

Year 7 2024 Handbook



**BRIGHTON
GRAMMAR**

Welcome

Welcome from the Heads of Year 7

As Heads of Year 7, we welcome you and your son to the Brighton Grammar School community.

The primary focus of our role is to ensure the smooth transition of your son into Year 7 and ensure that he feels welcome and safe in his new Secondary School environment. The Year 7 Pastoral team members are very much looking forward to meeting all of our new boys, both from our Junior School and local schools.

This is certainly an exciting time for the newest members of the BGS community and we have a wonderful group of passionate teachers and support staff who are keen to ensure the boys thrive in the Secondary School.

Key dates:

- **Saturday 14 October** – Allwell Testing (boys new to BGS only)
- **Thursday 19 October** – Transition Day 1, including a parent information session
- **Wednesday 6 December** – Transition Day 2

Saturday 14 October: Allwell Testing – Boys new to BGS only

Allwell Testing – Boys new to BGS only

What: Year 7 academic testing

Who: Only boys new to BGS are to attend. BGS Junior School boys do not need to attend.

Thursday 19 October: Parent Information Session and Transition Day 1

Morning Information Session – Parents and boys

Time: 8.45-9.45am

Where: Robert Sanderson Centenary Hall, enter via St Andrews Street gate

A casual coffee morning to follow for parents which is a great opportunity for parents to meet one another and discuss the information presented. Boys will make their way, with teaching staff, to the Urwin Centre for Learning to start their day of Transition activities.

Transition Day 1 – All boys

Time: 9.45am – 3.15pm

Where: Urwin Centre for Learning, Allee Street Brighton

Dress Code: Neat casual attire, with shoes suitable for physical activity

Lunch: BYO recess and lunch. Canteen facilities will not be available

What to Bring: Backpack with recess, lunch, hat, water bottle and pencil case

Pick Up: Urwin Centre for Learning, Allee Street at 3.15pm

Welcome

Wednesday 6 December: Transition Day 2

Time: 8.30am – 3.15pm

Where: The Urwin Centre for Learning, Allee Street Brighton

Meeting Point: Boys are to assemble *on* the Urwin Centre Tennis Courts, enter via Allee Street gates

Dress Code: Neat casual attire, with shoes suitable for physical activity

Lunch: BYO recess and lunch. Canteen facilities will not be available

What to Bring: Backpack with recess, lunch, hat, water bottle and pencil case

Pick Up: Allee Street gates from 3.15pm

BGS Transition Website

The BGS Transition webpage www.brightongrammar.vic.edu.au/learnwithus/year-7-transition/ has detailed information about all aspects of transition. Please check this site regularly as it will be updated as required to ensure you and your son/s are ready to start your Secondary School journey at Brighton Grammar.

Scan the QR code to take you to the Year 7 transition page:

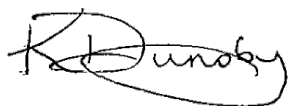


2024 Booklist

Families will receive an email when the 2024 Year 7 booklist is available, however only resources relevant to your son's two selected languages are required.

Thank you for your continued support of the transition process for 2024. We look forward to meeting your son next term. Please contact the School should you have any questions at transition@brightongrammar.vic.edu.au

Kind regards,



Kirsten Dunsby

Head of Year 7

(Armstrong, Crowther, Dixon, Fairweather)



Tim Marshall

Head of Year 7

(Hancock, Melville, Rofe, School)

Year 7 Pastoral Team



Katie White
Director of Students



Kirsten Dunsby
Head of Year 7



Tim Marshall
Head of Year 7



Armstrong
House Tutor



Crowther
House Tutor



Dixon
House Tutor



Fairweather
House Tutor



Hancock
House Tutor



Melville
House Tutor



Rofe
House Tutor



School
House Tutor



Julie Ellwood
Urwin Centre
Receptionist

Houses



Armstrong House, 1923: Characterised by an albatross, Armstrong is represented by the colour white. It honours Miss Eva Armstrong who was for many years the Matron of the School and also a sister-in-law of Dr Crowther. In her days, the School was a boarding school and Miss Armstrong and Mrs Crowther took a great personal interest in the welfare of the boys and were often seen in the kitchen making jams and jellies and ensuring that the boys were well fed.



Crowther House, 1923: Represented by a cannon and the colour gold, the name honours Dr Crowther, the School's founder and Headmaster from 1882 until 1918. His second son Henry attended BGS from 1896 to 1905 and was Dux in his final year. He was Second Master to his father from 1913 and enlisted at the outbreak of WWI. He was a distinguished soldier rising to the rank of Lieutenant-Colonel. He took over as Headmaster in 1919 after the death of Dr Crowther in December 1918.



Dixon House, 1923: Dixon is symbolised by a Duke and the colour light blue. Herbert E Dixon was the third Headmaster of the School. He first joined the staff in 1903, left in 1912, but returned when Dr Crowther died in 1918, serving as Acting Headmaster and then as Vice Principal until his appointment as Headmaster in 1924. In that year the School was taken over by the Brighton Grammar School Association. Under Mr Dixon's Headmastership, the Tower and Hancock Wings were built in 1927 and the Argyle Building, beside the Crowther Oval at Rosstrevor, was opened in 1932. He retired in 1938.



Fairweather House, 2024: Fairweather is characterised by a fox and the colour orange. Mabel Fairweather was the longest-serving senior female BGS staff member and Head of the Junior School for 24 years (from 1939-1962). Under her stewardship, enrolments in the Junior School grew from 30 to 300 students. She was also a significant benefactor to BGS, leaving a large portion of her estate to the School.



Hancock House, 1986: Hancock is represented by a cockerel and the colour green. Archdeacon Hancock was Vicar of St Andrew's, Brighton when the School was threatened with closure through lack of funds. Through his enthusiasm and untiring efforts, Brighton Grammar was bought from the Crowther family and the Brighton Grammar School Association was founded in 1924, thus establishing the School on its present foundation. Without Archdeacon Hancock, it is doubtful that the School would have survived.



Melville House, 2024: Symbolised by a magician and the colour charcoal grey. Francis Balfour Melville was an exceptional BGS academic student from the class of 1908, who graduated from Cambridge and the University of Melbourne with First Class Honours. He served in WW1 and in 1921 returned to Brighton Grammar as Head of the Science Faculty; however, was tragically killed in a motor vehicle accident the following year. Melville was one of the original four Houses of 1923.



Rofe House, 2005: The House colour purple represents Headmaster's Rofe trademark purple ink and has a raven as its symbol. The House honours Robert L Rofe AM, Headmaster from 1967 to 1995. Under his tireless leadership, School enrolments grew in number and stature. Many new buildings were constructed during his tenure including the Clive Crosby Building, the Centenary and Rosstrevor Halls, the Baddiley Building, the Creative Arts Building and the Gymnasium. The school became a competitive force in the APS, winning 18 APS premierships.



School House, 1929: School House has a scorpion and the colour red as its symbol. Until the closing of the boarding house at the end of 1954, School was the boarders' House. In 1955 boys from the other Houses were drafted into School House to ensure that the House remained active. Some of the senior boarders remained as BGS day boys and led the House during this period.

Year 7 2024 Subject Guide

The Subject Guide details the subjects taught at Brighton Grammar School to Year 7 (2024) students. Each individual subject has a one page summary on the proceeding pages.

Overview of Subject Offerings

Students take a range of subjects to offer them a breadth of experiences to explore, discover and develop their interests.

Subject	Compulsory	Length
Chinese	Preferences must be submitted (two will be allocated)	
Chinese (Advanced)		
French		
Japanese		
Latin		
English	Select one (criteria applies for English as an Additional Language)	One Year
English as an Additional Language		
Health, Wellbeing and Physical Education	These subjects are compulsory	
Humanities		
Mathematics (including Enrichment Mathematics by invitation**)		
Science		
Drama		
Classroom Music (including Enrichment Music by invitation*)		Two Terms
Art		One Term
Design and Media		
Food Technology		
Wood Technology		

*Enrichment Music selection is based on the progress in music for continuing students, and the completion of a form during Transition Day 1 for students beginning at Brighton Grammar School.

**Enrichment Mathematics selection is initially completed using testing scores. Other students are then invited into this subject as their internal grades meet the criteria throughout the year.

Subject Preference Submission Process

A link and instructions will be handed out to students during Transition Day 1 with information on how to submit subject preferences. These are completed online.

Year 7 2024 Subject Guide

Year 7 Art

Overview

Students explore Art through a variety of equipment, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

In the Portrait Unit, students create a range of portraits with varied materials and techniques to reflect a range of selected artists' practices. Students experiment with observation, hand drawn and digital processes and painting in their final works.

SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning artworks
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of art terminology and the application of analytical frameworks

Assessment

Assessment tasks may include:

- Visual diary
- Finished artworks
- Developmental works
- Self-directed exploration

Year 7 2024 Subject Guide

Year 7 Chinese

Overview

Students build their understanding of Chinese through the exploration of several topics. In all of these topics, the development of students' listening, speaking, reading, writing and viewing skills is a focus.

The units are designed to teach students topics related to numbers, times, dates, months, names, ages, nationalities, appearance, language abilities, family members and personal information.

The students work on various skills through worksheet exercises, role-playing and using a wide range of ICT multimedia activities. Students will also study important Chinese annual events and festivals such as Chinese New Year, Chinese Moon Festival, etc.

SKILLS TO BE DEVELOPED

- Discuss numbers, dates and months and how to tell the time in Chinese
- Describe the names, ages, nationalities and current residential locations of oneself and family members
- Discuss the appearance of family members.
- State the language(s) one's family members can speak
- Introduce the history and customs of Chinese festivals

Assessment

Assessment tasks may include:

- Unit Tests (Common Assessment Tasks)
- Listening comprehension
- Reading comprehension
- Written test
- Oral presentation
- Project
- Quiz
- Education Perfect

Year 7 2024 Subject Guide

Year 7 Chinese (Advanced)

Overview

This course is designed for students with Chinese heritage and/or students who may study Chinese as a Second Language Advanced or Chinese as a First Language in their senior years.

Students in the Year 7 Chinese (Advanced) class will be provided with opportunities to explore and maintain their sense of belonging to both their home and their outside culture. They can alter their conduct to fit different contexts within the world of teenage experiences.

Classroom interaction is primarily conducted in Chinese. Students extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They will explore topics related to friendship, school life, daily routines, family structure and the features of diverse Chinese personal and social environments.

Students extend their writing skills to include more formal genres, such as articles. They are able to develop their skills to record events and portray a person in the written format. Students also participate in presentations on topics related to the arrangement and organisation of an event, their own school activities and so on. Students begin to compare their own pronunciation to modern standard spoken Chinese. They also explore the influence of English on their own communication in Chinese, in pronunciation and linguistic structures, and the role of code-switching in their daily language use. Students develop their skills in analysing characters and recognising word and clause boundaries in extended text.

SKILLS TO BE DEVELOPED

- Participate in planning joint events, justifying choices and making decisions
- Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, etc
- Plan and convey key points of information and opinions based on information drawn from a range of sources
- Translate short texts for different audiences, identifying what is lost in translation and considering alternative ways to explain key points

Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Quizzes
- Presentations and projects
- Dictations
- Reading and annotating tasks
- End of year examinations

Year 7 2024 Subject Guide

Year 7 Classroom Music

Overview

During the Year 7 Classroom Music course, students will explore and perform music through the School of Rock and Movie Music units. Over the semester, students will acquire the theoretical knowledge and practical skills to perform as a class ensemble.

Through the study of the School of Rock unit, students will explore the theoretical components that underline the rock genre of music. As a class ensemble, the students will apply their theoretical knowledge to perform a famous rock piece on tuned and un-tuned percussion instruments.

Throughout the investigation of the Movie Music unit, students will perform famous movie themes on percussion instruments as well as interpret and respond to musical examples using the elements of music.

Students who study an instrument to a certain level of proficiency are involved in the enrichment pathway. While this course also studies the School of Rock and Movie Music units, this course is designed to extend the students' musical knowledge and practical skills through the involvement of their instruments.

SKILLS TO BE DEVELOPED

- Correct percussion technique
- Notating and reading music literacy
- Choral and auditory skills
- Ensemble skills in large and small settings
- Responding to a musical excerpt using the elements of music
- Linking theoretical skills acquired and applying them in a practical setting

Assessment

Assessment tasks may include:

- Performance as a class and small ensemble on un-tuned and tuned Percussion instruments
- Responding to musical excerpts to explore and express the different elements of music
- Musicianship and Auralia Quizzes
- End of term tests
- Choral performance

Year 7 2024 Subject Guide

Year 7 Design and Media

Overview

Students explore practical and theoretical components of Design and Media. They explore each through a variety of equipment, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

In the Photography and Photoshop Unit, students develop a range of technical, critical and creative skills through a practical approach to utilising Adobe Photoshop. Students manipulate digital and manual methods to enhance their digital final works.

In the Chocolate Bar Unit, students research the industry and then develop their own unique chocolate bar brand and create hand-drawn logos and wrapper prototypes. Using Adobe Illustrator, they create digital final mock-ups to create final examples of the product branding. Finally, they create advertising posters to promote their product.

SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning and designing
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of Design and Media terminology
- Application of analytical frameworks

Assessment

Assessment tasks may include:

- Visual diary
- Finished designs
- Developmental works
- Final productions



Year 7 2024 Subject Guide

Year 7 Drama

Overview

Year 7 Drama is a fun and practical approach to creating performance. Students participate in activities and workshops that arm them with the skills and knowledge they need to express themselves and create their own drama performances. In addition to this, they learn about theoretical approaches to drama and how to critically analyse their own work.

The primary focus of Year 7 Drama is to build up students' self-confidence and ability to work in teams as these skills are vital throughout their schooling and as they enter the workforce.

Exploring the styles of Basel Masks and Melodrama, students learn to use their expressive and performance skills creatively to create a range of characters and tell stories in different ways.

SKILLS TO BE DEVELOPED

- Self-confidence
- Self-expression
- Public speaking
- Inter-personal skills
- Creativity
- Working in teams
- Critical thinking

Assessment

Assessment tasks may include:

- Classwork
- Performances
- Performance Analyses

Year 7 2024 Subject Guide

Year 7 English as an Additional Language (EAL)

Overview

English as an Additional Language (EAL) supports students to develop their communication skills both verbally and non-verbally. It provides a range of opportunities for students to interact with their peers. Through active participation in conversations, students learn about the ways to apply formulaic language and well-rehearsed grammatical structures to initiate and sustain verbal exchanges.

Students study a range of print and digital texts, including visual and interactive texts. Their reading of texts facilitates their development of comprehension skills. The EAL curriculum prompts students to discuss texts at a literal level and extends them towards more inferential understanding.

EAL provides students with opportunities to create short written texts. Students learn to express their ideas using familiar and new vocabulary and modelled structures and features of other texts. Students build on their knowledge of paragraph construction and develop their skills of analysis.

SKILLS TO BE DEVELOPED

- Comprehension of written/spoken texts
- Understanding of literary devices
- Understanding and use of new vocabulary
- Awareness and application of grammatical patterns
- Fluency and confidence in speaking
- Writing for different purposes
- Working collaboratively

Assessment

Assessment tasks may include:

- Daily writing
- Creative responses
- Analytical responses
- Narrative writing
- Listening tests
- Oral presentations

Year 7 2024 Subject Guide

Year 7 English

Overview

In Year 7 English, students study units which examine written, visual and multimodal text, and develop writing, reading and speaking skills to help create confident communicators, imaginative thinkers and informed citizens. The texts are chosen to allow students to examine the language features, images and vocabulary used to represent different ideas and issues. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

In a poetry unit, students explore and analyse the use of language to create imagery and convey layers of meaning to the audience. Students experience and examine the sound and rhythm used by poets and use these in the creation of their own poetry.

Through the text studies of *Trash and Runner*, students examine and explore the creation of characters, setting and events within historical and contemporary contexts. In this study, students explore viewpoints and perspectives from different social and cultural contexts to help them become ethical, thoughtful, informed and active members of society.

In *The Hero's Journey*, the students have the opportunity to engage in creative writing and examination of stories and storytelling. They examine the creative process and engage in developing their creative writing, drafting and editing skills.

SKILLS TO BE DEVELOPED

- Creative, persuasive and analytical writing
- Reading for understanding and pleasure
- Analysing texts and textual features
- Understanding the purpose of text
- Developing the accurate use of grammar, spelling and punctuation

Assessment

Assessment tasks may include:

- Quizzes
- Creative responses with statements of intention
- Oral presentation and performance
- Text analysis
- End of year examination

Year 7 2024 Subject Guide

Year 7 Food Technology

Overview

Students explore food, with an emphasis on extending food knowledge and skills and building individual understanding of food nutrition through the application of practical food skills.

This starts with an introduction to the kitchen and culinary skills along with the basics of food nutrition, preparation and production.

Using these skills, they then learn to prepare a range of quick and easy nutritious meals and snacks, both sweet and savoury. This may include sushi, pizza, pasta, salads, cakes, biscuits, scones, healthy burgers and family dinners.

SKILLS TO BE DEVELOPED

- Developing skills with a range of utensils
- Planning and preparing nutritious meals
- Conducting investigations and research into food related concepts, themes and topics
- Use of Food Technology terminology

Assessment

Assessment tasks may include:

- Visual diary
- Taste Tests
- Skill competency tests
- Meal presentation
- Evaluation

Year 7 2024 Subject Guide

Year 7 French

Overview

Studying a foreign language extends students' vocabulary and structural knowledge of English. French is a valuable language to learn because France and the South Pacific are popular tourist destinations for Australian travellers. Knowledge of French gives access to a rich culture with important contributions to areas such as art, music, literature and cuisine.

The following topics are explored during the Year 7 French course: greetings, introducing yourself, giving personal information including your age, nationality, birthday, hobbies and pets, asking and responding to personal questions, the number system and conjugating fundamental verbs. Project work introduces students to France and French-speaking countries.

French language classes are fundamentally interactive and learning experiences may include performing role-plays, structured written communication in French, listening to dialogues and viewing films. A range of digital technologies are incorporated to allow for direct participation and engagement in the French language and culture.

SKILLS TO BE DEVELOPED

- Communicating in French, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment

Assessment tasks may include:

- Quizzes
- Common Assessment Tasks assessing listening, speaking, reading and writing skills
- Pair work and individual tasks
- Homework exercises

Year 7 2024 Subject Guide

Year 7 Health, Wellbeing and Physical Education

Overview

In Year 7, students engage in a range of activities that enable them to develop their physical, mental, social, emotional and spiritual health and wellbeing.

The Physical Education curriculum allows students to develop specialised movement skills and understanding in a range of physical activity settings. They learn how coordination influences movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games, sports and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Through a holistic approach to health and wellbeing, students learn how to take positive action to enhance their own and others' health, safety and wellbeing through the development of a personal toolkit of strategies. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students develop a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

SKILLS TO BE DEVELOPED

- Tactical awareness
- Physical literacy
- Teamwork and collaboration
- Decision making/problem solving
- Social and emotional

Assessment

Assessment tasks may include:

- Fitness tests
- Topic tests
- Physical skills
- Research/workbook
- Collaboration and teamwork

Year 7 2024 Subject Guide

Year 7 Humanities

Overview

In Semester 1, students study History, examining the ancient world through a range of societies including Australia, Egypt, China, Greece and Rome. Students develop their understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance.

Students also develop their capacity to undertake historical inquiry, including skills in the analysis and use of sources and in the explanation and communication of arguments.

Students will also develop an understanding of the rights and responsibilities of consumers and businesses, with a focus on consumer law.

In Semester 2, students turn their attention to the study of Geography, examining the topics, Water in the World and Place and Liveability. Students explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

Students also learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world, and propose actions designed to shape a socially just and sustainable future.

SKILLS TO BE DEVELOPED

- Sequence significant events in chronological order
- Analyse sources and ask questions about their accuracy, usefulness and reliability
- Explain different historical interpretations
- Identify and explain patterns of continuity and change
- Analyse the causes and effects of significant events
- Explain processes that influence the characteristics of places
- Identify, analyse and explain interconnections and spatial characteristics
- Collect, record and analyse relevant data
- Demonstration of literacy skills

Assessment

Assessment tasks may include:

- Timelines
- Presentations
- Projects
- Skills tests
- Extended response writing
- Field report
- End of year examination

Year 7 2024 Subject Guide

Year 7 Japanese

Overview

Students at Year 7 Japanese level come to the class with a wide range of backgrounds in the language. Those who enter at the beginner level are comfortably accelerated to reach the language level of those who have previously studied the language, while those who do have previous exposure are provided with more challenging tasks so that their progression continues.

By the end of the semester, students will be able to confidently use simple language constructs undertaking role-plays, asking and responding about name, age, hobbies, likes, dislikes, nationality, place of residence, phone numbers, food, drinks, and sport.

By the end of the year, students learn the language against a cultural backdrop, enhancing intercultural knowledge through language acquisition.

SKILLS TO BE DEVELOPED

- Communicating in Japanese, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment

Assessment tasks may include:

- Quizzes and Unit tests
- Listening and reading comprehension tests
- Oral and written communicative tasks

Year 7 2024 Subject Guide

Year 7 Latin

Overview

As the primal language of the ancient Romans, masters of the Mediterranean Sea for over 500 years, Latin is one of the ancient languages which continues to influence our Western culture. Considered a lingua franca (or a Mother Language) for much of Western civilisation's culture, Latin's legacy, both linguistically and syntactically, is evident in a variety of other subjects such as modern languages (i.e. Romance Languages), politics, law, history and architecture, to all branches of science, music and art.

Latin provides a great challenge for young minds. It is truly an academic subject, demanding consistency and endeavour, but it is indeed richly rewarding and wonderfully constructed. It is a valuable pursuit for those students looking to stretch themselves, gain mastery of the constructs and nature of languages, and maybe even be a part of history themselves.

As an introductory course to the subject, students in Year 7 will begin learning the foundational concepts and characteristics of the language. Areas of study will include verbs, nouns, sentence construction and simple translation activities. The course allows the capacity to explore and research the history and culture of the ancient Romans.

SKILLS TO BE DEVELOPED

- Memorisation
- Linguistic analysis
- Pattern recognition
- Deductive analysis
- Comprehension skills
- Communication skills (written and oral)
- Language acquisition

Assessment

Assessment tasks may include:

- Vocabulary tests
- Short-answer tests
- Comprehension skills
- Translation tests
- Oral presentation
- Research project

Year 7 2024 Subject Guide

Year 7 Mathematics (incl. Enrichment)

Overview

Students continue to build their understanding of Mathematics through the study of various topics. Each topic includes the introduction and reinforcement of numeracy skills and concepts in one of three content strands from the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within each topic, students will explore questions covering the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning.

Students gain exposure to the three content strands through a variety of teaching and learning techniques including explicit instruction, regular retrieval practice, metacognitive practices, and ongoing formative assessment.

The Enrichment class includes a focus on deeper understanding of Mathematics and provides opportunities for students to explore more complex and abstract problems and their varying mathematical solutions.

SKILLS TO BE DEVELOPED

- Whole numbers and integers
- Number properties and patterns
- Fractions
- Algebra
- Decimals
- Statistics and probability
- Equations
- Geometry and measurement

Assessment

Assessment tasks may include:

- Assigned coursework
- Quizzes
- Topic tests
- End of semester test
- Examination

Year 7 2024 Subject Guide

Year 7 Science

Overview

Students build their understanding of Science through exploration of several topics. In all of these topics, the development of student's practical work and inquiry skills is a focus.

The States of Matter Unit introduces students to the laboratory space. It is a time to learn how to work safely, identify and use equipment in the context of exploring properties of matter.

In the Practical Skills Unit, students are actively involved in participating and designing experiments. It is a time to introduce and build practical skills and knowledge, with a heavy emphasis on performing hands-on tasks.

Students begin to consolidate their practical skills in the Mixtures Unit. They learn about different types of mixtures and design a series of separating mixture techniques to get a mixture back to its original components.

In the Forces and Machines Unit, students explore how different forces can act on an object. Using their understanding of forces, students examine how simple machines such as levers, pulleys and gears work.

In the Classification and Ecosystems Unit, students investigate how living and non-living things interact with each other in an environment. This is explored by looking at case studies of introduced species and the interactions an Owl has by examining their pellet.

SKILLS TO BE DEVELOPED

- Scientific writing
- Working collaboratively
- Drawing evidence-based conclusions
- Developing research questions
- Analysing data
- Connecting scientific theory with observations
- Understanding models and using them as tools to make predictions

Assessment

Assessment tasks may include:

- Quizzes
- Projects
- Practical reports
- Topic tests
- End of year examination

Year 7 2024 Subject Guide

Year 7 Wood Technology

Overview

Students explore practical and theoretical components of Wood Technology. They explore this through a variety of tools, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

The Boomerang Unit introduces boys to cutting and shaping techniques when constructing their own boomerang. Boys evaluate the performance of their finished boomerang by testing its flight performance.

During the Boomerang Unit, boys study the history of Aboriginal art, traditional techniques and art forms. Students write a personal reflective piece which is then turned into an artwork. The final design adorns their own hand-made boomerang.

SKILLS TO BE DEVELOPED

- Developing skills with a range of tools
- Planning and designing products
- Conducting investigations and research into selected concepts, themes and topics
- Use of Wood Technology terminology
- Application of tools for construction

Assessment

Assessment tasks may include:

- Visual diary
- Concept Design
- Finished designs
- Evaluation

BGS Laptop Program 2024

Year 7 2024

At Brighton Grammar School (BGS), all secondary students are compulsorily required to have a laptop via the BGS laptop program as part of the standard curriculum resources used in the classroom and at home. When your son joins BGS, his laptop, orientation training and School ICT policies will be provided in the first few days.

The BGS laptop program is designed to be a one-stop-shop for boys and their families to be fully supported with not only the device itself, but all software, cyber security and monitoring, licensing and updates along with the provision of daily IT student service for any assistance required. Onsite repairs are performed by HP during daily visits to BGS and your son will be offered a loan laptop for the duration of any repairs or re-imaging of the machine. The bag, charger and laptop are covered for three years with an extended warranty along with the discounted capped-price repair service (\$165 for any accidental damage).

The School has undertaken an extensive review of technology in the classroom and identified the benefits of the school-managed laptops, particularly on the effectiveness on boys' learning. As such, we do not offer a bring your own device option for students.

Each student is supplied with an HP Elitebook x360 830 model laptop via an annual computer levy of \$750 over three years which will appear on your fee statement at the start of each year. The total cost is \$2,250 for the three year program duration, with you owning the device outright after three years.

When your son commences in Year 7, he will be provided with a new laptop which will be valid for three years, and another new device on the first day of Year 10 to ensure students have reliable devices throughout their secondary years.

At the conclusion of each three year laptop program cycle, the education software licenses and HP support and warranties cease, and that laptop can no longer be used at school. At this time, the BGS ICT team can remove all the invalid education software and school monitoring to enable the laptop to be used for personal use if it is still in reasonable condition.

Cyber-safety and insurance

Brighton Grammar School takes extensive measures to make our network a cyber-safe environment. While the boys are at School, we restrict access to unauthorised and inappropriate websites. If you would like similar restrictions to apply at home, we advise you to take the necessary steps to implement any web content restrictions on your home Wi-Fi and any other devices your son accesses in the home (including mobile phones). Your son has [Qustodio](#) installed on his School laptop as part of the School policies, and you are welcome to use this at home for parental control if you choose.

We also recommend that you evaluate whether insuring your laptop against loss is feasible via your own home and contents insurance, as personal laptops are not covered under the School's insurance.

The datasheet for the HP Elitebook laptop is included for your reference. Please visit our Laptop Program [Frequently Asked Questions](#) page on the BGS website if you would like further details.

<https://www.brightongrammar.vic.edu.au/community/bgs-secondary-school-laptop-program/>

HP EliteBook x360 830 G10 Notebook PC



With 360° of versatility across four modes, unmatched security, and up to 18 hours of battery life, the sleek and light HP EliteBook x360 is the perfect PC for highly mobile and active learners.

Ideal for students

The HP Elitebook x360 830 G10 has passed military grade MIL-STD 810G testing and is one of the largest selling enterprise-grade devices in the market.

The HP rechargeable Active Pen provides an authentic pen-to-paper experience, and magnetically attaches to the device with proximity alerts if left behind, while class work is protected with HP Sure View feature which renders the screen unreadable when viewed from the side. HP Wolf Security protects the device from the BIOS level up.

At just 1.34kg, easily switch between four different user modes on the 13.3-inch full HD multi-touch screen toughened with Gorilla® glass, which provides students the flexibility to work, watch or create with the ideal device for the task at hand.



Specifications

Processor	Intel Core i5-1345U
Memory	16 Gb SDRAM
Hard Drive Storage	256 Gb SSD
Ports & Inputs	2x USB Type-C, 2x USB Type-A, 1x HDMI, fingerprint sensor, multi-touch glass clickpad.
Screen	13.3" 1920x1200 FHD multi-touchscreen
Graphics/Display	Intel Iris Xe Graphics G7 (80EU); 400 nits; 72% NTS
Keyboard	HP quiet spill-resistant backlit keyboard with durakey
Stylus Pen	Yes, HP rechargeable ActivePen
Camera	5MP IR Camera
Audio	Quad Stereo Bang & Olufsen speakers, dual mics
Headphone Jack	Yes, combined headphone/microphone 3.5mm AUX
Battery	HP Long Life 4-cell, 54 Wh Li-ion (up to 18 hrs)
Operating System	Windows 11 for Education, with HP Wolf Security
Dimensions	30 x 21 x 1.9 cm
Weight	1.3 kg
Warranty	3 years
Military grade tested?	Yes
On-Site Service?	Yes, HP service daily at Brighton Grammar School
Bag	Targus Tanc shoulder bag



Laptops will be supplied to our students with a personalised decal (sticker) on each, displaying their name and their coloured house emblem to identify the owner.

(Sample of Armstrong house is shown)

These school decals must not be removed.

Year 7 2024 Music Programs

Studying Music is essential for boys as they learn through doing, enabling a deeper understanding of music concepts.

There are two components to the Music program at Brighton Grammar: Curricular (Classroom Music) and Co-Curricular (Instrumental Music and Ensembles). In the Secondary School, these two components work closely together as the curriculum in the Secondary School (Years 7–12) is centred on instrumental studies.

Classroom Music

In Year 7, all boys have one semester of Classroom Music. There are four classes each fortnight with the following structure:

- Performance
- Composition
- Aural, Theory and Analysis
- Choral

Please note: The School strongly encourages boys to learn an instrument for greater immersion in the curricular and co-curricular program.

Instrumental Music

Instrumental lessons complement the Classroom Music program. Options are outlined here:

Instrumental Lesson Option	Who is eligible?	More information
Individual Music Lessons	<i>All Year 7 students</i> <i>- Ongoing</i>	<ul style="list-style-type: none"> - Any ability level - Choice of following instruments: flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, euphonium, tuba, violin, viola, cello, double bass, percussion, singing, guitar or piano - At cost to parents
Paired Music Lessons	<i>All Year 7 students</i> <i>- Ongoing</i>	<ul style="list-style-type: none"> - Any ability level, but not appropriate for students at/above AMEB Grade 3 or equivalent. - Choice of following instruments: clarinet, saxophone, trumpet, trombone, violin and cello - At cost to parents
Band Program	<i>Continuing Year 7 students from Brighton Grammar Junior School</i> <i>- Semester 1 only</i>	<ul style="list-style-type: none"> - Boys who were in their first year of the Band Program in Junior School are eligible for group lessons in Semester 1 - Continue the same instrument from Year 6 - No charge to parents in Semester 1 - Move to Individual or Paired Lessons (where possible) in Semester 2
New 2 Music!	<i>NEW Year 7 students only</i> <i>- Semester 1 only</i>	<ul style="list-style-type: none"> - Choice of following instruments: flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, euphonium, tuba, violin, viola, cello or double bass - Only 25 spots available for this program - Must be a beginner on instrument - 30 minute 50% discounted lesson each week - Application process for this program - Continue to full fee paying Individual lessons in Semester 2

Year 7 2024 Music Programs

Instrumental Music Lessons – Online Form

Parents and guardians will receive an online form based on your Year 7 2024 survey results after the first Transition Day. This will need to be completed and submitted by **Friday 27 October**.

Ensembles

There are a number of ensembles available for boys in the Secondary School. All boys who learn an instrument are required to be in an ensemble once they have the skills to attend. It is vital that boys apply their skills in a group context. The timing of entry and allocation to ensembles will be determined by their instrumental tutor.

There are also over 50 boys who sing in the very popular Year 7/8 Choir, Meliora Voices. Rehearsal information for ensembles and the choir will be released at the start of 2024.

Music Bursaries

Year 7 boys are encouraged to apply and audition for a limited number of Music bursaries. These bursaries cover 50% of the cost of weekly 30-minute instrumental lessons and instrument hire from Year 7 to Year 10.

In 2024, bursaries are available for the following instruments:

- | | |
|---------------|--------------|
| • Bassoon | • Trombone |
| • Double bass | • Trumpet |
| • Euphonium | • Tuba |
| • Flute | • Viola |
| • French horn | • Violin |
| • Oboe | • Percussion |
| • Clarinet | • Cello |

Students who already play, or are interested in playing, one of these instruments, and will be applying for a bursary, should express their interest by contacting the Music Department. Please note: some bursaries will be awarded by the Music Department to current Year 6 students in Term 4 2023.

If you have any queries about Year 7 Music in 2024, please contact the Music Department at music@brightongrammar.vic.edu.au.

Year 7 2024 Sport

Playing APS Sport is essential for boys as they learn important life lessons of competition, resilience and teamwork through being physically active with their fellow peers.

Seasons of Sport

In Year 7, all boys will select a Summer Sport and a Winter Sport, with the opportunity to also select a Spring Sport in Semester 2. The seasons run as follows:

- Summer Sport: Term 1 and six weeks in Term 4
- Winter Sport: Term 2 and first three weeks of Term 3
- Spring Sport: Term 3 (last five weeks) and Term 4 (first two weeks)

NB: Summer and Winter APS Sport is compulsory and all boys are strongly encouraged to undertake a Spring Sport.

Season	When	Sports on offer
Summer Sport	Term 1 Term 4 (final six weeks)	Badminton Cricket Rowing (Term 4 only) Sailing (require an Australian Sailing Number) Swimming Tennis Touch Football
Winter Sport	Term 2 Term 3 (first three weeks)	Basketball Cross Country Football Hockey Rugby Soccer
Spring Sport	Term 3 (last five weeks) Term 4 (first two weeks)	Athletics Water Polo

Training

Training for Year 7 is weekly throughout the year for Summer and Winter Sports, except for specialised sports ie. Swimming, Sailing, Rowing (Term 4), Cross Country, Rugby and Athletics.

Training in Term 1 for the majority of sports is scheduled for Tuesday mornings before school (7.00 – 8.00am). Transport is arranged for sports training offsite e.g. Dendy Park for Tennis.

Weekend Fixtures

Fixtures to be confirmed and posted on the BGS App, BGS website and Schoolbox every Thursday, leading into weekend sport. Boys will be fixtured either at a home (BGS) or away venue at one of the other 10 APS Schools.

Transport is organised for long away trips e.g. Geelong Grammar, The Geelong College.

If you have any queries about Year 7 Sport in 2024, please contact the Sport Department at Sport@brightongrammar.vic.edu.au

Year 7 2024 Sport FAQs

When and where are APS fixtures held?

APS Fixtures are held on Saturday mornings (the occasional Friday afternoon fixture) at either home (BGS) or away venues – one of the other 10 APS Schools

Is APS Sport compulsory?

Yes, like all other APS schools, APS Sport is a compulsory component of attending Brighton Grammar School (BGS).

What do you do if there is a clash between club/community sport and APS Sport?

Communication is crucial. The majority of community sports have identified the APS Sport commitments and in turn schedule their competitions around APS Sport, either Friday afternoon, Saturday afternoon or Sunday. If a clash arises, please communicate early on with relevant staff e.g. Year Level Coordinator, TiC or Director of Sport.

How are APS teams selected?

APS teams are selected based on training attendance, commitment, attitude and ability. With minimal training sessions leading into the start of the season, we are the first to admit that selection mistakes will occur from time to time. We ask that boys put their heads down and try to perform their best regardless of their allocated team. If boys perform to the best of their ability, selection will take care of itself.

How do you sign up for an APS Sport?

Prior to commencing at BGS, families are sent a survey regarding student preference for Summer and Winter Sport. An expression of interest form for Spring Sport will be sent to boys and families at the beginning of Term 2 2024. If you are late to commence at BGS, please contact the Sport Department and we will be able to assist with sport selections.

What uniform should you wear for APS Sport?

The number of individual garments per sport has been significantly reduced with a focus on cross over items that can be used between seasons and during the school week. The design of the new BGS Sport uniform, worn for APS competition, is represented by the historical sporting shield. The BGS Sport and HPE uniform is flexible and comfortable to wear and includes speciality garments across individual sports that complement performance. Uniforms can be purchased from Noone, Hampton Street or www.noone.com.au

What do you do if you are unavailable to participate in your APS Fixture (injury, illness)?

Contact your Sport Year Level Coordinator via email with ample notice. If the unavailability is last minute (within 12 hours of competition), you should text the Director of Sport with relevant information, including the student's full name, year level, sport and team e.g. 7A, 7B.

Is there transport provided for Geelong fixtures?

Yes, transport is provided for fixtures that are of significant distance from BGS. Transport details will be outlined on the weekly sport fixture and communicated also via individual Sport Year Level Coordinators.

Year 7 Outdoor Education

Overview

The Outdoor Education program exists to provide students with unique experiences that encompass teaching, learning and wellbeing in natural environments, with the purpose of developing healthy, passionate, responsible young men who are confident individuals, successful learners and effective contributors.

Throughout the sequence from Year 7 to Year 9, the Outdoor Education program focuses on developing four core areas: Self-Management, Community Living, Leadership and Followership, and Connection to Place.

Beginning with the individual, we focus on Self-Management, teaching students the invaluable skills of how to look out and be accountable for oneself. This is essential to then become a successful member of their Community, both their class and BGS, and once their Community is established they are now able to direct attention to developing Leadership along with learning the importance of Followership. Finally, surrounding this whole experience is the Connection to Place. Gaining a greater appreciation and awareness of what is around them, who may have been there first, how they engage with that Place and what impact they may have on it or it on them.

Year 7 Outdoor Ed program

We begin the Outdoor Ed journey with a five day program based on the Mornington Peninsula. The two major components of this program are Orientation and Foundation. During Orientation, the boys will spend two nights at the Golden Valleys Adventure Camp undertaking activities designed to help them build a stronger understanding and bond with their classmates and tutor teacher.

The Foundation stage continues the themes of Orientation but also introduces the Outdoor Education skills that the boys will need as they continue through the sequence. This includes how to pack a hiking pack, setting up a campsite, sleeping in tents, preparing meals and cooking on a Trangia stove.

Uniform Price List Years 7-10



Valid to 30 June 2024 – *All prices GST inclusive and are subject to change without prior notice

Academic Uniform

Blazer

65-68-70-73-75-78-80 \$240.00

83-85-88-90-93-95 \$245.00

100+ \$250.00

Pullover

60-65 \$92.50

70-75 \$94.50

80-85 \$99.50

90-95-100 \$102.00

105+ \$105.00

Vest – Optional

60-65 \$82.50

70-75 \$84.50

80-85 \$89.50

90-95-100 \$95.00

105+ \$98.00

Summer shirt (striped with logo)

All sizes \$41.95

Long sleeve shirt (striped with logo) \$43.00

School tie \$25.50

Charcoal trousers

Belt Loop – Flat front (Trousers 115) Youth \$59.95

Belt Loop – Flat front (Trousers 116) Mens \$59.95

Charcoal shorts

Youth sizes \$52.50

Mens sizes \$52.50

House Polo

House Polo \$63.50

School Bags

Senior Pak L \$82.95

Olympic Sports Bag \$56.00

Tog Bag \$19.95

Accessories

Academic Socks (Prep-10) - 2 Pack \$18.50

Slouch hat (navy with logo) Junior school \$19.00

BGS Scarf \$36.50

BGS Beanie \$33.50

Iron on labels (50) \$25.00

Alterations

Blazer Sleeves \$32.00

Trousers \$20.00

Academic Uniform

Years 7 to 10



Long Sleeve Shirt



Tie - Middle



Blazer



Short Sleeve Shirt

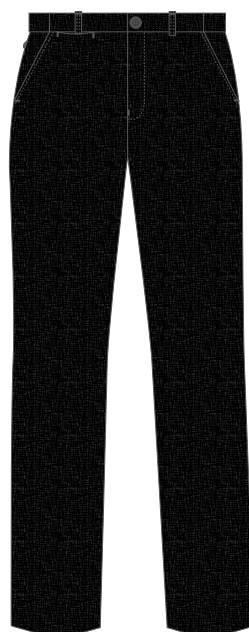


Vest



Jumper

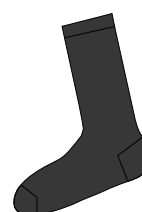
Knitwear Options



Pant



Short



Sock - Winter



Sock - Summer

HPE Price List

Valid to 30 June 2024 – *All prices GST inclusive and are subject to change without prior notice



HPE (Health and Physical Education)

Tri-core Jacket (P-12)

\$135.00



PE Top (3-12)

\$52.95



PE Shorts (P-12)

\$44.50



House Polo (P-6) Compulsory

\$63.50

(Armstrong, Crowther, Dixon, Fairweather, Hancock, Melville, Rofe, School)



House Crew Top (Year 7-12)

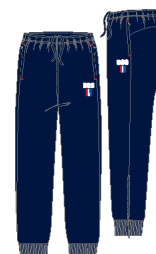
\$63.50

(Armstrong, Crowther, Dixon, Fairweather, Hancock, Melville, Rofe, School)



Trackpant (P-12)

\$ 69.95



HPE Price List

Valid to 30 June 2024– *All prices GST inclusive and are subject to change without prior notice



HPE (Health and Physical Education)

Sports Cap (5-12)

\$21.00



Slouch Hat (P-4)

\$19.00



Sport Socks - 2 Pack

\$19.00



Training Gear - Optional

Hoodie (P-12)

\$73.50



Training Long sleeve Tee - white or navy

\$51.95



Training Singlet

\$43.50



Sport Price List



Valid to 30 June 2024 – *All prices GST inclusive and are subject to change without prior notice

Game Day (APS)

Athletics / Cross Country Singlet	\$59.95	
Athletics / Cross Country Shorts	\$44.50	
APS Competition Polo Tennis / Badminton	\$66.95	
Cricket Polo - Short Sleeve - New style	\$66.95	
Cricket Polo - Long Sleeve - New style	\$69.95	
Cricket Pants - New style	\$84.95	
Rowing Suit - Oarsome Brand-Clearance	\$80.00	
Rowing Suit - 776 Rowing Suit	\$139.95	
Compression Long sleeve Rowing Top	\$80.00	
Tri-core Rowing Vest	\$97.50	
Rowing Singlet	\$59.95	
Rowing Shorts	\$49.95	
Swimmers - Jammers (P-12)		
Boys size	\$61.50	
Mens size	\$63.50	
Swim Cap	\$16.95	
Swim Briefs (P-12)	\$44.50	

Sport Price List

Valid to 30 June 2024 – *All prices GST inclusive and are subject to change without prior notice



**BRIGHTON
GRAMMAR**

Game Day (APS)

APS Competition Top (7-12)
Hockey / Futsal / Soccer

\$66.50



APS Competition Shorts (7-12)
Hockey / Futsal / Soccer

\$46.50



Rugby Jersey (supplied by School)

\$95.50



Rugby Shorts

\$44.50



Touch Football

\$63.50



AFL Reversible Sleeveless Jumper

\$94.50



AFL Shorts

\$44.50



Basketball Reversible Singlet

\$94.50



Basketball Shorts

\$46.50



Competition Winter Socks

\$13.50



Uniform Price List

Valid to 30 June 2024- *All prices GST inclusive and are subject to change without prior notice



Trading hours - Hampton Retail Store

Shop 1 / 345 Hampton Street, Hampton Vic 3188

Phone: 9070 3910

Monday-Friday 9am –5pm

Saturday 9am-1pm

Online shop and payment options

<https://www.noone.com.au/shop/at/bgs/>

Visa & Mastercard accepted & instore eftpos facilities available. Unfortunately we are unable to accept payment by cheque.

Location and contacts

Noone Hampton Retail Store

Shop 1 / 345 Hampton Street, Hampton

Phone: 9070 3910



