



Opportunities now...benefits for life

Middle School Years 7, 8 and 9 Handbook

2018

INTRODUCTION

Welcome to Middle School at GMAS and the journey through Secondary School. Middle School (Years 7, 8 & 9) at GMAS offers many academic and extra-curricular opportunities for students to participate in. We here at GMAS look forward to working with students to help them learn and develop into a confident and independent young adults.

Middle School involves a number of changes for students, some of which may be the courses studied, daily routines, contact and interaction with teachers, assessment procedures, homework, revision, reporting, leadership opportunities and the opportunity to become actively involved in extra-curricular activities.

Showing a genuine interest in schooling is a priority. Emphasis on the positive is essential. Praise and encouragement from both school and home do a great deal for self-esteem. Remember that success is wonderful and best measured by how far students have come with the talents that they have.

If nothing is attempted, and no challenge is taken up, then nothing can be gained.

“Remember what is learned is never lost.”

PASTORAL CARE

Pastoral care of students at GMAS is paramount and we aim to provide a high level of support to encourage each student to reach his or her full potential. At GMAS students belong to two main groups – a Home Room group consisting of same year level and a House which consists of students from all year levels.

The Home Room teacher is central to this care and is always the first person to approach for help or advice on most matters.

Heads of Year work closely with each cohort and Home Room teachers throughout the year and ensure ongoing support and encouragement for all students.

The Head of Middle School is also available to help with any problems or concerns if not resolved by the Home Room teacher or relevant Head of Year. Our Deputy Principal Ms Jo Burns, Father Earle our Chaplain and Mr Sam Nicholson our School Psychologist are also available to help with problems of a personal or general nature.

HOME ROOM GROUP

Each year level is divided into Home Room groups and assigned a Home Room (HR) teacher. The HR teacher will have daily contact with the students and work closely with the Head of Year and Head of Middle School to guide and oversee the academic, personal and social development of each student in his or her care.

The HR teacher is the key contact person for parents regarding communications about students – including academic progress, social and emotional issues or any issues that may affect their child’s life at school.

The Home Room group will meet each morning and will be a time for the following:

- Attendance register
- Monitoring of diary
- Monitoring of the academic, personal and social development of each student
- Engaging in a variety of activities that provide opportunities to grow and develop as individuals
- Provide opportunities to contribute to the school and local community.

HOUSE STRUCTURE

The school is divided into 6 Houses for the purpose of sporting and cultural competition. Points will be awarded for competitive activities.

Houses will engage in a variety of activities and competitions which promote breadth of interest, valuing individual differences, developing student’s communication skills and an awareness of others. Activities will include Interhouse swimming, athletics, cross-country, GMAS Merit Award system and a host of other opportunities.

The Houses are named after coastal bays in the Busselton and the South West region. The House names are:

Bunker (red)	Eagle (green)	Flinders (light blue)
Geographe (yellow)	Hamelin (purple)	Meelup (dark blue)

OUTDOOR EDUCATION AND CAMPS

Middle School students attend a year-group camp designed to assist them in getting to know each other, bonding together as a unit and developing positive relationships with teaching staff. Activities can include water sports, small group discussions, games, sightseeing and problem solving.

It is without doubt the social and academic benefits, skills development, personal development and skills application derived from a properly structured and managed Outdoor Education Program that provides some of the most significant and memorable components of a student's school years. It is also clear that most of the benefits gained through participation in outdoor education simply cannot be obtained through the more confined and moderated classroom environment. Group dynamics play a large part in enabling students to focus on themselves, their relationships and interactions with others and the environment.

Year 7 & 8 Camp – Week 9 – 26 March – 29 March

Year 9 – Canberra trip – departs GMAS on Thursday 22 March – returning on Thurs 29 March

Note - all camps are compulsory unless prior arrangement has been made with Head of Middle School or the Principal.

LOCKERS

Each student in Middle School will be allocated with their own locker. **Year 7 students will be provided with a high security combination lock which they are to retain throughout school years – NOTE: \$45 will be charged to Term 1 account. Year 8 & 9 students are to provide their own combination lock. All students must ensure that their locker is kept locked at all times.** It is the responsibility of the student to keep the locker neat and clean and maintain locker security. The lockers are designed to fit the school bag, as well as all books and files.

CAFÉ

The GMAS Café is open from 8-30am and orders are to be placed before school or via online ordering system. Lunch orders can then be collected from the Café. The Café menu is available on the school website.

STUDENT PRESENTATION AND UNIFORM

Students are expected to wear the school uniform with pride at all times, including to and from school. The general appearance of a GMAS student should not draw undue attention to themselves. Whilst in GMAS uniform and / or at a GMAS function, the school reserves the right to determine what draws undue attention.

When wearing the uniform students are representing all members of the school community and any misbehaviour or inappropriate wearing of the uniform is a reflection on all. The uniform should be complete and smartly presented at all times. Wear the uniform with pride as it says much about you, pride in yourself and in your school.

Students must wear their GMAS hat when outside the classroom in the sun particularly during recess and lunch and when participating in sport (when practical) and other outdoor activities. No hat means no play and that students should not be on the oval or courts. Students who do not have a hat to wear during recess or lunch will be required to sit in areas where there is no direct sun such as the under-covered areas or go to the Library.

Incorrect or inappropriate wearing of the school uniform will not be tolerated. Some simple things to remember:

- Dress / skirt length to be at the knee – as a guide when kneeling it should nearly touch the floor.
- Correct socks – white with navy/teal strip
- Shirts to always be tucked in and a belt to be worn with shorts or trousers.
- Hair to be neat and tidy and off the face –tied back if shoulder length.
- No makeup
- Girls – one earring in each ear – inappropriate jewellery will be confiscated. Boys are not permitted to wear earrings. No nose piercings allowed.

A detailed description of uniform expectations and the uniform policy is available on the school website.

THE TIMETABLE

Students will be able to access their timetable on SEQTA and will be given an individual timetable on the first day of school. Classes at GMAS are organised around a five day timetable with five periods each day. Every day begins with Home Room at 8:40am and if a student arrives at school after 8:50am or leaves before 3:20pm, they must be signed out through Student Services by a parent or guardian.

STUDENT DIARY

The school diary is an important link in the communication between the school, the student and parents, as well as being a record of homework for the student. The diary provides space for students to enter homework, other commitments and activities every day. It will be checked and signed each week by the Home Room teacher. It is the student's responsibility to get his/her diary signed each week by a parent or guardian.

Students are expected to have their diary with them every day and to be taken to every lesson. If the diary is left at home, a student must obtain a Diary Replacement sheet from his / her Home Room teacher. Students who use the diary effectively demonstrate good organisational skills and have more control over their learning. It is the student's responsibility to write homework and important dates in the diary. Students are to record all subject studied each day and the homework set. If no homework is set, the entry alongside that subject should read 'nil'.

Teachers and parents may write messages to each other from time to time using the diary. Parents are asked to initial and date messages from teachers as teachers will from parents. This ensures that all parties are aware that the communication has been received. Teachers will respond to parent messages as soon as practical.

We do have a green, blue/black and red system here at GMAS for diary entries.

- A **green** entry will be given as a positive reinforcement for good behaviour or work.
- A **blue/ black** entry for notes, homework, etc.
- A **red** entry may be given when a student does not meet the school's expectations such as breaches of behaviour and non-completion of work. Parents should monitor these and discuss with their child. If a number of red entries appear this can indicate a problem is developing.

HOMEWORK / STUDY

Homework and study is an integral part of a student's education. Through regular homework and study, a student is able to develop study habits and skills that are essential for intellectual growth and academic achievement.

Remember homework is set for the purposes of PRACTICE, PREPARATION and / or EXTENSION.

Homework can include:

- Daily revision of lessons which can be done by writing three key points about concepts learnt in classes each day into a revision notebook.
- On-going revision and study for assessments such as tests
- Work set by teachers to be done overnight or by a set date
- Assignments to be complete and handed in by the set date
- Reading

Approximate homework times per night for Middle School students are:

Year 7 - 1 hour

Year 8 - 1 ½ hours

Year 9 - 1 ½ hours

PARENTAL INVOLVEMENT

There are many ways that parents can become involved in GMAS, including:

- Attending functions such as assemblies, sporting, music and drama events – dates and details will be published in the What's On, SEQTA or the school website.
- Joining the Parents and Friends Association
- Volunteering to assist in the Library or Café
- Assisting with students activities when volunteers are needed such as carnivals, performances etc.

THE CURRICULUM

Learning is a continuous journey and students in Middle School follow a program which allows them to study subjects from all of the Learning Areas and is developed using the Australian Curriculum. Here at GMAS we are committed to providing an educational program that stimulates natural curiosity whilst also engaging and encouraging students to develop a thirst for learning. It will provide them with a strong foundation of knowledge, skills and strategies required for Senior School and beyond.

All students in Year 7 & 8 study a common course which is made up of **compulsory subjects** which are studied for the entire year and of **elective subjects** which are studied on a rotation basis. This allows students the opportunity to have a wide variety of experiences. Students in Year 9 study a common course that is made up of **compulsory subjects** studied for the entire year and 4 **elective subjects** selected by students to be studied for the whole year. All classes are non-gender specific and allow for happy social interaction whilst providing a solid academic program. Students are encouraged to develop independence in and a responsibility for their learning throughout their journey in the Middle School. The delivery of the curriculum is supported via different practices such as peer collaboration, direct teaching and the integration of technology through the 1:1 laptop program which will maximise each student's learning experiences.

STREAMING

Year 7 is a transition year and as such students will not be streamed. Teachers will be delivering differentiated curriculum to accommodate the learning needs and styles of students. Streaming will commence in Year 8 students using information and academic results gathered throughout Year 7. Students in Years 8 and 9 are streamed into ability levels in literacy and numeracy. This allows the teachers to work closely with their classes and tailor the learning experiences more closely to the ability levels of the class. These groupings are flexible and students will move between them periodically. Each Learning Area has an Extension class and Mainstream classes. English and Mathematics also have an Enrichment class that allows for student to receive additional support as required. Movement between streamed classes occurs under the guidance of Heads of Department and Heads of School.

LEARNING AREAS AND SUBJECTS

Below is a sample showing how the 25 periods in the timetable will be allocated and shared amongst the Learning Areas during the week.

YEAR 7 & 8

Learning Area	Subject	Period Allocation per week
	Compulsory subjects	Studied for the whole year
	Christian Religious Studies	1
English	English	4
Mathematics	Mathematics	4
Science	Science	4
Humanities and Social Sciences	HASS	4
Health and Physical Education	Physical Education	2
	Health Education	1
LOTE (languages other than English)	Japanese	1
	Elective subjects	
Technology	Digital Technology	All electives are studied for 2 periods per week for a 13 week rotation.
	Food Technology	
	Materials Technology	
The Arts	Media Studies	
	Performing Arts	
	Visual Art	

YEAR 9

Learning Area	Subject	Period Allocation per week
	Compulsory subjects	Studied for the whole year
	Christian Religious Studies	1
English	English	4
Mathematics	Mathematics	4
Science	Science	4
Humanities and Social Sciences	HASS	4
Health and Physical Education	Physical Education	2
	Health Education	1
Career and Enterprise Studies	Year 9 Pathways Program / Work Studies	1
	Elective subjects	
LOTE(languages other than English)	Japanese	Students select 4 electives to be studied for 1 period for the whole year
Health and Physical Education	*Advanced Physical Education	
	*Outdoor Education	
Technology	*Design and Technology / Materials Technology	
	*Engineering / Product Design	
	*Food Technology	
	*Textiles Technology	
The Arts	Drama	
	Media Production	
	Music	
	*Visual Arts	

*subject levy applies

ASSESSMENT

Teaching and learning is undertaken via the Western Australian Curriculum and Assessment Outline and based upon the Australian Curriculum in most learning areas. Teachers will match learning and assessment by constructing an appropriate range of tasks. All subjects use a variety of assessment types – such as class work, assignments, oral presentations, tests, folio work and group activities, with the emphasis varying from subject to subject. Year 7 & 8 students will not have a formal exam week, but will be exposed to tests throughout the year as determined by subject teachers. Year 9 students will sit exams for English, Mathematics, Science and HASS. Year 9 exams will occur during Term 2 and Term 4 (please check the school calendar for dates).

When a student is absent for a formal test the class teacher, in consultation with the Head of Department determines whether it is necessary for the test to be completed on the student's return. This decision will be dependent on the significance of the test results to the evidence of performance available.

There is a full copy of the assessment policy in the front of student diaries.

REPORTING

An important aspect of a student's learning journey is the reporting of academic progress to parents. Informal reporting can take place throughout the year in the form of notes in the diary, parent contact from teachers and assessment results available online in SEQTA .

Formal reporting includes:

- Term 1 Settling In Report
- Semester 1 Report
- Parent / teacher interview evenings are held following the Term 1 Settling In Reports and Term 2 Reports. This is a great opportunity for parents to speak with their child's teachers.
- Semester 2 Report

COMPULSORY SUBJECTS

CHRISTIAN RELIGIOUS STUDIES (CRS)

The Christian and Religious studies program covers six learning strands;

1. Bible
2. Story of the Church
3. Philosophy
4. World Religions
5. Meditation Prayer and Worship
6. Ethical Decision Making and Living

Bible Students understand that the bible and its teachings can influence people's viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church's growth and continuity and consider its future in Australian society.

Philosophy Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

Conclusion Within the Christian and religious studies program students develop an understanding of cultural norms and sensitivities associated with religious belief and practice how these can interrelate with people's lives, their society and culture.

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs will balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Middle School, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The English program in Year 7 is designed to provide students with an introduction to a range of text types across both the written and visual genres. The focus is on giving students knowledge of the conventions that work within each text and to then allow them the chance to use those conventions in producing their own work. Focus is on reading comprehension, language conventions, spelling and grammar rules. Students will study at least one full length novel, a series of short stories, a range of poetic forms and an animated feature film. The emphasis is always on building strong literacy skills and enjoyment in both the creative and analytical aspects of the subject. Literacy skills are a continuing priority in Year 8 and focus is on reading comprehension, language conventions, spelling and grammar rules. Students will study at least one full length novel, a range of poetic forms and one full length play. The emphasis is always on building strong literacy skills and enjoyment in both the creative and analytical aspects of the course.

The English program in Year 9 is designed to provide students with a range of skills to aid them in their journey through Senior School and to support them during the NAPLAN testing. It will cover the central requirements of literacy as well as reading comprehension and writing skills. The focus will be on providing students with knowledge of the conventions that work within each text type and the use of these conventions in their own creative work. This program is centred on 4 language outcomes: Reading, Writing, Viewing, Speaking and Listening. These outcomes make up the scope of English studies and students will be taught the basics within each outcome and then how to use that knowledge to read with better understanding, to write more effectively in a range of forms, to understand visual language and to speak and listen with greater effect. Throughout the year students will be studying a range of texts including: novels, short stories, poems, posters, plays, films, advertisements, articles and more.

The achievement standard for Year 7 English is as follows:

- Receptive modes (listening, reading and viewing) - By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.
- Productive modes (speaking, writing and creating) - Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

The achievement standard for Year 8 English is as follows:

- Receptive modes (listening, reading and viewing) - By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

- Productive modes (speaking, writing and creating) - Students understand how the selection of language feature can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

The achievement standard for Year 9 English is as follows:

- Receptive modes (listening, reading and viewing) - By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.
- Productive modes (speaking, writing and creating) - Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

HUMANITIES AND SOCIAL SCIENCES

HASS consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

The achievement standard for Year 7 HASS is as follows:

- Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.
- Students describe how democracy in Australia is shaped by the Commonwealth Constitution. They describe the operation of Australia's federal structure of government and the role of parliament, within the Westminster system. Students identify rights and responsibilities of being a participant in the legal system and describe how the legal system aims to provide justice.
- Students describe how the price of goods and services results from interactions between consumers and businesses, as a consequence of making choices. They describe how the specialisation of workers and businesses, including entrepreneurial behaviour, provides benefits to individuals and the wider community.

- Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places, and how and/or why places are perceived and valued differently.
- Students describe the role of groups and the significance of particular individuals in ancient society, and suggest reasons for change and continuity over time. They identify past events and developments that have been interpreted in different ways. Students describe events and developments from the perspective of different people who lived at the time.

The achievement standard for Year 8 HASS is as follows:

- Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.
- Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values.
- Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.
- Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.
- Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society.

The achievement standard for Year 9 HASS is as follows:

- Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.
- Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.
- Students explain the interdependence between Australia and other economies by identifying Australia's trading partners, and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices. Students describe innovations and changes in business, and the implications for the current and future work environment.
- Students explain the spatial variation and characteristics of natural environments and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

- Students explain the causes and effects of the Industrial Revolution and World War I over both the short and long term, and the significance of each. Students use evidence to explain patterns of change and continuity over time, and identify the motives and actions of the individuals and groups at that time.

MATHEMATICS

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. The achievement standards reflect the content and encompass the proficiencies.

The achievement standard for Year 7 Mathematics is as follows:

- Students solve problems involving the comparison, addition and subtraction of integers, make the connections between whole numbers and index notation and the relationship between perfect squares and square roots
- Students solve problems involving percentages and all four operations with fractions and decimals, compare the cost of items to make financial decisions
- Students represent numbers using variables, connect the laws and properties for numbers to algebra, interpret simple linear representations and model authentic information
- Students describe different views of three-dimensional objects, represent transformations in the Cartesian plane, solve simple numerical problems involving angles formed by a transversal crossing two parallel lines
- Students identify issues involving the collection of continuous data, describe the relationship between the median and mean in data displays
- Students use fractions, decimals and percentages, and their equivalences, express one quantity as a fraction or percentage of another, solve simple linear equations and evaluate algebraic expressions after numerical substitution.
- Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms, classify triangles and quadrilaterals, name the types of angles formed by a transversal crossing parallel line
- Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes, calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

The achievement standard for Year 8 Mathematics is as follows:

- Students will build on the concepts and skills developed in Year 7
- Students solve everyday problems involving rates, ratios and percentages, recognise index laws and apply them to whole numbers, describe rational and irrational numbers
- Students solve problems involving profit and loss, make connections between expanding and factorising algebraic expressions
- Students solve problems relating to the volume of prisms, make sense of time duration in real applications, identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
- Students model authentic situations with two-way tables and Venn diagrams, choose appropriate language to describe events and experiments, explain issues related to the collection of data and the effect of outliers on means and medians in that data
- Students use efficient mental and written strategies to carry out the four operations with integers, simplify a variety of algebraic expressions, solve linear equations and graph linear relationships on the Cartesian plane
- Students convert between units of measurement for area and volume, perform calculations to determine perimeter and area of parallelograms, rhombuses and kites, name the features of circles and calculate the areas and circumferences of circles, determine complementary events and calculate the sum of probabilities.

The achievement standard for Year 9 Mathematics is as follows:

- Students will build on the concepts and skills developed in Year 8

- Students solve problems involving simple interest, interpret ratio and scale factors in similar figures
- Students explain similarity of triangles, recognise the connections between similarity and the trigonometric ratios
- Students compare techniques for collecting data in primary and secondary sources, make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data
- Students apply the index laws to numbers and express numbers in scientific notation, expand binomial expressions, find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment, sketch linear and non-linear relations
- Students calculate areas of shapes and the volume and surface area of right prisms and cylinders, use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles
- Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes, construct histograms and back-to-back stem-and-leaf plots.

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Throughout Middle School, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

The achievement standard for Year 7 Science is as follows:

- Students describe techniques to separate pure substances from mixtures, represent and predict the effects of unbalanced forces, including Earth's gravity, on motion, explain how the relative positions of the Earth, sun and moon affect phenomena on Earth
- Students analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems, predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences
- Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem, explain how the solution was viewed by, and impacted on, different groups in society.
- Students identify questions that can be investigated scientifically, plan fair experimental methods, identifying variables to be changed and measured, select equipment that improves fairness and accuracy and describe how they considered safety, draw on evidence to support their conclusions, summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.
- Students communicate their ideas, methods and findings using scientific language and appropriate representations, homework and assignments.

The achievement standard for Year 8 Science is as follows:

- Students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances, identify different forms of energy and describe how energy transfers and transformations cause change in simple systems, compare processes of rock formation, including the time scales involved, analyse the relationship between structure and function at cell, organ and body system levels
- Students examine the different science knowledge used in occupations, explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.
- Students identify and construct questions and problems that they can investigate scientifically, consider safety and ethics when planning investigations, including designing field or experimental methods, identify variables to be changed, measured and controlled.

- Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions, explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others, use appropriate language and representations to communicate science ideas, methods and findings in a range of text types

The achievement standard for Year 9 Science is as follows:

- Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions, describe models of energy transfer and apply these to explain phenomena, explain global features and events in terms of geological processes and timescales, analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter
- Students describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives
- Students design questions that can be investigated using a range of inquiry skills, design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety, analyse trends in data, identify relationships between variables and reveal inconsistencies in results, analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence, evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

HEALTH AND PHYSICAL EDUCATION

Physical Education

Physical Education at GMAS is a developmental program which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and enables them to promote their own and others' health and well-being. The focus is on participating competently and confidently in physical activities such as play, games, sports, dance, adventure pursuits and other active recreation. Some sports studied include: Cricket, European Handball, Cross Country, Australian Rules football, Athletics, Basketball Touch Rugby, Softball, Volleyball and Handball.

Students will learn to apply, extend and refine their fundamental movement skills and demonstrate this refinement in games and modified sports. They will learn to combine fundamental movement patterns to create the more intricate movements required in play, games and recreation and apply these movement skills strategically in games to enhance personal and group or team performance. Emphasis is also placed on following rules, etiquette, protocols and procedures for participating in games and modified sports and also ways in which to assist others to learn or improve new skills.

Health Education

Health Education is a discussion based course which provides the students with an understanding of current issues that relate to their development both physically, mentally and socially. In Health and Physical Education students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong, and learn how to apply problem-solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.

LANGUAGES OTHER THAN ENGLISH- JAPANESE

Compulsory subject for Year 7 and 8, elective subject for Year 9

Students will focus primarily on learning to read and write the first of three script based alphabets (with mnemonic aids and actions to help them), as well as basic introductions of themselves and their friends as well as how to count. Students will also look at events of cultural and historical significance related to the time of year they are studying Japanese. As well as learning a new language, students who study Japanese will benefit from learning new problem-solving skills, different study techniques and a better understanding of grammar.

CAREER AND ENTERPRISE STUDIES

YEAR 9 PATHWAYS PROGRAM / WORK STUDIES (compulsory for Year 9)

This course is organised into two main interrelated strands: skills for learning and work and a Positive Education program. Students are exposed to concepts and contexts, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop understanding of work, careers and post-school destinations. Students will develop their character strengths and learn to use these to maximise their learning, relationships and wellbeing. Increase student's employability skills through lifelong learning initiatives including Passion Projects. These Passion Projects will link students with community networks as well as staff mentor groups who will mentor them through Year 10 as they connect their positive pathways through to Senior School.

ELECTIVE SUBJECTS

TECHNOLOGY

Technologies enrich and impact on the lives of people and societies globally; this dynamic learning area provides opportunities for students to work independently and collaboratively, apply knowledge, combined with practical skills use technologies and resources to create innovative solutions to meet current and future needs. Technology subjects offered through the Middle School program include:

- Design and Technology
- Digital Technology
- Engineering / Product Design
- Food Technology
- Materials Technology
- Textiles Technology

Design and Technology (Years 7 & 8 only)

Within the subject of Design and Technology, students are introduced to the foundations of the Technology Design Cycle. Tasks focus on material knowledge and tool skill manipulation and development whilst individually creating and producing designs across a range of technology contexts; Computer Aided Design, Materials (metal, wood and plastics), and Electronics.

Digital Technology (Years 7 & 8 only)

Within the subject of Digital Technology, students will continue to develop fundamental Information Technology skills. The exposure to a range of software packages that are routinely used throughout the school and a development of skills will be applicable across other subjects, not necessarily Information Technology specific. Students will complete tasks which focus on computational thinking and problem solving. Digital citizenship and cyber safety topics are also covered throughout the course.

Engineering / Product Design (Year 9 only)

Within the subject of Engineering, students gain knowledge and understanding of the practical application of engineering concepts and apply these to solve everyday problems. Using engineering fundamentals students are expected to develop skills in computer aided modelling and computer aided manufacturing using electronic and robotic contexts. Within the subject of Product Design, students continue to develop their Design Cycle understanding from Year 8. Focusing on design thinking and production skills to solve solutions for identified needs, students will work to develop and communicate design ideas using a range of graphical techniques both manually and through Computer-Aided Design. Students then develop project management plans to safely produce designed solutions using a combination of hand and power tools, fixed machinery and computer operated machinery such as CNC Routers and 3D printers.

A subject levy of \$80 applies to this subject in Year 9

Food Technology

Food plays a very important part in our lives. It is the essential fuel that keeps us alive and is frequently the focal point of our social life, as we share food with family and friends. Because food is so fundamental, it is important for us to understand how to prepare it, so that it provides us with the essential nutrients as well as being appealing to eat.

Food Technology allows for the exploration of what we need to eat, what influences the food we eat and how to creatively meet the food needs of individuals. It is a sequential program that allows students to explore food related issues through a range of practical experience and to apply aspects of the technology process to given design briefs using different technologies. The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

A subject levy of \$80 will apply to this subject in Year 9

Materials Technology

Within Materials Technology, students engage in the use of resistant materials to meet a given design brief. Students will consider; correct workshop safety, hand tool use, knowledge of materials and acceptable finishing techniques in the production of their designs. At the completion of the course students will have gained experience in design and applied this to several small projects made from a variety of timber, metal and plastics.

A subject levy of \$80 applies to this subject in Year 9

Textiles Technology

Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textiles industry and other industries. Students will investigate the principles of design and apply these to the production of fashion and costume design projects. They will also investigate fibres, fabrics, patterns, construction techniques and more. Students will also explore how technology influences the textiles world, learn how to design, produce and evaluate textile items and enjoy hands on experience. Technological and practical skills will be developed and enhanced through the use of textile-related technologies. Students will carry out design projects that allow students to broaden their knowledge of textiles, culminating in creating costumes for the school production and working towards a fashion parade.

A subject levy of \$80 applies to this subject in Year 9

THE ARTS

Media Studies

Media focuses on developing specific production skills, which include Photography, Film production, Audio, and Design. Students develop, create and present Media works using video, DSLR Cameras, audio equipment, and software including Final Cut Pro, iMovie, Garageband, Adobe Photoshop and basic animation software. Students develop media language by responding, reflecting and evaluating their own work and that of others using the appropriate media terminology.

Visual Arts

The elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through the years. The focus is on developing drawing skills using a range of media, art work in the form of painting, collage, printmaking, textiles, ceramics or sculpture and may be figurative, imaginative, decorative, abstract or expressive in style. Students develop visual literacy by responding; reflecting and evaluating their own art work and that of others using appropriate art terminology and recommended frameworks. The aim is to make students aware of art in their own community and in other communities. Art work is displayed in the classroom, within the school environment and exhibited in the annual school exhibition.

A subject levy of \$80 applies to this subject in Year 9

Performing Arts

Drama

Drama focuses on group work, improvisation, role-plays, voice, movement, role, audience and characterisation. Activities take the form of storytelling and process drama, involving improvisation, interaction in role, group work and play building. In performance, students develop movement, voice, focusing skills and techniques, play and audience awareness. Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

Music

The Middle School music program begins with short, interactive taster courses in Years 7 and 8 before branching out into a more thorough learning experience in the Year 9 elective. In Year 7, students begin with the basic elements of music, including note names, duration and musical terms through the context of the Orchestra before following into practical keyboard skills. The Year 8 course builds on these elements by taking a more contemporary approach, looking at the history of the Blues and focusing on guitar and rock band instrument techniques. The Year 9 elective course works through various contemporary genres. As part of this course, students complete a Grade 1 Theory textbook as well as composition, listening and performing assessments. Tasks range from a Folk Music composition to Remixing projects.

HEALTH AND PHYSICAL EDUCATION

Advanced Physical Education (Year 9 only)

Advanced Physical Education provides opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic and lifetime activities. The emphasis is on active participation, sportsmanship, teamwork, developing organisation skills and supporting reading and writing across the curriculum.

A subject levy of \$80 applies to this subject in Year 9

Outdoor Education (Year 9 only)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. This course provides students the knowledge and skills for outdoor activities and experiences. Students will be introduced to the basic concepts of Outdoor Education, safety and environmental awareness. There will be a focus on a variety of outdoor activities such as canoeing, bushwalking, orienteering, bike riding and aquatics and provides students with an opportunity to develop essential life skills and physical activity skills. It also helps develop self-awareness by engaging in a range of challenging outdoor activities. It enhances personal and group skills, builds confidence, empathy and self-understanding.

A subject levy of \$270 applies to this subject in Year 9.

“If it is to be, it is up to me.” William H Johnsen

FURTHER INFORMATION

You can visit the GMAS website - www.gmas.wa.edu.au

Visit our You Tube Channel for school videos -

https://www.youtube.com/channel/UCanSQLTQpzA6I2o_G8bqUog

Like our Facebook Page for photos and updates -

<https://www.facebook.com/georgianamolloyanglicanschool/>