YEAR 7 CURRICULUM HANDBOOK
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This Handbook outlines the curriculum offerings at Emmanuel College for Year 7. It responds to guidelines in the Australian Victorian Essential Learning Standards (AusVELS), and the Victorian Essential Learning Standards and it is intended that it should serve several purposes:

1) To provide parents with information on the courses we offer;
2) Provide students and their parents with detailed information when read in conjunction with report cards distributed at the end of each semester.

This Handbook is the result of collaboration undertaken by members of our Academic Council – an experienced group of teachers who lead our Learning Domains.

Details in this Handbook associated with learning focus, dimensions and assessment tasks may vary from year to year.

Judith Weir
Deputy Principal-Leader of Learning
**Australian Victorian Essential Learning Standards (AusVELS)**

In 2013 Victorian schools introduced the AusVELS in English, Mathematics, Science and History. This is the Victorian response to the implementation of a National Curriculum which will be phased in for all domain areas over the coming years. The Australian and Victorian Essential Learning Standards describe what is essential for all students to achieve from Foundation to Year 10. The Learning Standards provide a framework for planning the whole school curriculum by setting out standards for students to achieve in core areas.

The Standards aim to meet the challenges of preparing young people for a world in which knowledge is highly valued and constantly changing, a world in which work, society, community and personal relationships are subject to increasingly complex pressures. Young people need a broad range of knowledge and social, personal and thinking skills to be successful. The Standards will enable young people to develop through their schooling and will prepare them for their final years of study in the:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL).
- Vocational Education and Training (VET) programs can also be undertaken as part of either VCE or VCAL.

The Victorian Essential Learning Standards identify three core and interrelated strands for the Foundation to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life. The domains include the standards, organised by dimension, by which student achievement and progress is measured.

**About the Standards**

Standards define what students should know and be able to do at different stages of learning. They provide valuable information about student progress which can form the basis of further teaching and intervention. There are standards set for achievement at each level of learning. For Secondary schools the general expectations of when students will achieve the various standards are: Year 7- Level 7 Year 8- Level 8 Year 9- Level 9 Year 10- Level 10

By clearly specifying the standards appropriate at each of the levels, the Standards provide a clear picture of the sequence of development a student should progress through at school in terms of the essential physical, personal and social, discipline-based and interdisciplinary knowledge and skills. The Standards enable teachers, parents and students not only to determine the knowledge and skills a student currently demonstrates, but also what that student needs to know and be able to do to progress to the next level through to the end of Year 10.

Since standards describe what students know and can do, they focus on the knowledge and skills components of the three strands. This is not to suggest that the behavioural components of the strands are unimportant, but rather to acknowledge they are less amenable to the development of clear
standards, and do not necessarily develop in broadly sequential ways. Behaviours included in the Standards will however be the focus of teacher observation which in turn will be referenced in student reports.

**Interdisciplinary Learning**

The Interdisciplinary Learning at Emmanuel College identifies a range of knowledge, skills and behaviours which cross subject boundaries and are essential to ensuring students are prepared as active learners and problem-solvers for success at school and beyond. This focuses on ways of thinking, communicating, conceiving and realising ideas and information. It assists students to develop the capacity to design, create and evaluate processes as a way of developing creativity and innovation.

**Communication**

Communication helps to construct all learning and is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. This domain assists students to understand that language and discourse differ in different disciplines and that there is a need to learn the particular literacies involved in each.

**Design, Creativity and Technology**

This domain emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. In Year 7 students are introduced to Design process whereby they develop skills using wood as their main material. This domain assists students to develop the ability to design, produce and evaluate their production piece in meeting the specified design brief specifications.

**Information and Communications Technology – ICT**

The delivery of ICT in Years 7 and 8 at Emmanuel College will be realised across all Domains. The knowledge, skills and behaviours learnt will enable students to use information and communications technology (ICT) to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT and strategies to monitor learning patterns, to process data to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways.

**Thinking Processes**

This encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.
Year 7 Curriculum Overview

Year 7 students study a core program including subjects in each of the Domain learning areas.

The following subjects are studied for the whole year:
- Religious Education
- English
- Mathematics
- Humanities
- Science
- Health and Physical Education

Connected Learning Experience - Four units are studied over the year that include:
- Religious Education and Humanities (HRC)
- Health and Physical Education and Science (HSC)

The following subjects are studied for one semester only:

The Arts:
- Art
- Drama
- Music

Technology:
- Design and Technology – Wood

Languages Other Than English (LOTE):
- Italian
- Japanese

Project Days
These are single day activities offered by some subjects in Year 7 which are designed to engage students in a practical application of their learning and are largely hands on activities. Students are engaged in a full day program which allows them to explore themes and solve problems, presenting their findings in a variety of ways at the conclusion of the activity.

Transition
All students spend one period per cycle where they explore issues specific to Year 7 students. In Semester One this unit focuses on learning about the way the school operates, learning how to use the Student Handbook and developing an understanding of the demands of secondary school and the ways be best manage the new demands.
1. RELIGIOUS EDUCATION

The Year 7 Religious Education program is a vital element of the dynamic and innovative learning program offered by the College and is guided by the Religious Education Framework.

The domain of Religious Education is situated within the discipline based learning strand and contains three dimensions:

1. Religious Education and Knowledge – this will help students to develop knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
2. Reasoning and Responding – this will help the student in developing appropriate ways of thinking and acting that arise out of Christian Knowledge and Understanding.
3. Personal and Communal Engagement – this dimension focuses on nurturing the spiritual life, the importance of belonging to the faith community and engagement in community service.

Students throughout the year will study key religious knowledge and concepts in 5 content areas:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacraments
- Morality and Justice.

The curriculum as a whole will be undertaken in 3 innovative forms:

- ‘The CORE’ which builds the foundation on which the students study of religion will be based. These classes will provide the knowledge and understanding of our Catholic faith as well as developing the skills and knowledge base required for the Connected Learning Experiences and the Project Day.
- ‘The PROJECT DAY’ has been designed to enable the students to experience religion in action and to explore how their religious knowledge and understanding can be acted upon in relation to the society in which they live.
- ‘The CONNECTED LEARNING EXPERIENCE’ (or CLE) which allows the students to understand the relationship and interaction between Religious Education and the other key subjects that they are undertaking. Real life concepts will be explored.

2. ENGLISH

Learning Focus

Based on the Australian Curriculum standards (AusVELS) this course is designed to develop students’ skills and knowledge in the three interrelated strands of Language, Literature and Literacy. Students complete various reading, writing and speaking and listening tasks for a variety of purposes and audiences, in a variety of settings and using a variety of text types.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various
types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

**Course Structure**

Students complete a core grammar program designed to establish a firm understanding of the mechanics of language. These skills are then applied to their analysis of texts and the production of their own written texts.

A range of texts is covered throughout the year, incorporating the genres of autobiography, myths and contemporary fiction. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Students are also required to complete a wider reading program in recognition of the importance of reading habits in fostering general academic success.

Students create a range written, oral and ICT-based texts that incorporate personal responses to the texts studied as well as creative texts that reflect their own experiences.

Throughout the year many areas will be covered:

- Literature – examining different kinds of texts
- Sustained Silent Reading
- Writing development;
- Listening skills;
- Comprehension skills;
- Grammar, word;
- Spelling, vocabulary development;
- Oral communication.

**3. MATHEMATICS**

**Course Outline**

Mathematics has an inherent beauty and there is a sense of fun and enjoyment that comes from the challenge of identifying patterns, the discovery of new problem solving techniques and the awareness of the relationship between different mathematical techniques.

Mathematics is part of the cultural heritage of all students. An understanding of mathematics leads to a greater appreciation of the rich cultural, scientific and artistic heritages that form modern Australian society. Mathematics provides a way of efficiently describing relationships and patterns. As a result mathematical tools are used in a variety of subject areas. Mathematical skills such as numeracy and measurement are essential tools to enable students to cope confidently and competently as citizens in a modern world.

This course aims to:

- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society.
- Solve practical problems with mathematics, especially industry and work-based problems
• Develop specialist knowledge in mathematics that provides for further study in the discipline
• See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
• Be confident in one’s personal knowledge of mathematics, to feel able both to apply it, and to acquire new knowledge and skills when needed
• Be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
• Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy

The Mathematics Program forms an integral part of an innovative learning program offered by the College at Year 7. Students will cover Key Concepts, as outlined in the AusVELS, through CORE lessons and enrichment topics related to everyday experiences.

**Number and Algebra**
Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

**Measurement and Geometry**
Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

**Statistics and Probability**
Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

**Demonstrating Understanding**
Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the ‘why’ and the ‘how’ of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and
differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

**Demonstrating Fluency**

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

**Demonstrating Problem Solving**

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

**Demonstrating Reasoning**

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

**Course Structure**

CORE lessons introduce students to the fundamentals of a traditional Year 7 Mathematics course, equipping them with the essential skills required to use and solve real world problems, hence complementing the inquiry based learning framework of the entire Year 7 course.

From 2013 onwards all Year 7 students at Emmanuel College will possess a Laptop computer and learn to use it in conjunction with HOTMATH interactive software linked to their Cambridge Essential Textbook, as well as other mathematical software.

4. SCIENCE

**Rational**

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

**Strands**
Science has three interrelated strands:

- **Science Understanding**
- **Science as a Human Endeavour**
- **Science Inquiry Skills**.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

**Description**

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

The Connected Learning Experiences (CLEs) expand on some areas of Science and students explore these through an interdisciplinary approach.

**Achievement Standards**

Students:

- Describe techniques to separate pure substances from mixtures.
- Represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion.
- Explain how the relative positions of the Earth, sun and moon affect phenomena on Earth.
- Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.
- Predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.
- Describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem.
- Plan fair experimental methods, identifying variables to be changed and measured.
- Select equipment that improves fairness and accuracy and describe how they considered safety.
- Draw on evidence to support their conclusions.
- Summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.
- Communicate their ideas, methods and findings using scientific language and appropriate representations.
5. HUMANITIES

The Humanities involves the study of past and present societies and the interaction of people with the natural environment. At years 7 students will be introduced to a variety of topics and skills that relate to the level 7 AusVELS standards for History, Geography, Economics and Civics and Citizenship.

Core Units:
All students will follow a core Humanities programme which provides a foundation of knowledge and understanding to enable students to progress towards the Australian Victorian Essential Learning Standards for Level 7. Through these Core units they will also develop key skills relevant to their learning in the Humanities/Religion Connected Learning Experiences (CLEs).

Geography
- Geographical knowledge and understanding
- Geospatial skills

Students demonstrate knowledge and understanding of the characteristics of the regions of Australia. They explain, using examples, how the interaction of physical processes and human activities create variations within the regions. Students describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions. They demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.

History
- Historical knowledge and understanding
- Historical skills

Students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Economics
- Economic knowledge and understanding
- Economic reasoning and interpretation

Students explain the nature of the economic problem and how economic choices involve trade-offs that have both immediate and future consequences. They explain key factors that influence the Australian economy, including the quantity and quality of factors involved in production, resource use, ownership and management, and types of businesses. Students make informed economic and consumer decisions, demonstrating the development of personal financial literacy.

Civics and Citizenship
- Civic knowledge and understanding
- Community engagement
Students explain the origins and features of representative government. They identify significant developments in the governance and achievement of political rights in Australia. They explain key features of Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented, using some contemporary examples in their explanations. They describe the purposes of laws and the processes of creating and changing them.

6. HEALTH & PHYSICAL EDUCATION

Health and Physical Education will cover dimensions of movement and physical activity, as well as health knowledge and promotion.

Course Structure
The Health and Physical Education Program will cover the dimensions of Movement and Physical Activity and Health Knowledge and Promotion. The curriculum as a whole will be undertaken in 3 innovative forms.

Core Curriculum
The HPE Core Curriculum which will cover the Movement and Physical Activity and Health Knowledge and Promotion Dimensions. The Core Curriculum will enable students to:

- Perform complex movements and manipulative skills
- Maintain regular participation in physical activity, and measuring fitness and activity levels.
- Combine motor skills with strategic thinking and tactical knowledge to improve individual and team performances
- Learn how to evaluate themselves and improve their performance and the performance of others.
- Be involved in individual, non competitive and competitive team games
- Develop the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing

Project Day
Students will participate in specific practical and theory sessions dealing with the promotion of health and analysis of fitness/physical activity levels.

Connected Learning Experiences (CLE)
The CLE allows students to understand the relationship and interaction between Health and Physical Education and other learning areas. There are a number of CLE’s in which the Health and Physical Education component is explicit, while in others it connects and links with other domains.

7. THE ARTS
The Arts at Emmanuel College consists of four disciplines; in the Visual Arts, Art and Visual Communication and Design and in the Performing Arts, Music and Drama. As students work towards the achievement of Level 5 standards in the Arts, they use a range of starting points
including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas.

Dimensions

Creating and making

• Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine make and present art works that expressively communicate feelings, ideas and purpose.
• Students experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.
• Students combine and manipulate art elements and principles and / or conventions to maintain a record of the creating and making of their art works and explain their decisions about how they present art works for specific purposes and audiences.

Exploring and responding

• Students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others’ use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.
• Students compare, analyse, evaluate and interpret the content meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language.
• Students describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary art works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

Arts project Day

All year 7 students will be involved in an Arts Project Day. This full-day program allows for students to discover, learn and create a product in an arts-based interdisciplinary learning environment. In 2015 the Arts Project Day – “A Film in a Day” – will allow students the opportunity to discover skills such as scripting, acting, filming, editing, composing, set-design, costuming and story-boarding while developing their creative talents and interpersonal team-work skills.

Learning focus – Art

The course is an introduction to art practice and appreciation. Students have the opportunity of developing skills in a number of methodologies. Art history and appreciation includes the study of Prehistoric, Egyptian, Greek, Roman and Australian Aboriginal art. Practical work is tied to these studies and may include construction of a ceramic figurine or mask, painting based on Aboriginal symbols and motifs, scraper board and mosaic work based Greek and Roman designs.

Assessment tasks

• Ceramic mask or figurine
• Greek black figure work and/or Roman mosaic
• Art history and appreciation
**Learning Focus – Visual Communication and Design**
The course is an introduction to Visual Communication & Design through the study of symbology, freehand drawing, rendering and paraline drawing. Students learn how to use instruments to create communication drawings and about the conventions employed in their constructions. They learn how to use the design process to structure their problem solving and how to analyse and evaluate design.

Assessment tasks
- Symbology
- Lettering
- Observing and recording
- Drawing and rendering
- Identifying and evaluating design elements

**Learning Focus - Drama**
Students learn about theatrical genres, the function and processes of theatrical performance and production. Self esteem and team skills are developed through a variety of activities that include the exploration of performance ideas, roles and characters.

Assessment tasks
- Mime Performance
- Puppetry Performance
- Scriptwriting
- Evaluation

**Learning Focus - Music**
Music, at every year level, is centered around creativity, performance and learning through participation. In year 7 the elements of music, such as tempo, rhythm, melody, dynamics, texture, tone colour and form are experienced through creative and practical music making activities.

Assessment tasks
- Graphic notation
- Theory
- Performance
- History project
- Journal
- Singing
- Guitar

**8. LANGUAGES OTHER THAN ENGLISH (LOTE)**

**Introduction**
Learning a new language opens up a world of possibilities. Students are given opportunities to explore the Japanese and Italian language at the college for 2015. Students will learn the Japanese and Italian language which will include an array of greetings, conversational grammar and reproducing modelled use of the language. As students work towards the achievement of Level 5 in LOTE (as outlined in the dimensions), they exchange simple
personal information on topics such as daily routines, talk about themselves in response to questions and ask questions.

**Communicating in a LOTE**
- Students demonstrate effective sound discrimination, in tone languages, students discern clearly, in slowed speech, all the tone patterns;
- Students describe and use culturally specific gestures and body language, showing awareness of language requirements in specific situations relating to a topic, adapting language and gesture appropriately to the role, audience and purpose;
- Students explore word meanings, word associations, cognates, and so on, and apply this knowledge to their own work.

**Intercultural knowledge and language awareness**
- Students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. They select, interpret and present knowledge about the language, its speakers, and countries where it is spoken.
- Students demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, reflecting the relationship between the speakers of the language.
- Students interact with a variety of speakers of the language from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities.

**Italian**
Students will learn the greetings and basic self-introduction in Italian. They will learn grammar rules for nouns, adjectives and verbs which will enable them to give a brief description about themselves and a friend in Italian. Students will be assessed through speaking, listening and reading comprehension and writing tasks.

**Japanese**
Students will learn the greetings in Japanese and language associated with self-introduction. They will be assessed on language learned through speaking, listening and reading comprehension and writing tasks. Students will learn the Hiragana alphabet, which consist of forty-eight characters and also some basic kanji characters.

**Project Days**
All year 7 students will participate in a LOTE Project Day during the year. This is dedicated to culture to enable students to have a greater understanding of the Italian and Japanese cultures.

**9. TECHNOLOGY (Wood)**
Students participating in Technology Studies at both campuses will learn about the function and skillful use of appropriate hand tools and other equipment. Students will have the opportunity to become active thinkers when they are introduced to the Design Process in order to plan, produce and evaluate their production piece. Students will also be introduced to safe workshop practices.
**SECTION 5 – EMMANUEL COLLEGE 1:1 LAPTOP PROGRAM**

An integral component of our College’s teaching and learning strategy is to broaden the use of digital technology across the College. Our 1:1 laptop program is designed to enable our students to undertake *anywhere, anytime learning* with their device.

Why is the program compulsory?
The 1:1 laptop program is designed to meet the teaching and learning needs of students. The most effective way for the College to ensure all students are equipped with the tools they need to maximise their learning potential is for all students to have the same make and model device.

How long does the program last?
Our 1:1 program will last for three years. This means your son or daughter will have the use of their own laptop from Year 7 through to end of Year 9. At the end of the three years families now own the laptops outright.

What happens when my son/daughter reaches Year 10?
We are mindful that technology is rapidly changing and we don’t want to lock ourselves into a program that isn’t flexible enough to keep up with the potential of emerging technologies. We will be sure to discuss future technology programs with you before your son/daughter’s 1:1 laptop program finishes.

Why the Lenovo X240 Multitouch?
Emmanuel College’s infrastructure has been developed for Windows based operating system. This determines the devices, software, e-publications and other digital resources we use and the operation of our Learning Management System.

For 2015 Year 7 intake students will use a Lenovo X240 Multi touch device. This device functions like a tablet and a laptop. The touch screen enables students to interact with the device like a tablet, but revert to traditional laptop functionality to do more powerful processing. This provides the College with maximum flexibility with regards to the digital learning and teaching resources we use and allows for individual student’s learning preferences. This “best of both” device is ideal for managing the complex requirements of our curriculum across all the subjects students will experience in Years 7, 8 and 9.

The x240 Multi touch is lightweight but durable, reliable, has long battery life and is high performing. It utilizes Windows 8 operating system, enabling the College to draw upon 170,000 applications that are available on the Windows Store.

What does the program cost?
The 1:1 laptop program will cost a total of $1200.00 over the three year period. This means that each year families will pay $400.00 per student in Year 7 to participate in the program.

What is included in the price?
The 1:1 program includes the cost of the laptop, software and anti-virus protection and insurance protection for theft and accidental breakage (an excess of $150 will apply). More detailed specifics can be found in the 1:1 Laptop program User Agreement that families and students will be required to sign.

When do I have to pay?
Families will be invoiced for the 1:1 laptop program at the beginning of each year. Families can pay for the laptop program in the same way that you prefer to pay your school fees.

**Who owns the laptop?**
To ensure safety and reliability of our network and compliance with software licencing arrangements, laptops will remain the property of Emmanuel College until completion of the 1:1 laptop program, in 2016. At which point ownership of the device will transfer to you.

**What paperwork do I need to complete and by when?**
Students and their parents will need to sign the *2015 1:1 Laptop Program User Agreement* and return to the College by 22 November 2014. Forms are to be returned to:

1:1 Laptop Program
Emmanuel College
PO Box 5
Altona North, VIC 3025

**What happens if my son/daughter withdraws from Emmanuel College prior to completion of 1:1 program?**
Students leaving the College during the course of the 1-1 Laptop Programme will be required to return their laptop and pay a pro-rata fee. Families also have the option to purchase the laptop and in doing so will pay all remaining balances on the laptop.

**Will my son/daughter be expected to buy the College backpack and sleeve?**
Yes. Our College backpacks have been designed to suit the needs of our students and they contain a section to protect the laptop.

Parents are also expected to purchase a protective sleeve to provide additional protection for the laptop. Parents can opt to purchase the sleeve as part of their stationery list, or use a sleeve provided from home.

**Are you using e-books?**
Yes. The College has increased the number of e-books it uses in Year 7, however families will still be required to purchase a mixture of e-books, applications and textbooks which will be outlined on the stationary list.

All textbooks can be purchased new, but some can be purchased second hand. Please indicate on the booklist form whether you are interested in second hand copies and they will be offered to you buy our supplier if second hand copies are still available when issued to you.

**What happens if something goes wrong with the laptop?**
Emmanuel College operates an IT Helpdesk that supports students and staff with a range of problems they may encounter whilst using the College's IT systems. The *1:1 Laptop Program User Agreement* contains more information about the support students can expect from IT helpdesk when things go wrong.

**What happens if my son/daughter accidentally breaks their laptop?**
All claims for accidental breakage will follow the procedure as outlined in *1:1 Laptop Program User Agreement*. Majority of claims will be subject to an insurance excess of up to $150.00. Students may be able to borrow a device from the IT helpdesk so they can continue with their learning whilst their laptop is being repaired. In these instances students
will be provided with a claims form which requires parental signature. It is important to note that if damage is the result of misuse or a student not adhering with the terms of our ICT Student User Agreement then the College may impose additional fees and charges. On this point we ask students to be vigilant in how they care for their laptop. As the X240 Multi touch is a high performance device, replacement parts are quite expensive. So if repairs are required (outside the conditions of the warranty) then be mindful that your parents may need to pay the $150 excess.

**What happens if my son/daughter’s computer is stolen?**
All claims for theft will follow the procedure as outlined in 1:1 Laptop Program User Agreement. It is important that you file a police report as claims cannot proceed without a written report. Claims for theft will be subject to an insurance excess of $150.00. Students may be able to borrow a device from the IT helpdesk so they can continue with their learning whilst their laptop is being replaced.

**Who can I contact if I am worried about costs?**
If you have any concerns around the payment of the laptop program, please contact Liz Pellington, Finance Office, on 03 9394 2418 or email lpellington@ecmelb.catholic.edu.au.

**When will I be able to collect my son/daughter’s laptop?**
Prior to school starting next year, our IT service will install all the necessary programs and software to ensure that the devices are operational at the beginning of Term 1. All devices will be clearly labeled with the student’s name. All Year 7 students participate in an orientation program for the initial days at Emmanuel College. Students will collect their laptop and learn about their device and our IT network as part of orientation.

**Will my son/daughter bring their laptop home with them every day?**
Yes. It is expected that students will take their laptops home with them so they can continue with their studies as needed. Whilst at home students will be expected to ensure their laptops are charged and ready for the next school day.

**Can my son/daughter charge their laptop at school?**
No. The Lenovo X240 Multi touch has a long battery life of up to nine hours and when fully charged should meet student’s entire learning needs for the school day. The college does not have enough charging points to cater for students to charge devices during the school day.

**We don’t have good internet access at home, will this be a problem for my son/daughter?**
Although students will not need internet at home to continue with their studies, access to high speed internet will be helpful as they will be able to access their emails, timetable and other resources from our Learning Management System.

**What types of programs or games can my son/daughter download to their computer?**
No programs other than those we have allowed in our operating system (eg. solitaire, minesweeper) will be installed on the computers. Laptops are a tool to complement student learning therefore we will only allow other programs that are directly associated with classroom teaching and learning.

**What should my son/daughter not do on their computer?**
All students at Emmanuel College must sign an ICT Student User Agreement, a document that clearly articulates the College’s policy regarding the use of ICT. Parents are also asked...
to sign this document to ensure that you have been made aware of the College’s ICT policies.