

VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL 2024 JUNIOR ACADEMIC CURRICULUM HANDBOOK



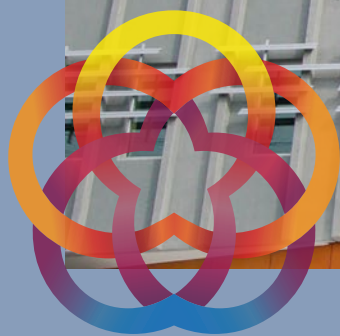
Victoria's premier school for the
training and education of talented
young Dancers, Musicians, Theatre
and Visual Artists.



Victorian College of the Arts
SECONDARY SCHOOL



Department
of Education



JUNIOR ACADEMIC CURRICULUM 2024

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WELLBEING

All students at VCASS have the right to feel safe and secure in their school environment. At times students may need support in regard to learning or wellbeing.

There are a number of avenues of assistance as outlined below.

1. If students have any academic concerns, the first person to speak to is the classroom teacher. This can be done by speaking to them directly, or sending an email outlining where support is needed. All teachers' emails are available through Compass.
2. If matters with the classroom teacher cannot be discussed or students have an issue of concern which does not involve a particular class or subject, the Year Level Coordinator can assist. They are there to assist students, and can suggest avenues of ongoing support and guidance.
3. Depending on the issue, the Year Level Coordinator might refer students to the Head of Junior School to relay the issue and plan a way forward.
4. The way forward may involve offering students the opportunity to speak to the School Counsellor. Students are able to do this without going to a teacher or a Year Level Coordinator. The School Counsellor will then let the Head of Junior School know that support is being provided.

ABS

The partnership between The Australian Ballet School (ABS) allows students to commence a specialist program whilst maintaining a broad-based comprehensive academic education. At VCASS, students in ABS (Level 4) enrol in the mainstream VCASS Academic Program that complements and supports their intensive specialist training.

Level 4 is the first year of ABS full-time training. It is offered alongside the VCASS academic program for years 7, 8 and 9. Students in Level 4 are expected to achieve well in their academic studies as well as consolidate and expand their technical and artistic dance skills. Depending on age and previous academic studies, the majority of Level 4 students are enrolled in the Year 8 or Year 9 academic program. Students follow the same course of study as their VCASS peers.

BRING YOUR OWN DEVICE (BYOD) PROGRAM

The Victorian College of the Arts Secondary School believes that Bring Your Own Device (BYOD) is an appropriate way for students to use technology at school in a world where a personal device can effectively meet a number of educational needs and can be self-managed. BYOD devices can be, but are not limited to a laptop or convertible device. These devices are placed on the school Wi-Fi network at the discretion of the Principal. Conditions of use are identical to those in place for school owned devices. The student and their parent/guardian must sign an Acceptable Use Agreement (BYOD) upon enrolment.

EXTRA-CURRICULAR EXCURSIONS

Excursions are an important component of the learning process in that they provide for enhancement and extension of the curriculum. They provide an opportunity for practical applications of the students' studies, which often cannot be accomplished in the classroom.

JUNIOR CAMP

Camps provide an opportunity for students to be challenged, personally and physically, while being away from home for an extended period.

At VCASS, we have one camp each year, offering students in Years 7, 8 and 9 the opportunity to be immersed in an environment that will allow them to show leadership skills and get to know their peers and teachers in a different setting.

Junior Camp is held in the first term. In the past, students have travelled to scenic locations such as Grantville, Somers, Marysville, Iluka Retreat, and Mount Evelyn for a three-day camp program. VCASS Camps are fun and very hands-on with a focus on learning, participation and performance. Students can expect to be challenged physically and intellectually and be put in situations that challenge their comfort zones (with the key phrase 'challenge by choice' underpinning all activities). Students can expect activities such as orienteering, kayaking, bush walking, craft activities, obstacle and initiative courses as well as our traditional red faces night, which is always spectacular at the VCASS Junior Camp.

Given that VCASS welcomes a number of new students each year from across Victoria, interstate and overseas, camp provides a great opportunity for students across year levels and disciplines to interact and get to know each other. Downtime is scheduled into the program to allow students the chance to unwind and socialise with the view to improving community and fostering bonds and friendships. Students are not permitted to bring mobile devices to camp.



DEBATE CLUB

The Debate Club at VCASS is a volunteer extracurricular opportunity open to Years 8 to 12. Each team experiences the support of their coach to build critical thinking and public speaking skills. Teams have meetings to plan and collaborate for competition events. Each round of the inter-school debating competition is held at the Haileybury City Campus as part of the Debaters Association of Victoria.



Year 7 & 8 Subjects

VICTORIAN CURRICULUM LEARNING AREAS

STUDIES

ENGLISH
FRENCH
HUMANITIES
MATHEMATICS
SCIENCE
WELLBEING

VCASS MUSIC PROGRAM
VCASS DANCE PROGRAM

SEMESTER BASED STUDIES

ART
DRAMA

Year 9 Subjects

VICTORIAN CURRICULUM LEARNING AREAS

STUDIES

ENGLISH
FRENCH
FRENCH BEGINNERS
KERRUPON
MATHEMATICS
WELLBEING

VCASS MUSIC PROGRAM
VCASS DANCE PROGRAM

SEMESTER BASED STUDIES

ART
DRAMA
HUMANITIES
SCIENCE

YEAR 7 ACADEMIC

7 ART

In Year 7, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist. Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. They extend their thinking and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

ASSESSMENT TASKS

Body of Artworks

Written Assessment

7 DRAMA

Students are introduced to various theatre techniques such as dramatic storytelling through improvisation and script work, suspension of disbelief, the body as animate and inanimate object, and the application of simple stagecraft such as props and costume. The two main performance-based units' students will focus on are creating and presenting an adaptation of a fairytale and devising and filming a piece that draws from a selected song lyric. Personal skills and qualities such as concentration, commitment, sensitivity, leadership, self-motivation, listening and imagination are developed through a variety of workshop exercises.

PERFORMANCES

Adaptation of a Fairytale

Selected Song Lyric

ASSESSMENT TASKS

Solo and Ensemble Scripting

Solo and Ensemble Performance Work

7 ENGLISH

To emphasise the importance of treating language development as an integrated process, Year 7 English encourages curiosity, the skills of reading, writing, speaking, listening and thinking. It supports a focus on challenging learning situations in which students take increasing personal and group responsibility for their language development. This course focuses on expanding the range and complexity of the texts students speak about, listen to, read, view and write. There is particular emphasis on responding to fiction with more critical awareness, and on developing interpersonal language skills and robust and reflective drafting and editing processes.

ASSESSMENT TASKS

SEMESTER 1

Text Analysis Test

Argument Presentation task

SEMESTER 2

Text Analysis Essay

Creative task

7 HUMANITIES

In Semester 1, students are introduced to key ideas and terms used in the study of History. Students examine the aims and skills involved in the study of archaeology and ancient history from c. 60,000 BC (BCE) – c.650 AD (CE). They explore local indigenous history, and look into ways of promoting and preserving culture of the Kulin nations in the 21st century. Students also research aspects of ancient societies including beliefs, arts, architecture, trade and political power in Mesopotamia, Greece and China.

In Semester 2, students study Geography, Civics and Citizenship. With water as a key focus, students will assess the accessibility of resources, and examine the impact that people have on their environment. From 'survive' to 'thrive', students will then work on a unit on 'liveability'. In Civics and Citizenship, students link ideas about democracy and citizenship with changes affecting the global community.

ASSESSMENT TASKS

SEMESTER 1

Historical Skills Test
Indigenous Culture Multimedia Presentation
Ancient Greece Oral Presentation

SEMESTER 2

Geography Skills Test
Water Conservation Campaign
World's Most Liveable City Project



7 FRENCH

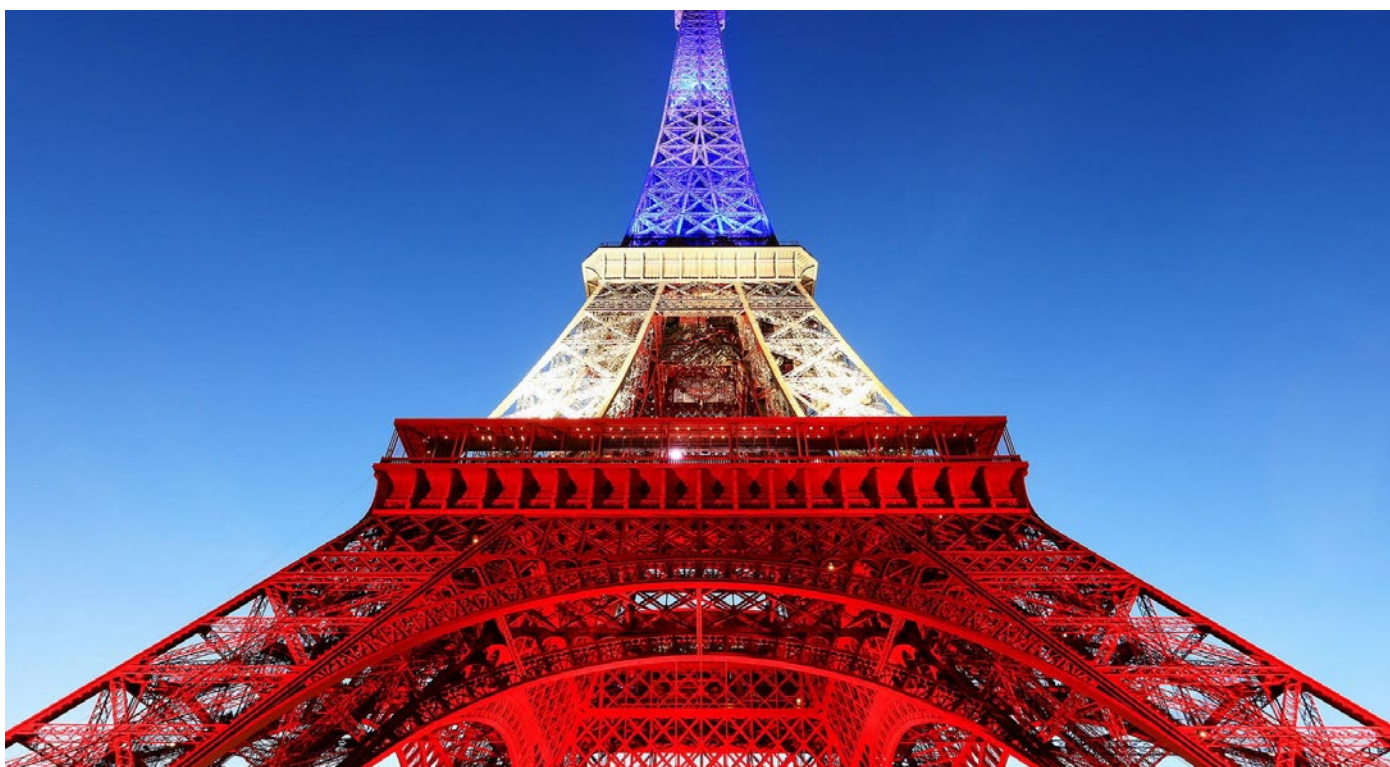
The aim of this course is to enhance students' ability to communicate using French, by developing their speaking, listening, reading and writing skills, and also their understanding of French culture. In Semester 1, students learn oral communication skills and also learn to read and write the French they can say. They are given further practice in reading for meaning. Topics covered include numbers, time, greetings, introductions, the alphabet and the classroom. In Semester 2, students build on the speaking, reading and writing skills developed in Semester 1. Topics covered include school, the calendar, self, family, animals and pets, food, and festivals and celebrations. Students also support their learning through the use of Education Perfect.

SEMESTER 1 TOPICS

Numbers
Time
Greetings
Introductions
The alphabet
The classroom

SEMESTER 2 TOPICS

School
The calendar
The self
Family
Animals and pets
Food
Festivals and celebrations



7 SCIENCE

In Level 7, the curriculum focus is on explaining phenomena involving science and its applications.

Students will be introduced to scientific equipment, and working safely in a science laboratory. This will allow them to complete practical work and develop Science Inquiry Skills.

In chemical sciences, students develop their understanding of the particle model, the difference between pure substances and mixtures, and explore a range of physical and chemical separation techniques.

Students will learn about contact and non-contact forces through physical sciences. Furthermore, they will investigate the design of simple machines, and how they make work easier.

In biological sciences, students focus on the scientific classification of organisms, and the interactions between organisms in ecosystems. They also explore the impact of human activity on ecosystems.

ASSESSMENT TASKS

TOPICS

Safety in the laboratory, and working in a science laboratory
 Pure substances, mixtures and separation techniques
 Forces and simple machines
 Classification and interactions between organisms in ecosystems

ASSESSMENT

Topics Tests
 Practical Investigations
 Research Assignment

7 WELLBEING

Wellbeing in Year 7 aims to assist students to develop healthy and conscientious habits during their transition to secondary education at VCASS. The course emphasises the importance of empathy, respectful behaviours and compassion as well as addressing important topics such as travel safety and organisation. Students will focus on developing resilience, positive relationships and safe behaviours online through a range of videos, discussions and activities.

THEMES

Mental Wellbeing
 Online Spaces and Cyber Safety
 Human Rights
 Tracking Gender
 Social and Emotional Needs
 Nutrition
 Body Kindness

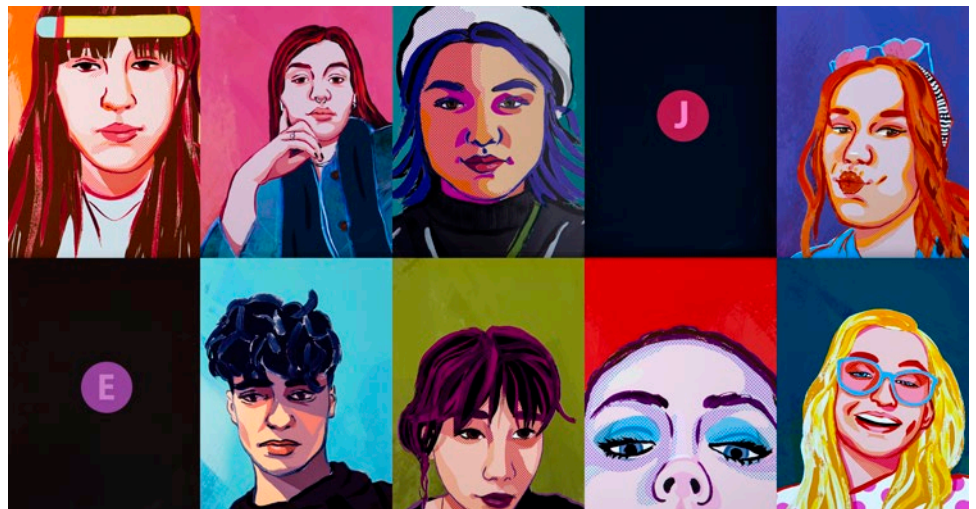
YEAR 8 ACADEMIC

8 ART

In Year 8, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist. Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. They extend their thinking and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

ASSESSMENT TASKS

Body of Artworks
 Written Assessment



8 DRAMA

In the study, students will focus on enhanced expressive skills and sustained improvisations. Students will begin to explore dramatic elements and develop group-devised scripts for performance. Areas of exploration are improvisation, building tension, workshops exploring basic performance styles and solo performances. Scripted tasks are also a main feature. Students will focus on a unit of Melodrama: creating character (solo and partner), devising scenarios and scripting original pieces. Personal qualities such as self-confidence, concentration, listening, self-discipline and imagination are extended through a variety of drama activities and improvisational group work. Individually and in groups, students experiment with different theatre conventions and performance style Melodrama to convey meaning.

ASSESSMENT TASKS

Solo and Ensemble Scripting
 Solo and Ensemble Performance Work



8 ENGLISH

The focus of English in Year 8 is on expanding the range and complexity of the texts students speak, listen to, read, view and write. Students examine the common characteristics of texts and are able to discuss the organisational structures and features of different genres. Students write a variety of fictional and factual texts in a variety of modes, displaying competence in the selection of ideas and information and the use of language to express these ideas clearly and effectively.

ASSESSMENT TASKS

SEMESTER 1 TOPICS

Text Analysis Test
Creative Crime Mystery Story

SEMESTER 2 TOPICS

Creative Poetry Project
Text Analysis Essay



8 HUMANITIES

The investigation of Medieval History helps students to understand changes that led to the modern era. The content provides opportunities to develop historical knowledge, understanding and skills through the use of key concepts, including evidence, continuity, change, cause and effect, perspectives, empathy, significance and contestability.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

HISTORY

Medieval Europe (c.590 – c.1500)
The Ottoman empire (c.1299 - 1683)
The Mongol Empire (c.1206 - 1368)

GEOGRAPHY

Civics and Citizenship
Landforms and Landscapes
Changing Nations

ASSESSMENT TASKS

SEMESTER 1

Medieval Source Analysis
Citizen Voice Letter
Renaissance Man Website

SEMESTER 2

Mountains Brochure
Geography Skills Test

8 FRENCH

The aim of this course is to enhance students' ability to communicate using French, by developing their speaking, listening, reading and writing skills, and also their understanding of French culture. Topics covered in Semester 1 include classroom instructions, school subjects, the home, daily routine, describing people, and expressing opinions. In Semester 2, topics covered include clothing and making purchases, giving and understanding directions, identifying places in a French town, and holidays. Students also support their learning through the use of Education Perfect.

SEMESTER 1 TOPICS

Classroom instructions
School subjects
The home
Daily routine
Describing people
Expressing opinions

SEMESTER 2 TOPICS

Expressing opinions
Clothing and making purchases
Giving and understanding directions
Places in a French town
Going on holidays

ASSESSMENT TASKS

SEMESTER 1

Oral Assessment
Written test

SEMESTER 2

Written Test
Oral Assessment
Cultural Assignment: Paris



8 SCIENCE

In Level 8, the curriculum focus is on explaining phenomena involving science and its applications.

In biological sciences, students focus on form and function at a cellular level and explore the organisation and interconnectedness of body systems.

In chemical sciences, students explore changes in matter at a particle level, and distinguish between chemical and physical change.

Students will learn about forms of energy through physical sciences. Furthermore, they will describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students will develop their key science skills through scientific investigation. They will take accurate measurements and control variables in experiments to analyse relationships between system components and explain these relationships through appropriate representations. They will make predictions and propose explanations, drawing on evidence to support their views.

ASSESSMENT TASKS

TOPICS

Elements, Compounds and Mixtures
Cells
Body Systems
Energy Transformations
Reproduction
Chemical reactions

ASSESSMENT

Topics Tests
Practical Investigations
Research Assignment

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8 MATHEMATICS

Mathematics in Year 8 allows students to explore numbers in detail. Throughout the Year 8 Mathematics course, students will undertake problem-solving exercises, investigations, and learn how mathematics is applicable in real life. Throughout all of the topics, students will continue to develop mathematical skills and understanding, and will apply this knowledge to real life scenarios in their world.

TECHNOLOGY & SOFTWARE

Texas Instrument TI-30XB
 Mathspace
 Desmos

COMPETITIONS

The Australian Maths Trust- Australian Maths Competition
 Australasian Problem Solving Mathematical Olympiads

ASSESSMENT TASKS

SEMESTER 1

Integers Test
 Decimals, Fractions and Percentages Test
 Measurement Test
 Problem Solving

SEMESTER 2

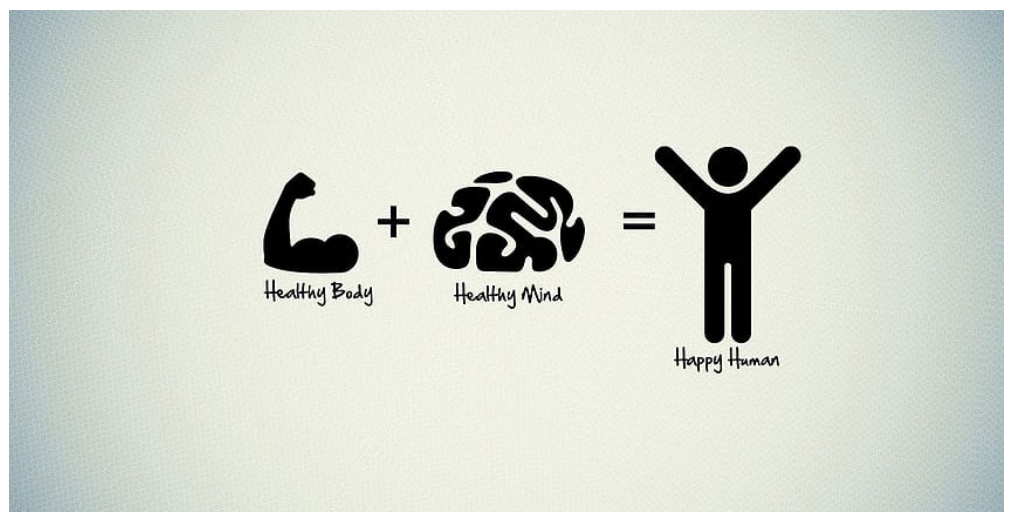
Equations and Geometry Test
 Statistics Investigation
 Rates and Ratio Test
 Linear Graphs Assignment

8 WELLBEING

In Year 8 Wellbeing, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students develop the ability to find and engage with resources to enhance their health and wellbeing. Students evaluate the benefits of relationships on wellbeing and respecting diversity and gender. They analyse factors that influence emotional responses and mental health and apply these to everyday experiences. They investigate strategies that enhance their own and others' health, safety and wellbeing. They also examine how connecting to the environment can enhance wellbeing.

THEMES

Mental Wellbeing
 Expectation and the Law
 Power and Privilege
 Gender Based Violence
 Peer Support
 Empathy and Resilience
 Mental Illness
 Inclusion and Diversity
 Body Kindness



YEAR 9 ACADEMIC

9 ART

At Year 9 level, students in Art begin to identify and hone their personal style when creating artworks that respond to the themes of Language, The Absurd, Illusion and Boundaries. Students engage more thoroughly in processes of conceptualization and planning, to enhance their ability to effectively express their intentions through artworks. Students analyse and evaluate their artworks on the basis of their selection and application of materials, techniques, and presentation of ideas. Students add depth to their growing artistic experience, producing artworks using a range of materials and techniques. Students analyse and interpret key artworks of the media studied, developing their theoretical and practical comprehension of artistic movements and styles.

ASSESSMENT TASKS

Body of Artworks
Written Assessment



9 DRAMA

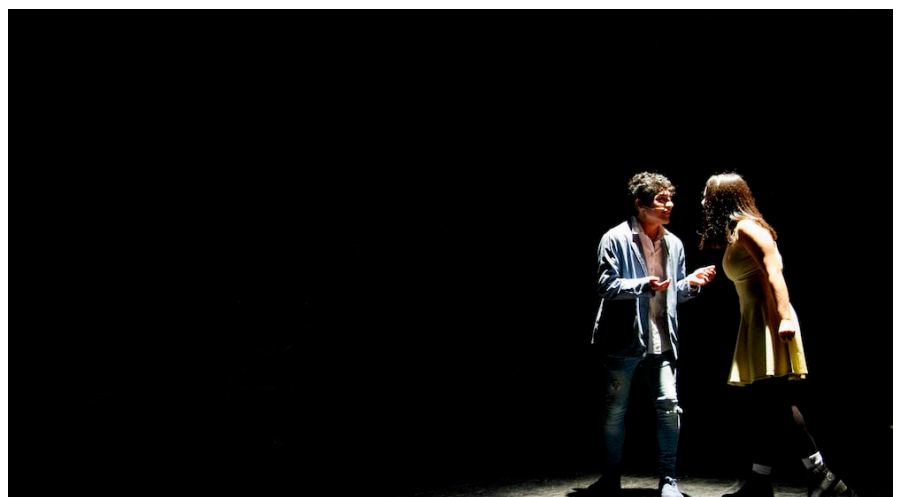
The focus of Drama at Year 9 is on creating characters and developing play-building techniques. Students use expressive skills to create characters, learn to manipulate drama for different purposes and audiences, and experiment with different dramatic elements, contexts, and theatrical conventions. Students will focus on two performance units including character work utilising Basel Masks and the theatre style of Commedia dell'Arte. Students will learn essential skills and techniques including mask and improvisation, mask ritual, prop transformation, comic timing that will lead towards short performance outcomes. At the end of the study, students perform their devised works to an audience.

PERFORMANCES

Basel Masks
Commedia dell'Arte

ASSESSMENT TASKS

Solo and Ensemble Scripting
Solo and Ensemble Performance



9 ENGLISH

In Year 9 students study novels, film, short stories and contemporary news articles in a focused and supportive learning environment. Students are involved in reading, viewing, listening, writing, creating, comparing, researching, problem solving, reflecting and talking about a range of text types from the simple to the complex. Our Year 9s respond to texts in a number of creative ways allowing them to explore texts with depth and critical thinking and use other skills to present their ideas. Students are challenged, their thinking skills extended and their analytical skills honed.

ASSESSMENT TASKS

SEMESTER 1

Persuasive writing based on a text.
Text Response

SEMESTER 2

Multimodal Project
Creative non-fiction writing

9 HUMANITIES

In Year 9 Humanities, students study History, focusing on the making of the modern world from 1750 to 1918. Students consider the relevance of an understanding of these topics to the past, present and future. They also investigate why people have different points of view. The modern period is one of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918), the 'war to end all wars'.

HISTORY

The Industrial Revolution
Aboriginal History
Early Colonial Settlements
World War I

GEOGRAPHY

Biomes
Food Security
The Green Revolution

Economics:

Globalisation
The Market
Supply Chains

ASSESSMENT TASKS

SEMESTER 1

The Industrial Revolution Source Analysis
World War I Test

SEMESTER 2

Biomes Test
Food Security Research Project

9 KERRUPON PROGRAM

Kerrupon means ‘community’ in the language of the Boonwurrung people, the original custodians of the land on which our campus stands. The program was developed partly in response to feedback from alumni who suggested that the experience of studying at VCASS could leave students with a better understanding of the communities for whom they might one day perform. Kerrupon students undertake a range of activities on and off the school site. These include a number of creative, project-based cultural and environmental activities. The program also includes a unit that covers a range of health and wellbeing topics.

The aim of the Kerrupon Program is to expand our students’ experience of the world outside of the school campus and to increase their connection with the community in ways they have not been able to do before. An important objective is to integrate student learning across the traditional academic disciplines. Students reflect on their experiences in writing, through visual media and in-class discussions and presentations.

EXPERIENCES

Bunjilaka Exhibition
 Islamic Museum
 Jewish Museum
 Intersection (Urban Seed)
 LGBTQIA+ History Guest Speaker
 Syrian Migrant Experience Guest Speaker
 Immigration Museum
 Royal Melbourne Zoo Ethics Trail

Eureka Skydeck
 Morrisby Careers Consultation
 Animal Ethics Guest Speaker
 Hardrock Climbing
 South Melbourne Beach
 Port Phillip Specialist School Volunteer Program

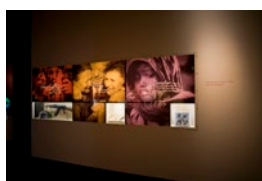
ASSESSMENT TASKS

SEMESTER 1

Community Excursion Reflection
 Community Exhibition

SEMESTER 2

Volunteer Program Reflection
 Media for Change Video Project



9 FRENCH

Completion of Year 8 French is the prerequisite for this course.

The aim of this course is to enhance students' ability to communicate using French, by further developing their speaking, listening, reading and writing skills, and also their understanding of French culture. The topics for Semester 1 are: describing where we live and household tasks; daily routine and time. New language structures include regular, irregular and reflexive verbs in the present tense and regular and irregular verbs in the past tense. The topics for Semester 2 are hobbies and social activities, food shopping, and towns/cities. New language structures include the immediate future, the perfect tense, simple direct object pronouns, simple interrogatives, negative expressions, the partitive article and quantities. Students also research and present information on a region of France. Students support their learning through the use of Education Perfect. Homework is an important component of Year 9 French.

ASSESSMENT TASKS

SEMESTER 1 TOPICS

Describing where we live and household tasks
 Daily routine
 Time

SEMESTER 2 TOPICS

Hobbies and social activities
 Food shopping
 Towns/cities



9 FRENCH BEGINNERS

ASSESSMENT TASKS

In Year 9 French Beginners, students learn oral and written communication skills, and practice talking about their personal world. In Semester 1, topics covered include numbers, greetings, nationalities, and the classroom. Students also learn to use the verbs to be (être) and to have (avoir). They are given further practice in reading for meaning. In Semester 2, students build on the speaking, listening, reading and writing skills developed in Semester 1. Topics covered include family, animals and pets, food, leisure and festivals and celebrations. Students also learn to use regular and irregular verbs in the present tense, the simple future and some expressions in the past. Students also support their learning through the use of Education Perfect.

As this is a beginner's course, students are working towards achieving Level 7 in the Victorian Curriculum.

SEMESTER 1 TOPICS

Listening, Reading and Writing Test - Introductions
 Role Play - Un nouvel élève
 Cultural Assignment: La Francophonie

SEMESTER 2 TOPICS

Listening, Reading and Writing test - Famille
 Oral Interview - Moi, ma famille, mes animaux et mes loisirs
 Cultural Assignment - Paris

9 MATHEMATICS

Year 9 Mathematics is concerned with the development of mathematical skills and understandings, which are applicable to daily living and help students to make sense of their world. The course places emphasis on consolidating mathematical skills and mastering application of higher order thinking strategies when using mathematics to solve a range of problems. These skills are required to provide a sound foundation for subsequent mathematics studies. In addition, students will gain a more complex understanding of how to use technology to enhance the explanation and understanding of mathematical tasks.

TECHNOLOGY & SOFTWARE

Texas Instrument TI-30XB
 Mathspace
 Desmos
 Microsoft Excel

COMPETITIONS

The Australian Maths Trust - Australian Maths Competition
 The Mathematical Association of Victoria - Year 9 Maths Games

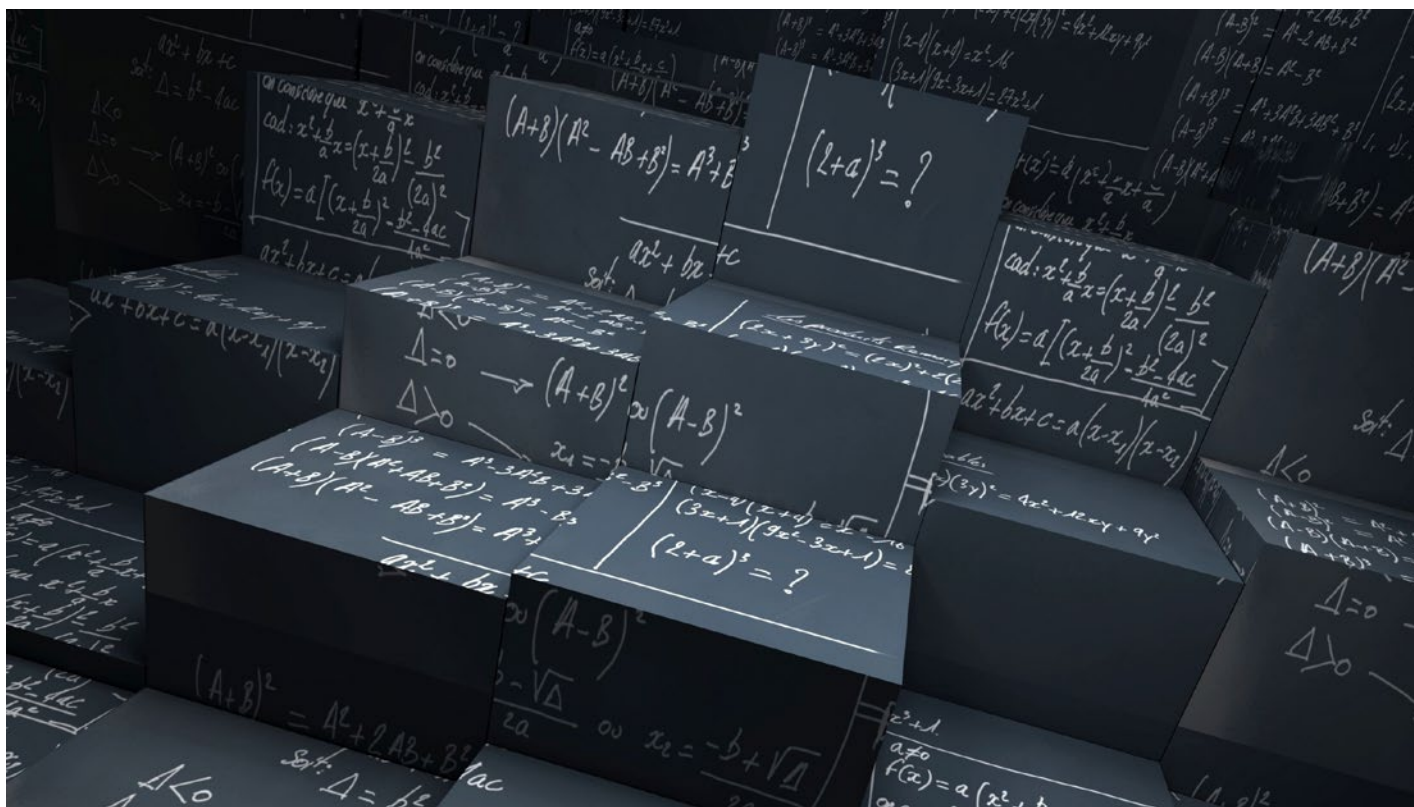
ASSESSMENT TASKS

TOPICS

Probability
 Algebra - Expansion and Factorisation
 Linear Equations
 Linear Graphs
 Pythagoras' Theorem
 Similarity & Congruence
 Trigonometry
 Index Laws
 Statistics

ASSESSMENT

Topics Tests
 Investigations
 Problem Solving Tasks



9 SCIENCE

In Level 9, the curriculum focus is on explaining phenomena involving science and its applications.

Students explore biological sciences through the roles of the human nervous system and endocrine system. They investigate control and coordination through the maintenance of internal environments and explore negative and positive feedback loops.

During the chemical sciences topic, students consider the structure of the atom, radioisotopes and nuclear reactions. Students investigate the law of conservation of mass, and explore energy transfer in chemical reactions, as well as reactions involving acids and bases.

Students learn about static electricity and electric circuits. Students will investigate the requirements of a simple electric circuit, as well as the relationship between current, voltage and resistance in a circuit. Furthermore, they will explore circuits connected in series and parallel.

Students explore the dynamic nature of the earth and how plate tectonics explain geological activity and formations.

TOPICS

Control and Coordination
 Atomic Structure and Chemical Reactions
 Electricity
 Dynamic Earth

ASSESSMENT TASKS

Topic Tests
 Research Assignments
 Practical Investigations

9 WELLBEING

In Year 9 Wellbeing, students work to develop an understanding of the communities that they belong to. They investigate social and cultural diversity while adopting leadership skills to promote social consciousness within VCASS and the wider community. Furthermore they explore their own identity, respectful relationships, and themes that relate to their personal health and wellbeing.

THEMES

Social and Emotional Wellbeing
 Drugs, Alcohol and Vaping
 Respectful Relationships
 Careers Planning
 Organising Safe Events
 Sexual Health
 Vaping
 Inclusion and Diversity
 Body Kindness



CONTINUOUS REPORTING

Throughout each semester, teachers will use a continuous reporting model to provide feedback on specific assessments to parents and guardians. These reports will be released progressively during each course of study, utilising 'Learning Tasks' via Compass. This model of reporting will enable students and families to receive feedback throughout each semester, and provide students with greater opportunities to implement feedback in subsequent assessments.

At the end of each semester, 'Learning Task' reports for every subject will be collated, and will be available to download as a comprehensive PDF report.

HOMEWORK

The ability to develop regular practice in specialist areas balanced with focused homework and home study is a valuable aspect of the learning process at the Victorian College of the Arts Secondary School. Music students are expected to undertake at least two hours of music performance study or practice each day. It is recognized that dance and gymnastic students have demands that ensure they are generally more tired and get home later than other students their age in other schools.

GUIDELINES

- Homework is set by the teachers to reinforce, supplement and extend classroom teaching into the home environment.
- Set homework should provide an opportunity for students to achieve goals, extend learning and develop self- discipline.
- Where possible, homework should give students opportunities to develop as individuals by encouraging the use of their preferred learning styles and varied methods of presentation.
- Teachers should ensure that homework requirements are carefully planned and corrected as soon as possible. Students should be given training in the specific skills required to effectively complete homework.
- Homework tasks should be set in such a way that students and parents recognize their relevance to work done in class, understand what is expected and can tell when the tasks are completed.
- Homework for all students should develop from class work that has been very clearly and carefully explained.
- Homework demands on time should be relatively predictable and evenly spaced.
- Homework requirements should allow time for social interaction with family and friends.
- Homework should encourage teachers, parents and students to establish links between school and home.

HOMEWORK RECOMMENDATIONS

The recommended guidelines on academic subjects, inclusive of classroom music and dance homework, five nights per week in each learning area in addition to their music performance, study or practice.

The recommended guidelines for time to be spent on academic work, inclusive of classroom music and dance homework, five nights per week in each learning area in addition to their music performance, study or practice.

YEAR 7, 8 & 9

Year 7

30 minutes each week in English, Mathematics, Humanities, Science, Foreign Languages and Classroom Music. 30 minutes each fortnight in each other subject.

Year 8

45 minutes each week in English, Mathematics, Humanities, Science, Foreign Languages and Classroom Music. 45 minutes each fortnight in each other subject.

Year 9

60 minutes each week in English, Mathematics, Humanities, Science, Foreign Languages and Classroom Music. 60 minutes each fortnight in each other subject.

HOMEWORK EXAMPLES

- Completion of unfinished class work
- Set exercises and activities
- Research for assignments
- Writing tasks
- Reading a novel
- Observation of relevant media content
- Revision of class notes and creation of summaries

YEAR 7 - 9 OVERDUE WORK PROCESS

1. Students are required to submit work by the date set by the teacher.
2. Students with a legitimate reason for not being able to submit the work by the due date must apply for an official extension by email where they articulate the reason for the request. This email must be sent from the student's VCASS email account. The request must be made prior to the due date.
3. The length of the extension is decided by the individual teacher but will be no longer than one week from the original due date.
4. When students are granted an extension all work must be completed outside of the student's regular school timetable, and in class they will be expected to move onto the next unit of work.

FOR STUDENTS WHO DO NOT FOLLOW THE ABOVE PROCEDURE THE FOLLOWING WILL APPLY:

1. If the overdue assessment task is still not completed the year level coordinator will be informed and the student will be directed to attend a predetermined catch up session/s.
2. If the overdue work is not completed and submitted by the extension date to the teacher, the teacher will email the child's guardian/s and inform them that their child must complete the overdue work by a new non-negotiable date. This email will be cc'd to the relevant Year Level Coordinator.
3. If the overdue work is still not completed, then the relevant Year Level Coordinator will call home and record a chronicle entry of the conversation.
4. If the student does not submit the overdue assessment task after steps 3 through to 8, at this point the Head of Junior School will be informed and depending on the situation the child's guardian/s may be requested to attend a formal interview at the school to discuss their child's progress. The classroom teacher/s and relevant Year Level Coordinator may be asked to attend meetings.

TIMETABLES

YEAR 7 OR 8 EXAMPLE TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	Maths	Specialist Time	English	Specialist Time	Science
Period 2 9.15	Humanities	Specialist Time	Humanities	Specialist Time	Maths
Recess 10.00	Recess	Recess	Recess	Recess	Recess
Period 3 10.20	Drama/Visual Arts	Specialist Time	French	Specialist Time	English
Period 4 11.05	Drama/Visual Arts	Specialist Time	Wellbeing	Specialist Time	Drama/Visual Arts
Period 5 11.50	French	Lunch	Maths	Lunch	Wellbeing
Period 6 12.35	Lunch	Humanities	Lunch	Science	Lunch
Period 7 1.20	Specialist Time	English	Specialist Time	Science	Specialist Time
Period 8 2.05	Specialist Time	French	Specialist Time	English	Specialist Time
Period 9 2.50	Specialist Time	Maths	Specialist Time		

NOTE:

On Monday, Tuesday and Wednesday, Period 9 finishes at 3.35pm. On Thursday and Friday classes conclude at 2.50pm.

Dance and Music students take part in after school rehearsals throughout the week.

In Year 7 and 8, Art and Drama are Semester based subjects and alternate.

TIMETABLES

YEAR 9 EXAMPLE TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	Maths	Specialist Time	Humanities	Specialist Time	Kerrupon Program
Period 2 9.15	Humanities	Specialist Time	French	Specialist Time	Kerrupon Program
Recess 10.00	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
Period 3 10.20	French	Specialist Time	Drama/Visual Arts	Specialist Time	Kerrupon Program
Period 4 11.05	French	Specialist Time	Drama/Visual Arts	Specialist Time	Kerrupon Program
Period 5 11.50	English	Lunch	English	Lunch	Wellbeing
Period 6 12.35	Lunch	Humanities	Lunch	Humanities	Lunch
Period 7 1.20	Specialist Time	Maths	Specialist Time	Maths	Specialist Time
Period 8 2.05	Specialist Time	English	Specialist Time	Maths	Specialist Time
Period 9 2.50	Specialist Time	Humanities	Specialist Time		

NOTE:

On Monday, Tuesday and Wednesday, Period 9 finishes at 3.35pm. On Thursday and Friday classes conclude at 2.50pm.

Please note that Dance and Music students take part in after school rehearsals throughout the week.

In Year 9, Science, Humanities, Art and Drama are Semester based subjects and alternate.