

Middle
School
Handbook:

2014

This booklet contains all of the relevant information required for both parents and students who will be integrated throughout the Middle School Program.

Contents

Page	
2	Middle School Profile
3	Adjusting to Middle School Education
4,5	Staff Support at Middle School Level
6	College Uniform
6	Uniform Passes
6	Sports Uniform
7	Technology Uniform
7	Jewelry
7	Hats
7	Swimwear
7	Mobile Phones
7	IPODS
7,8,9	Frequently Asked Questions
10	Curriculum Outline for both 5/6 and 7/8 level
11	English
12	Maths
13,14	Human, Civic and Citizenship (Formerly SOSE)
15	Science
16	Information Communication and Technology
17	Visual Communication
18	Health and Food Technology
19	Wood Technology
20	Integrated Life Skills
21	LOTE – French
22	Physical Education
23	Music Performance
23	Art
24	Middle School Camps
25	9-12 Sub-School Overview
26	Robotics Program
27	Energy Breakthrough Program
28	Science Week

MIDDLE SCHOOL PROFILE

The Terang College Middle School encompasses students in Years 5-8. It provides an integral link between the Junior and Senior Sub-schools ensuring the continuation of a seamless curriculum-building upon foundations set within the Early Years of Education, such as Inquiry/ Integrated Learning and the further development of Numeracy and Personal Learning skills.

One of the key advantages of a P-12 College is the privilege of being part of a student's educational journey; celebrating their successes and helping them develop to their full potential as they move from childhood into adolescence. This journey is complemented by the forging of bonds between the students, their teachers and parents all working towards a common goal.

The development of the Middle School precinct at the Strong St Campus has enabled delivery of a diverse co-curriculum program offering students a broad range of educational experiences. Our primary focus has been to research and implement best professional practice strategies to maximize the learning outcomes for our students

Middle School staff work diligently to improve student outcomes in the key Middle Years priority areas of literacy, numeracy and individual wellbeing. Sub-school staffs collaborate in teams to create a stimulating learning environment that caters for individual student needs.

Recognizing and developing leadership is an important aspect of the Middle School. At the end of Year 7, students within the Middle School can express interest and apply for student leadership positions. These students then submit written applications and participate in a group interview to gain positions as Year 8 Middle School Captains and roles within the Middle School Leadership group.

The Middle School Leaders are involved in student transition and progression programs; the development of the Student Representative Council (SRC) where students are empowered with decision making procedures aimed at improving student wellbeing and a forum in which students have a voice.

Students' academic achievements are dependent upon their social and emotional wellbeing, at Terang College students are able to access the school based counselor and nurse providing a holistic approach to their educational needs. This is reinforced within the Middle School precinct in the creation of a safe and supportive environment where students can develop their own strategies to deal with issues that will confront them throughout their lives.

HOW CAN I HELP MY CHILD ADJUST TO MIDDLE YEARS EDUCATION?

Traditionally even within a P-6 setting, the progression from Year 4 to Year 5 is quite significant. Within the middle years of education (Year 5-8) students begin to develop more independence as they grow and mature. These changes are supported and nurtured within the Middle Years system at Terang College as students move away from being co-dependent upon parents and teachers. Teachers and students work towards an *interdependent relationship* where the teacher is a facilitator, supporting the student to develop independent skills that will be essential for their journey into the future.

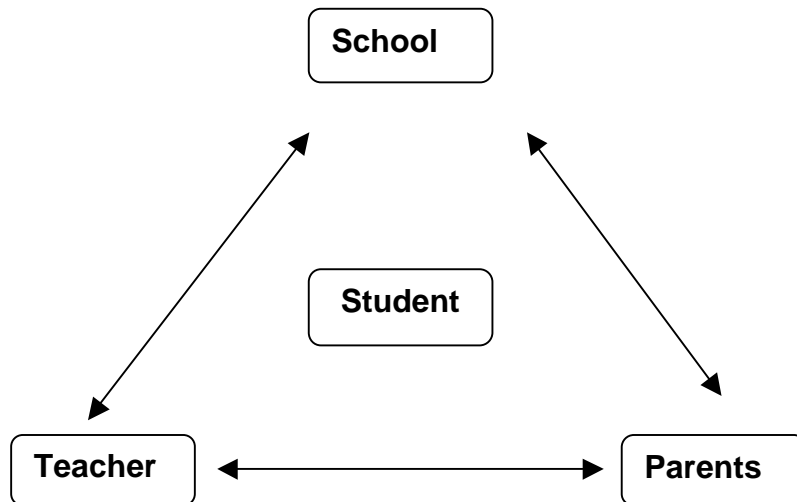
The Middle Years promotes interdependence through many facets, including assisting students to:

- Take responsibility for their belongings.
- Use their diary as an organisational tool to record requirements for class. For example homework.
- Participate in a broader range of specialist classes.
- Develop strategies to promote resilience and flexibility, given an increased exposure to different, and more subject specific teaching styles.
- Organise and take the correct books needed for each class.
- Be accountable for their education, submitting homework on time and following up any work they may miss through absences.

As a parent or guardian of a Middle School student you can assist this progression by allowing your child to take responsibility for components of their education. With guidance allow your child to:

- Pack their own bag the night before school.
- Organise their sport clothes for P.E and Middle Years Sport.
- Return required forms/notes to school.
- Be responsible for various communication tools from school to home. For example newsletters, notes for excursions, etc.

As in all aspects of education, student outcomes are improved when the school, teachers and parents communicate effectively and are working towards the same goal.



This is recognized and highly valued at Terang College and within the Middle School. Please feel free to contact the school or appropriate Year Level Coordinator or Sub School Manager at any time to discuss any issues.

WHO IS PROVIDING SUPPORT FOR MY CHILD WITHIN THE MIDDLE SCHOOL ENVIRONMENT?



Rachelle Quarrell – 5-8 Manager

The role of the 5-8 Sub School Manager at Terang College; is to oversee students and support Coordinators and staff within the Middle School. Issues regarding student wellbeing and discipline are dealt with at this level but are usually of a more complex nature.

The 5/8 Sub- School Manager organizes the selection process and coordinates the Middle Years Leadership group, along with Progression and Transition programs.

The 5-8 Manager deals with educational and welfare issues, liaising with parents, staff and support services. The 5-8 Manager facilitates positive outcomes regarding student wellbeing, development and implementation of curriculum



Jason McMahon - 5/6 Coordinator

The role of the Year 5/6 Coordinator is to manage and oversee the Year 5/6 students. This includes:

- Welfare issues
- Behaviour and Discipline
- Progression into Year 5
- The organisation of the Year 5/6 school camps to Melbourne and Beechworth over a two year cycle
- Year 5/6 parent liaison

For any issues regarding Year 5/6, the Year 5/6 Coordinator should be the first person you contact. If for any reason you feel the issue/concern has not been adequately dealt with please contact the 5-8 Sub School Manager.



Janine Fitzpatrick - 7/8 Coordinator

The role of the Year 7/8 Coordinator is to manage and oversee the Year 7/8 students. This includes:

- Welfare issues
- Behaviour and Discipline
- Progression into Year 7
- The organisation of the Year 7/8 school camp
- Year 7/8 parent liaison

For any issues regarding Year 7/8, the 7/8 Coordinator should be the first person you contact. If for any reason you feel the issue/concern has not been adequately dealt with please contact the 5-8 Sub School Manager.

COLLEGE UNIFORM

It is policy of the College that all students wear a school uniform to all school functions, unless special exemption has been granted and notified by the Principal. The policy is enforced and persistent offenders are brought to the attention of the Year Level Coordinators or Sub School Manager, who will seek the assistance of the parents in remedying the situation.

Out of Uniform Passes

Students who are not in uniform are expected to bring a signed note from home requesting a 'uniform pass' for that day. Passes can be issued for up to a week at a time if necessary, and are obtained by presenting the note to the homeroom teacher.

Full School uniform, as set by the School Council is to be worn by all pupils on all days other than those occasional days agreed upon as "casual clothes days". Unless specifically indicated, pupils are to wear full school uniform on school excursions.

All items of uniform are available from Reicha's Drapery, Terang.

GIRLS UNIFORM	BOYS UNIFORM
Cotton summer dress in regulation fabric Navy Wool jumper or (Brandella/Navy blue polar fleece jacket with school logo. Red polo shirt (long or short sleeve) (Midford) or skivvy Navy shorts/slacks (Bux Wear) Navy or white socks or navy tights. Winter skirt in regulation fabric Black shoes (lace-ups or boots, or flat soled T-bar school shoes) No Canvas Shoes	Navy Trousers Navy Wool jumper or (Brandella/Navy blue polar fleece jacket with school logo. Red polo shirt (long or short sleeve) (Midford) or skivvy. Navy shorts (Rip Curl) Navy or white socks Black shoes (lace-ups or boots) No Canvas Shoes

Sports Uniform – Boys and Girls

Change of clothes suitable for physical activity. Set of sports uniform to be provided by the College for Interschool sports.

Students are required to bring a change of clothes for PE sessions and Middle School sport on Friday afternoons.

Home Economics, Woodwork and Metalwork

Apron as specified by the teacher. No open toed shoes or sandals are to be worn.

Jewelry

One small pair of sleepers or studs is allowed in the ears. (No eyebrow, nose, chin or tongue jewelry).

One flat ring permitted to be worn on the hand.

One fine neck chain is allowed to be worn. No bracelets or bangles.

Hats

Terang P-12 College is a Sun Smart School. This program is sponsored by the Anti-Cancer Council and endorsed by the Department of Education and Early Childhood. The policy requires all students and staff to wear a hat at all times when outdoors during the summer months. Hence all students are required to wear a hat during Term One and Term Four. All students must wear the school hat. If students are without a hat they will be required to spend their recess and lunchtime under shelter. If their class is outside for an activity and they are without a hat they will not be able to participate in the activity and alternative arrangements will be made for the duration of the lesson.

Swimwear

Students are expected to wear appropriate swimwear when involved in swimming activities.

Mobile phones

Mobile phones are not permitted at school. If it is necessary that they are brought to school, they are to be given to the Year Level Coordinator at the beginning of the day. If students are using them within the school grounds they will be confiscated and handed into their Coordinator.

IPODS

For students in Years 5 - 8 the use of IPODS at school is only used with teacher direction, for educational purposes. Listening to music in class is not considered educational.

15 Frequently Asked Questions

1. What happens on the first day of school?

On the first day of the year students need to bring just a few essential items, such as their pencil case and a few books. Throughout the first week students will need to continue bringing books until all items are at school. During the transition day's students will be shown their locker areas. On the first day of school, students will find their labelled locker and put their books and bag away. When the bell goes they will meet their teacher in their new home room.

2. What if my child is out of uniform?

Although uniform is an important part of being a student at Terang College, we understand there may be times where your child can't be in full uniform. If this occurs your child will need a note signed by a parent/guardian indicating which item of the uniform is not being worn, the reason for this and the date(s) they will be out of uniform. This note will then need to be taken to the Year Level Coordinator.

3. What happens if my child is late to school or needs to leave early?

Students arriving late are to report to the general office for a late pass before entering the classroom. A note must be provided explaining why they are late and signed by a parent/guardian.

If a student has an appointment or has to leave early then they must bring a note from a parent/guardian to their Year Level Coordinator at the start of the day, who will arrange a permit to leave the school. Students need to inform their teachers of the need and time to leave and show the note to the homeroom teacher. Students are responsible for leaving class at the appropriate time, signing out in the book at the general office and handing the note to the office staff.

4. If my child is absent from school what do I do?

Students who are absent for any reason must bring a note to their Home Group Teacher from their parent/guardian to explain their absence. It is the student's responsibility to see teachers for any work they may have missed. If students are going to be absent for a longer period, parents/guardians must contact the appropriate Year Level Coordinator.

5. My child needs to bring their mobile phone to school so I can contact them after school, is this OK?

Mobile phones are not permitted at school. However, if it is necessary that they be brought to school, they are to be handed to the Year Level Coordinator at the start of the day and collected at the end of the day.

6. My child seems to be getting none/a lot of homework, is this right?

Homework is considered an important part of the school program. It is appreciated that many students have a variety of commitments on some evenings. The following guidelines have been drawn up to help you to organise a homework routine.

Approximate hours:

- Year 5 and 6 students 1.5 hours per week
- Year 7 and 8 students 3 hours per week
- If you feel your child is receiving too much or not enough homework please discuss this with the appropriate Year Level Coordinator.

7. What is a 'white form'?

A white form is a way for teachers to document student behaviour. This can be for a range of reasons including behaviour or welfare. White forms are then recorded on the school database.

8. My child has a lunch order where does it go?

Lunch orders need to be written out on a brown paper bag with the student's name, what they have ordered and the cost. Students then need to put their lunch order in at the canteen at recess and can collect their lunch at lunchtime from the canteen.

9. When do students get their reports?

Reports at the 5-12 Campus comprise of an interim report, which is generally sent home at the end of Term 1/early Term 2 and end of Term 3/early Term 4. Students also receive an end of Semester report that is sent home at the end of Term 3 and the end of Term 4.

10. My child has lost their jumper, where could it be?

All clothing must be labelled as this assists greatly when items are lost. Any lost property is kept at school and can be checked by parents or students at any time.

11. What if my child is sick or injured at school?

If your child is unwell or injured at school they will be sent to their Year Level Coordinator and then to the sick bay. Staff in the General Office will be notified and a parent/guardian will be contacted to collect the student from school.

12. What does the school counsellor do?

The School Counsellor is Robyn Anderson and she is available for all students who feel they need someone to talk to. You can also request for your child to see Robyn if there is an issue you feel needs to be addressed.

13. Is there a school nurse?

A school nurse is at the school on a part time basis and is available for students to discuss health matters. The school nurse also conducts health education classes.

14. When can my child go to the library?

At the 5-12 Campus students do not have a regular Library class. However it is an expectation that students are regularly attending the library to borrow and return books that they are reading. The library is open at lunchtime for all students.

15. What is student worker?

Each day there are two students who are allocated the role of student worker. Students have many important jobs that need to be completed during session 1 and session 5. Students are selected from Year 5-Year 9 to participate as student worker.



MIDDLE SCHOOL CURRICULUM OUTLINE

What Is The Difference Between 5/6 and 7/8 Subjects?

The best way to answer this is by looking at the table below. All students have thirty lessons per week.

Year 5/6		
Subject	Sessions per Week	
Homeroom – Human development, BTN, Newspapers in Education, R.E.	Integrated throughout the curriculum.	
Maths		
English		
Science		
History		
Geography		
Information Technology		
Language - French	1	
Physical Education	1	
Middle School Sport	2	
Woodwork & Art	2	
Kitchen Garden/Home Economics	2	Half Year of Each
Music	1	

Year 7/8		
Subject	Sessions per Week	
English	5	
Maths	5	
SOSE – History/Geography/Civics & Citizenship.	4	
Science	3	
Language - French	3	
Music	1	
Information Technology	Integrated throughout 7/8 curriculum	
Physical Education	2	
Middle School Sport	2	
Woodwork & Kitchen Garden/Home Economics	2	Half Year of Each
Art / Graphics	2	Half Year of Each

ENGLISH

Our English Curriculum reflects the Australian Curriculum and is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Speaking Listening – Our students develop their communication skills, presenting both formally and informally to their peers, the school community and the wider community both face-to-face and in an online environment.

Reading – Our students are encouraged to become independent readers. They engage with a variety of texts, including literary texts, such as early adolescent novels, plays, short stories, poetry and digital and multi-modal texts. The emphasis is on enjoyment, involving some unpredictable plot developments, along with the appreciation of some challenging ideas. The themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings are explored. The range includes classic and contemporary works by a wide range of authors, including works from Aboriginal and Torres Strait Islander people and works from and about Asia. As well as texts designed to inform and persuade are examined. These include various types of media texts including newspapers.

Writing – Our students create a range of imaginative, informative and persuasive written pieces. Language features which are examined in model texts are reflected in their own writing, and take into account the importance of identifying purpose and intended audience.

MATHEMATICS

Middle School mathematics is structured to maximize individual student learning; hence classes are arranged on ability and needs basis providing all students with the opportunity to build breadth and depth. Classes are also structured to promote the development of cross curricula skills including communication, technology and time management.

Students will study the mathematics domains outlined by the Victorian Curriculum document which include: Number, Space, Structure, Measurement Chance and Data and Working Mathematically. The work in each of the classes will differ depending on the student abilities within the class although the focus will be to identify students' pre-existing ideas and then implement effective teaching strategies to support students to develop more sophisticated mathematical understandings.

The intent of the mathematics curriculum is to provide the opportunity to maximize student learning. This requires the use of a range of different tasks including those which are hands on, use computer programs and/ or application assignments that relate the skills and concepts they are learning to the 'Real World', exploring the usefulness of mathematics. Through this we aim to improve student attitudes towards the subject by making learning relevant to their lives, providing students with the skills to work mathematically.

HUMANITIES AND CIVICS AND CITIZENSHIP (PREVIOUSLY KNOWN AS SOSE)

The Middle Years Humanities and Civics and Citizenship programs run over a two year cycle.

5/6 History and Civics and Citizenship

Students will develop an understanding of change and continuity over time through the history of the establishment and growth of Australia.

They will learn about the organization and lifestyle of Aboriginal and Torres Strait Islander communities in the past, the impact of European settlement and as enduring cultures today. They will learn about the significance of key events, such as European settlement, the establishment of the colonies, the development of the wool / dairy industry, the gold rushes, the moves to self-government, Federation and World War I.

They will learn about key people in Australia's history (for example, James Cook, Caroline Chisholm, Edmund Barton, Vida Goldstein, William Barak, Peter Lalor) who have brought about change, as well as the cultures which have contributed to Australia's identity.

This could include some history of source countries for Australian immigration such as Italy, Greece, Poland, Sudan, Ireland, Chile or Vietnam. They will be able to explain significant events and people in history of that country or countries. They will look at aspects of governance, customs, religious traditions and daily life. They will study the values important to other societies and their own and links between other countries and Australia.

Applying their understanding of culture they will investigate the history of an Asian country or countries in the Australian region such as Indonesia, East Timor, India, China and Japan. They will consider how other societies are organized, how they express their beliefs and make meaning of their world. They will investigate significant people and events in that country's recent history and learn about daily life, religious traditions, customs and governance. They will learn about links between other countries and Australia, develop ideas about Eastern and Western traditions, and about the values that are important to other societies and their own.

Students use a range of written, visual, oral and electronic sources to study the past. With support, they frame research questions and plan their own inquiries using historical language and concepts such as time, sequence, chronology, continuity, change, culture and tradition. They will be encouraged to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented. They learn to develop explanations in a range of forms such as timelines, oral presentations, posters, multimedia presentations, reports and narratives.

5/6 Geography

In Geography students develop mapping skills and begin to use conventional geographic language. This includes, scale, latitude and longitude, compass points for direction, alphanumeric grid references, and legends to locate and label places of interest.

Utilizing atlases, street directories and even town maps, students will differentiate between human developed and natural features of a site. They will describe, distance, direction and location of places

in the areas of study. The primary focus of the unit will enable students to locate human developed features such as-capital cities, states and territories and identify significant natural features, such as key river systems, mountain ranges, deserts and rainforests within Australia.

Students will explore how humans have affected the Australian environment. Examples of this include: clearance of land by farmers and subsequent problems of land degradation and salinity. Using an inquiry based approach students will explore how our land is used for primary production, correlating land use with climate and soil fertility.

In preparation for the Beechworth Camp, students learn about the location of gold deposits throughout Australia in the Gold Rush era. They will interpret and identify key features on maps including legends, scales, orientation, use satellite images to locate streets/highways and football ovals as well as using maps at different scales to locate places and suggest possible pathways between places of interest.

7/8 Humanities and Civics and Citizenship

Humanities, involves three broad areas of study – Economics / Civics and Citizenship, Geography and History. We develop topics in two ways:

Knowledge and understanding
Reasoning and interpretation

The subject involves the study of human societies and environments. It also includes a study of people and their cultures in the past and the present. This enables students to understand the way in which people and societies have organized their world and made meaning of it.

In History an overview of the ancient to the medieval world includes learning how societies changed, what key beliefs and values emerged, what the causes and effects of contact between societies were and which significant people, groups and ideas have influenced the world today. Depth studies include a study of Medieval Europe, the Asia-Pacific World and The Black Death.

In Geography, we continue to use the atlas, further developing map reading skills. Geospatial skills include using grid references, latitude and longitude, understanding scale, understanding different types of maps, and making and drawing a variety of maps and graphs. A study of weather includes the water cycle, reading weather maps, winds, clouds and rainfall, and weather extremes such as tornadoes, floods and drought. We also look at the variety of landforms and climates in Australia, the Antarctic and the Asia- Pacific region.

SCIENCE

The Middle Years Science program runs over a two year cycle.

Science Year 5/6

Science at a Year 5/6 level uses an investigative approach where students pose and answer their own inquiries in a collaborative and team orientated classroom. Over the two year cycle students will examine:

Space- Explaining the process of seasons, the Earth and Moon's operation within the larger solar system and the composition of the Earth's layers both within the atmosphere and within the planet.

Sustainability- Identifying and detailing the relationships between food chains within the environment, looking at local issues in regards to sustainable practices and their application within the local environment.

The human body- Students focus on the human body as a large operating system focusing on the circulatory, respiratory, digestive, skeletal and nervous systems.

Forces- Students investigate forces including gravity, pushing and pulling.

Designing and reporting on experiments- Students develop hypotheses, developed controlled experiments and test their hypothesis against their findings to develop new evidence based understandings of science and the world around them.

Science Year 7/8

The Year 7/8 Science program covers topics from the fields of Biology, Chemistry, Physics, Ecology and Earth Science. In all strands, scientific method will be an underlying skill development. This includes how to write up and carry out experiments and practical exercises and how to behave safely in a science laboratory.

In the field of Biology we cover such topics as use of the microscope, cells, classification of animals and plants and body systems (circulatory, skeletal, digestive, nervous etc.) and the relationships between plants and animals and their physical environment.

In Chemistry we look at water as an important resource as well as mixtures, including solutions, containing a combination of pure substances that can be separated using a range of techniques. Students will investigate the properties of the different states of matter and explain them in terms of the motion and arrangement of particles.

With Physics we look at how change to an object's motion is caused by unbalanced forces acting on the object. We also explore how energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

We study Ecology and Earth Science by looking at how some of Earth's resources are renewable, but others are non-renewable. Predictable phenomena on Earth, including seasons and eclipses, which are caused by the relative positions of the sun, Earth and the moon will also be studied. We also look at how sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

INFORMATION COMMUNICATION TECHNOLOGY

With the recent upgrade of facilities within the school, the program formally known as ICT will now be incorporated throughout all courses throughout the Middle School. Terang College is actively working towards 'eSmart Accreditation'. This accreditation is awarded to schools fulfilling the highest level of cyber safety in Australia.

Throughout the coursework staff will be aiming to use the following types of activities to help improve student's abilities with ICT:

Working Tasks & Projects Have Included

- Creating stop-motion animation movies.
- Making visual imagery products such as snack food packaging and posters. These working tasks require students to integrate a number of ICT skills such as scanning, photography, and cropping and image manipulation.
- Developing advanced Internet searching skills including the language of web searching algorithms, excluding key words and search strategies.
- Producing audio products such as radio advertisements.
- Creating and maintaining a blog (web log).
- Sharing emails, videos and live conferencing with a partner school in Malaysia to learn more about their culture.

VISUAL COMMUNICATION AND DESIGN

The aim of Visual Communication and Design at Years 5 and 6 is to introduce students to the basic concepts that apply to the communication of ideas and information by visual means. Design elements are the primary focus.

The aim of Visual Communication and Design in Years 7 and 8 is to continue consolidation of knowledge and further development of practical skills related to this subject area. Design systems are the primary focus.

Students will enhance their visual communication skills by:-

- Developing skills in freehand drawing and instrumental drawing.
- Developing an understanding of the theoretical and practical processes utilized in the graphic design process.

This will be done by producing a series of diagrams and drawings that include a variety of visual means such as:-

- Elements: line, tone, color, texture, shape.
- Principles: balance, figure, ground, contrast, hierarchy, pattern, scale, proportion.
- Systems: symbols, graphs, maps, diagrams, pictorial drawings, orthogonal drawings, illustrations and cartoons.

HEALTH AND FOOD TECHNOLOGY

In Year 5 and 6, students analyze physiological, social, cultural and economic reasons for the choices people make in the selection of food. Students will identify, discuss and compare food selection models. These areas are taught in an applied manner in the school garden and in the kitchen. The classes teach students how to prepare and store food hygienically.

Students study the likely physical, emotional and social changes that occur during puberty. They identify and discuss the validity in which people define their own and other's identity. Students reflect strategies they can implement if feeling unsafe or vulnerable at home, school or while out in the wider community.

Students describe the physical, social and emotional dimensions of health. They will establish health goals and plan strategies for improving their personal health.

It is important that students are aware of the range of health services, products and information that can be utilized by the students in their community.

Students in Year 7 and 8 develop an understanding of the requirements of food preparation. They determine ingredients and quantities needed in order to produce a final product. Students learn to work safely with a range of tools and equipment as well as learning about food safety and hygiene in the kitchen. Students work individually and in groups to prepare food each week. Food from the school's kitchen garden is harvested and used in the practical classes.

Students generally prepare a meal to eat for their lunch or a baked item to take home. Students study food technology for one semester in both Years 7 and 8.



TECHNOLOGY STUDIES- WOODWORK YEARS 5/ 8

Students who wish to complete extra projects will do so with a cost to their parents/guardians.

Outline and Content

Students learn how to operate safely in the Technology area, whilst developing skills that enable them to work with a range of materials, hand and some power tools.

Coursework and Assessment

- Students will be assessed on their workbook containing designs and project plans.
- Students will research different ideas for project construction.
- Students will produce of a range of projects demonstrating skill development and competence when working with wood.
- Students at 5/6 level are required to improve their IT skills using iPads to construct Safe At Work videos.
- Students in Year 7/8 will also complete a design folio. The design folio will be a major assessment task of the Wood Technology program.
- A separate fee will not apply for this subject, the costs are covered in the material and services fee that every student pays at the beginning of every school year.

Students who wish to complete extra projects will do so with a cost to their parent/guardian.



INTEGRATED LIFE SKILLS

Life Skills is a combination of learning experiences which affect the way students think, feel and act in relation to their wellbeing and that of others. It has regard for their dignity, privacy and uniqueness of the individual by promoting positive attitudes and behaviors; which contribute to personal and community well-being. The integration of Life Skills throughout the broader curriculum develops the ability to make informed decisions about personal health and encourages students to take responsibility for their actions, choices and quality of life.

Philosophies from the “You can Do It” program (implemented at the P-4 Campus) are reinforced, developing focus areas such as goal setting, getting organized, tolerance, conflict resolution and cooperation. Some of the issues covered are bullying, cyber safety, getting along, health, smoking, self and relationships, setting goals, motivation and self Esteem, peer pressure, risk taking, values and beliefs.

Students in the Middle School are fortunate to receive health education, instructed by a Secondary School Nurse.

Grade 5 students’ study – Focus areas include:-

Body image/ self-esteem and personal development during puberty along with: Defining and investigating puberty, hormones, male and female reproductive anatomy, pregnancy, physical and emotional development.

Grade 6 students – Focus areas include:-

Body image- Students participate in a variety of activities aimed at enhancing self-esteem and body image. Students revise knowledge of puberty as previously covered, enabling students to seek assistance applicable to their own development.

LOTE – FRENCH

In Years 5/6 students have one lesson of French each week. They learn basic French conversation including greetings then concentrate on extending their vocabulary to include the days of the week, months, seasons, items in the classroom and parts of the body. Language is reinforced through games, songs as well as work sheets.

In Years 7/8 students have three sessions of French each week. As well as revising language previously learnt, new grammar concepts are introduced. Then with new vocabulary students learn to talk and read about school subjects, timetable and past-times including sport and music. They learn about significant events in France and French speaking countries. The curriculum is complemented with French food days, listening to French CDs and watching French movies.

PHYSICAL EDUCATION

Year 5 & 6

Activities in these years are designed for children to perform simple, but refined movement patterns. These include jumping and landing safely, using large bases of support to develop balance and demonstrating movement patterns such as running, hopping, skipping, crawling, rolling, changing direction, stopping and starting. There is greater emphasis on activities such as the warm up and stretching where students gain an understanding of the importance of such an activity. Students will build upon their range of manipulative skills, using equipment such as tennis balls, hoops, skipping ropes, basketballs, odd bouncers, soccer balls and footballs. Three key areas of throwing, catching and kicking will be targeted during the year. Many of the activities are based around minor games where students will be required to communicate and work as teams.

Year 7/8

In Year 7/8 lessons will be structured differently to Grade 5/6. Skills will be broken down into sequential parts and discussed. Term one has a strong focus on sports based on track and field events including javelin, shot put, high jump and discus. In term two Minor games such as Netball, Badminton, Table Tennis and Volleyball are the focus with particular emphasis being placed on hand/eye co-ordination in ball sports. Students in semester two are required to display their ability in AFL, Soccer, Softball, Super 8's Cricket and Beach Volleyball. Finally a common theme throughout the year is fitness. Tests are carried out during the year under the guidance of the Australian Fitness Education Award.



MUSIC PERFORMANCE

Year 5 & 6

Students investigate the characteristics of music through creating, rehearsing, performing and evaluating musical compositions in various forms and structures. They create musical compositions within the given framework of given themes such as 'Space' and 'Trains'. Students learn to play percussion and keyboard instruments using correct techniques. Students learn to work harmoniously in groups to realize ideas through performance.

Year 7 & 8

Students learn about the basics of music notation through rhythm and pitch and complete written tasks on note values and clefs in music. The practical component takes up the majority of the weekly lessons offered each semester. Students learn to play a number of songs from the Rock music genre. They have the opportunity to develop their skills in playing on various instruments including drums, bass guitar, electric guitar, piano and synthesizer. Encouragement is given to students to try something new, however some students prefer to develop their skills on one instrument. They also learn the correct techniques for using microphones for vocal expression. Students learn to play a number of songs from various styles of Rock music including Rock 'n' Roll, Classic Rock, Power Ballads and Contemporary Rock. Students rehearse, perform, record and evaluate their songs.

ART

Year 5/6

Students independently and collaboratively experiment with and apply skills, techniques and processes to plan, develop, refine, make and present art works. They use a range of materials and techniques, including painting, collage, print making and sculpture. Arts elements and principles are combined and manipulated to communicate ideas and develop imaginative solutions to set tasks.

Students also study traditional and contemporary art works from a range of times, places and cultures. They use appropriate language to describe the content and express qualities about art works.

Year 7/8

Students are expected to use a visual diary to record the creating and making of their art works and explain their decisions about how they present art works for specific purposes and audiences.

MIDDLE SCHOOL CAMPS

Year 5 & 6 Camps

Year 5/6 students from Terang College and Noorat Primary School attend camps to Beechworth and Melbourne in alternative years.

These camps provide a valuable opportunity for students to develop interpersonal relationships and broaden their knowledge and life experiences.

The Melbourne camp is a 3 day, 2 night urban experience (the venue is the Urban Camp in Royal Park), which is jammed packed with lots of exciting and new activities within the city.

The Urban Camp venue has been totally refurbished and gives our students a unique, safe and affordable camp experience in CBD Melbourne.

There are a variety of activities ranging from visits to the Aquarium and Parliament House to Science works and The Victoria Markets.

The Beechworth Camp, traditionally held in Term 3 to take advantage of peak snow season, is a 5 day, 4 night camp. Students will stay at the Old Priory Camping facility.

The students are able to participate in a variety of activities such as gold panning, bush cookery, bushwalking and snow activities on Mt Buffalo.

Year 7 & 8 Camps

These camps involve students in adventure type activities which they may not have the opportunity to be involved in outside of school including abseiling, surfing, canoeing, ropes courses, mountain biking, team building and connectedness to peers.

Currently camps at this level are run every second year although the frequency of these camps will be determined by student interest. The camps alternate with a "Big Day Out" for all of the students – a day which could include movies, swimming or even a meal out at a restaurant.



9/12 SUB SCHOOL- AN OVERVIEW

VCE

In the 9-12 sub-school students are encouraged to fulfil their learning and performance potential through a range of curricula and co-curricular programs. Students are prepared for a successful move into further study, employment and the broader community. The final three years of school are centred on making important decisions about individual strengths, interests and future study and career options. This is accomplished by fostering a caring atmosphere and establishing a sense of personal responsibility and self-esteem. At Terang College we recognise that each student is an individual with their own strengths and interests. To accommodate this individuality we offer a variety of pathways such as the VCE, VCAL, VETis and School Based Apprenticeships. These pathways can be accessed from Year 10 onwards and allow our students to choose subjects that appeal to them and to study options that will benefit them in their life beyond school.

The Year Nine course is the result of the particular needs of students at this stage of their development. At Terang College we have developed an innovative, activity-based program around themes, which challenge and engage students to take responsibility for their learning. The integrated approach teaches traditional skills in a wider context, meaning English and Mathematics are tied to questions which also use Science and Humanities as part of the enquiry. At Terang College all students are urged to achieve their personal best in an environment where student well-being is of paramount importance.

VCAL

Terang College is fortunate enough to have an innovative program that allows students to choose an alternative pathway to the VCE. The VCAL program (Victorian Certificate of Applied Learning) encompasses both academic and vocational training.

It is unique in that it allows students to combine their senior secondary education with practical work-related experiences, as well as providing students with the opportunity to develop personal skills that are important for life and work. Terang College has developed a flexible program that suits the interests and learning needs of all the students.

In 2012 students attended the College on Monday, Tuesday and Wednesday and completed work placement and/or TAFE training every Thursday and Friday. We had students studying Building, Carpentry, and Hospitality, Plumbing, Automotive, Business, and Hair and Beauty courses, whilst completing work placements in these areas.

ALPINE SCHOOL

Students from Terang College have been regularly selected to attend the Alpine School Program in Dinner Plain (2007, 2008, 2010,2011 and 2013) and the Marlo Campus (2009). The Alpine School delivers innovative, high quality leadership and enterprise programs and actively promotes enterprise

and leadership behaviors in Victorian school communities. Students are asked to challenge themselves in a variety of areas, whilst developing teamwork and leadership skills.

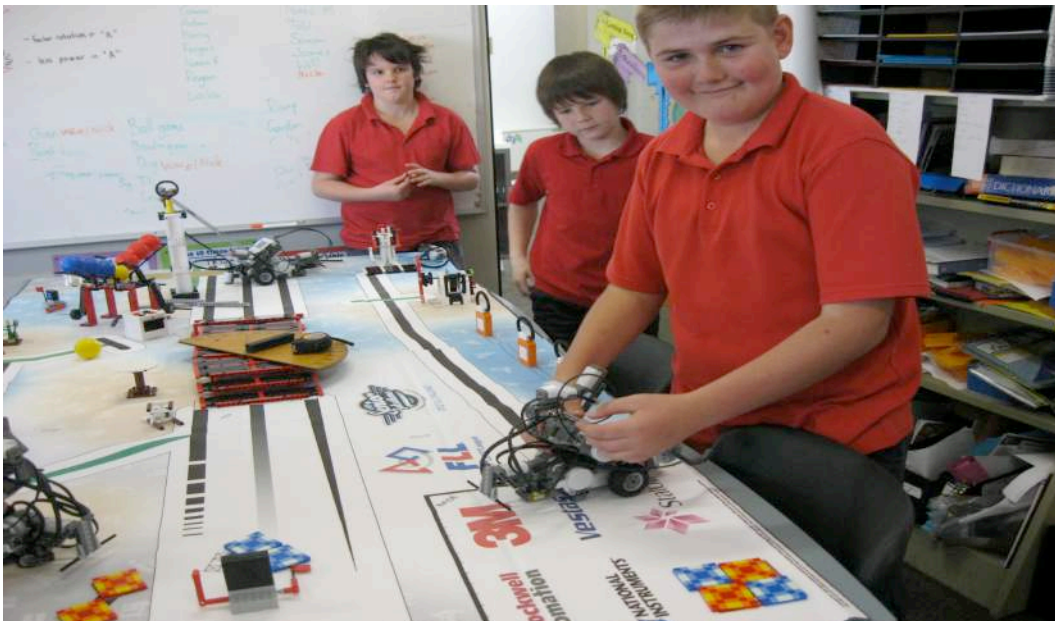
Classes at the school promote positive relationships and independent learning. Students are asked to create links between the classroom and the outside world. They will also participate in a variety of excursions including white water rafting and hiking.

Robotics Program

Terang College offers an elective Robotics program for students in Years 5 to 9. Within this program, students learn the basics of 'Mechatronics', a mixture of computer programming and robotic engineering by using Lego Mindstorms robotics. It is a fantastic medium to work with as it helps students to see mathematics as fun and important. Our robotics program focuses on teamwork, mathematic skills such as, problem solving, angles and measuring and fundamental engineering concepts.

Past Working Tasks & Projects Have Included

- Drawing shapes utilizing robots
- Sumo robot battles
- Competing in the 'First Lego League' regional competition
- Being educated by engineers from Melbourne University in a two day intensive program
- Developing a community minded project with May Noonan Hostel
- Future robotics pursuits include the regional Lego Soccer challenge and Robo dancing.



Energy Breakthrough Program:

Terang College RACV Energy Breakthrough Program

In its second year, this program has seen students from year 5 through to year 12 working in conjunction with staff and the local community to construct a human powered vehicle to be entered into the RACV Energy Breakthrough. This event brings schools and students from around the country to compete in a 24 hour endurance event held in late November each year in Maryborough, Victoria. The program allows students to learn new skills that sit outside of the curriculum and applying those skills developed through their normal school activities. This year's program has seen the College purchase a TIG welder to allow the construction of a trike out of chromoly, which is a much lighter and stronger material than steel. This will also allow for a larger variety of projects to be undertaken in metalwork classes. This year we have been attempting a new shell design made from thermoformed polycarbonate which we hope will be much lighter and more streamlined than last year's design. As always, there has been a major fundraising and sponsorship campaign running throughout the year with students participating in a number of activities including canteens at sports days and a mystery raffle. The program will continue to push forward in term 4 with team uniforms to be made and the trike to be finished before this year's event.



Science Week

This year, as part of National Science Week, the College took part in an internal two day long science immersion program. This program saw students from year 5 through to year 10 enjoy hands on science activities throughout the two day event including activities such as; bathroom chemistry, robotics, water powered rockets, electronics, water purification, psychology, dissections, bridge building and fun with food. Along with the hands on activities, students also had a double session where they were able to see a number of demonstrations that aren't usually able to be performed in the classroom such as using liquid nitrogen, dry ice, ferrofluid and colouring changing reactions. This program aimed to engage students with the sciences and highlight how science is used in their everyday lives as well as how science is being used in the local community. We were lucky enough to have Grant Picone and Tim Fitzpatrick give talks to the students about their experiences with science and how they use it daily which were both very well received by the students.

