MISSION STATEMENT

Ormiston College is an independent, co-educational, non-denominational Christian school seeking to achieve academic excellence.

Ormiston College aims to nurture and encourage enthusiasm for and commitment to the pursuit of lifelong learning. The College is committed to providing holistic, integrated educational programmes which develop problem-solving, decision-making, critical and creative thinking skills to enable students to participate as confident and contributing members of society, capable of meeting the demands of a rapidly changing world.

The College affirms individual differences and actively promotes cultural and intellectual understanding and the development of physical skills of each member of the school community. The provision of challenging opportunities for development of character, responsibility, initiative and integrity, social awareness and good citizenship is a priority in the College.
# TABLE OF CONTENTS

- Stepping into Middle School .......................................................... 4
- Term Dates for 2019 ....................................................................... 5
- Making Connections ........................................................................ 6
  - Transitioning to Secondary School ............................................ 6
  - Parents and Partnerships ............................................................. 7
  - What the current Year 6 Students are looking forward to .......... 8
  - Helping You To Step Into Middle School ................................... 9
  - Student Support Services, Enhancement Program, Tutorials ..... 10
  - Leadership ................................................................................... 10
- Program Achieve ............................................................................ 11
- Membership of House .................................................................... 12
- Uniform and Presentation ............................................................... 13
  - Uniforms ..................................................................................... 13
  - Hair ............................................................................................ 15
  - Sun Safety .................................................................................. 16
- Purchasing Ormiston College Uniform .......................................... 16
- Teaching and Learning .................................................................. 17
  - Teaching and Learning Framework ........................................... 17
  - Teaching and Learning in Year 7 .............................................. 18
  - Student Laptop Program ............................................................. 19
- Middle School Curriculum ............................................................. 20
- Core Subjects ................................................................................ 22
  - English ....................................................................................... 22
  - Mathematics ............................................................................... 23
  - Science ...................................................................................... 23
  - Humanities and Social Sciences ............................................... 24
  - Health and Physical Education .................................................. 24
  - Technologies ................................................................................ 25
- Elective Subjects ............................................................................ 26
  - Languages ................................................................................... 26
  - Academic Development ............................................................. 26
  - Drama .......................................................................................... 27
  - Music ........................................................................................... 27
  - Visual Arts .................................................................................. 28
  - Media Arts .................................................................................. 28
- Online Subject Selection ................................................................. 29
- Expectations ................................................................................... 30
- Homework ...................................................................................... 32
  - Parents Can Help ........................................................................ 32
- Co-curricular Activities ................................................................. 33
- Cultural Activities .......................................................................... 33
- Co-Curricular Music ...................................................................... 34
- Co-Curricular Sport ....................................................................... 35
- Interhouse Program ....................................................................... 35
- Textbook and Resources Hire Scheme ......................................... 36
- Notes ............................................................................................... 37
STEPPING INTO MIDDLE SCHOOL

Through the Middle School as a structure for pastoral care of Year 7 to Year 9, Ormiston College is committed to providing all Year 7 students with opportunities to achieve success and be fully supported in their transition from Junior School to the secondary learning environment of Year 7 to Year 12. Students are given opportunities to develop resilience while establishing positive relationships through a balanced involvement in academic, pastoral, sporting and cultural pursuits.

The Year 7 precinct is a purpose-built area designed for students as they connect to secondary schooling to support effective pastoral care and an engaging and dynamic academic curriculum for all students.

The engagement and enjoyment of all students is fostered by developing strong relationships with peers and staff members. This is reflected in the amount of time spent with your son or daughter’s Form Teacher. Year 7 Core Teachers have a strong commitment to the pastoral care of students and spend considerable time creating a safe, challenging and supportive environment where students feel a sense of belonging.

The curriculum is comprehensive and the Year 7 program contains more than the core learning areas. Students have opportunities to develop relationships and connections; to build knowledge of their world around them and to encourage them to find their place in it.

This information booklet is the first means to assist current Year 6 students and their parents to step into Year 7. Through the Making Connections program, students will take part in three days of transitioning prior to commencement, allowing them to meet their peers and teachers and become familiar with new surroundings and procedures.

I look forward to developing my rapport with, and support of, all students in what I believe is the most critical phase in the cognitive, physical and emotional development of all young adolescents.

Phillip Makridakis
Head of Middle School
# MIDDLE SCHOOL ADMINISTRATION

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Mr Brett Webster  
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**HEAD OF MIDDLE SCHOOL**
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## TERM DATES FOR 2019

| Student Free Days: | Monday, 21 January  
| | Tuesday, 22 January  
| | Wednesday, 23 January  
| | Thursday, 24 January  
| | Friday, 25 January  

| **TERM 1**  
(10 weeks) | Tuesday, 29 January | Year 7 Orientation Day  
| | Wednesday, 30 January | Students Return  
| | Friday, 5 April | End of Term  

| **TERM 2**  
(9 weeks) | Tuesday, 23 April | Student Free Day  
| | Wednesday, 24 April | Students Return  
| | Friday, 21 June | End of Term  

| **TERM 3**  
(10 weeks) | Monday, 15 July | Student Free Day  
| | Tuesday, 16 July | Students Return  
| | Friday, 20 September | End of Term  

| **TERM 4**  
(9 weeks) | Tuesday, 8 October | Students Return  
| | Friday, 29 November | Secondary School Student Free Day  
| | Friday, 5 December | End of Term  
| | Friday, 6 December | Staff Day  

| **PUBLIC HOLIDAYS**  
| Monday, 28 January | Australia Day  
| Friday, 19 April | Good Friday  
| Monday, 22 April | Easter Monday  
| Thursday, 25 April | ANZAC Day Public Holiday  
| Monday, 6 May | Labour Day  
| Monday, 12 August | Redland City EKKA Public Holiday  
| Monday, 7 October | Queen’s Birthday  

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**YEAR 7 2019 INFORMATION BOOKLET**  
ORMISTON COLLEGE
Ormiston College is successful in its ability to connect all new students to the College and assist current students to transition to the Secondary School.

The Year 7 experience is critical for giving students a successful platform for the rest of their Middle and Senior years. Making Connections is a unique Year 7 program which facilitates the transition of students from primary to secondary education, and supports and develops students’ intellectual and personal social skills during their first year in the Secondary learning environment of Ormiston College.

We believe that a successful transition program is about ‘making connections’ which will help students discover a part of the whole school where Year 7 to Year 12 get to know the other students in their Form Class, House and Year Group. Our desire is for Year 7 students to settle into their Middle School where they have friends and peers, with whom they will get along. After all, Year 7 2019, will become the College’s Senior Year 12 students in 2024! Such a program relies on:

• information about the intellectual and personal development of a student about to start Year 7 so that conversations by teachers and parents can begin to build connections of understanding;
• relationships between students, teachers and parents which develop a connectedness of aims, culture and values;
• commitment by parents, teachers and students to themselves, to each other and to the learning of our students.

The success of our Making Connections transition program gives students a strong sense of belonging and has a positive impact on their social, emotional and behavioural wellbeing and academic development.

To ensure students feel safe and supported during this transition, students have a number of opportunities to make connections with their peers and key staff prior to their commencement.

During the enrolment process, new parents, their son or daughter, and the College begin to make connections. Your sincere and realistic interest, questions and information at the enrolment interview with the Head of Middle School, Mr Phillip Makridakis, and the Registrar, have already assisted students and parents in making a connection to the College.

In August we begin a process that collects information about students’ intellectual and personal development, so that teachers can begin to connect with the future Year 7 students, as individuals and learners. Students will also learn more about their elective subjects.

At the Making Connections Day on Wednesday 21 November 2018, the students meet with the Year Level Coordinator and teachers of Year 7 and get to know their peers by taking part in activities which build House Spirit and help build new friendships.

Orientation Day will be held on Tuesday 29 January 2019, providing students with an opportunity to meet their classmates and participate in a range of Get to Know You and House activities as well as joining the Year 12 House Captains in an Amazing Race (tour of school).

A focus on wellbeing and making connections continues throughout the year. The Student Mentor Program sees Year 11 Student Mentors connecting with students during Form Period every week providing valuable support and tips in building resilience and confidence, persistence and developing their organisational skills.
Towards the end of Term 1, students take part in a three-day outdoor adventure at Camp Goodenough which aims to:

- Acknowledge and address the transition from primary to secondary school.
- Provide as many opportunities for students, teachers and parents to establish and build positive relationships.
- Establish cohesion across the year level.
- Provide a variety of social contexts in which the students can participate and socialise.
- Teach the students about the expectations of different occasions.

During Terms 1, 2 and 3, the College’s Making Connections program will be organised to provide the Year 7 students with a foundation from which to build towards their subsequent year levels.

Making Connections will provide opportunities for parents and teachers to explore the progress of their son or daughter. Parents will be able to meet with their son or daughter’s Form teacher. In addition, Progress Reports will be available and parents and their son or daughter will be invited to schedule an interview with his or her subject teachers.

**PARENTS AND PARTNERSHIPS**

We realise that parents need connections too and so the College offers Year 7 parents various ways of building connections and networks, such as:

- Attending Year 7 Orientation Day morning.
- Volunteering to be the Year 7 Parent Coordinator OR attend functions which the Parent Coordinator will organise.
- Attending Parent-Student-Teacher Interviews.
- Accessing Parent Zone which provides notices and information relevant to your child’s year level plus College policies, handbooks, forms and the Parent and Business Directories. Parent Zone may be accessed form the Portals link on the College website. Parent login details for online services are provided to families with orientation packs. Please contact ICT Services on 3488 6790 (8am – 4pm school days) if assistance is required.
- Using the Ormiston College App. The App is linked to Parent Zone, so a notice placed on the App also appears on Parent Zone. Parents are encouraged to download the OC App (available on the Apple App Store or Google Play) to receive these updates wherever you are.
- Attending any Information Evenings that the College offers.
- Reading your son or daughter’s Student Handbook: the front section; the diary sections each week and signing it; and always checking the back section each week.
- Reading the College News published online, and the weekly ‘What’s On’ emails.
- Volunteering in the Tuckshop.
- Volunteering for a P&F Support Group.

“The sense of connectedness that emanates from all aspects of a school’s teaching and learning environment – that is from students to teachers to students, to other students from teacher to teacher, to curriculum, to assessment, to school community, to learning – gives schooling a heartbeat that makes learning a natural outcome of the environment.”

*— Cathie Bennedick
Australian Journal of Middle Schooling*
WHAT THE CURRENT YEAR 6 STUDENTS ARE LOOKING FORWARD TO

- TAS Sport and Co-curricular Activities
- Getting lockers and a laptop
- Having an opportunity to be a Form Leader
- Going to the new cafeteria
- Meeting new friends
- Having different teachers for different subjects
- New School Uniforms
- Reading more Secondary novels
- Learning in the new CLI
- Being involved in new things
- Applying to be a Year 7 Representative on a Secondary School Committee
- The Whole Experience
- Wearing a real tie
- Being a Prefect in Year 12
- Being included in the Middle School
- Wearing long pants and not long socks
- Attending Year Level Assemblies (just for Year 7 students)
- Attending Headmaster’s and Middle School Assemblies
- Being offered new challenges
- Science in the Science Labs
- Participating in Secondary School Interhouse Competitions
- Moving from class to class
Ormiston College understands that student wellbeing is an important consideration within which the success of our Curricular and Cocurricular learning resides. Year 7 students can be assured that the College will continue to look after them. In the secondary learning environment of Year 7 to Year 12, attitudes, motivation, expectations and standards need to work together to produce a positive climate in which students can be happy and safe, and which will enable them to learn strongly.

The Middle School has been established to provide additional pastoral care support and enhance the management of student wellbeing during the early adolescent years. A range of events is included in the Student Enhancement Program and Form activities to foster personal growth, strengthen teamwork, and develop leadership within each student, each year level and the Middle School.

The Year 7 precinct is a purpose-built area within the secondary learning environment. It consists of five classrooms, a staffroom, eating areas and handball courts. This is to ensure that Year 7 students have a 'home base' within the Secondary campus. A number of core lessons will be taught in the student’s Form room. This is another way in which we are helping Year 7 students transition to Middle School.

Although students will have different teachers each day, they will be in a Form group and the Form Teacher will meet with them at the start and at the end of each day. Their Form teacher will also teach them for at least one of their learning areas, ensuring that at least one teacher has more contact with them each day.

Each year level in the Secondary School has a Year Level Coordinator. There is a Year 7 Coordinator who coordinates the Year 7 Form Teachers whose responsibility it is to look after the wellbeing of the Year 7 students. The Year 7 Coordinator also teaches Year 7.

Year 7 students will be helped to settle in and connect to Secondary School successfully by Year 11 Mentors who will participate with the Year 7 students in a number of orientation activities. Most importantly, the Mentors are attached to each Year 7 Form Class and attend Morning Form one morning a week for the first three terms. Building connections through and with these Year 11 Mentors will help the Year 7 students to settle into their secondary learning environment.

The Student Handbook is intentionally designed to provide support and help to all students. It includes timetables, maps, general information, various important policies which students need to understand, homework pages and helpful pages about goal setting, handy tips, learning, revision techniques, and so on. The Student Handbook is a vital communication tool for the student, parents and the school to use. It is designed to be a support to Year 7 students in organisation, planning to meet deadlines, being punctual, and being successful.

For Year 7 students, the Student Handbook is very important, and they must have it with them in each lesson, every day.
STUDENT SUPPORT SERVICES, STUDENT ENHANCEMENT PROGRAM, TUTORIALS

Our Student Support Services Team assist students who are referred to them for personal, socialisation, and/or wellbeing matters. They will be particularly alert to the needs of our students settling into Year 7.

The Student Enhancement Program (SEP) is a developmental program that is taught in all year levels in the Junior, Middle and Senior Schools. Whilst recognising that Ormiston College in curricular and co-curricular learning does attempt to meet the needs of students in the academic, physical, social, cultural and spiritual dimensions, the SEP provides enhancement of these aspects for our students, as the College attempts to support the growth and development of educated young people who will be able to take their place as socially adept and aware citizens in our society. We acknowledge that the College is not the only educator of children, nor is it the prime educator in the social, cultural and spiritual dimensions; the SEP offers an enhancement of what is already occurring at school and at home.

Some of the areas which occur in the Year 7 program are: study skills and use of the diary; managing homework and tests; time management; prioritising; accepting differences and conflict resolution; friendships; dealing with peer pressure; drug and alcohol awareness and protective behaviours, including cyber safety; techniques for collaboration.

Many of the Subject Departments offer tutorials at lunch time or before and after school to be accessed by students requiring additional assistance, or wishing to consolidate learning skills. Some students may be required to attend tutorials; however, attendance at tutorials can also be voluntary.

LEADERSHIP

Students are encouraged to develop leadership of themselves in order to be able to lead others. Good leadership builds on the solid set of values established within the family and is developed by providing opportunities for students to demonstrate their dependability and responsibility. Each student is encouraged to develop good organisation and time management, public speaking skills, and working productively and cooperatively when contributing to group activities in order to enhance their intrinsic leadership traits.

Year 7 students have the opportunity to be a Form Leader within their Form Class and to be a member on one of the College’s Student Leadership Committees – Academic, Social Justice, School Community, Sporting and Cultural. Other less formal opportunities arise throughout the year, such as Showcase Day Ambassadors.

Ormiston College has processes and procedures in place which work with our curriculum to advance our Mission.
PROGRAM ACHIEVE

The main purpose of Program Achieve is to provide all students with the foundations for achievement and social, emotional, and behavioural wellbeing in school, work and the world of tomorrow. Program Achieve is embedded within the Student Enhancement Program.

UNLOCKING THE KEYS TO SUCCESS

• Program Achieve aims to develop the potential of all students (academically, intellectually, interpersonally and emotionally) through instilling the five Foundations of Confidence, Persistence, Organisation, Getting Along and Emotional Resilience. Research indicates that a strong foundation in these five areas as determining the extent to which children achieve and experience social, emotional and behavioural wellbeing.

• Central to the development of these five Foundations is explicit instruction in 12 Habits of the Mind: Accepting Myself; Taking Risks; Being Independent; I Can Do It; Giving Effort; Working Tough; Setting Goals; Planning My Time; Being Tolerant of Others; Thinking First; Playing By The Rules and Social Responsibility.

Program Achieve is a whole College program involving students, staff and parents. The program is incorporated into the daily practices of Ormiston College in a variety of ways:

1. Through the teaching of the five Foundations and Habits of the Mind within the Student Enhancement Program in the Middle School.
2. By the reinforcement of the Foundations and Habits of the Mind in both the Curricular and Co-curricular programs.
3. Through the use of behaviour specific feedback by both staff and parents.
4. By recognising the importance of the program at assemblies.
5. Through the dissemination of information about the program via the College News online.

Ormiston College believes that several factors impact upon a student’s readiness to learn each day. While the quality of instruction and the appropriateness of that instruction is an important factor, what the students ‘bring’ to their classroom is equally important. To learn effectively, students need specific knowledge and learning skills (eg. reading comprehension abilities, vocabulary development, mathematical reasoning), and attitudinal-motivational characteristics.

Program Achieve attempts to teach explicitly and determinedly the ‘attitudinal-motivational’ characteristics necessary for students to realise their academic potential and develop and/or maintain emotional wellbeing through the five Foundations.
Each Year 7 student is allocated to a House. If students have progressed from the Junior School of Ormiston College, their House will remain the same. At Ormiston College there are four Houses:

**CHAPPELL - GREEN**  
Named in honour of Greg Chappell, former Queensland and Australian Cricket Captain.

**LAVER - YELLOW**  
Named in honour of Rod Laver, champion Australian Tennis player.

**NORMAN - MAROON**  

**WICKHAM - BLUE**  
Named in honour of Tracey Wickham, former World Record Holding Swimmer.

The House system is an important means of developing House spirit and ultimately, School spirit. Each student will be encouraged and expected to participate enthusiastically in all House activities. Developing a sense of pride, belonging and commitment are important within the ethos and culture of Ormiston College.

Each House competes for the Champion House Cup and the Trophy of Spirit. House activities of a sporting, cultural and academic nature, will be organised throughout the year. Sometimes students will have House Meetings, led by their House Coordinator, House Captains and House Teachers. Students are required to purchase a House shirt.
UNIFORM AND PRESENTATION

Students of Ormiston College are expected to take pride in all aspects of their dress and presentation. Clear and complete guidelines have been provided to all new Year 7 students and their families by our Registrar during the enrolment process, and it is important for our students to be aware of, and comply with, those regulations. A brief summary is provided below:

SECONDARY SCHOOL BOYS’ SCHOOL UNIFORM

- Ormiston College short sleeve sky blue shirt with embroidery.
- Ormiston College Secondary School boys’ tie. Ties are worn throughout the year, with top button done up and tied properly over the top button.
- Grey trousers which must be worn at the waist, not on the hips.
- Black leather belt to keep the trousers at the waist.
- Black ankle socks.
- Black leather lace-up school shoes (always polished).
- Ormiston College dark grey dress hat.
- Ormiston College boys’ blazer which may be worn at any time throughout the year but MUST be worn between home and school each day during Term 2 and Term 3 and as part of the Formal Dress Uniform, when required.

SECONDARY SCHOOL GIRLS’ SCHOOL UNIFORM

- Ormiston College skirt which must be worn at the waist, not on the hips.
- Ormiston College white blouse. This must be long enough to sit on the hips and of sufficient size so that the blouse does not ride up during normal movements of arms.
- Ormiston College Secondary School girls’ tie.
- Ormiston College white ankle socks.
- Black leather lace-up school shoes (always polished).
- Ormiston College Secondary School girls’ white dress hat
- Underwear should be white or natural skin tone in colour. Coloured underwear is visible through the uniform, particularly the white blouse, and is unacceptable.
- Ormiston College girls’ blazer which may be worn at any time throughout the year but MUST be worn between home and school each day during Term 2 and Term 3 and as part of the Formal Dress Uniform, when required.
Full Dress Uniform (including blazers in Term 2 and Term 3) must be worn between home and school each day. This includes the College hat, which must also be worn at all formal occasions. Should a student (and parent) visit a public place, such as a library or shopping Centre, on the way to or from school, the student is expected to wear Full Dress Uniform, including hat. Uniforms must be clean, pressed and in good repair, with shoes clean and polished.

Full Dress Uniform must be worn to all College meetings, interviews, events, performances, concerts and exhibitions, whether in school hours or out of school hours, including weekends.

**THE BOYS’ PE/SPORT UNIFORM COMPRISSES:**
- Ormiston College polo shirt.
- Ormiston College maroon shorts (not boys’ rugby shorts).
- White Ormiston College sport socks.
- Suitable sports footwear, with non-marking sole, predominantly white in colour. Any other colour on the shoe should be minimal.
- Ormiston College cap.

**THE BOYS’ HOUSE UNIFORM**
- Comprises all of the above, except the polo shirt is replaced with the House polo shirt.

**THE GIRLS’ PE/SPORT UNIFORM COMPRISSES:**
- Ormiston College polo shirt.
- Ormiston College maroon sport shorts (not boys’ rugby shorts).
- White Ormiston College sport socks.
- Suitable sports footwear, with non-marking sole, predominantly white in colour. Any other colour on the shoe should be minimal.
- Ormiston College cap.

**THE GIRLS’ HOUSE UNIFORM:**
- Comprises all of the above, except the polo shirt is replaced with the House polo shirt.

Students who are selected in College representative teams may be required to purchase additional uniform items pertaining to that sport.
HAIR:

- Students’ hair must remain its natural colour. No alteration by rinses or colour washes, dyeing, streaks or foils is permitted at any time, neither are gel, wax or hair products.
- Boys’ hair must be styled in a traditional college cut – no undercuts or very short (i.e. less than no. 3 clipper) styles are permitted. (See figures 7, 8 and 9 below.)
- Girls’ hair of shoulder length must be tied back and secured with brown, black or maroon elastic, finished with a maroon ribbon or scrunchie and brown or black bobby pins or clips (see figures 1, 2 and 3 below).
- Girls’ hair that is longer than shoulder length must also be plaited tightly in a single plait, worn at the back, secured with a brown, black or maroon elastic (see figures 4, 5 and 6 below). Headbands are not permitted.
- The overall look for hair presentation for girls and for boys is neat, off-the-face, conservative; the Ormiston College “look” which the photographs below demonstrate.

No make-up including tinted foundation, tinted face cream, mascara, tinted eyebrows or lashes, tanning products or any other product the College deems to give the appearance of wearing make-up.

Clear nail polish only is permitted for girls, and no false finger nails are to be worn.

Watch faces and watch bands are to be of a conservative style.

Earrings and pierced ears are not permissible for boys. If a girl’s ears are pierced, only a single pair of small sleepers or small plain studs may be worn (gold or silver only). These are to be worn in the lowest hole, if the ear lobe has been pierced more than once.

Our students are our ambassadors, and should show pride in their College through high standards of presentation, both personally and in the wearing of their uniform.

Where appropriate to do so, the College will consider the application of Queensland Anti-Discrimination Laws when applying the Uniform Policy.
SUN SAFETY

Acknowledging that skin cancer is a preventable disease and that it is a shared responsibility of young people in and out of school and parents, Ormiston College has a Sun Safety Policy. These key aspects of the Policy are:-

**HATS:**
Students are required to wear the College dress hat to and from school, and in the grounds before and after school.
Students should wear the College cap during PE outdoor classes, lunch breaks and at other times when prolonged exposure to the sun may occur.

**SUNSCREEN:**
Sunscreen should be supplied and applied regularly by students when exposed to the sun.
Students should apply sunscreen at the beginning of each break but before exposure to the sun.

**DRESS:**
The College rash shirt should be worn during all water activities. Conservative style sunglasses to protect eyes can be worn whenever practical.

PURCHASING ORMISTON COLLEGE UNIFORM

All items of Ormiston College uniform, Dress Uniform, Blazers, Hats, Sports Uniform, House T-Shirts etc. are sold through the Uniform Shop. The Uniform Shop is located in the Student Services building, easily accessible from the carpark on Dundas Street West.
TEACHING AND LEARNING

It is no secret that Ormiston College, from Prep to Year 12, is about quality teaching and effective learning. Students are offered the best opportunity for them to learn effectively so they can attain personal best achievements.

Effective learning resides within the congruence of several important factors, such as the
• delivery of a teaching pedagogy designed to promote agreed learning outcomes,
• student’s attitude and motivation allowing him or her to grasp the opportunities to learn,
• student supporting his or her learning through a strong work ethic,
• quality of the partnership relationship which parents and the College have; in particular, the relationship between the parents and the teachers and academic co-ordinators and
• level of a student’s emotional resilience.

To assist Year 7 students in their learning, Subject Teachers, Heads of Department, Form Teachers and Year Level Coordinators teach and lead the students towards becoming organised; developing study plans; setting challenging goals; managing homework, assessment and assignments, and so on. The Student Handbook also offers them information and helpful tips.

TEACHING AND LEARNING FRAMEWORK

Our mission statement clearly indicates that Ormiston College is an academic school, seeking to achieve academic excellence. Learning across all year levels and subjects throughout the College is further supported by our strong focus on achieving high levels of literacy and numeracy.

Our Teaching and Learning Framework aims to move beyond traditional approaches of reproducing knowledge and equip our students with the ability to choose the best strategies to help them solve problems, make decisions, generate explanations and create new understandings.

There is a strong emphasis on using Information and Communication Technologies (ICTs) to improve learning outcomes which assist our students in embracing new ways of thinking in the 21st Century.

CULTURE OF LEARNING

Vision Statement

Ormiston College fosters a learning culture that encourages all members to become lifelong learners.

The teaching and learning framework strengthens this culture by focusing on the key elements needed for success, at school and in the world beyond.

We aim to ensure that our learning is clear and relevant.

In an environment of innovation, our goal is the development of transferrable skills that equip our learners with the ability to engage in a rapidly changing global community; opening up endless opportunities.

A vital element of quality learning is our commitment to supporting the professional growth of our staff.
LIFELONG LEARNERS
Core Beliefs About Learners
• We are all learners: students, parents and teachers.
• Everyone has the capacity to learn.
• In the right environment all learners can achieve success.
• Our aim is to equip all learners with the dispositions and skills needed to learn – metacognition.
• Learners need to be responsible for their own learning, bringing an openness to learning and a willingness to work towards their full potential.
• All learners are individuals who require differentiation.

CLASSROOM LEARNING ENVIRONMENT (C.L.E)
• Creates academic trust in an engaging and student-centred environment.
• Supports and challenges to achieve high expectations.
• Managing classroom procedures.

ACADEMIC RIGOUR (A.R.)
• Develops deep pedagogical and content knowledge.
• Creates opportunities for knowledge construction.
• Promotes skilful communication.

RELEVANT
• Builds on students’ prior learning.
• Connects learning to the real world through problem-solving and innovation.
• Designs authentic assessments for students to use knowledge meaningfully.
• Incorporates ICTs for learning.

PROFESSIONAL LEARNING
• Content Knowledge
• Pedagogical Knowledge
• Technological Knowledge

TEACHING AND LEARNING IN YEAR 7
‘SEEK TO ACHIEVE’

It is recognised that the years of a young person’s growth during early adolescence provide him or her with a range of significant physical, cognitive, emotional, social and moral changes. Also, changes to brain and cognitive development peak during this period.

Year 7 students will continue to learn knowledge, processes and thinking skills, with an increasing emphasis upon complex reasoning processes.

This learning will be delivered with the subjects: English, Mathematics, Science, Humanities and Social Sciences, Technologies, Health and Physical Education, Japanese or German, Drama, Visual Arts, Media Arts, Music and Academic Development.

In Year 7 to Year 12, Academic Subjects are grouped in Departments whose leaders oversee the whole Department.

Where possible, the Academic Structure for Year 7 students is:
• A core teacher will teach English, Humanities and Social Sciences.
• A core teacher will teach Mathematics, Science.

There will be Specialist Teachers for: Health and Physical Education, Technologies, Japanese or German, Academic Development, Drama, Visual Arts, Media Arts and Music.
Each student in Year 7 is provided with an individual laptop device for educational use during their secondary schooling. The laptop package includes a protective case and a power adaptor, used for charging the laptop at home. The laptop is pre-loaded with application software and virus protection software in addition to the operating system. Students are provided with unique logon details to access the College’s network. Students are responsible for the security of the device, files stored on the hard drive, and in their student account. Network filtering software will detect and block access to any inappropriate sites. Teachers will guide students in the use of the Microsoft suite of programs and assist students to learn to use specialised programs within subjects. Students will use OneNote extensively, and support will be given to organise each subject’s file, including how to manage sections and pages.

Expectations for using a College laptop include charging the device each night when not in use, and securing the laptop in the provided locker during breaks, when attending PE and Headmaster’s Assembly. Using a laptop also means that students must be aware of, and follow legal requirements in regard to, copyright, sharing files and the content of the files on their device at all times. Guidance will be provided to students to ensure they are aware of the what they should and should not be doing.

In the event that students encounter an issue with their device or it sustains some damage, students are required to report to the ICT Services. ICT Services provides a support and maintenance service for student laptops throughout the year. ICT Technicians can, at any time, or upon notification of inappropriate use, recall a student’s laptop for review. The technicians also have the capability to monitor student use when logged on to the network. Students are not permitted to store or play games on their laptop, alter the laptop’s setup, or attempt to bypass any filters on the College network.

Students and parents must be aware of the level of responsibility that comes with being provided with a laptop for educational purposes, and students are responsible for ensuring that all activity associated with their account, their device and the use of the network is appropriate and within the law. The College does not tolerate misuse of technology that is deemed to be cyberbullying.

Students will adapt quickly to using the laptop and will benefit from the advantage it provides in the teaching and learning process.
The College has developed a program for 2019 that ensures that students are provided with engaging learning activities and have strong opportunities to develop solid foundations in literacy and numeracy. The changes made make the middle years workload more manageable by reducing the number of subjects studied to a maximum of eight at any one time.

The College has introduced some exciting new components to the program including quality Science, Technology, Engineering and Mathematics (STEM) and entrepreneurship learning pathways for every student as well as some elements of choice, providing students with a little more say in their Middle Years learning program.

The following pages contain information about the Year 7 Core Subjects (English, Mathematics, Humanities and Social Sciences, Technologies, Health and Physical Education as well as key information about the Elective Subjects (Languages-Japanese or German, Academic Development, and The Arts (Drama, Music, Visual Arts and Media Arts).

The table below shows the proposed Middle School Structure for 2019:

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Lessons per week</th>
<th>Notes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Humanities and Social Science</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Technologies</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>
### Elective Subjects

<table>
<thead>
<tr>
<th>Elective Subjects</th>
<th>Lessons per week</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language (German or Japanese) OR Academic Development</td>
<td>Year 7: 3</td>
<td>Year 8: 3</td>
</tr>
</tbody>
</table>

In 2019, students in Year 7 and Year 8 have the choice of learning a Language (German or Japanese), or, alternatively, students may choose Academic Development, which will involve working with teachers to consolidate their Literacy and Numeracy.

Note: Tutorial classes for Mathematics and English will be available before and after school.

| The Arts | 3 | 3 | - |

The Middle School Arts subjects are Visual Arts, Media Arts, Drama and Music.

Each year, Year 7 and Year 8 students will experience two areas within the Arts curriculum by choosing one of the four Arts subjects to study in Semester 1 and a different Arts subject to study in Semester 2.

| Elective Subjects | 9 (3x3) |

Year 9 students will choose three elective subjects from the following list:

- Music
- Drama
- Visual Arts
- Media Arts
- Business and Commerce
- Literacy
- German
- Japanese
- STEM
- Information Processing
- Design and Technologies
- Digital Technologies
- Sport Science

Elective subjects are timetabled for three lessons each week.

### Other Lessons/Periods

<table>
<thead>
<tr>
<th>Other Lessons/Periods</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enhancement Program</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Form</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assembly</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>
CORE SUBJECTS

ENGLISH

English teaching in Secondary School often differs to how English is taught in Junior Schools. In Junior School, English is often skills based and focuses on the dimensions of reading, writing, and speaking and listening in isolation. Whereas in Secondary School, students are presented with increased challenges of units and assessment tasks that require them to engage across and synthesise between these dimensions.

Year 7 students will study four units which will enable them to learn how language differs according to context, purpose, audience, content and medium. Students will further engage with texts through reading, viewing and listening, and create texts through writing and speaking. The aim of the Year 7 course is to lay a strong foundation for continued success in Middle and Senior School English. The program outlined below has been written to align with the Australian English Curriculum Statement.

Unit 1: Stories of Persistence
Students will explore how texts provide readers and viewers with insights into different times and places. Students will develop their comprehension skills, with a particular focus on selecting relevant subject matter. A novel study of Morris Gleitzman’s Once will develop students’ understanding of characterisation and skills such as writing dialogue and using vocabulary appropriate to context. Students will also engage with the writing program, Seven Steps to Writing Success in this unit.

Unit 2: Behind the News – Representation in the Media
Students will engage with a broad range of media texts that offer various representations of teenagers. They will consider how media outlets and texts present certain viewpoints about teenagers and they will make determinations whether to endorse or contest such stereotypes and representations. Students will explore how writers and media-makers use language and structures to shape meaning and compare the way that audiences are influenced by visual, verbal and written language. In this unit, students will be exposed to various persuasive techniques, culminating in a multimodal persuasive presentation to an audience of their peers.

Unit 3: Dreams Can Come True
Persistence is a Habit of Mind fostered in the Middle School. In Semester 2, students will explore this Habit of Mind through the study of a range of texts, specifically the film, Mao’s Last Dancer. This unit will also provide students with the opportunity to engage with Asian perspectives and appreciate the power of words to represent perspectives and cultures.

Unit 4: Poetry – A Voice for Teens
Students will engage with a broad range of music and poetry with a focus on the teenage experience in this unit. They will identify textual and language features of poetry as a vehicle for self-expression and lyrical power. They will experiment with text structures to explore the use of stylistic features to communicate a message and interpret and discuss how language can be used to create layers of meaning. They will engage with a variety of poetic texts by, and about, teenagers including Indigenous youth, rural, at-risk and privileged Australians.

In addition to English, students will also study two periods of Literacy each week. This program compliments the English curriculum by enhancing students’ reading skills and their control of grammar, punctuation and spelling. The aims of this program are to ensure that all students have the skillset required to meet National literacy standards and, more importantly, to ensure that students possess the fundamental literacy skills required to be a successful Secondary School student.
MATHEMATICS

In Year 7, students develop and extend their knowledge in the following strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They study a logical sequence of units, which are designed according to Ormiston College’s Teaching and Learning Framework.

Ormiston College acknowledges Year 7 as a vital platform for setting the foundation as the students transition into their secondary mathematical studies. The Mathematics program focuses on developing increasingly sophisticated mathematical understanding, fluency, reasoning and problem-solving skills. These proficiencies enable students to use mathematical strategies in familiar and unfamiliar situations and to make informed decisions and solve problems efficiently.

Our Mathematics program aims to ensure students are confident, creative users and communicators of Mathematics. We provide the students with a carefully paced, in-depth study of critical skills and concepts. Our teachers believe in the importance of building a strong set of knowledge and skills, using mental mathematics strategies, and proper communication and justification techniques in student work. Problem-solving strategies are explicitly taught and regularly modelled, so that students build their repertoire for tackling future challenges. Students develop the ability to make decisions, interpret, model and investigate problem situations, and communicate solutions effectively. They also develop valuable reasoning skills as they engage in logical thinking such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.

Digital technology is integrated into our Mathematics programs and investigations. Students engage in exciting visual lessons on class OneNote and other online interactives. Each lesson will see students engaged in a mix of traditional and innovative teaching styles; from the traditional style using textbooks and teacher instruction through to small group instruction and collaboration with concrete materials to individual learning tasks using laptops. Students are encouraged to take risks and ownership of their own learning. Functions of a scientific calculator are also explored and utilised.

Year 7 students have the opportunity to participate in annual external Mathematics competitions and challenges such as the Maths Team Challenge, Australian Mathematics Competition and the ICAS Maths Competition.

SCIENCE

The study of Science makes a vitally important contribution to the balanced and comprehensive education offered to our students. An understanding of Science, as a way of knowing, enables students to play an informed part in public debate and to take individual and collective action necessary for the wise application of future scientific developments.

Learning in our Middle School Science program provides students with challenges and is a dynamic and interactive endeavour. Students share their personal understandings and actively develop new ones. Science has a vast quantity of factual information but we seek to understand the core concepts which explain what we see in the world around us. The development of an understanding of these concepts and relationships will enable students to engage in future learning situations they may encounter. In addition, there is a focus on development of student skills in Year 7 to Year 9 to prepare them for the requirements of assessment in the new Senior Science Syllabuses.

Year 7 Science involves the expansion of students’ scientific vocabulary, the development of their ability to hypothesise and enquire, as well as the introduction to key concepts from the fields of biology, chemistry, marine science, earth and space science and physics, thus laying the foundation for the further study of science in subsequent years, and for Senior subjects.

The STEM (Science, Technology, Engineering, Mathematics) component of the Science program aims to enhance and extend knowledge and skills through an innovative and exciting project. Investigation and problem solving form the basis for the unit in which students will become innovators, solving real-world problems through their capacity to think, explore, create and design. As students work to create solutions, they will gain skills and knowledge in the four academic disciplines, but will also learn effective collaboration, communication and critical thinking skills.
HUMANITIES AND SOCIAL SCIENCES

The two Humanities subjects, Geography and History, are offered on a semester basis enabling students to undertake a deep investigation into the topics on offer. This will also allow students to focus on the development of the higher-order thinking skills of analysis, justification, evaluation and decision making.

In Semester 1, students will learn the discipline of Geography by investigating the theme of ‘Place and Liveability’. This unit will challenge students to think about where they live and why we live the way we do. An emphasis will be placed on considering what the cities of the future might look like and how we can ensure that they develop in a sustainable manner. Looking at examples at global, regional and local levels, students will come to better understand why cities look the way they do and what real life challenges exist for urban communities. They will also investigate real solutions for the problems they identify. The unit will focus on the development of the subject specific skills of map interpretation, data collection and interpretation and informed decision making, based on observations and analysis, particularly through the use of ICTs. The day to day learning that students participate in will also help prepare them to compete in the Australian Geography competition at the end of Term 1.

From focusing on the future, Year 7 students will look to the past in Semester 2 when they investigate the ancient world in History. By focusing on the civilisation of Ancient Egypt, students will be introduced to the critical skills of the historian including locating, comparing and evaluating sources of evidence and utilising this evidence to defend a viewpoint. Students will gain an insight into this civilisation and will use these understandings to draw conclusions about the nature of its society, beliefs and way of life. Again, a key facet of this unit of work will be to foster higher-order thinking skills with an emphasis on analysis, comparison, justification and hypothesising. The use of a variety of experiences, including ICTs will enable our budding historical sleuths to make concrete connections between the past and present.

HEALTH AND PHYSICAL EDUCATION

Year 7 Health and Physical Education is an introduction year that focuses on the attainment and execution of motor skills in isolation and in game play. It is an essential year for instilling the finer aspects of cooperative team play and the importance of being a valued and integral member of a team.

Health and Physical Education provides Year 7 students with the opportunity to:

• Participate in a wide range of sports and physical activities.
• Develop individual and group skills in both a competitive and non-competitive environment.
• Appreciate the value and importance of living a healthy, fit and active life.

The practical component of the Year 7 course will see students participating in:

• Aquatics (lifesaving scenarios, continuous swims, stroke corrections and elementary resuscitation)
• Athletics (jumps-long, triple, high)
• Gymnastics (floor work and pairs floor routine)
• Netball and Soccer (skills in action: court/field position; team play: rules and strategies)

The theoretical component of the Year 7 Health and Physical Education course will see students undertaking work in the following areas:

• Safety
• Alcohol and Drugs
• Food Nutrition
• Health Benefits of Physical Activity
• Relationships and Sexuality
TECHNOLOGIES

In the Technologies learning area students will plan, create and evaluate solutions using systems thinking, design thinking and computational thinking. They will engage confidently with, and responsibly select and manipulate, appropriate technologies, materials, data, systems, components, tools and equipment when designing and creating solutions. Year 7 and Year 8 students at Ormiston College are encouraged to be creative, innovative and enterprising when using traditional, contemporary and emerging technologies. They will make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future.

In the Digital Technologies course, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities with which they actively engage. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

Students use their knowledge and understanding of data and digital systems to apply processes and production skills as they create digital solutions. They use the key concepts of abstraction, data collection, representation and interpretation, specification, algorithms and implementation to develop their solutions. Students plan and manage individual and team projects using 21st century collaboration and planning tools. In Year 7, students will analyse real-life data and create infographics to summarise their analysis. They will create prototypes for responsive websites and pitch their designs to prospective clients, and they will learn the fundamental principles of Object Oriented Programming using Python.

At Ormiston College, the Technologies learning area provides students with a solid foundation for the senior subjects of Design and Digital Solutions. The students will also develop critical 21st century learning skills which will contribute to their success in other learning areas. During this course, all students will have the opportunity to enter a variety of computer programming and robotics competitions like the National Computer Science School Challenge, UNSW Computer Programming Challenge and Robocup Junior.
ELECTIVE SUBJECTS

LANGUAGE OR ACADEMIC DEVELOPMENT

Students have a choice between studying a Language or participating in Academic Development. New classwork will not be introduced during Academic Development time. New work will be introduced during normal Mathematics/English class lessons, when Language students are also present.

LANGUAGES (JAPANESE OR GERMAN)

The need to communicate is the foundation for all language development and the ability to communicate in an additional language is an important 21st century skill which provides students with opportunities to reflect on their understanding of the learnt language as well on understanding of their own one. It also promotes greater sensitivity to cultural diversity and fosters intercultural understanding. Learning another language enriches students’ intellectual, educational, linguistic, metacognitive, personal, social and cultural development as it requires intellectual discipline and systematic approaches to learning.

Ormiston College offers the study of German or Japanese as an elective subject in Secondary School. The teaching and learning of these languages is aligned with the Australian Curriculum for Languages delivered through two interrelated strands:

• Communicating strand (i.e. use of language for communicative purposes in interpreting, creating and exchanging meaning)
• Understanding strand (i.e. the ability to analyse language and culture as a resource for interpreting and creating meaning)

To enhance the language acquisition of our students, we integrate technology meaningfully both in class and for homework and we also provide learners with opportunities to connect with their peers in the target language. Students of German and Japanese participate in activities fostering the partnership with Käthe-Kollwitz Gymnasium in Germany and our sister school Kanagawa Gakuen in Japan. Their commitment to language learning throughout the Middle Years also shapes the path towards the biennial Japan Tour or annual SAGSE exchange to Germany.

ACADEMIC DEVELOPMENT

The development of students’ literacy and numeracy skills is critical to success now and in the future.

The focus of Academic Development will be on strengthening the foundations that underpin strong literacy and numeracy performance. Success in literacy and numeracy contributes to an enhanced self-confidence and produces a positive impact in all subjects.

The Academic Development program is intended to provide students with additional time and assistance each week to support students to achieve their potential within the Mathematics and English curriculum each term.

Academic Development aims to provide a program based on students’ strengths and weaknesses in literacy and/or numeracy. Specific targeted goals will be identified for each student from performance data with measurable outcomes established for each term.

Some students take longer to acquire certain aspects in literacy and numeracy. Within literacy, this includes grammar and punctuation, spelling, reading comprehension, and the development of writing and editing skills. Within numeracy, this includes the concepts in the strands of number and algebra, measurement and geometry, and statistics and probability. There will be a focus on the development of thinking processes leading to improved strategies and problem-solving techniques. Students will be provided with opportunities to take risks and clearly communicate their thinking when providing a solution.
ARTS ELECTIVES

Students will also undertake two different semester-long Arts electives, choosing from Drama, Music, Visual Arts and Media Arts.

DRAMA

The study of Drama serves to challenge and empower students by stimulating 21st century skills such as creative thinking, social skills, working as a team and engagement with technology. Drama not only fosters young performers of tomorrow, it also harnesses and develops a multitude of skills crucial to a variety of subject areas and career paths.

Drama strives to enhance students’ language and literacy development, as well as their collaborative skills and their understandings of others. Drama allows students to experience the intrigue and wonder of the stage by assuming the role of theatrical director and playwright as they create their own performance work. As actors, students will develop their confidence through refining voice and movement skills as they rehearse highly regarded plays from across the globe.

Drama also allows students to improve their writing skills through opportunities to attend live performances. In the role of theatre critic, students will be encouraged to communicate their own perspectives as they build their cultural awareness. The learning experiences within Drama strive to provide students with quality assessment opportunities, particularly rich and authentic tasks. This fast-paced, globalised world requires strong entrepreneurial skills. Through practical and play-based learning, the study of Drama exposes students to the skills of creativity, collaboration and critical thinking.

Participation in Drama will also see opportunities for students to join the broader Secondary Drama community through the promotion and provision of assessment-based showings for family and friends. These events not only create a strong sense of accomplishment, they also enhance student confidence when sharing their hard work to a large audience.

MUSIC

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. As students progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

The Music Department of Ormiston College aims to have students acquire a life-long love of music and we encourage and equip students to become the best musicians they possibly can. In doing this, music becomes a highly valued component of their lives both at school and beyond the classroom and, as a consequence of this, students develop skills in the areas of socialisation, self-expression and creativity, critical and subjective thinking, concentration and self-discipline. They become more confident and better able to recognise their worth to society and the worth of others in a multi-cultured society. As such, we believe that the pursuit of excellence in music shows itself to be an essential part of a holistic and integrated education for all students.
VISUAL ARTS

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas and inspiration. Students engage with the knowledge of Visual Arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they wish to create through problem solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

Students learn to manipulate and adapt a range of physical materials and technologies. At Ormiston College, these may include traditional material from different contexts such as painting, printmaking, ceramics, drawing, and contemporary or emerging materials such as digital media.

Through responding, students learn to reflect critically on their own experiences and responses to the work of other artists, craftspeople and designers. In doing so, they develop their own arts knowledge and preferences. Students learn with growing sophistication to express and communicate experiences through and about Visual Arts.

Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

Student artworks are displayed in the Shared Space Gallery. Each year, a special Year 7 exhibition takes place; nibbles and drinks are served. Every two years, we celebrate Visual Arts at the Ormiston College Art Show. Year 7 students are welcomed and encouraged to create and enter wearable artworks in the Wearable Art Parade.

MEDIA ARTS

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. They acquire skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others’ media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

Making in Media Arts involves using communications technologies to design, produce and distribute media artworks.

Responding in Media Arts involves students learning to explore, view, analyse and participate in media culture.

In making and responding, students engage with the key concepts, story principles and elements of media (technical and symbolic). The five interrelated key concepts provide a framework for students to create and analyse media artworks. They develop understanding of how the five key concepts explore media artworks representations - that is, constructed realities - of the world, communicated through languages and technology for an audience in community and institutional contexts.

At Ormiston College, students create digital images, animations and short films. Student work is displayed in the Shared Space Gallery and Ormiston College Art Show, a biennial event showcasing the Arts from Prep to Year 12.
ONLINE SUBJECT SELECTION

THE PROCESS FOR ONLINE SUBJECT SELECTION
FOR YEAR 7

All students in Year 7 will study the core subjects of English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Science, Technologies and participate in the Student Enhancement Program (SEP).

In addition to the core subjects above, students will also undertake two different semester-long Arts electives and make a choice between studying a Language or Academic Development for a 12-month period.

The number of classes in a subject in 2019 will depend upon the number of students who select that subject in their preferences. Due to the combinations of subjects selected by the cohort of students, the College will nominate the semester order in which a student will study the two Arts electives.

THE PROCESS

In Term 3, current Year 6 students will be addressed by each Academic Coordinator during school time. The curriculum details and requirements of each elective subject will be outlined. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

In addition to these information sessions, the College will conduct a Parent Information Evening in August. This will be an opportunity where parents and students can speak to staff about subject offerings.

Following the Information Evening, students will be required to select their subjects through the online process outlined below:

1. Students will be provided with a Web Preferences Access Guide. This guide details all steps required when selecting 2019 elective subjects online. Please note this is the only method that elective preferences will be received.

2. This instruction sheet will include an individual Student Access Code and Password. The Year Level Coordinator will also have a copy of each student’s Access Code and Password.

3. Students will have up to three opportunities to change their preferences if needed; however, the final selection must be completed by Friday 14 September.

4. All current students are required to print a Preference Receipt on completion of the online process. This will need to be signed by parents and submitted to Junior School Office.
EXPECTATIONS

At Ormiston College we have very clear expectations about the need for students to behave in ways which are appropriate for effective teaching and learning to occur. Teaching and learning occurs in a variety of settings such as the classroom, excursions, guest speakers and through a variety of strategies such as teacher explanations, individual work, experiments, field studies, assessment, game play and rehearsal.

The behaviour of students is expected to reflect the following basic principles which will allow all students to ‘seek to achieve’ their best.

LEARNING: Be prepared to learn and respect the right of others to learn.
RESPECT: Respect others, their property and the College environment.
COURTESY: Be polite and courteous at all times.
PUNCTUALITY: Be on time.
INSTRUCTIONS: Follow the instructions given by staff.
SAFETY: Behave in a manner that will not endanger yourself or others.
DRESS: Adhere to the dress code at all times.

At Ormiston College we believe that:
1. Everyone has a right to work in an environment which enables them to learn.
2. Everyone has the right to be treated respectfully and courteously.
3. Everyone has the right to work in a pleasant, safe and clean environment.
4. Parents have a right to share in their son or daughter’s education.

WORK ETHIC

Learning requires a positive work ethic. Students need to be prepared to learn and commit to developing the necessary work habits to enable them to reach their potential.

Students with a strong work ethic are highly focused, demonstrate persistence, concentration, organisation and confidence. They consistently apply themselves fully to all set tasks and are keen and motivated to learn.

We believe that each student must develop positive, strong work habits so that each student has the chance to attain his or her best as a learner and so that each has these behaviours as lifelong habits.

Work ethic also deals with self-discipline and independent learning. In the secondary learning environment of Year 7 to Year 12, we say that, “Working on task is not negotiable”. Students with a strong work ethic demonstrate confidence, persistence, focus, concentration, preparation, organisation, application and diligence. We focus each student upon the following:

ORGANISATION
• Student brings textbooks and workbooks to class.
• All necessary equipment (laptop, pens, paper, calculator etc.) is brought to class by the student.
• Student Handbook is brought to every class.
• Student arrives on time to class, unless student has the necessary ‘Late’ documentation.
• Borrowing should not be necessary when students are organised.
BEHAVIOUR
- Student begins work, as instructed and immediately.
- Student works strongly on set tasks.
- Student completes classroom tasks completely or to the best of one’s ability.
- Student is on task, as demonstrated by his or her concentration and focus.
- Student works responsibly, without undue supervision or disciplinary measures.
- Student is polite, courteous and does not engage in distracting behaviours.
- Behaviour that interferes with the learning of others is not tolerated.

HOMEWORK
- Completion of set tasks to an adequate or better degree.
- If incomplete, a student must make a reasonable attempt to complete as much as they can.

STUDY PLANNING
- Students are guided in the preparation of a study plan each term once the Assessment Schedule has been provided. Advice is provided on how to organise time, how to study and where to seek assistance if needed.
- Parents have the opportunity to learn the study planning process at a parent information session held early in Term 1.
HOMEWORK

Homework is the time students spend outside the classroom in activities to practise, reinforce or apply newly acquired skills and knowledge and to learn necessary skills of independent study.

Home study is an important aspect of learning. Research indicates that, in schools where homework is routinely assigned and corrected, there are more students achieving their potential. This is because students are actively practising and reinforcing skills and knowledge. By the time a student finishes his or her final years of Secondary School, he or she will have found ‘homework’ and good study ‘routines’ not only important, but, in fact, essential for full success at school. Ormiston College has a clear Homework Policy as we know the value of homework and study.

As a student enters Middle School at Year 7, he or she, in cooperation with his or her parents and teachers, needs to give as much attention to developing good home study ‘routines’ as to the content of homework itself.

Teachers assign homework for many reasons: to enrich or extend class lessons; to arouse maximum interest for future lessons; to reinforce concepts or understandings previously learned; and to provide necessary practice, as part of the process for storing information, processes and skills in long term memory.

Homework can take many forms. It can include problem-solving activities, language practice or project work to be completed over a period of time. Project work requires careful planning and continuous effort to produce the best quality assignment and avoid the last-minute rush. Rehearsal as preparation for oral presentations or performances is another form homework can take. Teachers are not required to accept homework which is below standard and showing a lack of time and effort, or to accept homework beyond established deadlines.

Suggested homework time requirement for Year 7 is at least 50-60 minutes per school night.

Sometimes, a student may need to increase or decrease homework time, depending upon the demands of individual subjects, assignments due or tests occurring. Nevertheless, each student needs to develop the skills for managing his or her homework.

There is never no homework. Home study involves students working on teacher-set work and student-set work. If it happens that a teacher does not set homework, the student is to set his or her own homework. In fact, the truly effective learners are those students who are able to go further than completing only the teacher-set homework.

PARENTS CAN HELP

• Assist students to develop good learning habits by providing a specific time and place for study which is free from distractions.
• Check homework has been given and attempted and sign homework diary as required.
• Contact the student’s teachers regarding concerns about homework, particularly if the student is unable to understand what is required.
• Encourage the student to have a positive attitude towards their academic studies.
• Respond constructively to concerns (if any) by teachers about standard of student homework.
• Attend Parent-Teacher-Student interviews to discuss student progress with teacher.
CO-CURRICULAR ACTIVITIES

Ormiston College is committed to the development of other dimensions of student learning through our extensive co-curricular activities. Being organised, working in teams; performing in front of others and solving problems are just some of the skills that Year 7 students need to develop.

To encourage the development of the full potential of our students, each student has the opportunity to participate in a variety of co-curricular activities. It is expected that all students will participate in a minimum of two co-curricular activities during the year, whether they be sporting or cultural.

Through participation in our co-curricular program, students will develop the physical, social, cultural and creative dimensions of your lives. Friendship, team spirit and pride are the benefits students will enjoy when they become involved in our co-curricular program.

WE ENCOURAGE YOU TO PARTICIPATE IN OUR CO-CURRICULAR PROGRAM.

CULTURAL ACTIVITIES

The following are some of the cultural activities available to students in Year 7:
- Debating
- Public Speaking
- Robotics
- Chess
- Art Club
- Drama Tuition

Details of the cultural activities offered within the endeavour of Music are outlined in the following section.
CO-CURRICULAR MUSIC

Year 7 students are encouraged to participate in the choirs and ensembles available at the College as part of the Co-curricular Music Program. There is a Choir, Band, String or Small Ensemble for students at every level of ability which complements our Music Tuition Program. Further details regarding our Ensemble program are available from the Dean of Music or via the Music website (www.ormistoncollegemusic.com).

VOCAL AND INSTRUMENTAL TUITION PROGRAM

At Ormiston College, students have the opportunity to learn a musical instrument from expert tutors.

Music tuition lessons are available in individual private lessons. For enrolment information and a current fee schedule, please visit www.ormistoncollegemusic.com or contact the Music Administrative Assistant on (07) 3488 6753.

Lessons are primarily conducted during school hours. Students leave academic classes to attend these lessons. So that students do not miss the same lesson each week, tuition lessons are held on a rotational system.

Tuition students who are involved in our Tuition Program are expected, on reaching a suitable performance standard, to be a member of one of the various ensembles available at the College.

In addition to the comprehensive assessment and reporting framework embedded into the College’s Music Tuition Program, all students learning an instrument at Ormiston College have the opportunity to sit externally assessed exams. The learning experiences in our one-on-one lessons are drawn from the Australian Music Examinations Board and Trinity College, London syllabus document. All of our Music Tutors have considerable experience and success in preparing students for external exams from Beginner to Advanced levels. Preparation for these exams can occur during weekly lessons; however, there is an additional fee to cover the cost of sitting the exam.

In addition to individual performance exams from AMEB and/or Trinity, the College offers a comprehensive AMEB Theory exam course in a small group learning environment. For further information regarding the external examination opportunities available to Ormiston College Music students, please contact the Music Department, via music@ormistoncollege.com.au.
CO-CURRICULAR SPORT

Interschool sport aims to:
- Provide students with the opportunity to strive for excellence.
- Promote physical and mental fitness.
- Provide wholesome competition under skilled supervision.
- Encourage and develop by word and example good sportsmanship.
- Provide an opportunity for students to identify with fair, sportsmanlike and successful school teams and to feel pride in and loyalty for their College.
- Encourage and develop qualities of leadership, responsibility, cooperation and trust.

Ormiston College is a member of The Associated Schools (TAS) which plays three trimesters of Saturday sport each year.

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
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<tbody>
<tr>
<td><strong>Trimester 1</strong></td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td>Tennis</td>
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<tr>
<td>Volleyball</td>
<td>Basketball</td>
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<td><strong>Trimester 2</strong></td>
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<tr>
<td>Rugby</td>
<td>Hockey</td>
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<tr>
<td>Tennis</td>
<td>Netball</td>
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<tr>
<td><strong>Trimester 3</strong></td>
<td></td>
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<tr>
<td>Soccer</td>
<td>Touch Football</td>
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<tr>
<td>Basketball</td>
<td>Volleyball</td>
</tr>
</tbody>
</table>

Students are also selected to represent Ormiston College in TAS Swimming, Cross Country and Athletics. The College highly regards representation in our TAS Teams.

Ormiston College also has a proud tradition in AFL and fields boys’ teams in the Queensland Invitational Schools’ competition and girls in the TAS Girls AFL Carnival. In Term 1 and Term 4, students may also represent Ormiston College in Sailing.

Skilled and talented Ormiston College students may wish to participate in Bayside District Trials which may result in selection in Metropolitan East and State teams. If parents wish their son or daughter to participate in a Bayside Trial, they should seek the permission from the College and indicate what the travel arrangements for him or her to and from the venue will be.

INTERHOUSE PROGRAM

There is a dynamic Interhouse competition in the Secondary School. Chappell, Laver, Norman and Wickham Houses fiercely compete for the Champion House Cup and the Trophy of Spirit.

Interhouse activities include:
- Touch Football
- Volleyball
- Readers’ Cup
- Debating
- Athletics
- Pavement Art
TEXTBOOK AND RESOURCES HIRE SCHEME

Ormiston College operates a Textbook and Resource Hire Scheme for all students in Year 7 to Year 12.

The following items are included in the Scheme:
• All textbooks used by the student for as long as they are needed by the student (on a take home basis).
• A range of teacher prepared notes, some student worksheets and some other resources in some subjects.

Some items are excluded from the Scheme. An extensive stationery list will be available mid Term 4.

Ormiston College offers our parents and students the service of pre-packed stationery orders. Pre-ordered stationery packs can be collected from the College on two designated days before school commences.

The company that allows the College to offer you this service provides parents with two options when pre-ordering. Option 1 is to order online and also to pay on-line. Option 2 is to order using the hard copy list and order form returned to Student Reception.

During the first week of school, Ormiston College will issue each Year 7 student with a laptop. While this is College owned, the student has the laptop 24/7. This is to enhance the teaching and learning we offer our students. The laptop will be set up before issue. It is a learning tool and it is not acceptable for any student to add social network programs or to use the laptop for anything other than academic learning (see Student Handbook/Diary for more details).