year</p>
CONTENT OF THE YEAR 7 COURSE	<p>Course content centres on exchanging basic information about self, family and friends, animals, likes and dislikes. Students learn the basics of the sound and writing conventions of the Hiragana script and foundational grammatical concepts within the contexts covered. The study of Japanese culture is integral to the course.</p>
ASSESSMENT AND REPORTING	<p>All students participate in the core program which forms the basis of the Year 7 and 8 Japanese course. Students need to show competence in both the communicating and understanding strands. They are assessed in these areas via a semester-long portfolio in Year 7 and in Semester 1 of Year 8. The portfolio accounts for 100% of assessment. In Semester 2 of Year 8, students undertake two 50% summative assessments to evidence their learning, in preparation for the Year 9 course.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p> <p>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks. Feedback on this extension work is provided and commented on as part of the formal reporting process.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	<p>The Year 8 Japanese course follows on from the Year 7 semester course. The Year 8–10 Japanese course is sequential. Japanese must be chosen in Year 8 if a student wishes to continue with the subject in Years 9 and 10. In exceptional cases, students may join the Year 8 course without having done the semester course in Year 7, but must realise that this is at the discretion of the Head of Faculty and may entail independent catch-up work on their part.</p> <p>Students are encouraged to communicate in Japanese to find out and exchange information as well as express personal experiences and viewpoints. Sentence structures and grammar are taught in context.</p> <p>In Year 8 these contexts include: family, pets, food, dates and times, hobbies, going places and free time activities. The course text is supplemented by games, songs, audio visual content and authentic online and print-based reading material. Students actively practise and develop their language capabilities in a wide range of situations in order to gain confidence.</p>

LATIN

RATIONALE	<p>The study of Latin, the language of the ancient Romans, provides students with the opportunity to acquire an understanding of the language, history and culture of a people who, through conquest, have had a lasting influence on the development of many aspects of Western civilisation – its language(s), literature, social practices, institutions and values. The language of Latin not only developed into the major Romance languages of Europe (Italian, French, Spanish), but over the centuries contributed significantly to the language of education, science and law, as well as to the English language. To learn Latin is to learn not only the processes associated with reading Latin, but also the general linguistic processes applicable to the study of any other language. It also helps students in their approach to other subjects and provides insight into a history and culture which have greatly contributed to others around the world.</p>
LENGTH OF COURSE	<p>Year 7: Three and a half periods per cycle for one semester</p> <p>Year 8: Four periods per cycle for one year</p>
CONTENT OF THE YEAR 7 COURSE	<p>Students will meet the family of Caecilius, a Roman living in Pompeii just before the city was destroyed by the eruption of Mt. Vesuvius in 79AD. Students will translate Latin stories about Caecilius and his family, learn about daily life and customs in Pompeii and explore not only the linguistic features of the Latin but also English words derived from the Latin of these stories.</p>
ASSESSMENT AND REPORTING	<p>Students participate in the core program which forms the basis of the Year 7 and 8 Latin course. Students need to show competence in both the understanding and engaging with texts strands. They are assessed in these areas via a semester-long portfolio in Year 7 and in Semester 1 of Year 8. More details are provided in the Unit Outline posted on Canvas for each student at the beginning of the semester. The portfolio accounts for 100% of assessment. In Semester 2 of Year 8, students undertake two 50% summative assessments to evidence their learning, in preparation for the Year 9 course.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	<p>The Year 8 course follows the adventures of the Pompeian family and a survivor of the eruption of Mt Vesuvius. The Year 8 Latin course follows on from the Year 7 semester course. The Year 8–10 Latin course is sequential. Latin must be chosen in Year 8 if a student wishes to continue with the subject in Years 9 and 10. In exceptional cases, students may join the Year 8 course without having done the semester course in Year 7.</p>

CHINESE

RATIONALE	There are many compelling reasons to study Chinese. It is the most widely spoken first language in the world. Chinese is particularly fascinating because of its beautiful handwriting, melodic spoken language, and poetic phrasing. China's long history of more than 5000 years, and its splendid traditions in literature, the arts, and cuisine, make learning to speak Chinese an exploration and an adventure.
LENGTH OF COURSE	<p>Year 7: Three and a half periods per cycle for one semester</p> <p>Year 8: Four periods per cycle for one year</p>
ORGANISATION OF CLASSES	The Year 7-10 Chinese course is designed as a foreign language course and is not appropriate for native speakers. Native, background or advanced speakers of Chinese are eligible to apply for the Advanced Chinese course. This class is flexibly delivered with the intention of maintaining language for enrolment in Year 11 Chinese and is dependent on student interest. This is taught flexibly in Years 7-10 and students must apply to the Head of Languages. These students should also choose from French, Japanese or Latin for a semester each in Year 7. Chinese studies are available for native speakers in Year 11 and 12 in both the BSSS and IB programs.
CONTENT OF THE YEAR 7 COURSE	Course content centres on exchanging basic information about self, family and friends, animals, likes and dislikes. Students learn the basics of the sound and writing conventions of the Chinese script and foundational grammatical concepts within the contexts covered. The study of Chinese culture is integral to the course.
ASSESSMENT AND REPORTING	<p>Students need to show competence in both the communicating and understanding strands. They are assessed in these areas via a semester-long portfolio in Year 7 and in Semester 1 of Year 8. The portfolio accounts for 100% of assessment. In Semester 2 of Year 8, students undertake two 50% summative assessments to evidence their learning, in particular for the Year 9 course.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	The Year 8–10 Chinese course is sequential. Chinese must be chosen in Year 8 if a student wishes to continue with the subject in Years 9 and 10. In exceptional cases, students may join the Year 8 course without having done the semester course in Year 7, but must realise that this is at the discretion of the Head of Faculty and may entail independent catch-up work on their part.

Learning Support

INTEGRATED LEARNING

Head of Faculty: Ms Kerry-Anne Kwong

Email: kerry-anne.kwong@cggs.act.edu.au

RATIONALE	<p>The Integrated Learning course is an integral component of the School's Student Support Program. After consultation with Parents/Guardians, the student's previous school and any external supports, students may be invited to join this small group (maximum 12 students). The overall aim is to support each student's learning and to develop and maintain self-esteem and resilience by addressing their specific educational needs. These include:</p> <ul style="list-style-type: none">▶ to provide academic support and assistance to the students in their other subjects▶ to continue to develop study and organisational skills for secondary school▶ to encourage and foster intellectual development especially in the student's specific areas of need
LENGTH OF COURSE	<p>Year 7: Three and a half periods per cycle each semester</p> <p>Year 8: Four periods per cycle for one year</p> <p>Students attend Integrated Learning in place of doing a language course. Enrolment in this course is deliberately flexible. Students may join the class for a term, semester or the whole year. If students attend both semesters of Year 7 Integrated Learning, they are not able to enter a language class in Year 8 and must continue with the support class.</p>
CONTENT OF THE COURSE	<p>Integrated Learning is primarily a skills based course and the content is drawn from across the curriculum; the skills required in other subjects are explicitly taught and practiced. Revision exercises in Mathematics, reading, comprehension, and writing are undertaken. Opportunities to improve skills in memory, verbal language, divergent and creative thinking and information processing are provided in group and individual situations.</p>
ASSESSMENT AND REPORTING	<p>No formal assessment tasks are set for this course. Students may be assisted to complete assignments for other subject areas.</p>
EXTENSION OF THIS COURSE INTO YEAR 8	<p>Integrated Learning students are enrolled in the course until the end of Year 8 and may continue in Years 9 & 10 with the Negotiated Study course. Continuation in the course is discussed with the Parents/Guardian and the student at a meeting with the Head of Academic Engagement, who makes the final decision on course enrolments.</p>

Academic Procedures and Policies

HOMEWORK FOR YEARS 7 AND 8

It is school policy that homework is set on a regular basis. Evidence from research shows that there is a strong relationship between effective homework and school achievement. An appropriately organised homework program can help students develop important lifelong skills and attitudes.

The amount and nature of homework varies from one year level to another, between subjects and also within a subject.

Homework is essentially extra time spent on learning. It includes work of a formal nature specifically set by a teacher to be completed outside timetabled lessons as well as less formal work – such as the revision of the day’s lessons, watching and discussing the news, private reading, preparation for tests and assignments and the practise of skills.

The School has a commitment to helping students to become independent learners and all students are encouraged to be self-motivated and self-directed in their learning. We encourage students to use their recommended homework time to tackle both aspects of homework. We recommend steady, regular work, rather than long periods spent on school work on one or two occasions each week.

Students who have trouble completing the set tasks in the time available should discuss the organisation of their work with subject teachers or tutors. Students are expected to devise their own schedules for revision and practice in addition to set homework, except for in Year 7 where teachers set specific guidelines.

The suggested amount of time for homework per week in each year is as follows.

Year 7 5 hours

Year 8 9 hours

The use of school diaries

All students are issued with a school diary which is used to:

- (A) Write in details of homework set each night.
- (B) Note dates for tests and assignments.
- (C) Record the amount of time spent on each task when requested.

The diary must, wherever possible, remain in pristine condition and be taken to every class and to and from school every day. Year 7 students are required to show their diaries to their tutor and parents/guardians for checking and signing each fortnight.

The diary is a regular means of communication between home and the School. Parents/Guardians may use the diary to communicate with the tutor or subject teacher if they wish.

EXCURSIONS

Excursions are regarded by the School as an essential extension of classroom studies. The excursions are generally compulsory because the School considers that excursions broaden the understanding of matters studied and discussed in the classroom. After most excursions there is a review and assessment of what is learnt and often written responses are required. The added benefit of excursions for the students is the opportunity for social experience and the maturing that independence from home care can give.

Parents/Guardians are required to sign permission slips for excursions outside the ACT. These are emailed home and contain information relevant to the excursion. Costs are kept as low as possible and are usually added to the student's term account.

Unless otherwise notified, school uniform is to be worn on excursions.

Parents/Guardians are asked to carefully study the notified arrangements for bringing students at the beginning, and for collecting them at the end of the excursion. Parents/Guardians are urged to be punctual in meeting these requirements so that efficient organisation is not compromised.

ASSESSMENT POLICY

The main aims of assessment are to measure each student's learning performance to provide feedback to the students, parents/guardians and teachers and to identify areas where improvement and extra assistance are required.

All assessment in the School is continuous and based on a range of assessment procedures – both formal and informal. The procedures used by each subject faculty vary and are stated in individual course documents.

For all year groups the assessment period is one semester, at the end of which a report is compiled and sent to Parents/Guardians. Early in each semester students receive a Unit Outline and Assessment Plan for each subject. The nature of the assessment items, due dates and percentage weightings for each task are indicated on this document. Students should immediately transfer this information into the long-term planner in their homework diary to help with time management. Unit outlines and Assessment Schedules detailing items to be taught and assessed are available on Canvas by the end of Week 2.

Students are expected to submit or complete all assessment items unless exceptional circumstances intervene. Any student who is unable to complete 70% of assessment tasks due to an extended period of illness or other approved reason may be awarded Status.

Late or Missed Assessment Items

1. ASSIGNMENTS

If assignment work cannot be completed and submitted because of illness or circumstances beyond the student's control, the difficulty should be discussed with the teacher or Head of Faculty and a Request for an Extension form completed. This should be done before the due date whenever possible. The Head of Faculty may grant an extension if the situation warrants it. The Head of Faculty also has the right, after discussion with the classroom teacher, to cancel the assessment or to give an estimate.

In other cases, a late work penalty of 5% of the total possible mark is incurred for each day late if work is not submitted on the due date. A loss of 15% is incurred if work due on a Friday is not submitted until the following Monday. For the submission of work, the school day officially ends at 3.30pm. Late work may only be submitted by e-mail if this arrangement has been agreed to by the teacher concerned but no responsibility is accepted for undelivered emails. The late penalty applied is determined by the date stamp of the email.

The teacher records in the student's diary when work has not been submitted or contacts the Parents/Guardians directly. The teacher also notifies the relevant Head of Faculty and Head of House via an email which is copied to the student. If the work has still not been submitted after 7 days a Student Progress Advice (SPA) notice is sent home stating that the student will receive a notional zero for the task and her semester grade for that subject will be adversely affected.

Computers may be used to word process assignments but computer breakdown (of either hardware or software) is not a valid reason for an extension of time. Students should keep a backup copy of their work and it is recommended that a printout is done at frequent intervals to avoid problems caused by computer failure. If a student chooses to submit her work after the due date it is penalised as is all late work. If what has been printed is submitted (perhaps with handwritten additions) on or by the due date, it is marked as the final piece of work. No further submissions are allowed.

2. TESTS

Tests are an important part of the learning process. If a student is absent on the set date for a test, it is sometimes difficult to re-schedule on subsequent days due to the busy nature of the academic program as well as issues relating to the security of the test being compromised.

If a student misses a test for a legitimate reason, depending on the nature of the test, one of the procedures outlined below is followed:

- ▶ Reschedule the Test – Students who miss a test must sit for the test as soon as possible after they return to school within a week of the first sitting. This may be scheduled for after school.
- ▶ Give an Estimate – Students who miss a test may be given an estimate based on other assessment tasks completed in the unit currently being studied. This estimate may not be given until the end of the unit.

If a student does not have a legitimate reason for missing a test, zero is recorded for that assessment item.

Irrespective of the procedure followed, any student who misses a test may be asked to do the test. It is marked and returned to the student to provide feedback.

REPORTING

The formal reporting system has two components for all students:

- ▶ Parent Teacher evenings held in Terms 1 and 3 when all staff are available for short interviews with Parents/Guardians to discuss progress or problems.
- ▶ Formal written reports that are issued twice a year at the end of each semester.

Semester reports for all subjects (except Integrated Learning) provide each student with:

- ▶ Tutor comment
- ▶ Academic Achievement Standard
- ▶ Australian Curriculum Standards
- ▶ Learner Profile
- ▶ A grade (A–E), Mark, and an Average
- ▶ List of Co-Curricular activities

Teachers award grades according to the following criteria:

A	Awarded to students who have met the requirements of the course with excellence, demonstrating superior skills and understanding
B	Awarded to students who have met the requirements of the course with efficiency, demonstrating advanced skills and understanding
C	Awarded to students who have met the requirements of the course to a satisfactory standard, demonstrating competent skills
D	Awarded to students who have met the basic requirements of the course with a minimum development of skills and understanding
E	Awarded to students who have experienced extreme difficulties and has not met the basic requirements of the course
S	Awarded to students who have been unable to complete sufficient work due to an extended period of illness or other approved reason and is called 'Status'.
P	Satisfactory
U	Unsatisfactory
UA	Unable to Assess

All reports include a written comment by the tutor. The aim of the comment is to praise students for their progress and to provide information about areas in which further development could be achieved.

It is felt that the formal report and the Parent Teacher evening each semester provides a comprehensive description of student achievement and performance to all interested parties. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.

APPEAL PROCEDURE YEARS 7-10

Students in Years 7 – 10 are assessed by the School. Students may seek a review of a mark or grade given for a piece of assessment or on a semester report.

The appeal should be made first, at an informal level, to the subject teacher. This will probably result in any misunderstanding being dispelled or any error in calculating corrected.

If the student is dissatisfied with the result of the direct approach to the teacher, she should ask to see the Head of the Faculty for the subject concerned.

If the Head of Faculty is also the subject teacher she should approach the Director of Studies for help in resolving the matter.

BREACHES OF DISCIPLINE YEARS 7-10

Any breaches of discipline relating to tests or in-class assessments are regarded very seriously by the School. Students must not bring anything into the assessment room other than writing equipment and whatever else is specified by the teacher.

Students are advised by teachers as to what information may be brought into the room for open book tests and in- class assessments. In other forms of tests and in-class assessments, no information (such as written notes, notes on hands, stored material in calculators or laptops or pencil cases) or books may be brought into the room.

If it is ascertained that the student had within her possession “other” material in a test/assessment situation, the mark for the whole piece of work is cancelled, ie. zero is given.

Plagiarism is a breach of academic discipline. It is an attempt to present someone else’s words or ideas as your own. Students plagiarise if they copy or paraphrase any text or composition generated by another person without proper acknowledgement. Students deemed to have plagiarised by a teacher and the respective Head of Faculty may receive zero for that assessment item and the Director of Studies will be informed. The student will be expected to resubmit the piece of work, but will not have this piece graded.

Student Services

The Senior School is committed to practices that promote the development of a caring, learning community, where learning takes place and is based on the needs of the learner. The student/teacher relationship is based on mutual respect, trust and understanding. Cooperation and collaboration are valued. Diversity is also valued; therefore, students with special needs may include the needs of gifted and talented students, students with disabilities or specific learning difficulties and students whose welfare or emotional well-being is of concern. Different learning styles and needs are recognised and accommodated.

STUDENT SUPPORT

HEAD OF ACADEMIC ENGAGEMENT: **Ms Kerry-Anne Kwong**

Phone: 02 6120 3323

The Student Support team considers referrals for:

1. Integrated Learning

The Integrated Learning course offers the necessary support and addresses the educational needs of students who require assistance to adequately manage their academic studies and school life. Students with special educational needs are identified and invited to join Integrated Learning. This course provides assistance to students by revising and reinforcing basic skills required in other subjects such as organisation, comprehension, research and writing. The Integrated Learning teacher also liaises with teachers in other subjects to offer specific help. Integrated Learning takes the place of Languages in Year 7 and 8. The aim of the course is to support students' learning and to provide better foundations for students to manage their study in Years 11 and 12. Placement in the Integrated Learning course is reviewed each semester.

2. English as a Second Language (ESL)

Competence in English is essential for equity of educational opportunity and full participation in Australian Society. ESL is a program of language development designed to meet the needs of those students whose first language is not English and to support their learning in mainstream subjects. ESL courses at the Senior School are highly focused on developing the English literacy skills of students of non-English speaking backgrounds across the areas of speaking and listening, reading and viewing and writing. ESL programs of study are developed with the needs of the particular students in the class in mind. An across the curriculum approach is always evident and the students are given the opportunity to seek assistance with the language demands of their other subjects.

3. Junior Studies Support

Some students may require additional assistance in organising their time to meet their commitments or to address a particular study skills problem. A student's needs are determined and the student may be provided additional assistance. This assistance aims to increase confidence and improve skills so that students can become independent learners and able to manage their studies more effectively.

4. Gifted and Talented Students

Gifted and talented students need to receive an education which takes account of their special characteristics as learners. Giftedness and talent may occur in many different areas including the creative arts, academic subjects, social and leadership skills and sporting interests. The School aims to recognise ability by offering opportunities for students to achieve their full potential and to implement programs to meet the educational needs of gifted and talented students.

5. Special Consideration for Assessment

Medical, social, academic and/or emotional concerns are given special individual consideration. Requests for assistance in assessment tasks and for ongoing provision due to long-term illness or special

needs are accommodated on a needs basis. This must be supported by appropriate official documentation.

6. Modified Packages

Requests to the Head of the Senior School may be made for a student to undertake a modified package. This may be due to an extensive time commitment outside School hours in the student's chosen area of talent development.

7. Students with Disabilities

The School aims to provide support for students with special needs. It is important to discuss any special needs at interview so that the ability of the School to offer the necessary modifications can be determined.

STUDY & PEER MENTORING

Within the Pastoral Care program, a day a cycle is assigned to study, and peer mentoring. This is an opportunity for students to seek assistance from their tutor and tap into knowledge and insight of their peers. Tutors ensure all students use their School diaries to maintain the communication between home and School.

CAREERS ADVISOR

The Careers Advisor (Dr Jessica Dietrich 02 6202 6426) provides assistance and information to students about options in further education, career pathways and career decision making. Counselling is offered to all students from Years 7 to 12, either individually or in groups

CURRICULUM AND ASSESSMENT ADVICE

The Director of Studies (Mrs Tara Dunstall 02 6202 6407) is responsible for the implementation of curriculum, assessment and reporting for Years 7 to 12. Information regarding Year 12 tertiary package requirements, assessment processes, the ACT Scaling Test (AST) and the Australian Tertiary Admission Rank (ATAR) is also available from the Director of Studies. The Director of Teaching and Learning (Mrs Jane O'Brien 02 62026406) leads the Heads of Faculty and has responsibility for overall curriculum development.

USE OF THE LIBRARY AND COMPUTERS

Library hours are from 8.15am – 5.00pm (Monday to Thursday) and 8.15am – 4.30pm on Friday. A Teacher Librarian is available during these times to assist students.

The computers in the Library are available for student use when the Library is open. All computers have the full suite of software applications required for any courses taught within the School. In the Library, students can access the School network, and all information resources, word process and print assignments, and search the Internet for school related material. The Library also provides charging facilities for certain laptops, and lends equipment such as calculators, headphones and school laptops. The Library website provides access to the catalogue and online databases, and is available on or off the campus at: <http://cggs.libguides.com/home>.

Co-Curricular Activities

Learning at CGGS is much more than what happens inside classrooms. If students are to be well prepared for life beyond school, then academic study should not be their sole focus. We therefore offer a wide range of co-curricular activities to complement the pursuit of academic excellence and our efforts to maximise each students' potential in the classroom. From their early years in Junior School to their final year of Senior School, students are encouraged to participate in a wide variety of activities.

At CGGS we provide activities covering sports, drama, music and a range of clubs and societies. These activities are supervised by members of the teaching staff, supported by specialist instrumental teachers or sports coaches. The design of the program is based on the Philosophy Statement for Co-Curriculum:

The co-curricular program is an integral part of the educational experience at CGGS and includes all activities that support, enhance or complement the formal academic curriculum. It is based on the philosophy that personal growth occurs when students and staff can access a broad range of experiences. Success in future studies, employment and life itself can result for those who have a balanced approach to work and broader social commitments and who have developed their capacity to work effectively with others.

Our program offers each girl the opportunity to explore and cultivate their passions and interests, to be inspired to discover their own potential, to showcase their talents and develop leadership, self-confidence and pride. Our program offers each teacher, parent and volunteer the opportunity to build relationships, to enhance connectedness with our students and to further develop their own personal and professional journey.

The program offerings can be broadly categorised into two main areas:

- ▶ Active pursuits – activities that lead to enhancing the health and well-being of the student
- ▶ Creative pursuits – activities that contribute to the student developing new skills or ideas

The activities are not compulsory, but students are encouraged to participate in at least one “active” and one “creative” activity. This will be recognised with an annual Certificate of Completion in the co-curricular program.

A detailed handbook for co-curricular activities, showing information about times, teachers in charge, contact details, eligibility criteria and costs is available early in Term 4. The activities currently on offer at CGGS include:

WINTER SPORTS	SUMMER SPORTS	MUSIC AND DRAMA	CLUBS AND SOCIETIES
<ul style="list-style-type: none"> ▶ Cross Country ▶ Basketball ▶ Equestrian ▶ Hockey ▶ Netball ▶ Orienteering ▶ Mountain Biking ▶ Soccer ▶ Swimming ▶ Snowsports ▶ Tennis ▶ Touch Football ▶ Waterpolo 	<ul style="list-style-type: none"> ▶ Basketball ▶ Dragon Boats ▶ Indoor Hockey ▶ Netball ▶ Tennis ▶ Sailing (training) ▶ Futsal Soccer ▶ Swimming ▶ Rowing ▶ Waterpolo 	<ul style="list-style-type: none"> ▶ Bands ▶ Choirs ▶ Dance Festival ▶ Ensembles ▶ Fashion Parade ▶ Musical ▶ Orchestras ▶ Senior Drama ▶ Production ▶ Summer Shorts (drama) ▶ Year 9, 10 Production 	<ul style="list-style-type: none"> ▶ Book Club ▶ Burrawi Committee ▶ CCC Club (Chess, Cards & Checkers) ▶ Creative Writing ▶ Duke of Edinburgh Award ▶ Da Vinci Decathlon ▶ Dance/Drama ▶ Debating & Public Speaking ▶ Environment Group ▶ C.S.I (Social Justice Group) ▶ Chinese speaking ▶ Melbourne Ave Media ▶ Nexus Club (Science fiction and fantasy) ▶ Science Club ▶ Tournament of the Minds

Notes



CANBERRA GIRLS
GRAMMAR SCHOOL

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