



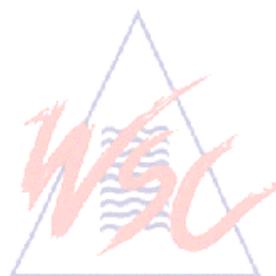
# WONTHAGGI

## Secondary College



*“Achieving success in a caring and creative environment”.*

**Year 7 Handbook**  
**2020**



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## Introduction to Year 7

Wonthaggi Secondary College aims to provide students with a wide range of relevant and stimulating academic, cultural and practical experiences.

In Year 7 all students follow a common course of study based on the Victorian Curriculum. The curriculum at WSC is delivered across the eight established Learning Areas: English, Mathematics, Science, Health & Physical Education, Languages, Humanities & Social Sciences, The Arts and Technology.

Year 7 students operate in a Homeroom environment and the year is seen as one of consolidation and transition from primary to secondary school. The transition from primary to secondary school has its own challenges and rewards. To be a member of a larger institution with a greater range of subjects, more teachers, new students and a different culture may be quite an adventure.

There are a number of support structures in place to help students. Year Level Coordinators, Student Welfare Coordinator, Home-group Teachers, Office Staff, Campus Principal and Classroom Teachers provide ongoing assistance. Parents and students are encouraged to seek assistance from these people whenever it is needed.

In Years 8 and 9 students operate in a Core & Elective structure. This structure allows students to plan a two-year course of study that best caters for their needs across the eight areas of study.

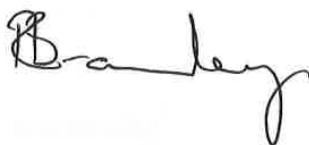
Year 10 consists of a Core of English, Mathematics, Science, Humanities, Industry and Enterprise and one compulsory unit of Physical Education. The remainder of the program is made up of elective subject units chosen from across the remaining Learning Areas.

The Senior School Program is based on the Victorian Certificate of Education (VCE). It covers the last two or sometimes three years of secondary education. Vocational Education & Training (VET) and Victorian Certificate of Applied Learning (VCAL) are also offered.

Wonthaggi Secondary College has excellent facilities and resources available for use by students at all levels.

Students are encouraged to participate in a variety of leadership initiatives. The College is very proud of its Student Leadership Program and values input by students through such forums as the Student Leaders Group, Student Representative Council, Peer Support Program and House Leadership. Student opinion is valued and responsible leadership is seen as an important aspect of the College. Students are given the opportunity to express themselves, give their best effort and strive for personal achievement to the highest level.

Parents are encouraged to become active members of the College Council and/or Parents Association. Please feel free to call the school and make an appointment to tour our campus and discuss how it operates.



**Ross Bramley**  
**DUDLEY CAMPUS PRINCIPAL**



## Key College Contacts

|                            |                                            |
|----------------------------|--------------------------------------------|
| College Principal          | Darren Parker                              |
| Campus Principal           | Ross Bramley                               |
| Assistant Campus Principal | Leith Cummins                              |
| Year 7 Coordinators        | Aiden Harris, Andrew McIntosh and Zoe Kent |
| Student Welfare            | Emily O'Brien / Carly Ablett               |

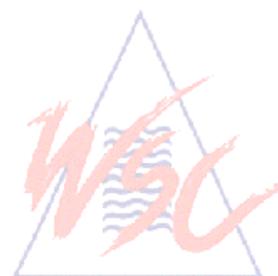
## Term Dates 2020

|         |                                          |
|---------|------------------------------------------|
| TERM 1: | 29 January (students return) to 27 March |
| TERM 2: | 14 April to 26 June                      |
| TERM 3: | 13 July to 18 September                  |
| TERM 4: | 5 October to 18 December                 |

## Bell Times

|                              |          |   |           |
|------------------------------|----------|---|-----------|
| Staff Briefing               | 8.45 am* | - | 8.55 am*  |
| Home Group Meeting           | 9.00 am  | - | 9.10 am*  |
| Unit 1                       | 9.12 am  | - | 10.00 am* |
| Unit 2                       | 10.02 am | - | 10.50 am* |
| Recess                       | 10.50 am | - | 11.22 am* |
| Unit 3                       | 11.22 am | - | 12.10 pm* |
| Unit 4                       | 12.12 pm | - | 1.00 pm*  |
| Lunch - 1 <sup>st</sup> half | 1.00 pm  | - | 1.25 pm*  |
| Lunch - 2 <sup>nd</sup> half | 1.25 pm  | - | 1.52 pm*  |
| Warning Bell for Unit 5      | 1.45 pm* |   |           |
| Unit 5                       | 1.52 pm  | - | 2.40 pm*  |
| Unit 6                       | 2.42 pm  | - | 3.30 pm*  |

*\*Indicates times when bell will sound*



# Assessment Tasks & Homework Hints

One of the most important and at times difficult changes for students to make is the transition from Primary School to Secondary School.

Students in Year 7 are expected to adjust to new subjects, new teachers, new friends and to always work to the best of their ability.

Students need to be able to organize themselves and to manage their time in order to help them cope with the demands and expectations of each subject.

Year 7 homework will consist mainly of:

- Any work not completed in class.
- Independent reading on a daily basis and weekly spelling words in English.
- Weekly Maths homework.
- Regular revision for Languages (Indonesian or Japanese)
- Research, project and assignment work in Humanities, Science and Health classes.

The total homework load per student will generally be between 60 and 90 minutes per week at Year 7, increasing to between 90 and 120 minutes per week at Year 9.

The College has a 'Due Date Policy' which is included in the Dudley Campus Information Booklet. If work is not submitted on the due date, late submissions may be subject to grading reductions. This could lead to an unsatisfactory assessment in the subject. Extensions up to one week may be granted for compelling reasons which have to be discussed with the relevant classroom teacher.

To help you and your child we include the following Homework/Work-Study "hints". If these processes are put into practice students should find the work pressures at secondary school a little easier to handle. Also it will ensure a pleasing and rewarding assessment at the end of the year.

## Students need:

- A quiet environment to work, away from family distractions.
- To have a written record of homework, upcoming tests and assignments and when they are due (if applicable) in their Student Planner.
- To be organized: have all equipment and information at hand. ie: pens, paper, eraser.
- To decide what time of day is the most suitable to study.
- To devote equal amounts of time to all subjects but do the more difficult subjects or work tasks first.
- To not spend too much time on the favourite or "easiest" subjects.
- To use study time to revise work, read or organize books and notes when there is little or no set homework.
- To talk your work over with friends and parents so that ideas can be exchanged.



# The Victorian Curriculum

In Year 7 all students follow a common course of study and stay in Home Groups for all classes. At Year 8 and 9 we offer a broad program which caters for diverse student needs and interests and encompasses all areas of the Victorian Curriculum.

The Victorian Curriculum incorporates 8 subject areas, 4 main capabilities as shown in the table below.

| <b>Learning Areas</b>                                                                                                                                                                                                                                                                                                                 | <b>4 Capabilities</b>                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Science</li><li>• Health &amp; Physical Education</li><li>• Languages</li><li>• Humanities &amp; Social Sciences (History, Geography, Civics &amp; Citizenship, Business and Economics)</li><li>• The Arts</li><li>• Technologies (inc ICT)</li></ul> | <ul style="list-style-type: none"><li>• Personal and Social</li><li>• Critical and Creative Thinking</li><li>• Intercultural</li><li>• Ethical</li></ul> |

The Victorian Curriculum documents outline the curriculum from Prep (Foundation) to Year 10 that all government schools need to use to plan, assess and report to parents. There is a learning continuum over 11 levels.

For more information contact Leith Cummins – Acting Assistant Campus Principal and Curriculum Coordinator at the Dudley campus.



## Time Allocation & Course Summary Of Year 7 Curriculum

| Key Learning Area                      |                      | Unit Allocation |
|----------------------------------------|----------------------|-----------------|
| Mathematics                            |                      | 4               |
| English                                |                      | 4               |
| Science                                |                      | 3               |
| Humanities                             |                      | 3               |
| Technology                             | Computers            | 6               |
|                                        | Woodwork             |                 |
|                                        | Metals/Plastics      |                 |
|                                        | Mechanisms           |                 |
|                                        | Textiles             |                 |
|                                        | Home Economics       |                 |
| Languages                              |                      | 2               |
| Arts                                   | Art                  | 4               |
|                                        | Drama                |                 |
|                                        | Music                |                 |
|                                        | Visual Communication |                 |
| Health & Phys Ed                       | Health & PE          | 4               |
| <b>Total number of units per week:</b> |                      | <b>30</b>       |

Unit Allocation is number of 48 minute lessons per week

Please note that students have six 48 minute lessons per day making a total of 30 units per week.



## Special Programs

**SELECT ENTRY ACCELERATED LEARNING (SEAL)** – formerly known as PAL (Program for Accelerated Learning)

Students in the Year 7 SEAL (Select Entry Accelerated Learning) class will be accelerated through ENGLISH, MATHS, HUMANITIES, JAPANESE and SCIENCE. Entry to this program is by testing and interview. For further information please contact the SEAL Co-ordinator, Mr Nicholas Harrison.

**LITERACY ASSISTANCE**

Literacy assistance is set up to provide support in developing literacy skills to an independent level. It is a key initiative at Wonthaggi Secondary College and is offered through classroom support and small groups. At Year 7 we offer a Select Entry Literacy Program (SELP) in order to assist students who need extra support with their literacy skills.

**PEER SUPPORT**

This program trains selected Year 9 students in the area of student support.

Peer Support Leaders are assigned to Year 7 Home Groups to assist with their transition between Primary and Secondary School. Peer Support students work with Year 7 students in classrooms, assist students in the yard and act as a point of contact for new students.

The Peer Support Leaders help with the organisation of events, cross age tutoring in programs such as 'Fantastic Racers' and are valuable role models for students in the areas of leadership and social skills at the school.

The training and skills gained by Peer Support students provide them with a sense of citizenship within our community and in their capacity of school leaders they often represent Wonthaggi Secondary College at community functions.

## ~ ~ ~ ~ ~ SUBJECTS ~ ~ ~ ~ ~

## Mathematics

The Year 7 Mathematics Course contains the Victorian Curriculum content descriptions and achievement standards across the three strands Number and Algebra (NA), Measurement and Geometry (MG) and Statistics and Probability (SP). The course aims to expand each student's mathematical skills and problem solving ability. The course is split into approximately 10 topics spread evenly across the two semesters. The course includes set exercises from a standard text book (found on the book list), weekly online tasks and physical hands on activities. It is assessed through topic tests, online tasks and class exercises. Students are regularly expected to complete class exercises at home as homework.



The English Program aims to improve student language skills in reading and viewing, writing, speaking and listening. Language skills are taught in context and often overlap. Individual needs and abilities will be taken into account as we seek to develop enjoyment, a sense of quality and the ability to express ideas imaginatively, independently, critically and clearly.

## Year 7 English Assessment Tasks

### *Term 1*

Term one focuses on creative writing with students completing a variety of short writing tasks. The assessment task for this unit is a short story.

### *Term 2*

Term two starts with work on persuasive writing in preparation for NAPLAN. The assessment tasks for this unit are a written persuasive piece and an oral presentation on the same topic. The remainder of the term is spent in novel study with the major assessment task being a text response essay.

### *Term 3*

The focus in term three is on film study, with the assessment task being an oral presentation.

### *Term 4*

The focus of term four is on a second novel study as a class, with the assessment task being a mix of creative and critical thinking based writing tasks.

### *List of texts for study*

Students will study at least two of the following novels:

1. 'The Barrumbi Kids' by Leonie Norrington
2. 'Boy Overboard' by Morris Gleitzman
3. 'The Slightly true story of Cedar B Hartley' by Martine Murray
4. 'Harry Potter and the Philosopher's Stone' by JK Rowling

### *Library Presentations*

The students will maintain a wide reading folder for the year which records titles and authors of books read, including dates finished and their opinion of the book. They will have a chance to fill these folders in as a part of the library presentation program.

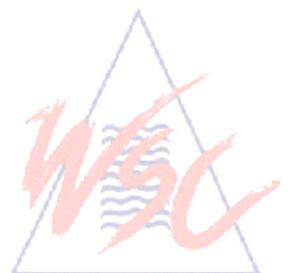
### *Homework*

Homework at Year 7 consists of 'Book Bingo' (a reading based homework task set over the course of a term) and a variety of different writing tasks. Classwork may also be completed at home at the discretion of the teacher.

### Assessment

In addition to assessing set tasks, individual achievement will be reported in relation to the Victorian Curriculum.

Most students in Year 7 should be working towards Level 7 unless otherwise engaged in an alternative program in class, in literacy assistance classes or in the SEAL Program.



The College Science Course emphasises scientific knowledge, the solution of practical problems, the cultural and human context of science and opportunities for personal development.

### *Introduction to Science*

Introduction to division of science into broad areas. Awareness of safety procedures/precautions in science. Familiarize students with use of basic science equipment and reporting. Measurement ties in with length, volume, mass, time and temperature.

### *Matter and Water*

A laboratory study of the behaviour of samples of solids, liquids and gases. The formulation of the particle model and its use in explaining and predicting behaviour of these states and changes of states. Students will examine the key role of water in sustaining life and the water cycle.

### *Mixing / Separating*

A laboratory study of solubility, the separation of undissolved substances by filtration, sedimentation / decanting, sieving and the separation of dissolved substances by evaporation and distillation, miscible and immiscible liquids separation methods.

### *Earth and Space*

An understanding of how interactions between the earth, moon and sun influence our seasons will be covered. Tides and eclipses will also be examined.

### *Classification*

An introduction to the wide variety of living things. The dividing of animals into vertebrates and invertebrates. The difference between monotremes, marsupials and placentals, the main classes of invertebrates. Using keys to classify animals into main classes.

### *Forces and Motion*

The notion of a force is introduced. The role of forces changing the motion of objects will be covered as will the different types of forces. The influence of gravity will be looked at also.

### Assessment:

Assessment will be by topic tests together with other evidence such as assignment work, practical work, homework and book marks.



# Humanities

Humanities is a broad and diverse key learning area that brings together many traditional subject areas including Geography, History, Economics, Business Studies, and Careers. It provides a framework through which students understanding and knowledge is developed in relation to:

- the interaction between people and their environments
- Australia and its place in the world
- the societies of other countries
- local and global environments.

Humanities units of work are designed to:

- extend student knowledge and understanding of society and environment and the interactions between the two
- enhance student understanding of concepts in the disciplines underpinning Humanities
- develop the skills needed to investigate and communicate information related to Humanities
- enable students to develop and justify views about local, national and global issues related to Humanities
- allow students to analyse the values of others and clarify their own
- develop an appreciation of cultures other than their own.

Humanities organises these subjects and perspectives into four strands:

- History
- Geography
- Economics and Business
- Civics and Citizenship

## COURSE CONTENT

At Year 7 level three strands of Humanities will be addressed throughout the year through the following areas of study:-

### Geography

- Mapping Skills
- Water in the World – Examination of water as an example of a renewable resource using studies from Australia and from around the world.

### History

- The Ancient World – Investigation of the Ancient past through an examination of the cultural and societal systems of ancient civilizations such as Egypt, Greece or Rome and China or India.

### Civics and Citizenship

- Being a good citizen – Looking at what it means to be a citizen at Wonthaggi Secondary College, rights and responsibilities, bullying, the need for rules.

### Assessment:

Assessment will be made against the Achievement Standards of each subject area as set by the Victorian Curriculum. Grading will be based on a combination of set classroom tasks, research, bookwork, homework and tests.



## INFORMATION TECHNOLOGY

This Information Technology course aims to develop general computing knowledge as well as encouraging the development of problem solving skills to solve common computer related issues. Students will undertake units in word processing, spreadsheeting, the history of computing and the Internet, as well as a unit in basic web page creation using HTML coding.

Assessment will be based on:

- Accuracy of information used in projects.
- Planning tools used in the creation of project work.
- Correct and appropriate use of program functions and tools.
- The efficient use of time in completing projects.

Students will achieve these outcomes through:

- Investigation of tools used in various programs.
- Design of projects using planning tools to achieve final product.
- Production using instruction/processes to achieve a set outcome.
- Evaluation of project to determine all set requirements are met.

## WOODWORK

This course aims to encourage students' interest and enjoyment in using wood and to introduce them to basic techniques and tools with an emphasis on safe workshop practices.

Students will be required to design and produce various projects with original decorative features.

Assessment will be based on:

- The quality of construction and finish.
- The efficient use of time.
- Satisfactory completion of written work (eg. design, evaluation).

Students will achieve these outcomes through:

- Investigation into tools, techniques and materials
- Design of model
- Production of projects
- Evaluation of their projects including strengths and difficulties.

## METALS AND PLASTICS

This subject aims to develop an appreciation for a range of materials including Tin, copper, brass and acrylic and to introduce basic techniques and tools with an emphasis on safe workshop practices.

Students will be required to design and produce various projects with original decorative features

Assessment will be based on:

- The quality of construction and finish.
- The efficient use of time.
- Satisfactory completion of written work (eg. design, evaluation).

Students will achieve these outcomes through:

- Investigation into tools, equipment and designs for products
- Design of model before manufacturing
- Production – set and self-designed products
- Evaluation of the product and skill used in the classroom



### MECHANISMS

The course in Mechanisms introduces students to a basic understanding in engineering and mechanics. Students gain an understanding in engineering structures and mechanical components. In this introductory course students build basic mechanisms and structures using Lego and projects involving a range of materials from which models will be made. Students develop an understanding of a design brief and will use investigation, design, construction, and evaluation skills developing a range of solutions to set problems. These components will include levers, pulleys, gears and engineering structures.

Assessment will be based on:

- practical results
- written evaluations on design and construction problems and solutions

Students will achieve these outcomes through:

- investigation into structures and mechanical components
- design of various structures
- production of models and structures from the design briefs
- evaluation of solutions to the design briefs

### TEXTILES

Students will be expected to generate design ideas, make high quality products and evaluate their finished product. They will be expected to complete a minimum of two practical projects for the semester: one hand-sewing project using felt and one machine-sewn project using a cotton fabric. Students will be expected to complete all tasks in the textiles booklet provided by the textiles department. They will also be exposed to the impact of the textiles industry on the environment and possible solutions for sustainability.

Assessment will be based on:

- Design work
- Safe work place practices
- Sewing techniques, production tasks and time management skills
- Evaluation work

Students will achieve these outcomes through:

- Investigating, generating, developing & testing design ideas
- Practising and implementing various sewing techniques and production procedures
- Evaluating design ideas, processes, solutions and sustainability



### FOODS

FOODS aims to:

- encourage an awareness of safety issues that can affect individuals or others.
- identify major nutritional needs for growth and development.
- analyse a range of influences on personal and family food selection.
- develop practical skills to satisfy individual and family needs.

TOPICS INCLUDE:

- Personal and food related safety
- Reasons for eating food
- Major nutrients
- 5 food groups
- Healthy diet pyramid
- Basic dietary analysis

#### Assessment:

1. Observation of skills and approach to practical work
2. Test
3. Individual design brief assignments focused on basic nutrition
4. Theory journal



# Languages

Students in Year 7 study a foreign language. At Wonthaggi Secondary College we offer either Japanese or Indonesian. One of these languages will be allocated to each Home Group to study for two lessons per week in Year 7.

It is important to realise that it takes more than a year or two to become fluent in a foreign language and a very important part of learning a foreign language is MEMORISING new words and expressions, or in the case of Japanese, a new written script. Students are expected to do 20-30 minutes three times a week covering memory work and possibly completing set tasks. This memorising is vital if the student is to progress.

## INDONESIAN

Learning a foreign language can be an exciting and challenging activity. Students will soon learn the expression "Selamat Datang", which means "Welcome". The students will learn to conduct simple conversations in Indonesian, read and act out role-plays, write short conversations, learn songs and much more. This subject also includes a brief study of the Indonesian people, their culture and country.

Topics covered include: greetings, introductions, numbers, describing people, talking about what you are doing, where you are going, birthdays, families, ages, pets, transport, buying things, talking about food, school subjects, classroom objects, leisure time activities and everyday conversation.

### Assessment:

In addition to assessing set tasks, individual achievement will be reported in relation to the Victorian Curriculum.

## JAPANESE

While learning a foreign language is a demanding exercise it can also be very rewarding and quite enjoyable if undertaken seriously. Some students will come to the school with some prior knowledge of the language both spoken and written.

This knowledge will be revised and built upon. Students will continue to learn and conduct simple conversations on a limited range of topics. Written work will be focused on learning to read and write the hiragana script, although a small number of kanji (Chinese characters) are also included.

Topics studied are: Japanese writing systems, greetings, self introduction, friends, family, town, after school activities, food and culture. The subject also includes learning some songs, games and a general study of the Japanese people, their customs, lifestyle and country.

### Assessment:

In addition to assessing set tasks, individual achievement will be reported in relation to the Victorian Curriculum.



## VISUAL ARTS

Students will develop their own ideas from set themes and will be encouraged to be original and imaginative.

They will have the opportunity to use a range of materials and techniques.

They will complete major artworks. Students will also produce a series of developmental drawings in preparation for each major work.

Students may also be required to present one major artwork.

This can include:

- a written statement
- a short talk
- mounting the artwork for display

Assessment will be based on their ability to generate original, imaginative ideas, quality of finished work and presentation.

## DRAMA

Year 7 Drama students are working towards the Victorian Curriculum Level 7 Standards, two units per week for one semester.

They work together to represent, create, develop and communicate familiar and abstract ideas in short performance pieces. Students develop an understanding of the traditional style of mime and explore cultural diversity through Indigenous storytelling and movement.

Units include: Working Together, Movement, Sound & Voice, Improvisation, Role Play, Creating Characters, and Working with a Script.

Assessment is based on

- Workshop, performance and drama journal tasks.
- The ability to work individually and cooperatively in groups.
- The quality of dramatic ideas and finished work.



## MUSIC

The course aims to introduce students to the basic concepts of music and develop their capabilities as both musical listeners and performers. Areas covered include:

- Music reading - graphic notation
- Student composition
- Student performance in small and large ensembles
- Informal singing
- Analytical listening

Assessment will be based on:

- Practical and written tests
- Group and individual performances
- Group participation
- Student composition
- Assignments

## INSTRUMENTAL MUSIC

Instrumental Music Tuition is offered to students of the College at all year levels. The course includes practical and written work. The practical work includes solo, ensemble and band repertoire. Each student follows an individual work program with opportunities for public performances and examinations. The College has a Senior, Intermediate and Junior Concert Band, Stage Band and guitar ensemble. Tuition is offered in Woodwind, Brass, Percussion and Guitar - with some instruments available for hire.

COST: Fees for 2020 have not been set. In 2019 the charges were: Hire of instrument \$150 for the year. Tuition \$280 for the year.

Students are assessed in the following ways: - observation of, and approach to work, attendance at Concert Band and lessons, rate of progress and written and practical tests, both informal and formal.

## VISUAL COMMUNICATION (GRAPHICS)

Students will explore and develop ideas using the design elements and various graphic devices: eg. Pictorial and Orthogonal drawing (e.g. house plans), symbols, diagrams and charts and illustration. They will use skills acquired to develop basic techniques and processes including 2D & 3D drawing, oblique and isometric drawing. They will become aware of the various design elements: eg. point, line, plane, shape, texture and colour and utilise appropriate graphic communication language to analyse various illustrations and drawing techniques. They will have the opportunity to compare different advertisements and show an understanding of the way visual communications are made within particular cultural and historical contexts.

Assessment is based on development of drawing and design skills, and the completion of set drawings and visual communication assignments.



# Health & Physical Education

## HEALTH EDUCATION

Health Education aims to

- promote attitudes and behaviours which contribute to personal and community well-being
- develop the ability to make decisions about personal and community health matters and to encourage students to take responsibility for such decisions
- provide accurate information about health and health-related matters
- develop an understanding of factors which influence the quality of life enjoyed by an individual or a community
- promote good health, fitness and a quality lifestyle

### TOPICS INCLUDE THE FOLLOWING:

- Protective Behaviours / Resilience
- Harassment / Bullying : strategies to deal with it
- Being myself: personal values, peer pressure, individual rights and responsibilities, resolving conflict
- Developing essential social skills and improving social interaction
- Health issues related to basic hygiene
- Skin care and skin cancer
- Puberty and basic introduction to reproductive systems
- Fitness: fitness components, healthy active lifestyles
- Personal Health Reflection

Assessment is based upon student co-operation, contribution and responsibility within the group, as well as written work, topic tests, posters, research assignments and ICT based assignments.

In addition to assessing set tasks, individual achievement will be reported in relation to the Victorian Curriculum.

## PHYSICAL EDUCATION

The Physical Education Program is designed to help each student to become a well-adjusted and co-ordinated person. This is achieved through a varied and challenging program, whereby individual potential is developed in a physical, mental, emotional and social capacity.

The practical activities will include: Fitness Testing, Fundamental Motor Skills, Invasion Games, Striking and Fielding, Gymnastics, Athletics, Badminton, Softball, Basketball, Cricket, Hockey, Netball, Table Tennis, Volleyball and Soccer.

- Each student will be assessed according to organisation, attitude, performance, knowledge of rules and strategies, teamwork and progress in practical sessions; and the completion of theory tasks where it may apply.





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Dudley Campus**

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