

Year 7 2026

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 a smooth transition for your son into Year 7 and to 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:

- **Thursday 23 October** – Transition Day 1, including a parent information session
- **Saturday 25 October** – Allwell Testing (boys new to BGS only)
- **Thursday 4 December** – Transition Day 2

Thursday 23 October: Transition Day 1 and Parent Information Session

What: Transition Day 1

Who: All boys

Time: 8.45am – 3.15pm

Where: Urwin Centre for Learning, Allee Street, Brighton

Dress Code: Neat casual attire

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

What: Information Session for parents and boys

Who: All 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; 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.

Saturday 25 October: 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.

Time: 8.30am – 12.30pm

Where: Rosstrevor Hall, Allee Street, Brighton

Welcome

Thursday 4 December: Transition Day 2

Time: 8.45am – 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: Urwin Centre for Learning, Allee Street at 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:



2026 Booklist

Families will receive an email when the 2026 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 2026. We look forward to meeting your son this 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, Rofo, School)

Year 7 Pastoral Team



Katie White
Director of Students



Nicole Clark
Head of Pastoral Operations



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, Melville was one of the original four Houses of 1923. 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.



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 2026 Subject Guide

This document details the subject options for Year 7 (2026) students. It is intended as a guide for families to help with submitting subject preferences. Each individual subject has a one-page summary on the following 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	Duration	Selection
English	Whole year (four terms)	Select one (criteria apply for English as an Additional Language)
English as an Additional Language		
Chinese (Advanced)	Whole year (four terms)	Preferences must be submitted (two will be allocated)
Community Chinese (non-VCE path)		
French		
Japanese		
Latin		
Health, Wellbeing and Physical Education	Whole year (four terms)	All students are enrolled in these subjects
Humanities		
Mathematics [*]		
Science		
Drama	Two terms	
Classroom Music [†]		
Art	One term	
Media		
Design and Technologies		
Food Technology		

^{*} 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.

[†] 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.

Year 7 2026 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, and develop skills in, observation, hand-drawn, digital and painting processes in their final works. Students also develop an understanding of the importance of portraiture as an art practice relative to specific styles and movements.

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 tasks

- A visual diary
- Finished artworks
- Developmental works
- Self-directed exploration

Year 7 2026 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 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.

Classroom interaction is primarily conducted in Chinese. Students extend their knowledge of language structures and text organisation through reading and viewing authentic material, applying new learning to their own communication. They 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. 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 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 tasks

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

Year 7 2026 Subject Guide

Year 7 Community Chinese

Overview

Students build their understanding of Chinese through exploring various topics that connect them with the Chinese community. In these topics, the emphasis is on developing students' listening, speaking, reading, writing, and viewing skills to enhance their ability to engage with native speakers.

The units are designed to teach students essential topics such as numbers, times, dates, months, names, ages, nationalities, appearance, language abilities, family members, and personal information, all within the context of real-life interactions.

Students develop their skills through worksheet exercises, role-playing, and a wide range of ICT multimedia activities. Additionally, they study important Chinese annual events and festivals, such as Chinese New Year and the Moon Festival, to deepen their cultural understanding and community involvement.

This subject does not lead to studying Chinese as a Second Language at VCE later in a student's academic journey but may support other opportunities to engage in VCE studies and non-VCE Chinese speaking and community activities

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 tasks

- Unit tests (Common Assessment Tasks)
- Listening comprehension
- Reading comprehension
- Written tests
- Oral presentations
- Projects
- Quizzes
- Education Perfect

Year 7 2026 Subject Guide

Year 7 Classroom Music

Overview

During the Year 7 Classroom Music course, students will explore and perform music through the African Music and Film Music units. Over the semester, students will acquire the theoretical knowledge and practical skills to perform as a small ensemble.

Through the study of the African Music unit, students will explore the theoretical components, the structure of music, drumming and vocal music. As a small ensemble, the students will apply their theoretical knowledge to create their own rhythmic composition in the African style.

Throughout the investigation of the Film Music unit, students will perform famous movie themes on keyboard and voice, as well as interpret and respond to musical examples using the elements of music. Students will use computer technology to compose and record their own short film score.

Students who study an instrument to a certain level of proficiency are selected for the enrichment pathway. This course also includes the African Music and Film Music units, and students extend their musical knowledge and practical skills through the addition of higher level theory elements and solo performance pathways.

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 tasks

- Performance as a class and small ensemble on untuned 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 2026 Subject Guide

Year 7 Design and Technologies

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 Pencil Box unit introduces students to measuring, cutting and joining techniques when constructing their own pencil box.

Students also use CAD (Computer Aided Design) as a tool to enhance their designs. Students evaluate the performance of their finished designs using a variety of methods.

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 tasks

- A visual diary
- Concept design
- Finished designs
- Evaluation

Year 7 2026 Subject Guide

Year 7 Drama

Overview

Year 7 Drama offers a dynamic and practical introduction to the world of performance. Through engaging activities and workshops, students develop essential skills in self-expression, collaboration, and dramatic storytelling. They explore foundational performance techniques, build confidence, and gain the tools needed to create their own original pieces.

Students are introduced to theoretical concepts and learn how to reflect on and analyse their work critically, fostering both creative and evaluative thinking. A key focus of the course is developing teamwork and communication skills that are invaluable both in school and beyond.

By exploring performance styles such as Basel Masks and Melodrama, students experiment with expressive movement, character creation, and storytelling. These theatrical forms encourage imaginative thinking and provide students with opportunities to bring a wide range of characters and narratives to life.

Skills to be developed

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

Assessment tasks

- Class work
- Performances
- Performance analyses

Year 7 2026 Subject Guide

Year 7 English

Overview

In Year 7 English, students 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.

Students participate in a debate on a current issue, where they learn the skills of oral persuasive language and teamwork. They hone their research skills and develop their skills in listening and diplomacy as they work with their team to deliver their arguments and rebut the opposition's points.

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

In a poetry unit, students explore and analyse the use of language to create imagery and to 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.

Skills to be developed

- Forming opinions and developing arguments
- Gaining confidence in speaking in front of audiences
- Working collaboratively in small groups
- Learning to listen to the viewpoints of others and respond accordingly
- Developing their ability to participate meaningfully in discussions
- Writing for a number of different styles and for different audiences
- 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 tasks

- Text analysis responses
- Essay writing
- Persuasive writing and speeches
- Personal reflections
- Creative writing
- Debates
- Oral presentations
- Book honourings
- End of year examination

Year 7 2026 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 tasks

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

Year 7 2026 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 tasks

- A visual diary
- Taste tests
- Skill competency tests
- Meal presentation
- Evaluation

Year 7 2026 Subject Guide

Year 7 French

Overview

Studying a foreign language extends students' vocabulary and structural knowledge of English. French is a valuable language for Australians to learn because tourism to France and the South Pacific is a popular choice 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: introducing ourselves, providing basic information about who we are; describing animals; creating and presenting an ideal house; and talking about the weather in a French-speaking country. Through these units of work, students also learn the French alphabet, the number system and some fundamental grammatical concepts such as adjectival agreement and conjugation.

French language classes are fundamentally interactive, and learning experiences may include performing role-plays, mini-project tasks, structured written and spoken communication in French, listening to dialogues and viewing films. A range of digital technologies is 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 tasks

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

Year 7 2026 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, transferring skills to a variety of physical activities.

Students explore the role that games and sports, and rhythmic and expressive movement activities play in shaping cultures and identities. They refine personal and social skills as they participate in a range of physical activities.

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 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 tasks

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

Year 7 2026 Subject Guide

Year 7 Humanities

Overview

In Year 7 Humanities, students study Geography, Business and Economics, and History.

In Geography, students examine 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.

In Business and Economics, students explore why businesses set goals and the role of entrepreneurship and innovation in achieving success. They examine the legal rights and responsibilities of businesses, and how work contributes to individual and societal well-being. Students also investigate how technology and outsourcing are shaping the labour market and consider future career pathways in a global economy.

In Semester Two, students examine the ancient world through a range of societies including Australia, China 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.

Skills to be developed

- Historical inquiry
- Explanation and communication of arguments
- 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 tasks

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

Year 7 2026 Subject Guide

Year 7 Japanese

Overview

Studying Japanese opens the door to one of the world's most fascinating cultures and fastest growing regions. In our Japanese course, students will begin to develop skills in reading, writing, listening, and speaking in Japanese, while gaining a deeper understanding of Japanese culture, traditions, and society.

Students will learn how to introduce themselves and their families and what it's like to live in Japan. By the end of the year, they will be reading and writing Japanese characters. Alongside language skills, students will build intercultural awareness and an appreciation for different ways of thinking and communicating.

Learning Japanese is not only enjoyable – it can lead to future opportunities in travel, work, and study. As Japan continues to play a major role in global technology, business, and culture, knowing Japanese gives students a valuable edge in an increasingly interconnected world.

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 tasks

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

Year 7 2026 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. It is a valuable pursuit for those students looking to stretch themselves, gain mastery of the constructs and nature of languages, and potentially 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 tasks

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

Year 7 2026 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 or more of the six content strands from the Victorian Curriculum: Number, Algebra, Measurement, Space, 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 six content strands through a variety of teaching and learning techniques including explicit instruction, regular retrieval practice, metacognitive practices, and ongoing formative assessment.

The Enrichment subject 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 tasks

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

Year 7 2026 Subject Guide

Year 7 Media

Overview

Students explore practical and theoretical components of 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 logo and wrapper prototypes. Using Adobe Illustrator, they create digital final mock-ups and 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 tasks

- A visual diary
- Finished designs
- Developmental works
- Final productions

Year 7 2026 Subject Guide

Year 7 Science

Overview

Students build their understanding of Science through exploration of several topics. In each topic, the development of students' practical work and inquiry skills are 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, examined through its 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 tasks

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

Year 7 2026 Laptop Program

Secondary School 2026

At Brighton Grammar School (BGS), all Secondary School 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 School has undertaken an extensive review of technology in the classroom and identified the benefits of the school-managed laptops, particularly on the effectiveness of boys' learning. As such, we do not offer a Bring Your Own Device option for any students.

The BGS Laptop Program

Our laptop program is a concierge-style service for students and their families to be fully supported with the following to ensure no loss of learning time:

- HP Elitebook 8 G1i laptop and Targus Tanc bag
- All software, licenses and updates
- Cyber security and child safety monitoring
- Daily IT student service available in the IT office (including school holidays)
- Repairs performed onsite by HP technicians daily
- Capped-price repair service of \$250 for any accidental damage
- Loan laptops during servicing.

Cost

The laptops are charged via an annual computer levy of \$850 over a period of three years, which will appear on your fee statement at the start of each year. The total cost is \$2,550 for the duration of the three year program, with you owning the device outright after three years.

Laptop Deployments

When your son commences in Year 7, he will be automatically provided with a new laptop, which will be valid for 3 years, and another new device on the first day of Year 10 to ensure all students have a reliable device throughout their secondary years. If your son commences BGS in any other year level, the IT team will endeavour to ensure his laptop changeovers align to his cohort at its expiry or arrange otherwise directly with you and your son.

When each three-year laptop program ends, software licenses and HP support expire, so the laptop can no longer be used at school. Students may take their expired laptops to the ICT department to remove school restrictions and software if desired for repurposing at home.

Cyber-safety

Brighton Grammar School ensures computers and networks remain secure for student learning. Social media, gaming, and inappropriate websites are blocked on student devices to maintain a child-safe, learning-ready environment at all times and comply with relevant legislation. Attempts to bypass school systems violate ICT policies.

Insurance

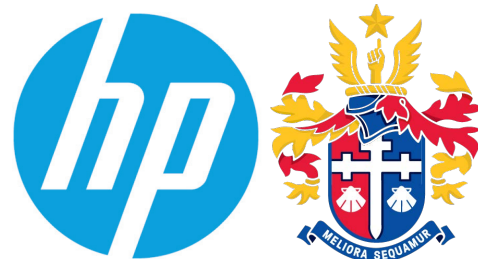
We recommend that you evaluate whether insuring your laptop against loss is feasible via your own home and contents insurance, as any loss or replacement of student equipment is at your cost.

Further information

The datasheet for the specs of the HP Elitebook laptop is included for your reference. Further details at <https://www.brightongrammar.vic.edu.au/community/bgs-secondary-school-laptop-program/>

HP EliteBook 8 G1i

2026 Laptop



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

Ideal for students

The HP Elitebook 8 G1i (2026 model) has passed military grade MIL-STD 810G testing and is one of the largest selling enterprise-grade devices in the market.

The HP Nested Pen provides an authentic pen-to-paper experience, and is garaged within 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 1.31kg, 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 Ultra 5 with NPU (U Series)
Memory	16 Gb SDRAM
Hard Drive Storage	256 Gb SSD
Ports & Inputs	3x USB Type-C, 1x USB Type-A, 1x HDMI, multi-touch trackpad.
Screen	13.3" 1920x1200 FHD multi-touchscreen
Graphics/Display	Integrated Intel Graphics for U; 800 nits; SureView 5 LCD
Keyboard	HP spill-resistant backlit keyboard with durakeys
Stylus Pen	HP Nested autocharging ActivePen
Camera	5MP camera + IR Camera
Audio	Dual Stereo speakers, dual mics w AI noise reduction
Headphone Jack	Combined headphone/microphone 3.5mm AUX
Battery	62Whr Long Life Polymer Fast Charge 3 cell Battery
Operating System	Windows 11 for Education, with HP Wolf Security
Dimensions / Weight	302 x 215 x 15 mm / 1.3 kg
Warranty / Testing	3 years / Military Grade Tested
On-Site Service?	Yes, HP service daily at Brighton Grammar School
Bag	Targus Tanc shoulder bag



Laptops will be supplied to 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.



Speakers contain
Recycled Rare Earth magnets



A Cover made from at least
90% recycled Magnesium¹¹



C/D Covers made from at least
80% recycled aluminum¹¹



Keyboard membrane made with at least
70% ocean-bound plastic³⁹



Keycaps made with at least
50% recycled plastic¹²



Display made with at least
20% recycled glass⁷⁸



Bezel made with at least
20% recycled cooking oil⁵⁰

Year 7 2026 Music Programs

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

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

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 below.

Instrumental Lesson Option	Who is eligible?	More information
Individual Music Lessons	<i>All Year 7 students - Ongoing</i>	- 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 - Ongoing</i>	- 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
New 2 Music	<i>NEW Year 7 students only - Semester 1 only</i>	- 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 2026 Music Programs

Ensembles

Ensembles are a fun way that boys can put their instrumental and class learning into a practical context. There are a number of high performing 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. 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 2026.

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 2026 bursaries are available for the following instruments:

- | | |
|---|---|
| • Bassoon | • Trombone |
| • Double bass | • Trumpet |
| • Euphonium | • Tuba |
| • Flute | • Viola |
| • French horn | • Clarinet |
| • Oboe | • Cello |
| • Electric bass – limited to 1 x position | • Jazz piano – limited to 1 x position (must have experience) |

New students who already play - or are interested in playing - one of these instruments should express their interest by scanning the QR code below and completing the bursary form. **Please note:** Some bursaries will be awarded by the Music Department to current Year 6 students in Term 4 2025.

Further queries, contact the Music Department at music@brightongrammar.vic.edu.au

Music Bursary Program 2026
Expression of Interest



Year 7 2026 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.

There are three seasons of the Sport program at Brighton Grammar: Summer Sport, Winter Sport and Spring Sport (non-compulsory but encouraged). In the Secondary School, these three seasons run separately from each other in the Secondary School (Years 7–12).

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 6 weeks in Term 4
- Winter Sport: Term 2 and first 2 weeks of Term 3
- Spring Sport: Term 3 (last 5 weeks) and Term 4 (first 2 weeks – Athletics only)

Summer and Winter APS Sport participation 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 3 weeks)	Basketball Cross Country Dance Football Hockey Rugby Soccer
Spring Sport	Term 3 (last 5 weeks) Term 4 (first 2 weeks – Athletics only)	Athletics Water Polo

Please complete the selection of Summer and Winter Sport 2026 survey in the Welcome Letter.

Training

Training for Year 7 is weekly throughout the year for Summer and Winter Sports, except for specialised sports, e.g. Swimming, Sailing, Rowing (Term 4), Cross Country, Rugby and Athletics. Training in Term 1 for most sports is held from 7.00 – 8.00am every Tuesday. Transport is arranged for sports training offsite, e.g. Dendy Park (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 2026, please contact sport@brightongrammar.vic.edu.au

Year 7 2026 Sport FAQs

When and where are APS fixtures held?

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

Where can I find the weekly sport fixture?

Fixtures are 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. A draft fixture is released on the Tuesday prior to the Sport Round via Schoolbox and the BGS website. Final fixtures are uploaded by 1.00pm on Thursday prior to the round; however, we recommend that families regularly check these platforms in case of any late changes or cancellations.

Is APS Sport compulsory?

Yes, like all other APS Schools, APS Sport is a compulsory component of attending Brighton Grammar School.

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. If a clash arises, please communicate early on with relevant staff, e.g. Year Level Coordinator, Head of Sport (HoS), 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, our staff do their very best to select teams based on the above criteria. If your son is not selected in a team he believes he should be in, we encourage boys to do their best and seek feedback from coaches/staff. 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 asking for boys' preferences for Summer and Winter Sport. An expression of interest form for Spring Sport will be sent to boys and families in Term 2, 2026. If you are late to commence at BGS, please contact the Sport Department for assistance with sport selections.

What uniform should your son 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 BGS Sport and HPE uniform is flexible and comfortable to wear and includes specialty 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 your son is unavailable to participate in an 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 your son's name, year level, sport and team.

Is there transport provided for Geelong fixtures?

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

What happens in case of adverse weather?

Weekend Fixtures - All indoor sports will proceed as per the fixture. Outdoor sports affected by adverse weather (extreme heat, wet weather or poor air quality) will be notified via the home school's Adverse Weather Line.

APS Sport Training – In the instance of adverse weather affecting training, boys and families will be notified via the BGS App (parents) and Schoolbox (boys).

Year 7 2026 Outdoor Education

Overview

The essence of our Outdoor Education Program is to offer students unparalleled experiences that integrate education, personal growth, and well-being within the embrace of natural settings. Our aim is to develop resilient, enthusiastic, and conscientious young men who embody confidence, academic success, and engagement.

Throughout the journey from Year 7 to Year 10, our Outdoor Education Program is structured around four fundamental pillars: Self-management, community living, leadership and followership, and connection to place. Starting with individual development, we prioritise self-management, imparting invaluable skills to students on self-care and accountability. This foundational aspect is crucial for their integration into their wider community, encompassing both their class and the broader school community.

Once firmly rooted within their community, students are encouraged to cultivate leadership qualities while appreciating the significance of followership. All these experiences are underpinned by a deepened connection to place, fostering a profound understanding and respect for their environment, its history, and their impact upon it.

Year 7

Our Outdoor Education journey commences with a dynamic five-day program set against the stunning backdrop of the Mornington Peninsula. This initial phase is comprised of two core components: orientation and expedition. During orientation, students spend two nights at Golden Valleys Adventure camp, engaging in activities such as surfing, rock climbing, giant swing and flying fox just to name a few. These activities are carefully designed to foster camaraderie, teamwork and rapport among peers, teachers and mentors.

The expedition phase extends the themes introduced in orientation while also introducing essential Outdoor Education skills necessary for the journey ahead. Students learn practical skills such as packing hiking packs, setting up campsites, sleeping in a tent, preparing meals, cooking on Trangia stoves and learning about the environment.

Scan the QR code for a video from the Year 7 Outdoor Education Experience:



Academic Uniform

Years 7 to 10



Long Sleeve Shirt



Tie - Middle



Blazer



Short Sleeve Shirt

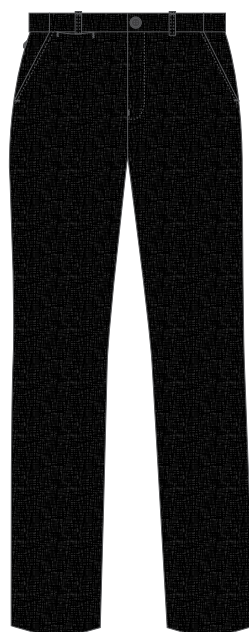


Vest



Jumper

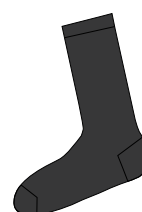
Knitwear Options



Pant



Short



Sock - Winter



Sock - Summer

Uniform Price List Years 7-10

Valid to 30 June 2026 – *All prices GST inclusive and are subject to change without prior notice



Academic Uniform

Blazer	
All sizes	\$250.00
Pullover	
60-65-70-75-80-85	\$96.50
90-95-100-105+	\$105.00
Vest – Optional	
60-65-70-75-80-85	\$86.50
90-95-100-105+	\$98.00
Summer shirt (striped with logo)	
All sizes	\$43.50
Long sleeve shirt (striped with logo)	
All sizes	\$44.95
School tie	
All sizes	\$25.50
Charcoal trousers	
Belt Loop – Flat front (Trousers 115) Youth	\$62.95
Belt Loop – Flat front (Trousers 116) Mens	\$62.95
Charcoal shorts	
Youth sizes	\$54.95
Mens sizes	\$54.95
House Polo	
All sizes	\$63.50

School Bags

Senior Pak L	\$88.95
Olympic Sports Bag	\$59.95
Tog Bag	\$19.95

Accessories

Academic Socks (Prep-10) - 2 Pack	\$18.95
Sport Cap	\$22.50
BGS Scarf	\$39.50
BGS Beanie	\$35.00
Iron on labels (50)	\$25.00

Alterations

Blazer Sleeves	\$35.00
Trousers	\$25.00

HPE Price List

Valid to 30 June 2026 – *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)

\$54.95



PE Shorts (P-12)

\$46.50



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



Uniform Price List

Valid to 30 June 2026 – *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/>

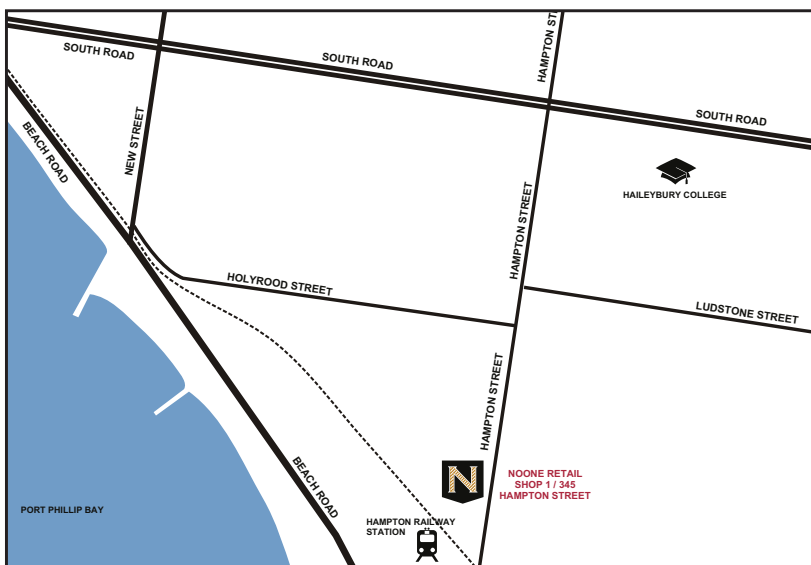
Visa & Mastercard accepted & instore eftpos facilities available. Unfortunately we are unable to accept payment by cheque.

Location and contacts

Noone Hampton Retail Store

Shop 1 / 345 Hampton Street, Hampton

Phone: 9070 3910



HPE Price List

Valid to 30 June 2026 – *All prices GST inclusive and are subject to change without prior notice



HPE (Health and Physical Education)

Sports Cap (5-12)

\$22.50



Slouch Hat (P-4)

\$19.95



Sport Socks - 2 Pack

\$19.95



Training Gear - Optional

Hoodie (P-12)

\$74.95



Training Long sleeve Tee - white or navy

\$52.95



Training Singlet

\$44.95

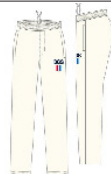


Sport Price List



Valid to 30 June 2026 – *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	\$46.50	
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	\$144.95	
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	\$62.95	
Mens size	\$64.95	
Swim Cap	\$16.95	
Swim Briefs (P-12)	\$45.95	

Sport Price List

Valid to 30 June 2026 – *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

\$46.50



Touch Football

\$63.50



AFL Reversible Sleeveless Jumper

\$99.95



AFL Shorts

\$46.50



Basketball Reversible Singlet

\$99.95



Basketball Shorts

\$46.50



Competition Winter Socks

\$13.95



Uniform Price List

Valid to 30 June 2026 – *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/>

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Location and contacts

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Shop 1 / 345 Hampton Street, Hampton

Phone: 9070 3910

