Middle School
Years 7, 8 and 9 Handbook
2017
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USEFUL SCHOOL CONTACTS

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email Address</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ted Kosicki</td>
<td><a href="mailto:tko@gmas.wa.edu.au">tko@gmas.wa.edu.au</a></td>
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<td>Head Of Curriculum Services</td>
<td>Philip Deroost</td>
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<tr>
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</tr>
<tr>
<td>Year Coordinators</td>
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<tr>
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<td>Stephanie Braid – Year 7</td>
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<tr>
<td>Middle Management</td>
<td>Fr Earle Chamberlain</td>
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<td></td>
<td>Wade Jancey</td>
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<td></td>
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<td>Conor Martin</td>
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<td></td>
<td>Megan Grosse</td>
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<tr>
<td></td>
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<td></td>
<td>Philip Watts</td>
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<tr>
<td>Library</td>
<td>Jane Snee</td>
<td><a href="mailto:jsn@gmas.wa.edu.au">jsn@gmas.wa.edu.au</a></td>
</tr>
</tbody>
</table>
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 the 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 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 – during camp week – Week 10 Term 1 Year 9 – Canberra trip – Friday 31st March – Thurs 6th April
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 issued with their own locker. **Students must provide their own combination lock and 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. **Note:** if a student does forget his / her code, bolt cutters will be used to remove the lock and a replacement lock will need to be purchased.

CAFÉ
The GMAS Café is open from 8-15am 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
Classes at GMAS are organised around a five day timetable. Each Monday students attend periods 1 and 2, followed by a time scheduled for Secondary School assemblies and/or meetings from 10.40am to 11.10am. Each other day consists Home Room time first thing in the morning and five class sessions (Wednesday morning will be an extended Home Room time to enhance pastoral care). Each 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. Students will be given an individual timetable on the first day of school.

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
- 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 which is made up of compulsory subjects which are 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. All four core Learning Areas (English, Mathematics, Humanities and Social Sciences and Science) are streamed according to academic requirements. Movement between streamed classes occurs under the guidance of 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

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<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Period Allocation per week</th>
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<tr>
<td>Compulsory subjects</td>
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<tr>
<td>Christian Religious Studies</td>
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<tr>
<td>English</td>
<td>4</td>
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<tr>
<td>Mathematics</td>
<td>4</td>
<td></td>
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<tr>
<td>Science</td>
<td>4</td>
<td></td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
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<tr>
<td>Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LOTE (languages other than English)</td>
<td>Japanese</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>Materials Technology</td>
<td>All electives are studied for 2 periods per week for a 13 week rotation.</td>
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<tr>
<td></td>
<td>Food Technology</td>
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<tr>
<td></td>
<td>Engineering Studies</td>
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<tr>
<td>The Arts</td>
<td>Media Studies</td>
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<tr>
<td></td>
<td>Performing Arts /Music</td>
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YEAR 9

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<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Period Allocation per week</th>
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<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Society and Environment</td>
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<td>Career and Enterprise Studies</td>
<td>Work Studies</td>
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<tr>
<td><strong>Elective subjects</strong></td>
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<tr>
<td>LOTE (languages other than English)</td>
<td>Japanese</td>
<td>Students select 4 electives to be studied for 1 period for the whole year</td>
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<td>Advanced Physical Education</td>
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<td>Textiles, Fashion and Costume</td>
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<td>Design</td>
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<td>Food Technology</td>
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<td>Music</td>
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<td>Visual Arts</td>
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**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.

The following procedure will be followed:

- Formal notification of absence is lodged with the Head of Middle School in accordance with the school policy on absenteeism.
- The student should approach the class teacher and receive the decision as to whether the test is to be completed and when.
- The teacher documents the decision and/or test result in the student folio and teacher records.
- Use of the School Diary to document this procedure is recommended.
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 diary, parent contacts from teachers and students recording results on the assessment page in their diary and parents are required to initial it.

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 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 to 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 programme 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.

HUMANITIES AND SOCIAL SCIENCES
Students undertake course work in the following core areas:

Economics, Geography, History, Politics and Law (Political and Legal Studies Year 9)

Economics
Student experiences include, but are not limited to the following:
- To using an interactive game to develop difficult concepts in economics called the ‘Gold Game’
- To studying economic resources, factors of production, goods and services, allocation of resources and personal financial management
To studying natural resources, globalisation, careers - workplace structures and personal evaluations for future career choices

Geography
Student experiences include, but are not limited to the following:
- To focusing on mapping skills - Australian states, territories, capital cities and regions
- To studying the characteristics of physical and built environments, natural and human processes creating spatial patterns/regions
- To studying different values and views about conservation and sustainable development
- To studying the need for sustainability and the varying views on the human impact on natural systems

History
Student experiences include, but are not limited to the following:
- To studying the Ancient World and the Making of the Modern World

Politics and Law (Political and Legal Studies)
Student experiences include, but are not limited to the following:
- To look at their rights and responsibilities as an Australian Citizen and what does it mean in today’s society
- To study characteristics of different types of government regimes, Australian constitution, democracy, political parties and their origins, purposes, ideologies, constituents, policies and roles
- To look at roles and relationships between the levels of government in Australia (local, state, national
• To study how Australian laws impact on the lives of individuals and groups and the difference between statute and common law, the elements of a fair trial in Australia, legal systems in other nations
These learning programs are differentiated to cater for student needs.

MATHMATICS

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. Learning programs in classes are differentiated to cater for student needs.

**SCIENCE**

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.

Learning programs in classes are differentiated to cater for student needs.
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 (compulsory for Year 9)

This course organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand in turn contains three sub-strands outlining the content descriptions and elaborations that contain the knowledge, understanding and skills and form the core content of the curriculum for that year level. In 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.

ELECTIVE SUBJECTS

TECHNOLOGY

Within all the subject areas of Technology students will begin to progressively develop an understanding of the Design Cycle. Students will be given the opportunity to ideate, create and evaluate solutions to specific tasks with personal input along the way.

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)

**Engineering**  
Within Engineering, students gain knowledge and understanding of the practical application of engineering concepts and apply these to solve everyday problems. Students will also expect to develop skills in computer aided modelling and computer aided manufacturing as well as electronic and robotic contexts.  
(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.)

**Textiles, Fashion and Costume Design**  
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 evaluation their own work and that of others using the appropriate media terminology.

**Music**  
The Middle School music program begins with the development of the basic elements of music, including note names, duration of notes, rhythms, time signatures and musical terms. The main music outcomes of aural and theory, culture and society, composition and performance will all be covered in the content of the term long music course. Students will be working on a World Music unit which focuses on the cultural significance and importance of music from around the world. The continents of Australia, Africa and Asia will be studied and students will become familiar with some traditional instruments and songs from specific countries within these continents. Students will also learn about the Asian-based pentatonic scale and by the end of the term will be able to compose a short melody based on this scale. The final task will then be to perform these melodies on xylophones, in a safe, positive class environment.
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
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.

HEALTH AND PHYSICAL EDUCATION
Advanced Physical Education (Year 9 only)
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. (This subject will attract added costs depending upon the course and activities.)

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. (This subject will attract added costs depending upon the course and activities.)

“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/