

Year 7-8
Course Handbook

2021



CANBERRA GIRLS
GRAMMAR SCHOOL

Our Purpose

We are creating a world where the young never stop believing anything is possible.

Our Values

The Canberra Girls Grammar School community is bound by three core values that honour our Anglican tradition and speak to the challenges of today's world:

- Inclusion— We embrace diversity in humanity; we treat others with compassion and kindness; we support our community and aim to ensure equal opportunity.
- Courage – Honouring the spirit of our founders, women of grit, intellect and determination, we challenge the status quo; stand by what we believe in and do what is right. We persevere through adversity and embrace change
- Integrity – We act with honesty and integrity; we are known for our loyalty and ethical behaviour. We aim to follow our strong moral compass



**CANBERRA
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SCHOOL**

Year 7-8 Course Handbook

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Welcome from the Head of Senior School

Welcome to Canberra Girls Grammar Senior School. It is a pleasure to have you at the school and I hope that you will find your path through the Senior School enjoyable, challenging and satisfying. That you will take advantage of the opportunities on offer at the school and become the best student you can be.

In Years 7 and 8 you will study a range of different subjects as an introduction to the pathways you might choose to follow in your senior years of schooling. This guide will help you understand more about these subjects as well as important skills and approaches that you can develop during your years in the Senior School.

Future-focused learning is vital in preparing you for future study, courses and your career. We aim to develop your critical thinking skills, harness your creativity, enhance your communication skills, allow you to work collaboratively and enjoy success and challenges together, to embrace culture and real-world problems and to effectively utilize connectivity across your subjects. Everything you learn becomes a solid foundation for the role you play as a global citizen and as a leader in your life.

You will be challenged by what you learn and are encouraged to harness that challenge, enjoy it and grow from it. Perseverance and persistence will stand you in good stead as you move through secondary school and into Years 11 and 12. Sometimes as a student you need to be comfortable with discomfort in your learning, answers do not always come easily. Persevere, and you will get there.

Our goal is for our graduates to be fiercely independent young women who continue to blaze trails like the women who went before them. Young women who are independent, reflective, passionate learners who go confidently into the world. Young women who know that anything is possible.

The love of learning starts with choosing subjects that interest you, that challenge you and that give you energy. Ask lots of questions, talk to the teachers and find out all you need to about the subject you are studying or might like to study. And always maintain your interests outside of the classroom too, play sport, get involved in the drama production, learn a musical instrument, join the choir, learn a language, join a club. These outlets will help you to relieve stress, give you time to spend with friends, allow you to laugh (or maybe cry) and provide you with balance in your life. Apply for leadership positions in the school and enjoy the opportunity to represent your peers, to showcase your talents and to learn about leadership. Take advantage of the opportunities that our wonderful school offers to you.

I look forward to following your learning journey.

Best wishes,

Julie Jorritsma

Head of Senior School

School Contacts

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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):

- 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):

- English
- Mathematics
- Science
- Health and Physical Education
- Digital Technologies

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

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

English

Head of Faculty: Mrs Madeleine Harley

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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.
Organisation of classes	English classes are formed on the basis of results from the Allwell testing, education history and teacher recommendations. Classes are mixed ability and 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	<p>English is a compulsory subject throughout the School.</p> <p>In Year 8, students are introduced to more complex novels, encounter a range of poetic forms and develop skill in persuasive and analytical writing.</p>

<p>Rationale</p>	<p>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.</p>
<p>Content of the Year 7 course</p>	<p>Water in the World</p> <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> <p>Places and Livability</p> <p>Students will evaluate the livability of their own place and investigate whether it can be improved through planning. The livability of places is investigated using studies drawn from Australia, and selected places around the world.</p>
<p>Assessment and reporting</p>	<p>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.</p>
<p>Extension of this course into Year 8</p>	<p>All students study Geography in Year 8 and cover the following two units:</p> <p>Landforms and Landscapes</p> <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> <p>Changing Nations</p> <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>

Health and Physical Education

Head of Faculty: Mrs Jenny Hall

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<p>Rationale</p>	<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>Content of the Year 7 and 8 course</p>	<p>Physical Education:</p> <ul style="list-style-type: none"> – Fundamental movement skills – Invasion games – Net/wall/court games – Fitness – Athletics – Gymnastics and rhythmic gymnastics – Cultural dance and Indigenous games <p>Aquatic Education:</p> <ul style="list-style-type: none"> – Swim and survive; and Flippaball – Aquaerobics and Swim Fitness (Biathlon) <p>Health Education:</p> <ul style="list-style-type: none"> – Supporting Myself and Others – Challenges and Changes – Positive Choices (Nutrition and Drug Education)
<p>Student learning and reporting</p>	<p>The HPE Faculty uses outcomes based learning. Student achievement is divided into learning outcomes and learner behaviours.</p> <p>Year 7 and 8 Achievement Standards</p> <p>By the end of Year 8 students can:</p> <ul style="list-style-type: none"> – investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. – demonstrate control and accuracy when performing specialised movement sequences and skills – apply the elements of movement to compose and perform movement sequences – examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing – 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 <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>Extension of this course into Year 8</p>	<p>HPE is a core subject and continues in Year 8.</p>

History

Head of Faculty: Mr Norbert Narel

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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>
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

<p>Rationale</p>	<p>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.</p>
<p>Organisation of classes</p>	<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>
<p>Content of the course</p>	<p>Students study three sections of mathematics:</p> <ul style="list-style-type: none"> – Number and Algebra – Measurement and Geometry – Statistics and Probability <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>
<p>Assessment and reporting</p>	<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>
<p>Extension of this course into Year 8</p>	<p>Below is an example of some of the concepts covered in Year 8:</p> <ul style="list-style-type: none"> – 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

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>
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 and aural 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. This Year 8 course will also feature one lesson a week focused on ensemble skill development through percussion and handbell playing.</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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<p>Rationale</p>	<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 Drama, the terminology used in both these areas and working cooperatively with others.</p>
<p>Content of the Year 7 and 8 course</p>	<p>In this introductory Performing Arts course, students begin to understand and develop the necessary skills to create successful Dance and Drama performances.</p> <p>Over their course of study, students will create original performances both individually and collaboratively. They also practice critical thinking skills through self-reflection, theory work and analysis of performances.</p> <p>In the Drama unit, students theoretically and practically explore:</p> <ul style="list-style-type: none"> – Character voice and physicality – Improvisation and Playbuilding – The Elements of Drama – Theatrical focus and risk-taking <p>In the Dance unit, students theoretically and practically explore:</p> <ul style="list-style-type: none"> – Style-specific technical skills for movement – Improvisation and Choreography – The Elements of Dance – Expressive skills through projection, focus and musicality
<p>Assessment and reporting</p>	<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>
<p>Extension of this course into Year 8</p>	<p>Performing Arts is offered as a core subject in Year 7-8 and then as separate electives (Dance and Drama) in Years 9-10.</p> <p>In the 9-10 Drama Course, students study units:</p> <ul style="list-style-type: none"> – Musical Theatre: Characterisation and Conflict – Theatre for a Purpose: From Ritual Traditions to Issue-Based Drama – Introduction to Script-work: Australian Drama – From Shakespeare to Grotowski: Influential Theatre Practitioners <p>In the 9-10 Dance Course, students study units:</p> <ul style="list-style-type: none"> – Modern Moves: Pioneers of Modern Dance – All that Jazz: From Vernacular Jazz to Broadway and Musical Theatre – Dance of Our Time: Hip Hop and Commercial Dance – Contemporary Fusion: Re-emergence of Aboriginal Australian Dance

Religion and Philosophy

Head of Faculty: Mr Norbert Narel

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Rationale	<p>The Religion and Philosophy curriculum has a particular responsibility to express the Christian Anglican ethos of CGGS. 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">– Study of philosophical thinking– Study of world religions– Study of ethics– Study of Christianity and Biblical concepts– Experience of reflective practice
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 this 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: Mr Sam Papisidero

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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.
Organisation of classes	In Year 7, Science classes are of mixed ability. In Year 8, Science classes are streamed into Extension, Advanced and Intermediate.
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	In Year 8, Extension, Advanced and Intermediate classes all cover the same material but the depth and complexity of problem solving is more demanding for the students in the Advanced and Extension classes. A modified program may be offered to individual students as required. 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.
Digital Technologies	<p>Head of Faculty - Science and Technology: Mr Sam Papisidero Email: sam.papisidero@cggs.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@cggs.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 the course into Years 9 and 10	<p>The Technologies is offered as three different elective subjects in Years 9 and 10. The Years 9–10 courses equip students with problem based learning, knowledge and experience of the real world and with the ability to include social, ethical and sustainability considerations into their designs and solutions. The three elective choices are;</p> <ul style="list-style-type: none"> – Design and Food Solutions – Design and Textiles Solutions – Information Technologies

Visual Arts

Head of Faculty: Mrs Elizabeth Chase

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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>
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 Year 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

Chinese

Acting Head of Faculty: Ms Lauren Richardson

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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.
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, numbers, days and dates. 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	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 Year 8. The portfolio accounts for 100% of assessment. 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	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.

French

Rationale	<p>French is the world's fifth most spoken language and there are now 300 million people on five continents who speak French, according to a recent study by the Organisation Internationale de la Francophonie. French is also the second most widely taught language after English, and is taught on every continent. French is a major language of international communication. It is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee and the International Red Cross. French is often regarded as the international language of cooking, fashion, theatre, the visual arts, dance and architecture; France is the world's first tourist destination and attracts more than 87 million visitors a year. The ability to speak French offers insights into France's culture and way of life.</p>
Organisation of classes	<p>Students who have studied French at a level such as the French stream at Telopea Park School 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.</p>
Content of the Year 7 course	<p>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.</p>
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 Year 8. The portfolio accounts for 100% of assessment. 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 French course follows on from the Year 7 semester course, or previous study in a French stream. 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.</p> <p>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.</p>

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>
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 foundations of the sound and writing conventions of the Hiragana script and simple 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 Year 8. The portfolio accounts for 100% of assessment. 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>

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>
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 Year 8. The portfolio accounts for 100% of assessment.</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>

Learning Support

Integrated Learning

Head of Faculty: Mrs Winifred Hanson

Email: winifred.hanson@cggg.act.edu.au

Rationale	<p>The Integrated Learning course is an integral component of Canberra Girls Grammar 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 journey and to increase their access to the academic curriculum 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
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 numeracy, 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. Students are also supported to develop their executive functioning through explicit teaching and modelling of skills that supports task identification, initiation and scaffolded steps for task completions and review.</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 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 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

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

- Write in details of homework set each night.
- Note dates for tests and assignments.
- 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 or online 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 or electronic submission.

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 (Studies) for help in resolving the matter.

Academic integrity

Purpose of an academic integrity policy

Definition: Academic Integrity

The principle that students' work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines. In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged.

Work includes not only written material, but in addition, any oral, numerical, audio, visual or other material submitted for assessment.

Breaches of academic integrity include plagiarism, collusion, the fabrication or deliberate misrepresentation of data, and failure to adhere to the rules regarding examinations in such a way as to gain unfair academic advantage.

Definition: Plagiarism

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 acknowledgment.

The purpose of an academic integrity/plagiarism policy is as follows:

- To know the satisfaction of producing your own work
- To acknowledge the work of others
- To understand the ethical and legal rights and responsibilities as authors and creators
- To be aware of how to use information respectfully across all subject areas.

Examples of Academic Integrity

To write with academic integrity, students will have:

- Acknowledged the work and ideas of others within their presentations and writing
- across all areas of the curriculum
- An appropriately formatted reference list or bibliography
- Demonstrated critical thinking, synthesis, have paraphrased information and have written the work themselves.

Examples of plagiarism could include, but are not limited to:

- Submitting all or part of another person's work or source text with or without that person's or source's knowledge
- Submitting all or part of a paper from a source text without proper acknowledgement
- Copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks or not using italics
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement

- Submitting a digital image, sound, design, artwork, artefact, product, photograph or animation, altered or unaltered, without proper acknowledgement.

See www.smartcopying.com.au.

Principles behind the imposition of penalties:

- Any work that is found to be plagiarised will incur a penalty ranging from a written reprimand and warning, through to the cancellation of an assessment result
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence

Procedures for dealing with situations involving plagiarism:

- Any suspected case of plagiarism must be investigated at the school level
- The principles of natural justice must be applied at all stages in the process. If you are suspected of plagiarising work, you must be given a fair hearing and the opportunity to provide evidence of authorship.
- If there is evidence of plagiarism you must be interviewed by the teacher and the Head of Faculty and given the opportunity to explain your case before a penalty is determined
- If plagiarism is shown to have occurred, then the teacher, in conjunction with the Head of Faculty and Director (Studies), should determine the penalty, taking into account the principles and the penalty schedule listed
- You must be advised, in writing, of the penalty and informed that you have the right to appeal the penalty to the Director (Studies)
- Details of any case of academic integrity must be recorded and the record kept centrally at the school.

Right of Appeal

You have the right to appeal against the application and/or the outcomes of the above. Appeals must be discussed with the relevant Head of Faculty before speaking with the Director (Studies).

Penalties

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

- Reprimand of the candidate, except in cases where benefit would have been derived from such breaches
- The making of alternative arrangements for the assessment (e.g. through a reassessment)
- The assessment marked without the material subject to the breach being considered
- Imposition of a mark penalty appropriate to the extent of the breach
- Cancellation of the result for the assessment concerned

The following is a guide to the penalties to be imposed by the School. These penalties apply irrespective of the subject in which the incident(s) occur.

Categories	Penalties
First Incident of breach of discipline	One or more of the following penalties be imposed subject to the degree of the infringement: (a) to (f)
Subsequent breach(es) of discipline	One or more of the following penalties be imposed subject to the degree of the infringement: (a) to (g)

Counselling of students is a key component of the process. After the first incident of a breach of discipline, advice in writing to you must include a warning about the consequences of subsequent breaches.

Testing and In-class assessment

All breaches of discipline relating to tests or in-class assessments are regarded 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 test and in-class assessments, no information (such as written notes, notes on hands, stored material in calculators or laptops or pencil cases), 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.

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: Mrs Winifred Hanson 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 and peer monitoring

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 (Academic Administration) Mrs Jane O'Brien 02 62026406 is responsible for the implementation of curriculum, assessment and reporting for Years 7 to 12, and the ACT Scaling Test (AST). Information regarding Year 12 tertiary package requirements, assessment processes, and the Australian Tertiary Admission Rank (ATAR) is available from the Director (Studies) Mrs Tara Dunstall 02 6202 6407 who also 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 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
- Cross Country	- Basketball	- Bands	- Book Club
- Basketball	- Dragon Boats	- Choirs	- Burrawi Committee
- Equestrian	- Indoor Hockey	- Dance Festival	- CCC Club (Chess, Cards & Checkers)
- Hockey	- Netball	- Ensembles	- Creative Writing
- Netball	- Tennis	- Fashion Parade	- Duke of Edinburgh Award
- Orienteering	- Sailing (training)	- Musical	- Da Vinci Decathlon
- Mountain Biking	- Futsal	- Orchestras	- Dance/Drama
- Soccer	- Soccer	- Senior Drama	- Debating & Public Speaking
- Swimming	- Swimming	- Production	- Environment Group
- Snowsports	- Rowing	- Summer Shorts (drama)	- C.S.I (Social Justice Group)
- Tennis	- Water polo	- Year 9, 10 Production	- Chinese speaking
- Touch Football			- Melbourne Ave Media
- Water polo			- Nexus Club (Science fiction and fantasy)
			- Science Club
			- Tournament of the Minds

Notes