BELMONT CITY COLLEGE

Parent Information
Year 7 and 8 Transition

2015
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Principal's Welcome

On behalf of the Belmont City College community I take great pleasure in welcoming incoming Year Seven and Eight students and their parents. The College has taken pride in the implementation of a seamless transition program which commenced at the beginning of the 2014 school year. In preparation for 2015 the staff at Belmont City College have worked closely with our local intake primary schools to provide a number of opportunities for students to participate in the ‘Belmont Experience’. In parallel with this we also held parent information evenings in March and June this year. These parent evenings provided information, not only about the transitional activities planned for this year, but also information about the college, our education programs and the curriculum and pastoral care structures for our Year Seven and Eight students in 2015.

I trust that the information in this booklet will further assist with the transition of your child to Belmont City College. The following staff members can be contacted on 9479 2200 if you have any other queries or require clarification about information in this booklet:

• Associate Principal Greg Maynard – Year 7 and 8 Year Group Manager
• Ms Katie Robinson – Year 7 and 8 Transition Coordinator
• Mr Sean Overend – Team Leader, Teaching and Learning Support.

I look forward to working with you to ensure the success of your child’s secondary education.

Darrel Le Mercier
Principal
Positive Behaviour Support (PBS)

Belmont City College is a Positive Behaviour Support (PBS) school. This means that we actively teach students the expected behaviour that we would like to see from them at school. At Belmont City College, this is based on three principles:

- Preparedness
- Participation
- Positivity

**Preparedness** means coming to school ready to learn. This includes attending regularly, being on time, having the required equipment with you, switching your mobile phone off while at school and using break time appropriately (to go to the toilet, get a drink and eat.).

**Participation** means taking advantage of the opportunities available to you. This includes attempting all your work, spending class time on class work, completing work within deadlines, following teachers’ instructions, setting goals, seeking help when required, celebrating success, trying something new, attending homework club and getting involved in school activities such as carnivals, cultural celebrations and assemblies.

**Positivity** means being a member of the College who everyone can be proud of and representing the College proudly to the wider community. This includes respecting other students’ right to learn, valuing education, valuing diversity, valuing the school environment, wearing school uniform, using appropriate language, being resilient, being friendly, promoting harmony and resolving conflict appropriately.
Code of Conduct for Students

Expectations
1. Do your best at all times.
2. Represent the College proudly at all times.
3. Wear College uniform to school including to all organised College activities.
4. Remain within College boundaries during the school day.
5. Attend and remain in scheduled classes unless given permission to leave by a member of staff.
6. Follow the instructions of your teachers at all times.
7. Arrive to class and other organised College activities on time and with the books and/or equipment necessary for active participation.
8. Remove hats inside College buildings.
9. Ensure that mobile phones and other pieces of equipment that may be disruptive to class or College activities are turned off and out of sight before entering the College.
10. Eat and drink at appropriate times, i.e. during breaks.
11. Respect communal and private property at all times.

VIVO

Belmont City College uses the VIVO rewards system. When students show positive behaviour within the school, they will be able to earn VIVO points (VIVOs). Students can track their own VIVOs and VIVO history online to see when, where and how they have demonstrated positive behaviour.

As the program is rolled out students will be able to redeem their VIVOs for gifts, prizes and tickets for College events.

VIVOs will also contribute towards students’ Advocacy classes and faction groups and will make them eligible for further rewards such as vouchers and participation in events and excursions.
Attendance Policy

EVERY DAY COUNTS
Rationale
Attendance is essential for academic achievement; any absence from school reduces learning opportunities. For this reason it is a legal requirement that students attend every class in each of their subjects. From time to time absences will occur. These might be due to medical or family reasons or because of a school excursion, camp or other organised events. No matter what the reason for the absence, work may be missed and therefore achievement will be affected.

Explanations of absence
It is compulsory for students to attend school until the end of the year in which they turn seventeen and six months of age. If a student is absent from school, the parent or guardian must provide an explanation for the absence as soon as possible. This explanation may take the form of a signed note, phone call or SMS. The note should clearly indicate the date and times of absence as well as the reason for the absence. The reason for absence must be acceptable to the school Principal. Students who are absent from classes for any reason should contact teachers to obtain information about missed lessons. If a note, phone call or SMS is not provided, the absence will be recorded as ‘unauthorised’. Any student who is away for more than two days should provide a medical certificate along with a note explaining the absence.

What do I need to do?

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<tr>
<th>Student is absent for less than two days</th>
<th>Parent or guardian provides an explanation via note, phone call or SMS.</th>
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<tr>
<td>Student is absent for more than two days</td>
<td>Parent provides a note, accompanied by a medical certificate, explaining the absence.</td>
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<tr>
<td>Student is absent for an extended period of time</td>
<td>Parent consults with year level manager and arrangements are made to supply work or develop an attendance plan.</td>
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Assessment Policy
STUDENT RESPONSIBILITIES
It is the student’s responsibility to:

- complete all course requirements by the due date
- maintain an assessment file for each course studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be ‘at risk’ of not completing the course unit requirements)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

For any late out-of-class assessment task, where the student does not provide a reason which is acceptable to the College, the following penalties apply:
A 5% reduction in the final mark for every day late, up to a maximum of 50%.

Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date.

Mobile Phone/Electronic Device Policy
The position of the College is that mobile phones, mp3 players and other personal electronic devices should not be brought to school. The College takes no responsibility for loss or theft of such items. The College does acknowledge that many students will bring such devices to school. If these devices are brought to school it is expected that they will be switched off or set to silent mode and kept out of sight, unless specific teacher permission has been given to use the device. This extends to headphones, speakers and other peripheral devices which should also be kept away while at school.

The College views the inappropriate use of electronic devices for purposes such as filming or photographing other students without permission as serious offenses which will be dealt with accordingly. Repeated failure to comply with these requirements will result in appropriate responses which may include confiscation, requests for parent meetings and other measures.
Specialist and Extension Programs

Specialist Culinary Arts Masterclass
This is an extension of the foods course that caters to those students who particularly enjoy the art of exploring and working with food. You will be taken on a journey that examines fabulous food creations from paddock to plate. Activities include mystery boxes, cook-offs and informative master classes.

“The day is coming when a single carrot freshly observed, will set off a revolution” – Paul Cezanne

Belmont City College Specialist Contemporary Drama program for Year 7 and 8 students aims to promote creative thinking and the ability to express personal ideas and beliefs within a safe environment.

Your child will understand how to manipulate their body and voice as a tool for performance. This will include a series of intensive workshops and activities encouraging trust, social interaction, participation, negotiation, improvisation and collaboration with new people.

The Specialist Contemporary Drama in Year 7 and 8 explores an eclectic range of Performance forms including mime and silent film, story-telling including Indigenous and Asian Theatre as well as Improvisation and self-devised performance. Students will engage in independent, small group and whole class exercises encouraging personal growth through social interaction and highly practical exercises.
Specialised Music
Students will consolidate their music reading skills to visually andaurally analyse a variety of musical examples and to translate increasingly complex musical symbols and sounds. Students will become more independent in making choices for their creative projects using musical models from a variety of sources. The development of aural and practical skills is a vital part of this course. Available only to those students already selected for the School of Instrumental Music (SIM) tuition program.

Music
The Belmont City College Music program is a personally enriching discipline that teaches essential performance skills and techniques, strengthening each students individual capabilities in their chosen musical instrument. Students have the opportunity to access SIM tuition, as well as perform as a member of the College Concert Band, College Choir and other ensemble groups. A diverse Contemporary Music program is also available for both existing students and beginners. This gives students a broad range of music contexts to explore including jazz, musical theatre and rock.

School of Instrumental Music (SIM)

Please follow the link below for information regarding SIM tuition and instrument hire:

www.sim.iinet.net.au/
INCLUSIVE EDUCATION

Inclusive Education Centre Program
The Inclusive Education Centre (IEC) supports students with intellectual and physical disabilities as well as sensory conditions.

The IEC provides two tiers of support for each student in the most appropriate placement as determined by the family, student and school prior to enrolment.

In the education support setting, students receive specialist teaching in English, Mathematics, Science, Humanities and Social Science and Health in Years 7 & 8 and are further supported by highly experienced and qualified education assistants. These students attend elective subjects with education assistant support to promote their social development and to provide opportunities to develop their interests.

The Inclusive Education team also supports students in the mainstream setting where classroom teachers collaborate with education assistants to modify curriculum and implement Individual Education Plans to achieve planned learning, behavioural and social goals.

The IEC adopts a case management approach where families and students are involved in planning for improved learning outcomes. Regular communication ensures opportunities to access the curriculum are optimised and concerns are addressed to ensure that our students feel safe, welcome and included in the life of Belmont City College.

Deaf Education
The Deaf Education Program provides support to students who have hearing loss regardless of the severity of the hearing loss. Our focus therefore is in providing support that best meets individual needs and determined in collaboration with parents, Teachers of the Deaf and staff from School for Special Education Needs – Sensory. Students can receive instruction in English, Science, Mathematics, Humanities and Social Sciences and Health in small classes of Deaf/Hearing Impaired students, by a Teacher of the Deaf. Teachers of the Deaf are also able to support students in mainstream classes and collaborate with mainstream teachers to ensure the educational program meets the meets of the Deaf/Hearing Impaired student. Where appropriate the Deaf Education Program coordinates support for students who require Auslan interpreters or note takers.

The Deaf Education Program utilizes a case management approach where students, families and other professionals are involved in developing an Individual Education Plan (IEP) for each student. Regular review of the IEP ensures students are attaining the goals articulated in each plan.
**A Plus Academic Extension Program**

The *A Plus* program provides extension activities for students with proven ability. The College’s links to the University of Western Australia provides our *A Plus* students with opportunities for supported pathways to university. Students in the *A Plus* program receive extension in English, Humanities and Social Sciences (HASS), Mathematics and Science.

**Follow the Dream Program**

“Follow The Dream” members at Belmont City College are part of an exclusively chosen group of high-achieving Aboriginal students who have university aspirations and demonstrate the appropriate school results, attendance and behaviours to achieve such ambitions.

The program provides personalised after-school tuition, support and case management to enable these students to continue achieving excellent outcomes at school. The program assists students to constantly strive for excellence, set challenging goals and take the necessary steps to achieve them.
Year 7 English

English is a subject about the development, presentation and analysis of ideas. At Belmont City College, students develop an understanding that the English language operates as a social process. It is through the study of English that our students learn to analyse, understand, communicate with and build relationships with others and with the world around them. English also helps students to engage imaginatively and critically with literature to expand the scope of their experience.

Our Year 7 curriculum content has been developed in alignment with Australian Curriculum: English requirements. We have planned our curriculum based upon the three interrelated strands of:

- **Language** – knowing about the English language
- **Literature** – understanding, appreciating, responding to, analysing and creating literature
- **Literacy** – expanding the repertoire of English usage.

Students in Year 7 will engage with an integrated program of study in Semester 1 allowing for the exploration of various literature categories, including short narratives, informational texts, persuasive and argumentative points of view and poetry. Word origins and word building, understanding the use of language for various purposes and audiences, developing the power of persuasion, and spelling rules and variations are areas focused on addressing the Language strand.

In Semester 2, students will be provided with opportunities to investigate novels or other complex narratives, feature film and advertising across a range of media. The Language focus in this semester includes specialised vocabulary, nominalisation, accents and styles of speech to signify social groups and visual language.

Students are led through a sequenced writing program throughout the year developing strategies for planning, drafting, editing and publishing imaginative, informative and persuasive texts. They are scaffolded to develop skills in selecting subject matter and language to convey information and ideas, and to continually improve the accuracy of their writing. A sequenced reading program incorporating both an in-class and homework reading program supports student reading development.

We recognise that Australia is culturally and linguistically diverse and we provide opportunities for English as an Additional Language/Dialect learners to develop a strong grounding in the mechanics of English as well as the essential conventions of language and text. Ensuring common standards across classes is achieved through collaborative programming, shared assessment tasks and cohort level moderation.
Year 7 Humanities and Social Sciences
The Humanities and Social Sciences (HASS) are concerned with the development of students as informed and active citizens of Australia. The HASS Learning Area covers a broad range of content areas, including History, Geography, Economics and Business, and Civics and Citizenship, with Investigation, Communication and Participation (ICP) processes and the concepts underpinning Active Citizenship embedded in each content area.

Our curriculum content has been developed in alignment with Australian Curriculum requirements. Students have the opportunity to explore, understand and communicate how individuals and groups exist together and interact with their environment. Students learn to examine human behaviour and critique various perspectives from past and present contexts.

HASS allows students to develop critical thinking skills by providing opportunities for them to engage in social inquiry while appreciating accepted values associated with social justice, democratic processes and ecological sustainability. Lower school students develop the capacity to further their Humanities and Social Sciences studies developing skills including essay writing, source analysis, critical thinking, evaluation and assessment, analytical, reading and problem solving skills.

Our Year 7 curriculum content has been developed in alignment with Australian Curriculum: HASS requirements. In the Australian Curriculum, the Humanities and Social Sciences learning area is comprised of four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Students in Year 7 will study the following 3 units over the course of the year:

**Geography**
- Human Geography: Place and Liveability
- Physical Geography: Water in the World

**History**
- Investigating the Ancient Past
- Ancient Egypt
- Ancient China

**Economics and business**
- Introduction to Economics

All units will be delivered using a range of ICT strategies and a variety of assessments will be included in each of these units designed to develop key skills needed in the HASS learning area in senior school.
Year 7 Mathematics
The Year 7 Mathematics program at Belmont City College is aligned with the Australian Curriculum. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At the Year 7 level:
Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Australian Curriculum strands taught during the year include:
- Number and Algebra:
  - Number and place value
  - Real numbers
  - Money and financial maths
  - Patterns and algebra
  - Linear and non-linear relationships
- Measurement and Geometry:
  - Using units of measure
  - Shape
  - Location and transformation
  - Geometric reasoning
- Statistics and Probability:
  - Chance
  - Data representation and interpretation

Equipment Required
Students are expected to attend Maths classes with appropriate equipment, including:
- File
- Paper or notebook
- Pencils and pens
- Eraser
- Ruler
- Calculator
Assessment
Assessment in Year 7 Maths comprises a mixture of assignments, investigations and formal tests. There are several assessments each term. Unless the circumstances are exceptional, students should inform their class teacher in advance if they will be absent for a formal test, or will be submitting assignments or reports after the due date. Marks may be deducted for late submission of assessment items, unless an extension has been negotiated in advance.

Homework and Study Expectations
Students in Year 7 Maths will receive regular homework to help them revise the work done in class, and consolidate concepts taught. Students should inform their teacher in advance if they need an extension on their homework. Students are encouraged to ask their class teacher for help if needed, and to take advantage of the free Homework Club at Belmont City College.

Other Information
Please contact the Mathematics Department at Belmont City College if you have any questions.
Year 7 Science Course Overview
Belmont City College’s Science department and its teachers are committed to developing in students strong foundations within the Science learning area. Great emphasis is placed on developing critical thinking skills, scientific understandings and applying these to all aspects everyday life. Our Year 7 program is designed so that both the content and assessments are closely aligned to the Australian Curriculum.

The Year 7 course will also incorporate the ‘Thinking Science’ program. This program has been developed by the Graduate school of Education at the University of Western Australia and is devised with the purpose of stimulating higher order thinking, problem solving and developing sound reasoning skills. The course in its entirety aims to begin preparing students right from the outset for ATAR level Science subjects being offered in Years 11 and 12 respectively.

The course encompasses the following strands:

- Science Inquiry Skills (SIS), including:
  - Questioning and Predicting
  - Planning and Conducting Scientific Inquiry
  - Processing and analysing data and information
  - Evaluating scientific method and claims
  - Communicating ideas using scientific language and representations.

- Biological Sciences, including:
  - Living and non-living things and life processes
  - Classification of living organisms
  - Food chains and food webs
  - Sustainable ecosystems.

- Earth and Space Sciences, including:
  - The Solar System
  - Predictable phenomena - seasons, phases of moon etc.
  - The Earth’s resources – renewable v/s non-renewable
  - The Water cycle.

- Physical Sciences, including:
  - Forces and motion
  - Friction
  - Mass, weight and gravity
  - Simple machines.

- Chemical Sciences, including:
  - Particle model of matter
  - States of matter
  - Elements, Compounds and Mixtures
  - Mixtures and methods of separation
  - Solutions and solubility.

- Science as a Human Endeavour (SHE), including:
  - Development of scientific thought and knowledge over time
  - Scientific discoveries
  - Problem solving using technology
  - Jobs in Science
  - Science in industry and everyday life.
**Equipment Required**
Students are expected to attend Science classes with appropriate equipment, including:
- Folder
- Paper or notebook
- Pencils and pens
- Eraser
- Ruler
- Calculator

**Student Expectations**
Students will be required to wear closed shoes while working in the laboratory and to conform to the safety rules and guidelines that working in a Science laboratory entail.

Students will be required to work to the best of their ability and complete all Science class work and homework assigned by the due date. To enable this to occur, the teachers will provide students with opportunities, support and encouragement needed to bring about optimum learning outcomes.

**Year 7 Health and Physical Education**
Health and Physical Education is an integral component in each students development, both physically and mentally. The Health and Physical Education Department believes it is important for students to develop an understanding of the major health issues affecting young people. Through exploration of these issues, students have the opportunity to recognise change, to challenge situations and to develop strategies to protect and enhance their safety. Physical Education recognises the benefits of lifelong physical activity and encourages students to be active by participating in a wide variety of activities. Fun, fitness and skill development are a major focus.
Year 7 Japanese
Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

Students will be introduced to the Japanese language through various topics focussing on self and the world around them. Activities to enhance and further their learning will be conducted in class and with the use of technology such as iPads. With the assistance of a native speaker, students are immersed into the language as much as possible to make language learning a real experience for each of them.

The Japanese Language course is designed to equip students with the skills needed to function in an increasingly globalised society and a culturally and linguistically diverse local community, providing the foundation for life-long language learning.

Year 7 Performing Arts
All Year 7 students will have the opportunity to experience a combined Performing Arts course. This semester long unit enables students to explore forms of Drama, Dance and Music. The focus of Performing Arts is circus skills, where students will work collaboratively to create digital sound scapes, circus routines and comedy acts. Students will have access to our state of the art facilities, using lighting, sound, costuming, special effects makeup and musical instruments, to enhance their understanding of performance and art in its many forms.
Years 7 Technology and Enterprise

The 2015 Technology and Enterprise program has its focus on developing skills, knowledge and understanding in the twin faculties of Home Economics and Design & Technology. Students will be engaged in semester long taster programs to develop foundation hand skills and the basic concepts of design.

Home Economics includes classes in both food and textiles, and the Design & Technology course covers resistant materials, (wood, metal and plastics), technical graphics, electronics and information technology.

Food for Fun

Kids love to eat! Creating their own meals is lots of fun and students will be given many opportunities to make a variety of healthy and appetising foods including snacks, drinks, main meals, and cuisine from other countries. It’s not all cookery; as well as all the practical “chef” experiences students will learn correct kitchen hygiene and equipment safety, time management, food labelling, nutrition and how to plan for social occasions. Practical skills include, baking, stir frying, blending, grilling and of course, cleaning up. Theory work will cover sustainability, measuring, conversions, the five food groups, writing and following recipes.

Textiles for Me

All good fashion starts with the basic skills and so does our course. Accurate hand sewing, straight and zigzag machine stitching all follow on from safe scissor techniques and marking out with paper patterns. Personal projects may include sewing bags and boxer shorts to complement the technical understandings of sewing machine control, fabric ID, measuring, cutting and garment production procedures.

Wood Fabrication

Design and make projects using sustainable plantation timbers are used to develop hand and power tool skills and an understanding of traditional woodworking joints and assembly methods. As the projects become progressively more complex students consolidate safe working habits, learn the value of accurate marking out and the need for careful preparation prior to applying a finish. Fabrication skills will include; sawing, drilling, hammering, chiselling, sanding, nailing, gluing, wood turning and varnishing. Some of the tasks in this course may include working with plastics and laser etching. Safety glasses and closed in shoes are essential.

Metal Construction

Accurate measuring and marking out are essential to produce quality metal products and the early design tasks give students a thorough grounding in base-line and centre-line marking techniques. Student research into the properties of metals leads to lots of “hands on”, practical skill building with an emphasis on workshop safety. There is lots of cutting, bending, drilling, hammering, filing, sawing and soldering on the way to designing personal, metal craft items and individual pieces of jewellery. Safety glasses and closed in shoes are essential.
Technical Graphics and Information Technology
Graphical representation is at the heart of communicating ideas and devising methods of production across many contexts. Technical graphics introduces students to freehand sketching, pictorial projections, rendering for presentation, production drawings and computer aided design/drawing. This is not a stand-alone subject; it is integrated into the wood and metal programs to further develop technical communication skills. The CAD software used is freely available for students to use at home.

Information Technology is equally important to the designer, so basic computer skills with an emphasis on word processing using Microsoft Office are embedded into all Design & Technology subjects. Lessons will cover, document and folder management, image manipulation and sustainable printing practices.

Year 7 Visual Arts
All Year 7 students will experiment with a range of Visual Arts subjects including art, craft, pottery and print making as well as graphic design and photography. Students will create Art works that explore relationships, family, myths and reality. Students will have access to an extensive range of art, ceramic and digital technology in order to enhance their art works for public display.
**Year 7 and 8: What do they look like?**

The quote below from Angie Wilcock, a leading Australian expert on the topic of Primary to Secondary Education, supports the process undertaken by the staff at Belmont City College.

*Attitudes and behaviours are changing...and “Boring!” becomes the key word of the Yr. 6 student – they are ready to take on a whole new set of challenges at high school. But are high schools ready for them?!* A Wilcock - The Tightrope between Primary and High School – Scary or Successful?

The transition program for students entering Year 7 and 8 in 2015, began over 12 months ago as the staff at Belmont City College embraced the arrival of the Year 7s and 8s. Staff have worked closely with our local intake Primary Schools in creating a seamless transition program which culminates in Orientation Days on the 2nd and 9th of December.

Often parents ask how their child will cope with six different subjects in six different classrooms with six different teachers. The answer is that for most students the transition is very easy. For those students who take a little longer to adjust, the Teaching and Learning Support team will provide extra support.

Parents can help their children by encouraging them to pack their bag the night before with the equipment needed for the day, including their diary and PE Uniform if it is required. A timetable on the fridge and a homework plan clearly identified will help your child cope with the demands of secondary school.

When students begin in 2015, the first two weeks of school has a focus on orientation with a daily whole group session designed to build rapport between the students and also to enhance the positive relationships with students and staff.

The staff at Belmont City College look forward to meeting with you on the Transition Day afternoon teas and we look forward to working in partnership with you over the next five or six years.
Year 8 English

English is a subject about the development, presentation and analysis of ideas. At Belmont City College, students develop an understanding that the English language operates as a social process. It is through the study of English that our students learn to analyse, understand, communicate with and build relationships with others and with the world around them. English also helps students to engage imaginatively and critically with literature to expand the scope of their experience.

Our Year 8 curriculum content has been developed in alignment with Australian Curriculum: English requirements. We have planned our curriculum based upon the three interrelated strands of:

- Language – knowing about the English language
- Literature – understanding, appreciating, responding to, analyzing and creating literature
- Literacy – expanding the repertoire of English usage.

Students in Year 8 will engage with a varied program that centres on personal experience before expanding to an investigation of broad ideas and worldviews. Semester 1 sees a literature focus on a variety of genres including recount, persuasive texts, myths and legends, short film, informational texts and varied media. The Language focus for Semester 1 includes living language - disused words and new words, semantic maps, punctuation including layout and font, simple, compound and complex sentence creation, noun categories, nominalisation and spelling rules and variations.

The Semester 2 Literature focus includes complex narratives, poetry, visual texts and reading images and advertising. The Language focus centres on language for evaluation, descriptive language building understanding of the use of imagery, allusion and evocative vocabulary, author writing styles and cohesive devices.

Students are led through a sequenced writing program throughout the year developing increasingly sophisticated strategies for planning, drafting, editing and publishing imaginative, informative and persuasive texts. They develop skills in creating texts for different purposes, selecting language to influence audience response. A sequenced reading program incorporating both an in-class and homework reading program supports student reading development.

We recognise that Australia is culturally and linguistically diverse and we provide opportunities for English as an Additional Language/Dialect learners to develop a strong grounding in the mechanics of English as well as the essential conventions of language and text. Ensuring common standards across classes is achieved through collaborative programming, shared assessment tasks and cohort level moderation.
Year 8 Humanities and Social Sciences

The Humanities and Social Sciences (HASS) are concerned with the development of students as informed and active citizens of Australia. The HASS Learning Area covers a broad range of content areas, including History, Geography, Economics and Business, and Civics and Citizenship, with Investigation, Communication and Participation (ICP) processes and the concepts underpinning Active Citizenship embedded in each content area.

Our curriculum content has been developed in alignment with Australian Curriculum requirements. Students have the opportunity to explore, understand and communicate how individuals and groups exist together and interact with their environment. Students learn to examine human behaviour and critique various perspectives from past and present contexts.

HASS allows students to develop critical thinking skills by providing opportunities for them to engage in social inquiry while appreciating accepted values associated with social justice, democratic processes and ecological sustainability. Lower school students develop the capacity to further their Humanities and Social Sciences studies developing skills including essay writing, source analysis, critical thinking, evaluation and assessment, analytical, reading and problem solving skills.

Our Year 8 curriculum content has been developed in alignment with Australian Curriculum: HASS requirements. In the Australian Curriculum, the Humanities and Social Sciences learning area is comprised of four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Students in Year 8 will study the following 3 units over the course of the year:

History
- Medieval Europe
- The Black Death
- Shogunate Japan

Geography
- Human Geography: Settlements, Migration and Urban Planning
- Physical Geography: Landforms and Landscapes

Economics and business
- Economics and Business Skills

All units will be delivered using a range of ICT strategies and a variety of assessments will be included in each of these units designed to develop key skills needed in the HASS learning area in senior school.
Year 8 Mathematics
The Year 8 Mathematics program at Belmont City College is aligned with the Australian Curriculum. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At the Year 8 level:
Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects.

Problem Solving includes formulating, and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities.

Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Australian Curriculum strands taught during the year include:
- Number and Algebra:
  - Number and place value
  - Real numbers
  - Money and financial maths
  - Patterns and algebra
  - Linear and non-linear relationships.
- Measurement and Geometry:
  - Using units of measure
  - Shape
  - Location and transformation
  - Geometric reasoning.
- Statistics and Probability:
  - Chance
  - Data representation and interpretation.

Equipment Required
Students are expected to attend Maths classes with appropriate equipment, including:
- File
- Paper or notebook
- Pencils and pens
- Eraser
- Ruler
- Calculator
**Assessment**
Assessment in Year 8 Maths comprises a mixture of assignments, investigations and formal tests. There are several assessments each term. Unless the circumstances are exceptional, students should inform their class teacher in advance if they will be absent for a formal test, or will be submitting assignments or reports after the due date. Marks may be deducted for late submission of assessment items, unless an extension has been negotiated in advance.

**Homework and Study Expectations**
Students in Year 8 Maths will receive regular homework to help them revise the work done in class, and consolidate concepts taught. Students should inform their teacher in advance if they need an extension on their homework. Students are encouraged to ask their class teacher for help if needed, and to take advantage of the free Homework Club at Belmont City College.

**Other Information**
Please contact the Mathematics Department at Belmont City College if you have any questions.
Year 8 Science
The Year 8 Science program at Belmont City College is aligned with the Australian Curriculum in Science. Classes involve both theory and practical aspects of Science. The year begins with a Transition Science module, designed to introduce students to the working of the Science laboratory, safety issues, use of equipment, and literacy and numeracy skills related to Scientific Method and Report Writing.

Australian Curriculum strands taught during the year include:

- Science Inquiry Skills (SIS), including:
  - Questioning and Predicting
  - Planning and Conducting Scientific Inquiry
  - Processing and analysing data and information
  - Evaluating scientific method and claims
  - Communicating ideas using scientific language and representations.

- Biological Sciences, including:
  - Cells, cellular structure and functions
  - Microscopy
  - Multicellular organisms and life processes
  - Comparative organ systems and life processes.

- Earth and Space Sciences, including:
  - Rock types and the Rock cycle
  - Mineral composition of rocks
  - Geological change
  - Mineral resource use.

- Physical Sciences, including:
  - Energy forms and transfers
  - Energy efficiency
  - Forces and motion
  - Gravity.

- Chemical Sciences, including:
  - Particle model of matter
  - States of matter
  - Elements, Compounds and Mixtures
  - Atomic Structure and the Periodic Table
  - Chemical change and chemical reactions.

- Science as a Human Endeavour (SHE), including:
  - Development of scientific thought and knowledge over time
  - Scientific discoveries
  - Problem solving using technology
  - Jobs in Science
  - Science in industry and everyday life.

Equipment Required:
Students are expected to attend Science classes with appropriate equipment, including:

- Folder
- Paper or notebook
- Pencils and pens
- Eraser
- Ruler
- Calculator
Students must also wear closed shoes in the Science classroom. Students with long hair must have their hair tied back whilst in the Science classroom.

**Year 8 Visual Arts**
All Year 8 students will have the opportunity to move through an Arts rotation. This gives them the opportunity to explore the various Art forms in preparation for choosing their own electives in Year 9.

**Year 8 Arts Drama**
The year long Drama course enables students to develop a range of drama skills through improvisation, play building and short scripted scenes. In order to enhance their performances, students will experiment with and learn to operate lighting and sound equipment, costumes, set and props as well as participate in special effects makeup workshops.
Year 8 Health and Physical Education
Health and Physical Education is an integral component in the development, both physically and mentally of a young person. The Health and Physical Education Department believes it is important for students to develop an understanding of the major health issues affecting young people. Through exploration of these issues, students have the opportunity to recognise change, to challenge situations and to develop strategies to protect and enhance their safety. Physical Education recognises the benefits of lifelong physical activity and encourages students to be active by participating in a wide variety of activities. Fun, fitness and skill development are a major focus.

The Year 8 curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore games and sports, outdoor recreation and lifelong physical activities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

The focus areas to be addressed in Year 7 and 8 include:
- the impact of alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities.

There are also excellent opportunities for students to represent the College in interschool sport, through participation in lightning carnivals (AFL, soccer, netball, basketball and volleyball), athletics carnivals and afterschool interschool sporting teams.

Students will be required to purchase a grey t-shirt and navy blue shorts to wear during Physical Education lessons. The PE uniform is compulsory and must conform to the uniform policy outlined in the school diary.
Year 8 Japanese
Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

Students will be introduced to the Japanese language through various topics focussing on self, family, hobbies and the world around them. Activities to enhance and further their learning will be conducted in class and with the use of technology such as i-Pads. With the assistance of a native speaker, students are immersed into the language as much as possible to make language learning a real experience for each of them.

The Japanese Language course is designed to equip students with the skills needed to function in an increasingly globalised society and a culturally and linguistically diverse local community, providing the foundation for life-long language learning.

Years 8 Technology and Enterprise
The Technology and Enterprise program has its focus on developing skills, knowledge and understanding in the twin faculties of Home Economics and Design & Technology. Students will be engaged in semester long taster programs to develop foundation hand skills and the basic concepts of design.

Home Economics includes classes in both food and textiles, and the Design & Technology course covers resistant materials, (wood, metal and plastics), technical graphics, electronics and information technology.

Food for Fun
Kids love to eat! Creating their own meals is lots of fun and students will be given many opportunities to make a variety of healthy and appetising foods including snacks, drinks, main meals, and cuisine from other countries. It's not all cookery; as well as all the practical “chef” experiences students will learn correct kitchen hygiene and equipment safety, time management, food labelling, nutrition and how to plan for social occasions. Practical skills include, baking, stir frying, blending, grilling and of course, cleaning up. Theory work will cover sustainability, measuring, conversions, the five food groups, writing and following recipes.

Textiles for Me
All good fashion starts with the basic skills and so does our course. Accurate hand sewing, straight and zigzag machine stitching all follow on from safe scissor techniques and marking out with paper patterns. Personal projects may include sewing bags and boxer shorts to complement the technical understandings of sewing machine control, fabric ID, measuring, cutting and garment production procedures.
Wood Fabrication
Design and make projects using sustainable plantation timbers are used to develop hand and power tool skills and an understanding of tradition woodworking joints and assembly methods. As the projects become progressively more complex students consolidate safe working habits, learn the value of accurate marking out and the need for careful preparation prior to applying a finish. Fabrication skills will include; sawing, drilling, hammering, chiselling, sanding, nailing, gluing, wood turning and varnishing. Some of the tasks in this course may include working with plastics and laser etching. Safety glasses and closed in shoes are essential.

Metal Construction
Accurate measuring and marking out are essential to produce quality metal products and the early design tasks give students a thorough grounding in base-line and centre-line marking techniques. Student research into the properties of metals leads to lots of “hands on”, practical skill building with an emphasis on workshop safety. There is lots of cutting, bending, drilling, hammering, filing, sawing and soldering on the way to designing personal, metal craft items and individual pieces of jewellery. Safety glasses and closed in shoes are essential.

Tech Graphics and IT
Graphical representation is at the heart of communicating ideas and devising methods of production across many contexts. Technical graphics introduces students of T&E to freehand sketching, pictorial projections, rendering for presentation, production drawings and computer aided design/drawing. This is not a stand-alone subject; it is integrated into the wood and metal programs to further develop technical communication skills. The CAD software used is freely available for students to use at home.
Information Technology is equally important to the designer, so basic computer skills with an emphasis on word processing using Microsoft Office are embedded into all D&T subjects. Lessons will cover, document and folder management, image manipulation and sustainable printing practices.
Frequently Asked Questions

The information below answers frequently asked questions from incoming students. If your question is not answered please email greg.maynard@education.wa.edu.au with your query.

Question 1
Where do we purchase uniforms?
Belmont City College has a compulsory uniform and items for students to wear are available for purchase from the uniform store at the College. Please note that this is a new uniform and students will NOT be able to wear uniform items previously worn by their siblings.

Question 2
Do our students need their own laptop for school use?
The Belmont City College Student Learning Model has identified that the importance of a wide variety of learning opportunities is the key to a successful education. While the use of a laptop supports this philosophy it cannot be the sole tool for student learning. Furthermore, we value the opportunities at morning and afternoon break for students to socialise, eat, play sport and to communicate positively with each other.
Belmont City College uses a wide variety of software and computer platforms; as such we recommend that students provide a USB – minimum 8 GB to transfer information to and from school. At the College we have a number of Computer Laboratories with modern equipment and subject specific software. It is also important to remind parents that the Department of Education does not have insurance for electronic devices that are stolen or damaged on the College site.

Question 3
What are Interschool sporting opportunities for students?
Belmont City College has a rich sporting history and in 2015, students will have the opportunity to compete in Faction Swimming and Athletics carnivals; Interschool Swimming and Athletics carnivals; Lightning Carnivals with schools in our region and School Sport WA Competitions including Australian Rules Football (Boys and Girls); Basketball (Boys and Girls); Cricket (20/20); Netball and Soccer (Boys and Girls).
Information in regards to training and playing will be distributed through Daily Notices and the College Website.

Question 4
What happens on the first day?
Students return to school on Monday and begin the day with year assemblies and then breakup into Advocacy Groups for the distribution of timetables and diaries. Period 2 students will be escorted to class and continue with the Belmont City College journey which they began in 2014.
Throughout the first two weeks of the year, students will participate in regular transition activities designed to build trust and positive relationships with staff and fellow students.

Question 5
Do the students need to change to participate in Physical Education?
It is a requirement that all students have a separate change of clothes for PE classes. This must be a grey crew neck t-shirt and a pair of plain, mid-thigh length navy blue shorts, which can be purchased at a department store. Aerosol deodorant is not permitted at the College for health reasons. It is a requirement that students use a roll-on deodorant after PE classes.

Question 6
What if I ride my bike or scooter to school?
Bikes or scooters are to be placed in the bike racks upon arrival at school. Gates to the bike racks get locked by staff at 9:00am and reopen at 3:00pm.
UNIFORM REQUIREMENTS
Belmont City College students are expected to wear the College uniform and be neat and tidy in appearance. For health and safety reasons, students are required to wear closed in shoes.
In 2015, we will commence transitioning to a new College uniform. This means that our new uniform will be compulsory for our incoming Year 7 and year 8 students.
The new uniform items can be purchased from the College uniform shop which will be open prior to the commencement of the 2015 school year from 9:00am to 2:00pm on the following days: Tuesday 27th, Wednesday 28th, Thursday 29th and Friday 30th January 2015.
During the school year the uniform shop will be open every Tuesday from 8:00am to 10:00am.

Students in Year 9 to 12 will continue to wear our current uniform which can be purchased during business hours from our administration office. It is our intention to phase out these uniform items as stock runs out.

BELMONT CITY COLLEGE SCHOOL UNIFORM PRICE LIST

UNIFORM – Year 7 and 8

Belmont City College Polo Shirt with Logo: $25.00 plus GST
Year 7 and 8 Navy with Yellow Panel

Belmont City College Dress with Logo: $38.00 plus GST
Year 7 and 8 Navy

Belmont City College Micro fibre Shorts with Logo: $20.00 plus GST
Year 7 and 8 Navy

Belmont City College Micro fibre Jacket with Logo: $45.00 plus GST
Year 7 and 8 Navy with Yellow Panel

Belmont City College Micro fibre Pants with Logo: $26.00 plus GST
Year 7 and 8 Navy with White Piping

Belmont City College Fleece Jacket with Logo: $35.00 plus GST
Year 7 and 8 Navy with Yellow Panel

Physical Education Uniform
It is a requirement that all students have a separate change of clothes for PE classes. This must be a grey crew neck t-shirt and a pair of plain, mid-thigh length navy blue shorts, which can be purchased at a department store. Aerosol deodorant is not permitted at the College for health reasons. It is a requirement that students use a roll-on deodorant after PE classes.

CONTRIBUTIONS AND CHARGES
Contributions and Charges for Year 7 and 8 students are generally $235.00. If a student is enrolled in a Specialist program they may incur an additional charge.
We request all accounts are settled prior to the end of Term 1. Parents can enter into a Payment Plan with our Business Manager, Karen Davy. Parents with a Healthcare Card will have the opportunity prior to the start of the school year to apply for funding which contributes to a child’s Contribution and Charges.
Booklists and accounts will be sent out prior to the end of the school year.
## SCHOOL DAY TIMES MONDAY TO FRIDAY

### SIREN TIMES 2015

<table>
<thead>
<tr>
<th>MON. TUES. THUR. FRI</th>
<th>WEDNESDAY</th>
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<tbody>
<tr>
<td><strong>Siren</strong></td>
<td><strong>Shortened Day</strong></td>
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<tr>
<td>8:30 am</td>
<td>8:55 am</td>
</tr>
<tr>
<td><strong>Period 1</strong> 8:35 am - 9:35 am</td>
<td><strong>Period 1</strong> 9:00 am - 9:40 am</td>
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<tr>
<td><strong>Period 2</strong> 9:35 am - 10:30 am</td>
<td><strong>Period 2</strong> 9:40 am - 10:40 am</td>
</tr>
<tr>
<td><strong>Period 3</strong> 10:30 am - 11:25 am</td>
<td><strong>Morning Break</strong> 10:40 am - 11:05 am</td>
</tr>
<tr>
<td><strong>Morning Break</strong> 11:25 am - 11:50 am</td>
<td><strong>Period 3</strong> 11:05 am - 12:05 pm</td>
</tr>
<tr>
<td><strong>Period 4</strong> 11:50 am - 12:45 pm</td>
<td><strong>Period 4</strong> 12:05 pm - 1:05 pm</td>
</tr>
<tr>
<td><strong>Period 5</strong> 12:45 pm - 1:40 pm</td>
<td><strong>Afternoon Break</strong> 1:05 pm - 1:30 pm</td>
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<tr>
<td><strong>Afternoon Break</strong> 1:40 pm - 2:00 pm</td>
<td><strong>Period 5</strong> 1:30 pm - 2:30 pm</td>
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<tr>
<td><strong>Period 6</strong> 2:00 pm - 2:55 pm</td>
<td><strong>Close</strong> 2:30 pm</td>
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<td><strong>Close</strong> 2:55 pm</td>
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