



LILYDALE

HIGH SCHOOL

YEAR 7

SUBJECT HANDBOOK

Head of Year 7: Morgan Wyatt

Principal's Welcome

Dear Parents and Guardians,

Welcome to Lilydale High School. Congratulations, you are now a member of this School's community. We are very proud of our school, and we hope that you and your family will enjoy your time with us. In particular, we sincerely hope that your child will experience every success during their time as a student at Lilydale High School.

Lilydale High School is an outstanding school which enjoys a reputation second to none in Victorian State Education. An important feature of our school is that it enjoys the confidence, support and participation of its community. No matter the capacity in which you choose to become involved, you are assured of a very warm welcome at your child's new school.

The school views its relationship with parents as a partnership. We are always happy to discuss any matter of concern you may wish to raise and will always consider your opinions and advice carefully. We ask that you provide us with any information that may be relevant to your son or daughter's education in a timely fashion. In return we will make every effort to keep you fully informed regarding educational progress and events within the school.

You will be notified in advance of Three-Way Conferences so that consultation appointments can be made. Appointments can be made anytime for consultations with the Year Level Coordinators or other staff as well as with myself and the Assistant Principals.

At Lilydale High School the aim is to provide parents and guardians with timely, up to date reporting on your child's academic progress and approaches to learning. This is done through the Compass Portal for which you will receive a log in code. Teacher assessed Learning Tasks will be posted for each subject throughout the year under the Learning Tasks tab. Approaches to Learning Cycle reports will be posted on Compass three times per semester. The Cycle reports will provide an overview of your child's effort, behaviour, approaches to learning and attendance. These reports will culminate into an end of Semester report. It is possible to request interim reports by contacting the Year Level Coordinators if you feel this is necessary. Naturally, the school will contact you with any matters of concern.

The link to our newsletter will be sent to you via Compass every fortnight. You can subscribe to the newsletter via the subscribe link on our website. We also invite you to 'like' our official Facebook page.

I hope your partnership with Lilydale High School is a very rewarding, successful and happy one. Best wishes,



WENDY POWSON

PRINCIPAL

School Profile

Lilydale High School has a long tradition of providing excellent educational programs for students Years 7 to 12 and is highly regarded in the community. Great efforts are made to see that its students consistently attain outstanding achievements in a wide variety of areas, including VCE results, sports and community service activities. Collaborative decision-making processes, resulting in clearly defined policies and programs, aim to ensure that each child is challenged and extended academically, creatively, socially and physically.

Secondary education in Lilydale commenced in 1919 and the strong community spirit shown then continues to this day. It is represented by the Lilydale High School symbol of a lighted flame above an open book, which appears on our distinctive uniform, and by the name of the school magazine, 'Salamander', a reminder of the strong school spirit that endured after the 1958 fire.

The school offers a comprehensive curriculum for Years 7 to 12 in the following eight Key Learning Areas: English, Languages, Technology, Science, Mathematics, Humanities, Physical and Sport Education and the Arts. All Year 7 and 8 students study units from these core areas. Year 9/10 students select from a wide range of units offered by all areas of study within set requirements. VCE subject choice is determined by vocational or further study ambitions and is made from a comprehensive range of courses. Special features of the curriculum include the provision of an accelerated program for academically gifted and talented students and the study by Year 10 students of VCE units. The school also offers VET and VCAL courses. The current Charter Priorities are: Improved Student Outcomes including improved NAPLAN and VCE results; Improved Connectedness and Improved Transitions from Year 8 to 9 to 10.

Our Vision Statement underpins all the school's decisions and actions: Lilydale High School is dedicated to providing an environment that values academic excellence and maximises opportunities and pathways to enable all students to become resilient and contributing members of the community. In brief, Excellence in learning, resilience in life, thriving in community. We are committed to providing a safe, secure and welcoming environment for all students. The school believes that each student's happiness, confidence, feelings of security and sense of belonging are dependent upon an environment where all members are considerate, respectful and courteous to each other. A strength of the school is its ability to maintain a pastoral concern for each student from the initial enrolment to post school experience.

Teachers are caring, dedicated and committed to providing an excellent quality of education for their students; there are specialist teachers in Careers and Student Wellbeing. Staff involvement in school life is all encompassing, including extra-curricular activities and work on various committees. Teachers are involved in policy writing and review and in responding to the needs of the school community, as well as setting up innovative programs.

Lilydale High School enjoys the support and confidence of its constituent groups who are actively involved in all aspects of the school's decision-making processes. The School Council is a most active and effective group. Valedictory Presentations, Award Nights, Presentation Occasions, Parent Teacher Conferences, Information Nights, Education Week Activities, Council and Council Sub Committee Meetings, Curriculum and other committee and Working Party meetings are but some of many opportunities for members of the Lilydale High School community to participate in and contribute to the school.

Lilydale High School has extensive facilities and equipment covering all Learning Areas.

Designated Year 7 & 8 playground area; Separate areas for Years 8 & 9; locker rooms for all year levels

School-wide Internet access; Chromebook Program; Multimedia Centre; fully equipped computer rooms

Year Level and Sub School offices

Student Wellbeing Office

Careers and Work Experience Office

Zoology Centre

Performing Arts Centre

Covered walkways to school buildings

Ceramics room with kiln; Art display areas

Ceramics room with kiln; Art display areas

Science and Technology Centre with specialist technology rooms

Outdoor tennis, basketball/netball volleyball courts; extensive playing fields; weight training area; indoor basketball/netball stadium; cricket practice nets; Fun and Fitness Track

Canteen facilities

Hall

VCE Centre with Study Hall

Photographic laboratory

Barbeque areas with picnic facilities; attractive treed setting

Computerised library resource centre; wireless access points for Internet access

Lilydale High School is proud of its years of service to the people of the Shire of Yarra Ranges and the Yarra Valley and looks forward to continuing to provide for the educational needs of this outer eastern area of Melbourne well into the new millennium.

Curriculum Profile

Lilydale High School provides a high-quality comprehensive curriculum across eight Learning Areas. Exposure to each of these Learning Areas is ensured at Years 7- 10. At Year 11-12, VCE and VCAL studies operate within the requirements of the Victorian Curriculum Assessment Authority.

The school week is based on 30 x 48 – minute periods. Year 7 and 8 consists of core studies.

Year 9: Core English and Maths five periods per week (ppw); all other units are semester length of two or three ppw. Selection of units must meet set requirements.

Year 10: all subjects five periods per week (ppw) and students may elect one VCE unit each semester (five ppw).

VCE operates on five ppw for each unit.

Curriculum Support & Enrichment Programs

Cultural and Artistic

Music and Drama facilities are housed in a separate facility known as the Performing Arts Centre. A wide variety of musical groups meet. They include the following Bands:

- Concert
- Junior
- Rock
- Flute
- Saxophone
- Brass ensembles

These groups perform to a variety of audiences.

- Annual drama production as well as multiple small year level productions
- Regular student art exhibitions
- Regular film and theatre excursions
- Visiting theatre and musical groups

Sporting and Leisure

- Interschool and in-school sports:
 - * Basketball
 - * Soccer
 - * Netball
 - * Softball
 - * Golf
 - * Football
 - * Cricket
 - * Tennis
 - * Badminton
 - * Swimming
 - * Diving
 - * Athletics
 - * Volleyball

- * Lawn Bowls
 - * Shooting
 - * Equestrian
 - * Dirt Bike Riding
 - * Fun Runs
- Four-court competition size basketball stadium
 - Two sport ovals
 - Presentation Ball

Educational Enhancement

- Select Entry Select Entry Accelerated Learning Program Year 7 – 10
- Literacy Recovery Program
- Academic competitions: including Mathematics & Science, English Writing competitions, Arts, Language, Humanities competitions
- Debating and public speaking
- School magazine
- Ceramic area with kiln and pottery wheels
- Graphics: air brushing facility
- Photography room and dark room
- Library: Year 7 library skills program, eBook collection, online databases, services and support
- Awards at all levels for academic, sport and general achievement
- VCE Presentation Evening
- Valedictory Dinner
- End of Year Program Years 7 and 8
- Vocational Education and Training programs
- Arts performances

Leadership and Decision Making

- Student Representative Council
- School Council Representation
- General committee representation
- Student guides for visiting groups
- Daily office assistant
- Library support group
- Peer Support Leadership Program
- Year Level Captains

Careers and Work Experience

- Individual careers counselling
- Work experience program
- Course selection evenings
- Career nights
- Work/course guest speakers
- Managed Individual Pathways (Years 7 – 12)
- Vocational Education & Training

Social Service

- Fundraising for specific causes such as State Schools' Relief Fund, Red Nose Day, 40 Hour Famine, Red Cross.

Pastoral Care and Counselling

- Student Wellbeing Co-ordinator, Year Level Co-ordinators, Home Group Teachers
- Study and organisational skills programs Years 7- 12
- Information evenings
- Parent/teacher interviews
- Parent morning teas
- Grade 6 orientation visits
- Peer Support Program
- Health & Well-being Retreat Days

Camps and Excursions

- Year 7 Orientation Camp
- Year 8 Camp
- Year 9 Camp
- Year 10 Camp
- Outdoor Education camps Years 10- 12
- VCE Ski Camp
- Planned excursions for all Learning Areas

The Year 7 Course

Overview

Year 7 students complete a thorough introduction to life at high school with a sound grounding in a broad range of subjects. To aid the transition from primary to secondary, the school runs a Peer Support Program and an organisational skills program for Year 7 students.

Year 7 student's study 10 different subjects during a normal week.

| Key Learning Area | Periods / week / year |
|---|---------------------------------|
| English | 5 |
| Literacy and Learning Support | 3 (nominated students) |
| Mathematics | 5 |
| Languages (French or Indonesian) | 5 |
| Art | |
| Semester units of: | |
| <ul style="list-style-type: none">• Visual Communication and Design• Music• Drama Art | Total of 4 periods per semester |
| Technology | |
| <ul style="list-style-type: none">• Systems Technology• Digital Technology | 2 |
| Humanities | |
| <ul style="list-style-type: none">• Geography• History• Civics | 3 |
| Physical and Sport Education | |
| <ul style="list-style-type: none">• Physical Education• Health Education | 3 1 |
| Community Time (THRIVE) | 1 |
| Science | 3 |



LILYDALE

HIGH SCHOOL

CORE SUBJECTS



LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

ENGLISH CURRICULUM

ENGLISH CORE (7EEN)

OVERVIEW

The course offers a balanced and integrated approach to language development, combining the three strands of:

- Reading & Viewing
- Speaking & Listening
- Writing

WHAT STUDENTS WILL LEARN

Students learn the ways in which language varies according to content, purpose, context and audience, and construct written texts for various purposes.

Through shared and individual reading, students extend their understanding and enjoyment of a wide range of texts such as novels, short stories and film.

They are encouraged to become familiar with the writing styles of various authors, develop the ability to critically analyse texts, discuss the issues involved and relate these to society and their personal experiences.

Students use planned and spontaneous speaking and listening to explore, discuss and practise the language used in various contexts. Their learning about language involves accumulating knowledge through experience, exploration, investigation and reflection.





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EST 1919

RESPICE LUCEM

ENGLISH CURRICULUM

LITERACY AND LEARNING SUPPORT (7ELS)

OVERVIEW

The course is designed to strengthen and refine students' literacy skills, thus improving their confidence in reading and writing in all their subjects.

WHAT STUDENTS WILL LEARN

The program is developed around an evidence-based approach to literacy that includes students' ability to predict, visualise, question, summarise, infer, and navigate different text types and express their ideas clearly.





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RESPICE LUCEM

ARTS CURRICULUM

ART (7AAR)

OVERVIEW

Students will, through observation, personal experience and research, produce artworks that display various elements of visual arts.

WHAT STUDENTS WILL LEARN

Students will explore the many ways in which visual art works are made. Through planning, selection and modification, students will display confidence in producing and presenting artworks. They will learn to appreciate and discuss how artworks are made.





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RESPICE LUCEM

ARTS CURRICULUM

DRAMA (7ADR)

OVERVIEW

Drama introduces students to performance and encourages creativity through role play and improvisation. The course uses Drama as a means of enhancing personal development, confidence and self-esteem.

Students work collaboratively with others to extend their decision-making and problem-solving skills, while examining theatrical conventions and expressive skills to develop their performances.

WHAT STUDENTS WILL LEARN

Students will explore and develop their skills through a range of topics such as:

- Improvisation
- Responding to stimulus
- Mime
- Story telling
- Exploring scripts





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RESPICE LUCEM

ARTS CURRICULUM

VISUAL COMMUNICATION AND DESIGN (7AVC)

OVERVIEW

Students will explore and demonstrate skills in communication, presentation and technical design.

WHAT STUDENTS WILL LEARN

The course aims to help students become aware of the wide range of visual communication devices and their role in our society.

Throughout the course students develop their ability to communicate visually and develop observation and problem-solving skills.





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RESPICE LUCEM

ARTS CURRICULUM

MUSIC (7AMU)

OVERVIEW

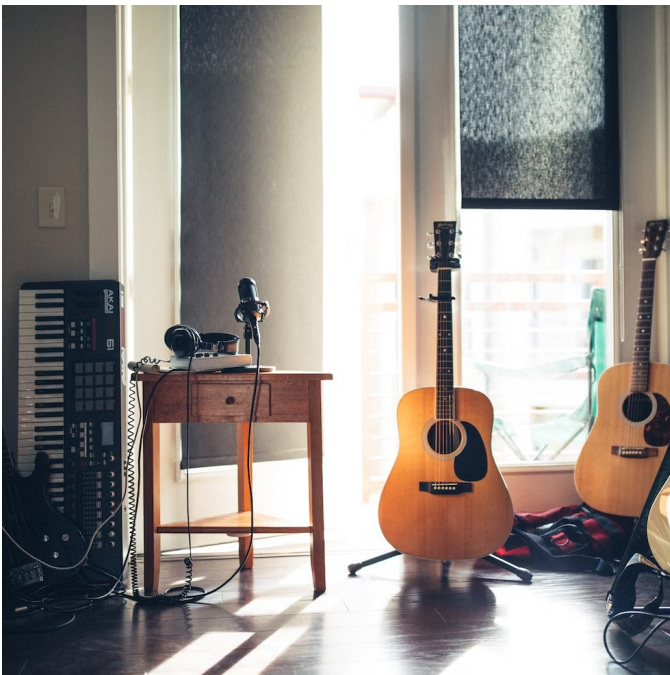
This topic covers the basics of reading and writing music, the instruments of the orchestra, history of music styles and basic music, through listening, creating and performing.

WHAT STUDENTS WILL LEARN

Students participate and learn how to play a variety of instruments, for example a selection of un-tuned percussion instruments, glockenspiels and keyboards.

Students explore the sound and use of the instruments and learn to perform with them. They also learn about creating their own music, using either traditional notation or graphic notation.

Listening and Appreciation: Students listen to different types of music from different cultures, styles, instrumentation and eras.





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RESPICE LUCEM

HUMANITIES CURRICULUM

HUMANITIES CORE (7HHU)

OVERVIEW

History

Students will study the ancient histories of Australia, with a focus on dispelling common misconceptions about First Nations cultures and histories. Students will investigate Mungo Man and First Nations land management strategies. They will also investigate other ancient civilisations, such as Egypt or China, through the use of historical sources, and develop their ability to use sources to tell a story about the past. They will learn about the significance of people, places and ideas that shaped the ancient world, and be able to explain continuities and change.

Geography

Students will explore the idea of place through a study of liveability, considering the factors that influence liveability and critically analysing a variety of ways to measure it. In doing so, they will begin to consider the ways in which places are planned and managed, and how these policies impact on the liveability of places. Students will also examine water as a resource, its distribution and the impact of hydrological hazards.

Civics

In this unit, students will study Australia's system of government, including the structure of Australia's government

and how elections are carried out in Australia.

WHAT STUDENTS WILL LEARN

History

Students will investigate the importance of studying history, and develop the skills required to be historians themselves including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

Geography

Students will learn how to analyse the world around them using geographical concepts, including place, space and interconnection. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these.

Civics

Students will learn about the roles of federal, state and local governments and evaluate the strengths and weaknesses of different voting systems.





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RESPICE LUCEM

LANGUAGES CURRICULUM

FRENCH CORE (7LFR)

OVERVIEW

In this unit, students begin to develop their ability to interpret, create and exchange information in French through role plays, conversations and games, as well as written exercises. The course also aims to develop students' understanding of the relationship between language and culture.

WHAT STUDENTS WILL LEARN

- Greetings and Introductions
- Pets
- Likes and Dislikes
- Family
- Describing Oneself and Others
- Numbers 0 – 70





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RESPICE LUCEM

LANGUAGES CURRICULUM

INDONESIAN CORE (7LIN)

OVERVIEW

Students begin to develop their ability to interpret, create and exchange information in Indonesian through role plays, conversations and games, as well as written exercises. The course also aims to develop students' understanding of the relationship between language and culture.

WHAT STUDENTS WILL LEARN

Topics covered may include:

- Greetings
- Numbers 0- 100
- Family
- Nationalities
- Describing oneself
- Expressing likes and dislikes





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RESPICE LUCEM

MATHEMATICS CURRICULUM

MATHEMATICS CORE (7MMA)

OVERVIEW

Mathematics involves: Number and Algebra, Measurement and Geometry, Statistics and Probability.

The aim of this course is to enable all students to develop the mathematical skills needed for everyday living, for employment and for further study and training, as well as to develop in the students an appreciation of and enjoyment of Mathematics.

In Year 7, the emphasis is that Mathematics is interesting and useful. As not all students learn in the same way, to teach and reinforce basic skills and to maximise interest, a variety of learning activities, such as practical work, problem solving and investigative activities, are included. The Maths 300 investigation along with the Cambridge textbook support a multifaceted program.

Both traditional and new topics are studied, and basic skills are taught and reinforced in the context in which they are used. The emphasis is on application, how and where Mathematics is used in real life. Web-based programs, such as Smarter Maths, are used to introduce and develop new skills, whilst placing an emphasis on mastery of these skills.

WHAT STUDENTS WILL LEARN

Learning Tasks will come in the following two forms:

- Maths Topic Testing
- Rich Learning Tasks

Skills Practice and Standard Applications

Students will be required to learn standard algorithms and techniques, as well as completing the work set. This will be targeted to meet every student's individual learning level. The majority of this work will be done in class and assessed 3-4 times per term.

Rich Tasks

These activities will involve both major and minor reports. Both will involve the ability to demonstrate comprehension of the problem-solving and modelling strategies to work towards a solution for the problem, evaluation of the results, and an ability to communicate the results succinctly and effectively.





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RESPICE LUCEM

PASE CURRICULUM

PHYSICAL EDUCATION AND HEALTH EDUCATION

(7PPE: PRACTICAL COMPONENT) (7PHE: HEALTH THEORY)

OVERVIEW

This unit is aimed at developing students' general body awareness, fundamental motor skills and knowledge of the principles and elements of human movement.

The theoretical components, together with the practical work, enhance the students' knowledge and understanding of physical education and health issues.

WHAT STUDENTS WILL LEARN

This unit is aimed at developing the students' skills in many sporting activities by enhancing awareness of individual and group competition and safe practices in sport.

Codes of behaviour and rules of the games will be taught. The area examines team strategy, sportsmanship, leadership, cooperation, responsible behaviour and using and adapting a range of motor skills.

Students will also study the area of Health Knowledge and Promotion. This area examines personal action, beliefs, attitudes, and values held by families and the wider community, growth and development through the life stages, and cyber safety and the impacts of social media.





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RESPICE LUCEM

SCIENCE CURRICULUM

SCIENCE CORE (7SSC)

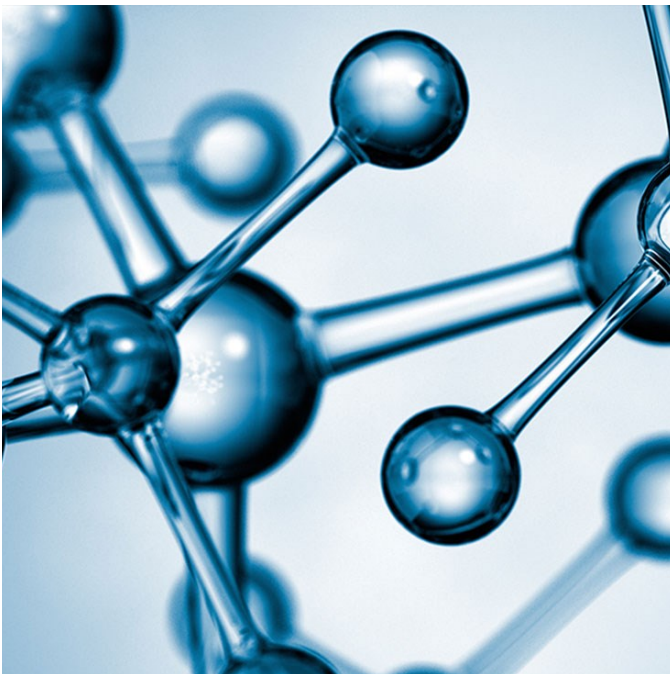
OVERVIEW

In Year 7 Science our first priority is safety and curiosity!

The students spend time on learning activities that introduce them to the physical science lab, and also processes surrounding the scientific method. Specifically, they will develop their skills in predicting and making observations.

WHAT STUDENTS WILL LEARN

The chemical sciences will be explored by studying states of matter and mixtures. The students will complete practical work on techniques used to separate mixtures. As the year progresses the students will engage in work designed to explore the physical sciences and will gain an understanding of forces with a focus on friction. The students will then focus on classification systems and food chains and food webs.





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RESPICE LUCEM

TECHNOLOGY CURRICULUM

DIGITAL AND SYSTEMS TECHNOLOGY

(7TDT: DIGITAL TECHNOLOGY)

(7STE: SYSTEMS TECHNOLOGY)

OVERVIEW

Students will have the opportunity to participate in two Technology based subjects. These subjects run over a semester and students will rotate through them within their home groups. These subjects include Digital Technologies and Systems Engineering.

WHAT STUDENTS WILL LEARN

Digital Technologies

Digital technologies introduces students to the world of data management and information systems, including copyright and privacy. Students will use their device to present their information using a variety of mediums, as well as to work collaboratively with other members of their class.

Students will learn basic coding and apply these skills in the use of drones and robotics in STEAM (Science, Technology, Engineering, Arts and Maths). Students will undertake project-based learning using our cutting edge, DigiTech makerspace Steamworks.

Students will work in design teams to complete projects of increasing complexity. They will learn creative, collaborative, critical thinking and communication skills as they progress through the term. They will learn the basics of 3D computer design, 3D printing, prototyping and product presentation.

Systems Technology

In Systems Technology, students explore the design process and develop their understanding of electronics. Students will have the opportunity to complete a LED light with a wooden base.

Students will have the opportunity to learn about circuitry, soldering, and laser cutting.

