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## ***LEARNING POLICY STATEMENT YEARS 7 to 10***

The Learning Policy Statement is seen to operate in conjunction with the courses of study. It is the means by which the educational, social and moral vision of the College is achieved. As such, the learning policy statement would foresee that:

- *each student would live their daily lives at school in a manner which reflects the Christian nature of the College and which engenders genuine respect for their peers and the staff;*
- *each student would develop a growing sense of responsibility for their thoughts and actions and for their relationships with each other;*
- *staff would contribute in a positive manner to the development of each individual student's intellectual, physical and moral potential;*
- *within our particular Christian environment, the spiritual and faith dimensions of each student's life would be recognised, valued and nurtured, and that as a community we would celebrate regularly our faith commitment;*
- *each student would undertake programs of learning in which they felt challenged and were able to experience success;*
- *staff would deliver programs of learning that clearly outlined the aims, duration, content and assessment of such programs;*
- *parents would be able to become active participants in their daughters learning, assisting them where appropriate, with tasks asked of them;*
- *courses of study are designed to meet the needs of each student and provide an opportunity for all students to gain access to valued skills and abilities;*
- *all members of the College Community take a proactive role in the social world that surrounds them, and work towards a more equitable and just society.*

### **LEARNING SKILLS**

#### **A. COLLECTING, ANALYSING, ORGANISING AND EXPRESSING IDEAS AND INFORMATION**

##### **(i) Information and Research Skills**

Information and Research Skills are delivered across the curriculum by Resource Centre Staff utilising print resources and access to multi media technology including CD Rom and the Internet. Skill development encourages students to access print material and electronic sources, and enables them to effectively evaluate the most appropriate sources for their research task.

By the end of Year 7 students should be able to demonstrate proficiency in the following skills:

- understand the layout of the school Resource Centre;
- understand and follow Resource Centre Procedure;
- use single and combined terms to search the OPAC (Online Public Access Catalogue), and select relevant information such as format, call number, publication date.
- use personal information sources;
- locate resources both print and electronic within the Resource Centre as appropriate to needs;
- develop and follow a research plan
- distinguish between primary and secondary sources in research;
- obtain basic information from a resource through skimming and scanning and use it appropriately.
- compile a simple bibliography

In building on skills mastered in Year 7, by the end of Year 8 (Level 5) students should be able to demonstrate proficiency in the following skills:

- refine and extend their research methods;
- use the OPAC to locate useful resources using a variety of access points;
- use an index to locate appropriate sections of text;
- use skills of scanning, skimming, listening and observing to extract information from resources;

- identify and use subject specific dictionaries and encyclopaedia;
- compile a bibliography using author, date and place of publication, and publisher or alternative as appropriate.

In building on skills mastered in Year 8, by the end of Year 9 students should be able to demonstrate proficiency in the following skills:

- use specialist reference sources when appropriate;
- interpret information from graphical, pictorial and statistical sources;
- record relevant information in note form;
- compare, contrast and evaluate information drawn from various media;
- use indexes to access periodicals/newspapers;
- reference direct quotes from sources.

In building on skills mastered in Year 9, by the end of Year 10 (Level 6) students should be able to demonstrate proficiency in the following skills:

- independently decide on a research method appropriate to the task;
- be aware of available information sources external to the Resource Centre;
- recognise which external information sources are most appropriate to the task;
- use the Harvard Method of referencing;
- apply Boolean Logic to search strategies.

#### **(ii) Note Taking Skills**

By the end of Year 7 students should be able to demonstrate proficiency in the following skills to:

- write a synopsis of a short given passage;
- take notes under headings from a written text;
- make a summary under teacher directed instruction.

In building on skills mastered in Year 7, by the end of Year 8 (Level 5) students should be able to demonstrate proficiency in the following skills to:

- identify key ideas and concepts in a paragraph;
- make a brief summary of a specific piece of work (e.g. a chapter of a book);
- take notes from a practical experiment as appropriate;
- make a summary including point form information.

In building on skills mastered in Year 8, by the end of Year 9 students should be able to demonstrate proficiency in the following skills to:

- make a summary on a specific topic that makes use of consistent headings and sub-headings;
- take notes from an oral presentation (e.g. talk);
- take notes from a visual presentation (e.g. video).

In building on skills mastered in Year 9, by the end of Year 10 (Level 6) , students should be able to demonstrate proficiency in the following skills to:

- make detailed and careful summaries from written text;
- take appropriate notes from discussion and talks;
- present appropriate notes /summaries as a means of assessment in a subject;
- initiate a summary of information that is appropriate for a research topic.

#### **(iii) Aural/Oral Skills:**

By the end of Year 7 students should be able to demonstrate proficiency in the following skills to:

- appreciate other people and their views, listen to and respect them;
- listen to and take part in simple group discussion;
- comprehend and act upon instructions given by teachers;
- work co-operatively in friendship pairs/groups;
- contribute to class discussion by listening and speaking without interrupting others;
- prepare and deliver a short talk for class;
- engage in basic LOTE conversation.

In building on skills mastered in Year 7, by the end of Year 8 (Level 5) students should be able to demonstrate proficiency in the following skills to:

- present a point of view clearly;
- ask questions to elicit a particular response and/or information;
- listen to others and ask a question in relation to the topic;
- a group to discuss a topic and organise a response;
- listen with a directed guide to a speaker or an audio visual presentation;
- listen to and follow general instructions;
- sustain a point of view in discussion.

In building on skills mastered in Year 8, by the end of Year 9 students should be able to demonstrate proficiency in the following skills to:

- show tact and tolerance in group or class discussion;
- co-operate and participate in year level or whole school activities;
- recall and discuss material that has been presented orally;
- seek appropriate assistance and help;
- initiate discussion in non-friendship groups;
- listen and respond appropriately to speakers or presentations from persons outside school;

In building skills mastered in Year 9, by the end of Year 10 (Level 6) students should be able to demonstrate proficiency in the following skills to:

- express confidently their thoughts, opinions and wishes in a group situation;
- critically analyse a groups or individual's performance and communicate this in a constructive beneficial manner.
- begin to vary tone and style to achieve effective communication with different audiences and for different purposes;
- engage in a variety of oral activities;
- lead a group discussion;
- take on roles of leader, member, initiator and creator in small non friendship groups.

#### **(iv) Written Skills**

By the end of Year 7, students should be able to demonstrate proficiency in the following skills to:

- write in the following forms, descriptive, first and second person;
- correctly use simple forms of punctuation;
- employ correct structure in subject specific writing;
- use correct forms of nouns, verbs, adjectives and adverbs;
- correctly write in paragraphs.

In building on skills mastered in Year 7, by the end of Year 8 (Level 5) students should be able to demonstrate proficiency in the following skills to:

- understand and apply the basic structure of an essay - introduction, body, conclusion;
- write a simple sustained argument in paragraph form;
- be able to sequentially order information in paragraphs;
- employ correct structure in subject specific writing.

In building on skills mastered in Year 8, by the end of Year 9 students should be able to demonstrate proficiency in the following skills to:

- understand and use more advanced grammatical concepts of punctuation and syntax;
- understand and use the language of symbolism;
- understand and apply at a basic level literary analysis in written form;
- write a structured extended response expressing an opinion;
- produce descriptive writing reflective of artistic experience;
- begin to understand to concepts of evidence and proof in relation to argumentative writing.

In building on skills mastered in Year 9, by the end of Year 10 (Level 6) students should be able to demonstrate proficiency in the following skills to:

- recognise and produce writing styles appropriate to different purposes (i.e. formal, letters, journal and personal);

- apply analysis of questions and correct construction of formal essays;
- write a sustained response to a given topic expressing a defensible critical position;
- employ correct structure in subject specific writing.

**(v) Spelling and Correct English Usage**

At the end of each year, it is expected that students at each level will be able to demonstrate proficiency in the following skills:

- understand and apply correctly subject specific concepts and terminology;
- correctly spell and define subject specific terms;
- maintain, where appropriate, glossaries for subjects which utilise specialist language;
- use the correct terminology in their written and oral work.

*It is noted that it is the responsibility of all subject teachers at all levels to actively encourage correct spelling in their subject and to spend time assisting students to spell and use appropriate vocabulary in their work.*

**(vi) Presentation of Work**

At the end of each year, it is expected that students at each level will be able to demonstrate proficiency in the following skills:

- present work which conforms to the standards set by the subject teacher in terms of structure and subject requirements;
- presents work that is clearly identified by name, homeroom and teacher and date (where appropriate);
- maintain class notes appropriate to the purposes of the demands of a subject;
- completion of unfinished work at home and presentation for assessment;
- if students choose to submit type written or word processed work it is to be formatted correctly for the purpose intended;
- use of display function on computer to enhance presentation of printed copy of word processed work;
- avoid the use of inappropriate 'decoration' or embellishment of written work.

**B. PLANNING AND ORGANISING ACTIVITIES**

**(i) Study Skills**

By the end of Year 7 students should be able to demonstrate proficiency in the following skills:

- use their school diary correctly (see (ii) below);
- maintain a workbook appropriate to the purpose of the subject demands;
- accept and develop class rules for activities;
- complete unfinished work at home and present for assessment (see (iii) below);
- realise the importance of regularly completing homework;
- develop ways effectively to approach and organise their homework.

In building on skills mastered in Year 7, by the end of Year 8 students should be able to demonstrate proficiency in the following skills:

- consolidate and extend all study skills learned in Year 7;
- use a variety of research sources under teacher direction - community and library;
- be organised and use diary to record homework and submission dates for assignments;
- start developing methods of reading text books, e.g. use of index to locate needed sections of books;

In building on skills mastered in Year 8, by the end of Year 9 students should be able to demonstrate proficiency in the following skills:

- start developing a study timetable that suits the individual student and covers both homework and revision;
- maintain and monitor own work books and notes;
- develop ability to summarise notes;
- start to develop the ability to apply concepts learnt to new situation.

In building on skills mastered in Year 9, by the end of Year 10 students should be able to demonstrate proficiency in the following skills:

- have good note taking skills;
- undertake independent research and summarise work in their own words;
- use a study timetable;
- interact successfully with groups and individuals outside school;
- participate in practical operations such as work experience.

**(ii) Diary**

At Year 7 - homeroom teachers are expected to:

- explain the use of diaries on the first day;
- monitor the use of diaries for the year;
- explain to students how the diary should be filled in with specific details of all homework;
- check that diaries are being signed by a parent/guardian at least once a week.

At Years 8, 9 and 10 - homeroom teachers are expected to monitor the use of diaries.

**At each year level**

- subject teachers are expected to ask students to fill in homework and due dates in the diary when giving out work to be done at home;
- subject teachers are asked to write to parents via the diary when they have areas of concern. Diaries may be used by teacher/parent to monitor the progress of a student over a period of time.
- the use of diaries which prevent the proper use of the diary by the student, is expected to be actively discouraged by homeroom and subject teachers;
- student are expected to use the diary to develop sound organisational skills.

**(iii) Homework**

Homework includes completion of set work, preparation for assessment tasks and extended or wide reading. Homework time is also an important opportunity for reflection on, and revision of academic activities undertaken during the day.

As such, students at all levels are encouraged to develop a homework timetable which allows for the achievement of these goals in a quiet location. Given that homework tasks will vary across the year, the following is intended as a guide to students and parents in determining time spent on homework.

- At Year 7 students are expected to spend, on average, 3 hours per week on work at home;
- At year 7 students are expected to spend an average 45 minutes on homework each evening of the school week.

Some nights may require less time and others a little more. On average the end of each term requires more time than the beginning of each term. If students are having difficulty completing homework parents are requested to contact the Year Level Co-ordinator.

- At Year 8 students are expected to spend, on average, 3 hours per week on work at home;
- At Year 9 students are expected to spend, on average, 5 hours per week on work at home;
- At Year 10 students are expected to spend, on average, 8 hours per week on work at home;

teachers are also expected to check with students when major pieces of work are due so that students are not over loaded in any one week.

**C. WORKING WITH OTHERS AND IN TEAMS**

**(i) Physical and Social Development**

At each year level the following attitudes are encouraged and developed:

- to recognise the positive and negative aspect of one's own performance;
- a sense of sportsmanship: being part of a team and not being selfish;
- appreciation of the skills being shown by other peer group members;
- to work co-operatively in non-friendship groups;
- to co-operate and participate in activities with students from other classes and year levels;

- to interact successfully with groups and individuals outside school;
- awareness of one's own body and own health including cleanliness and grooming; and
- decision making for a healthy life style.

#### **D USING MATHEMATICAL IDEAS AND TECHNIQUES**

By the end of Year 7 students should be able to demonstrate proficiency in the following skills:

- apply basic mathematical operations (additions, subtractions, multiplication and division);
- to use specific equipment efficiently in various subjects for its intended purpose.

In building on skills mastered in Year 7, by the end of Year 8 (Level 5) students should be able to demonstrate proficiency in the following skills:

- consolidate and extend all skills learned in Year 7;
- easily apply basic mathematical operations in subjects when required;
- translate simple worded problems into mathematical notations; and
- use fractions, decimals and directed numbers in a variety of situations.

In building on skills mastered in Year 8, by the end of Year 9 students should be able to demonstrate proficiency in the following skills:

- exhibit familiarity with functions of a calculator; and
- use percentages and graphs efficiently in any subject.

In building on skills mastered in Year 9, by the end of Year 10 (Level 6) students should be able to demonstrate proficiency in the following skills:

- use percentages and graphs or evidence in argument and discussions;
- use calculators and computers as tools;
- apply problem solving methods in other subjects.