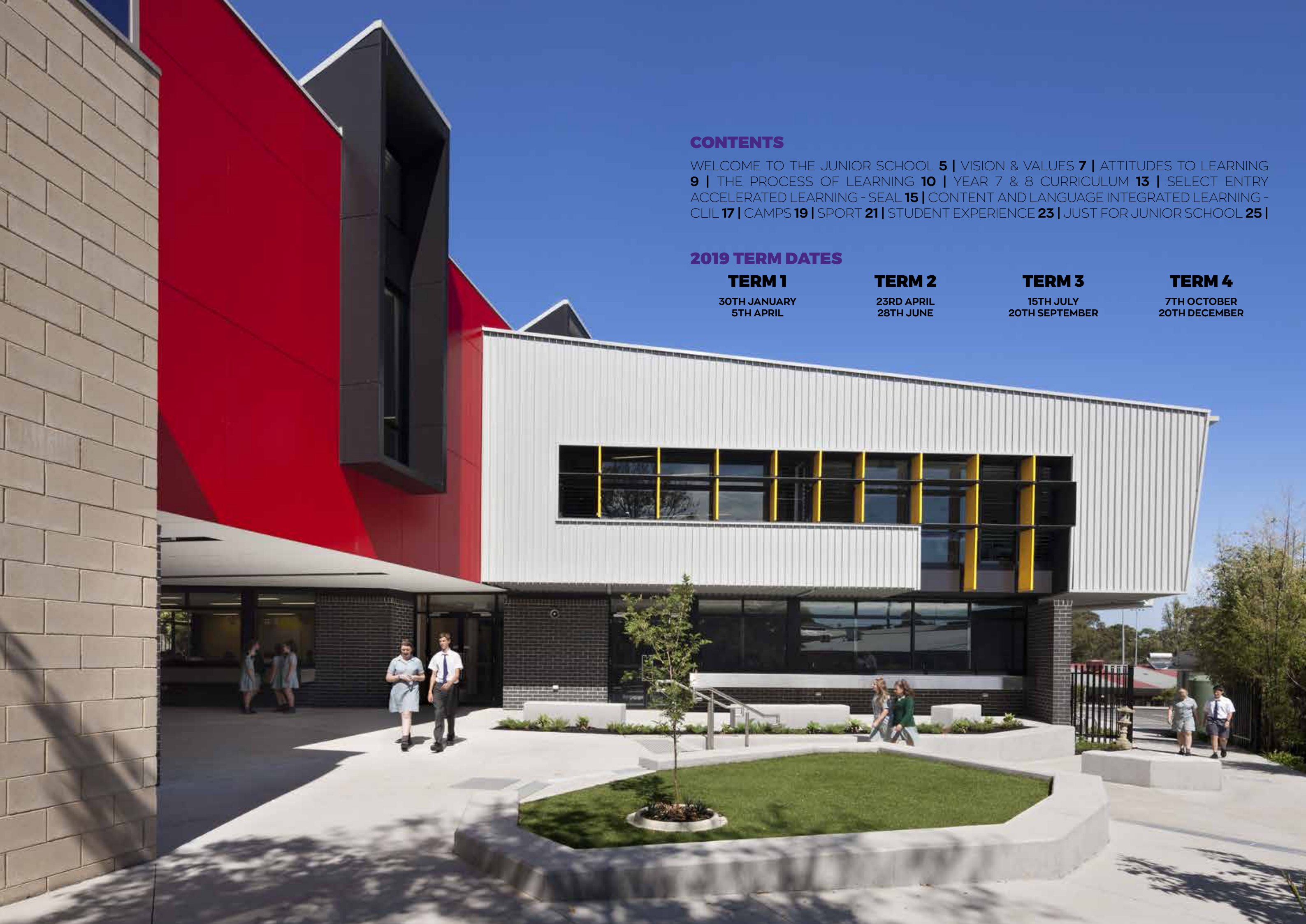




**BRIGHTON**  
SECONDARY COLLEGE

# **YEAR 7 & 8 HANDBOOK**





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## 2019 TERM DATES

### TERM 1

30TH JANUARY  
5TH APRIL

### TERM 2

23RD APRIL  
28TH JUNE

### TERM 3

15TH JULY  
20TH SEPTEMBER

### TERM 4

7TH OCTOBER  
20TH DECEMBER





# WELCOME TO THE JUNIOR SCHOOL

Starting a new school, whether it is beginning secondary school or relocating to a new learning environment, is a daunting time for both children and parents. At Brighton Secondary College our staff are committed to transitioning families and ensuring that you and your children will be welcomed into our richly diverse, nurturing and supportive College.

First and foremost, Brighton Secondary College is a place of opportunity where everyone collaborates with respect, compassion and the endeavour to achieve personal excellence.

Our new purpose built Junior School building will provide Year 7 and 8 students with their own area within our College. The various learning spaces will allow our teachers to use a wide variety of pedagogical approaches with the purpose of creating critical thinkers, problem solvers and students who are confident to be users of knowledge as well as learners of it.

A strong start begins in Year 7 and sets the framework for fostering a child's attitude to learning, which will build confidence and self-esteem and equip them with their unique attributes that will support their secondary school experience.

The journey to achieve personal excellence is one that develops and grows as a child begins to understand their unique strengths and we are with them every step of the way. At Brighton Secondary College not only do we encourage children to embrace their talents but also encourage them to strive towards achieving personal growth in all areas, arming them with an expansive skill-set for life-long learning and readiness, resilience and resourcefulness to succeed in all their personal endeavours, in studies and beyond in the world of work.





# VISION & VALUES

## VISION

Brighton Secondary College is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.

## MISSION

Our mission at Brighton Secondary College is to develop future-ready global citizens.

We strive to prepare young people to thrive and contribute in the world beyond school. We do this by creating responsible, empathetic citizens who are adaptable, life-long learners and critical thinkers.

## VALUES LIVED:

### EXCELLENCE

- We strive for personal best in all pursuits.
- We take pride in what we do.
- We make the most of all opportunities we are given.

### CURIOSITY

- We strive for understanding.
- We encourage learning through exploration.
- We question and seek solutions.

### RESPECT

- We treat others as they would like to be treated.
- We take pride and respect in ourselves and our environment.
- We accept and celebrate difference and diversity.

### INTEGRITY

- We take ownership for our actions and embrace constructive feedback.
- We follow through on our intentions.
- We are honest and transparent.

### EMPATHY

- We are sensitive to the needs of others.
- We try to understand the needs of all in our school community.
- We listen in order to understand.

### TEAMWORK

- We share knowledge and harness our collective strengths.
- We collaborate with others to work towards common goals.
- We believe everyone has a responsibility to contribute.





# ATTITUDES TO LEARNING

## PERSONAL EXCELLENCE

- Strive for personal best
- Present work neatly
- Understand not just complete set tasks
- Wear the College uniform with pride

## PREPAREDNESS

- Be punctual to class
- Have all necessary equipment for the lesson
- Check College communication systems (Compass and email) every morning
- Be prepared to work hard to understand, pay attention, discuss, question and think

## PARTICIPATION

- Engage in the lesson by working to know more and demonstrate more – every lesson, every day, every week
- Listen and follow teacher instruction
- Complete set work in a timely manner
- Thoughtfully answer and pose relevant questions



# THE PROCESS OF LEARNING

## STUDENT BEHAVIOURS

## SCHOOL & TEACHER ROLE

## PARENT RESPONSIBILITIES

### RESILIENCE “LEARNING TOUGHNESS”

- Remain focused in class
- Show self-belief
- Expect that you will make mistakes and get things ‘wrong’ as you learn – see these as opportunities to learn
- Persist with tasks

### RESOURCEFULNESS “STRATEGIES FOR GROWTH”

- Question and clarify knowledge
- Think of new approaches
- Increase independence as you take more responsibility and control of your learning
- Show initiative in your learning

### REFLECTIVENESS “ABILITY TO THINK THROUGH”

- Plan your school and study time
- Revise your notes
- Develop study skills
- Seek and learn from feedback

### RELATIONSHIPS “BEING CONNECTED”

- Cooperate with a range of peers
- Listen and share ideas with others
- Maintain respect in all interactions
- Celebrate diversity and be inclusive of others

- Encourage and support all learners
- Engage wellbeing team in a timely manner
- Challenge students to develop their learning

- Use Compass to communicate with parents
- Make lesson goals and success criteria clear to students
- Provide and engage in rich learning opportunities

- Present logical, planned lessons
- Create conducive environments for stimulated learning
- Teach strategies for revision and studying

- Allow students to develop their positive working relationships with their teachers and peers
- Model respectful relationships
- Value all students as learners

- Set aside a quiet space for your child to study
- Encourage your child’s learning
- Acknowledge your child’s mistakes and see them as an opportunity to learn
- Celebrate your child’s achievements

- Attend relevant College information nights
- Use Compass
- Read Highlights
- Ensure your child has all items listed on the booklist

- Help your child design a study plan
- Ask your child about what they are learning
- Attend TAPAS
- Discuss semester and process reports with your child
- Respond to parent feedback forms

- Support College policy
- Engage in school community and events
- Discuss post-schooling options with your child
- Model and discuss acceptable online social media use





# YEAR 7 & 8 CURRICULUM

WHOLE YEAR STUDIES (PERIODS PER WEEK)

ENGLISH	MATHEMATICS	SCIENCE	HUMANITIES	LANGUAGES	PHYSICAL & HEALTH EDUCATION	PHYSICAL & SPORT EDUCATION (PASE)	24
5	5	3	3	3	3	2	

SEMESTER UNITS (TWO PER SEMESTER)

YEAR 7	FOOD	ART	MUSIC	DRAMA	3 + 3
YEAR 8	ART	DESIGN TECHNOLOGY	MUSIC	DIGITAL TECHNOLOGY	
	3	3	3	3	

30 LESSONS





# SELECT ENTRY ACCELERATED LEARNING - SEAL

The College's **SELECT ENTRY ACCELERATED LEARNING (SEAL) PROGRAM** differs from the mainstream program by providing: a faster paced curriculum which is non-repetitive with opportunities to work with more abstract, complex and in-depth course material. SEAL learning environments emphasise working co-operatively with students of similar abilities and interests. The SEAL Program also provides the option for early commencement of VCE studies as well as Higher Education studies in their final year.

## **ENGLISH, LITERATURE & HUMANITIES ENHANCED STUDIES (ELHES) PROGRAM**

The English, Literature & Humanities Enhanced Studies select-entry strand of the SEAL program is designed to encourage students with strong literacy skills to pursue excellence in these fields. Students will find themselves absorbed in an environment that fosters and inspires a love of literature and learning, which demands a high proficiency of writing.

## **INNOVATION & ENTERPRISE (I & E) PROGRAM**

The Innovation and Enterprise select-entry strand of the SEAL program is designed for students who have a curious disposition, enjoy critical thinking, problem solving and decision making. They are excellent communicators, enjoy a collaborative approach and apply a global context to their thinking.

## **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) PROGRAM**

The Science, Technology Engineering and Mathematics SEAL strand is designed for students whose passion clearly lies in the Mathematics and Science areas. Engagement in STEM subjects helps students develop problem-solving, critical thinking, and leadership skills. The program of study focuses on the application of the subjects in a challenging and rigorous manner.

**For more information on SEAL and for more details on application and enrolment into SEAL strands, please see the SEAL Handbook on our website.**



# Le Décilitre (dL)

- 1 dL = 100 mL
- Cette unité est utilisée fréquemment en Europe pour les boissons.
- 33dL = ?



## CONTENT AND LANGUAGE INTEGRATED LEARNING - CLIL

CLIL is an innovative model for foreign language education developed in Europe in the mid-90s. Students learn one or two subjects where the content is taught using the second language.

There is a dual focus: students learn both the other subject and French at the same time.

CLIL suits all abilities and all learners. Students do not need to have studied the foreign language prior to starting this class. Students learn the language faster because they need to use it to demonstrate their knowledge of the other subject. Acquiring a new language becomes a tool to achieve a goal, rather than the goal itself.

### SELECTION PROCESS AND ENROLMENT DOCUMENTATION

The CLIL Program is only available to students who receive a placement offer from Brighton Secondary College. A CLIL Expression of Interest will be included in the documentation pack posted by the College on the 9th of August.

If your child would like to apply, please complete and provide the following documentation to the college registrar by Friday 23rd August:

- completed CLIL Expression of Interest Form
- Semester 1, Year 6 primary school report
- Year 5 NAPLAN results
- letter of interest written by your child explaining why they would like to undertake the CLIL program in 100 words or less.

CLIL is an exclusive program for up to 25 students. If the number of applicants goes over the class capacity of 25, students will be invited to attend an interview. Please note that once places have been filled, no late applications will be considered.





# CAMPS

The transition process from primary to secondary schooling is exciting, although for some it can be stressful. In order to help your child settle quickly into secondary school life, we start the year with an camp that we expect each student to participate in.

The aim of the junior camps is to provide students with a unique chance to adjust to a new environment and form friendships with their new cohort. It will also enable teachers to get to know their students in a more relaxed and less structured environment.

**PLEASE NOTE: WE RECOMMEND YOU HOLD PERSONAL HEALTH INSURANCE AND AMBULANCE COVER FOR YOUR CHILD WHILE THEY ARE ON CAMP.**

## YEAR 7 CAMP - CAMP WILKIN IN ANGLESEA

Camp Wilkin is located in Anglesea, on the coast south-west of Melbourne. The camp is set in bush surroundings and is just a short walk from the beach and river. Facilities at the campsite are excellent. They include tennis courts, basketball and netball courts, beach volleyball, a high and low ropes course, trampoline, billiard tables and an indoor gymnasium. Students will also be instructed in surfing and kayaking by fully trained staff.

The year level divided into two groups, each spending three days / two nights at the camp. You will be advised beforehand which group your child will participate in.

We recommend this camp to all students knowing that each will learn new skills and have an enjoyable time getting to know their peers and teachers.

### CAMP ACTIVITIES

- Surfing
- High Ropes Course
- Water Slide
- Table Tennis
- Tennis
- Game Wall
- Flying Fox
- Kayaking
- Initiative Activities
- Beach Volleyball
- Basketball
- Trampolining
- Climbing Wall

**THE CAMP WILKIN EXPERIENCE IS CLASSIFIED AS A TECH-FREE CAMP. NO MOBILE PHONES OR ELECTRONIC DEVICES ARE PERMITTED.**

## YEAR 8 CAMP - CAVE HILL CREEK CAMP IN MOUNT COLE STATE FOREST

The Year 8 Expedition run by Cave Hill Creek is held in the Mount Cole State Forest on the Beeripmo Walk - 2 hours west of Melbourne. This 21 km trail provides a perfect journey-based experience for introductory expedition skills that promote independence, build confidence and self-esteem, develop relationships and foster life-long skills as a foundation for students' future learning.

Students will be divided into mixed gender groups of 16, who then remain independent of each other as they journey through the forest. Each group will be under the direct supervision of a professionally qualified Expedition Leader and a Brighton Secondary College staff member.

The Year 8 camp is a student-driven hike over multiple days, and includes all activities necessary to complete a three-day overnight hiking program such as navigating, map reading, setting up camp, camp cooking, and outdoor survival. Individual outdoor instructors will also create tasks suited to their group along the hike.





# SPORT

Sport is an integral part of the College program, with many sporting opportunities available for students. PASE is a compulsory subject for Year 7 and 8 students. In Year 9 students study Health and Physical Education as core, and senior school students can choose Physical Education as an elective. Brighton Secondary College boasts a full sand multisport Astroturf as well as a large enclosed multipurpose gymnasium. Students in Years 7-9 must wear their full sports uniform to school on days when Physical Education or PASE is scheduled.

## PHYSICAL ACTIVITY AND SPORT EDUCATION - PASE

Terms 1, 2 and 3 provide the opportunity for students to play in an inter school sport competition throughout the Kingston Sports Division.

During Term 4 all Year 7 students will take part in a compulsory five week swimming program. Our Year 8 students train for and then play in a round robin day against the other schools in the Kingston Sports Division.

### SPORT OPTIONS:

- |              |                |                     |                |
|--------------|----------------|---------------------|----------------|
| • Cricket    | • Football     | • Handball          | • Hockey       |
| • Baseball   | • Netball      | • Super 8's Cricket | • Basketball   |
| • Softball   | • Soccer       | • Lacrosse          | • Futsa        |
| • Volleyball | • Badminton    | • Ultimate Frisbee  | • Touch Rugby  |
| • Tennis     | • Martial Arts | • Lawn Bowls        | • Table Tennis |
| • Dance      | • Handball     | • Cycling           |                |

# INSTRUMENTAL MUSIC

Instrumental Music is a compulsory component of the Year 7 SEAL program and an optional extra for all other students. Lessons are conducted once per week with a highly qualified instrumental music teacher. Lessons are timetabled on a rotating roster so students do not miss the same scheduled classroom subject each week. In addition to their weekly instrumental lesson, students may take part in the band program. Bands rehearse once a week at lunch time or after school.

Students can select from a range of instruments including Saxophone, Flute, Clarinet, Trumpet, Trombone, Cello, Violin, Viola, Double Bass and Bass Guitar. The charge for instrumental music is NOT included in the Year 7 Essential Learning Items unless the student is in Year 7 SEAL. Students wishing to continue instrumental music in Year 8 may do so as an optional learning item which will incur an additional charge.





# STUDENT EXPERIENCE

## HOUSE SYSTEM

You will be placed in one of four houses when you first start at Brighton Secondary College. If you have an older sibling at the school, you will be in the same House. Our school houses are:

**GRANT**

**LONSDALE**

**MURRAY**

**PHILLIP**

## HOUSE ACTIVITIES:

Cross Country  
Swimming  
Athletics  
Chorals  
Lunchtime Activities:  
Sport Competitions

## LEADERSHIP OPPORTUNITIES

Junior College Captains  
Junior House Captains  
Class Captains  
Student Representative Council (SRC)





# JUST FOR JUNIOR SCHOOL

## START PROGRAM

The School Transition and Resilience Training (START) program is conducted during Term 2. Each Year 7 class will spend one day with the student wellbeing team, doing a range of activities that are designed to educate students about the pathways to physical and emotional strength.

The three themes that are explored over the course of the day are Self-Worth, Self-Control and Self-Care.

Self-Worth includes an exploration of the strengths that underpin each unique personality, attention to “self-talk” which can undermine our sense of worth, and introducing the concept of resilience as the capacity to “bounce back” when facing life’s challenges.

Self-Control includes the teaching of strategies to manage difficult thoughts and emotions, including the link between our thinking and the subsequent emotional responses. We also introduce students to the concept of mindfulness – the capacity to pay attention to present reality rather than the mental commentary of our thoughts.

Self-Care is a very practical session that explores the link between stress/anxiety and physical ill-health, includes a meditation/relaxation exercise and seeks to educate students regarding the significance of healthy eating behaviour, physical exercise and sleep patterns.

## PERSONAL EXCELLENCE PROGRAM - PEP

There are four key learning areas within the PEP program:

- **RESPECTFUL RELATIONSHIPS** – a researched, based approach that helps students develop their skills in communication, emotional strengths, positive coping, stress management, problem solving and positive gender relations. Students work through a series of case studies, role plays and personal reflections to help develop their skills.
- **STUDY SKILLS** – a series of seminars that help students learn the keys to success starting during the early years of secondary school. Topics include setting up your netbook, organising homework and study, note-taking and preparing for school each day.
- **MANAGING SELF** – this part of the program explores strategies to help students better manage themselves as both learners and as young people. Students have the opportunity to try mindfulness, calming techniques and developing skills in resilience. Students also examine best practice with digital technologies including appropriate internet use.
- **VOCATIONAL EDUCATION** – In the junior years, students start to identify their passions to better understand how schooling fits into the broader world.

## HOMEWORK CLUB

Often the transition from primary to secondary school can be quite daunting and at times some students may find it difficult to finish all of the set work in class and also have difficulty completing homework.

It is essential that good study habits begin early, as this is the best way to ensure that students don’t find themselves struggling to keep up. In order to assist every student to successfully meet the demands of new subjects and help them develop organisational skills, we run Year 7 and 8 student homework sessions.

These sessions will take place every Monday and Wednesday afternoon in the Year 7 Centre. Any Year 7 or 8 student is welcome to attend and will be supervised by a teacher.

All students can benefit from these sessions and we strongly encourage them to make productive use of this time.

## CLASS CHALLENGES

Year 7 and 8 classes get involved in lunchtime activities where students can volunteer to win class points for a semester reward. Class points are also awarded for class achievements by their Transition class teachers. This helps to build bonds within the respective classes and assists students to successfully integrate into the college. Core college values such as teamwork, respect, and excellence are modelled and encouraged.





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