Year 7 Program 2015

Personal Best
Integrity
Respect
Responsibility
High Expectations
Dear Students, Parents and Carers,

Welcome to the Mordialloc College Year 7 Program. We are excited and enthusiastically looking forward to working with you in 2015.

The Year 7 Learning Program provides students with a highly engaging and busy year within a caring and safe purpose-built environment, staffed by a dedicated team of quality teachers.

We seek to nurture and develop the great potential of each and every one of our new young students and, in doing so, provide for them the very best introduction possible to their secondary schooling.

The following handbook provides information about the development of the Year 7 program, Victorian and Australian curriculum requirements, student learning across the Learning Centre Program and learning within specialist subject areas.

We hope you enjoy your time as a part of the Year 7 Learning Community in 2015. Parent support of the program and the school rules is vital to the development of happy and successful secondary students.

Best wishes,

The Year 7 Learning Team
The Victorian Essential Learning Standards and the Australian Curriculum

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian curriculum while retaining Victorian priorities and approaches to teaching and learning.

This curriculum implemented by the Victorian Government aims to refocus student learning on the learning process itself - learning how to learn - while enabling students to develop real skills and knowledge and independent and collaborative proficiencies.

The AusVELS identify the learning that is important for students to succeed in school, at work, in their personal lives and in the community.

The curriculum, developed by the Victorian Curriculum Assessment Authority, reflects a new approach to student learning and standards in Victorian schools. These standards have the support of all educational sectors and apply to all schools in Victoria - government and non-government.

AusVELS is set in three linked main strands or areas:

Physical, Personal and Social Learning:
Skills such as being active and healthy, developing self confidence, managing personal learning, organization, planning and working with others.

Disciplinary Learning:
Knowledge and understanding from the learning areas of English, Science, Mathematics, Humanities, Languages and The Arts.

Interdisciplinary Learning:
Essential skills that apply across the curriculum such as thinking, design, problem solving and using ICT (Information, Communications and Technology)
YEAR 7 LEARNING PROGRAM

INTEGRATED LEARNING

In Year 7, Mordialloc College provides each student with a comprehensive education. They will experience a balanced program within the Learning Centre across curriculum areas based on the AusVELS. Student learning is focused on attaining skills and knowledge across the following three strands of the AusVELS:

- Disciplinary Learning
- Interdisciplinary Learning
- Physical, Personal and Social Learning

Each week during collaborative learning time in the Year 7 eLearning Centre, students will be involved in the integrated study of:

- ENGLISH (Literacy)
- MATHEMATICS (Numeracy)
- HUMANITIES (History, Geography & Economics)
- SCIENCE
- INTERDISCIPLINARY LEARNING that includes Communication, Information and Communications Technology, Thinking
- PERSONAL & SOCIAL LEARNING including Interpersonal Development, Personal Learning & Civics and Citizenship

In addition, all students will have many other opportunities to enrich their education through involvement in College productions, music programs, competitions, clubs, leadership opportunities and representative teams.

iPad Program

The purpose of this program is to allow students to thrive as global citizens in the 21st Century. The program was introduced into Year 7 at the beginning of 2014. The students access their textbooks, curriculum and planning tools on their device, and they complete and submit work electronically by ‘sharing’ the documents with their teacher via our Year 7 Google Site. They are able to record and present their learning in new and innovative ways.
LITERACY

The Literacy component of the Year 7 curriculum continues to develop and expand the skills introduced in primary years and is characterised by a wide range of activities in the areas of speaking, listening, reading and writing.

Early focus is on the 2 - 3 set texts purchased by parents. However, once these texts have been read, students are encouraged to extend their reading by bringing a novel of their own choice to school each day or selecting one of the many provided in the Resource Hub.

The set texts provide a common background for analysis and discussion, while wide reading schemes encourage the power of discrimination.

Students are also encouraged to participate in group and class discussions and planned and spontaneous speaking and listening activities such as performance, poetry readings, text response, prepared and impromptu talks, public speaking and debating. Regular Literacy sessions involve small group work on issues in the media and writing various text types.

Writing skills are developed with an emphasis on the process of drafting, composing and editing. Students will be encouraged to experiment with a variety of styles and modes and will write for various purposes and audiences.

NUMERACY

The Numeracy component of the Year 7 curriculum has been developed to encourage students to build their numeracy skills and knowledge through participating in learning that is firmly linked to real life situations. Numeracy can be fun, interesting, stimulating and vigorous for all students.

All Year 7 students are actively involved in Numeracy, as problem solving and project work is an integral aspect of the program. In addition, Numeracy lessons are also run three times per week to provide specialised assistance in this area. Students learn not only how to do the mathematics, but also how to apply numeracy in real life situations using imagination and creativity.

Students develop skills in Number, Space, Measurement, Chance and Data, Structure and Working Mathematically.

Students are encouraged to enter the Australian Maths Challenge and Australian Maths Competition. Use of technology, in the form of iPads, computers and calculators, is introduced during Year 7.
**SCIENCE**
The Science component of the Year 7 curriculum encourages students to develop their skills as scientists. Students discover many new scientific concepts through their involvement in the development and design of practical work and research projects. Year 7 students also participate in lab sessions in the state of the art Discovery Centre and our wet lab within the eLearning Centre.
Students expand their knowledge of Science to include abstract concepts, theories, principles and models drawn from biological, chemical, earth, environmental, physical and space sciences. They also explore how scientific work has led to the discovery of new knowledge and understanding about the natural world and changed our understanding of ourselves and our possible destiny. Students also have the opportunity to gain their bunsen burner and microscope licences and participate in a wide variety of experiments.

**HUMANITIES**

**Geography – History – Economics**
The Humanities component of the integrated Year 7 curriculum encourages students to investigate the behaviour of people in all their different environments throughout the ages. Students develop research, process and interpretation skills to enable them to analyse events and issues, construct hypotheses and make informed judgments.

**GEOGRAPHY**
Students learn to ask a series of geographical questions and follow an inquiry-based approach incorporating identification, observation, description, analysis, explanation, synthesis and evaluation. This extends their understanding and provides students with a well-researched, informed spatial perspective to apply to local and global issues, including sustainable use and management of the world’s water and natural resources.
Students read and interpret maps of different kinds and at different scales, including street directories, atlas maps, ordnance survey maps and topographic maps.
Students develop skills in gathering information first-hand from fieldwork studies. They make observations, take field measurements, conduct surveys and interviews and map and record phenomena in a range of settings.

**HISTORY**
Students suggest reasons for change and continuity over time. They describe the effects of change on ancient societies (the Mediterranean World and the Asian World), 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.
Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions.
ECONOMICS
Students build skills in budgeting, develop an understanding of the government’s role in the economy and learn how different events and circumstances influence how people spend money.

Interdisciplinary Learning integrates and embeds the skills and knowledge of the associated areas of Communication, Information and Communications Technology and Thinking in the wider Year 7 curriculum.

INTERDISCIPLINARY LEARNING

Communication
Information and Communications Technology (ICT) focuses on providing students with the tools to transform their learning and to enrich their learning environment. ICT enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skillfully to create information products in forms that are meaningful for themselves and their audience.

Students are provided with tools and strategies to monitor learning patterns and problem-solving strategies. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other peoples ideas and solutions with a global audience. In the eLearning Centre all students have an iPad to use to demonstrate their ICT skills.

Thinking
The development of critical thinking skills is crucial to the successful learning progress of our students and their ability to become ‘Life Long Learners.’ At Year 7, thinking skills are not taught as a separate component of the Year 7 integrated curriculum. They are embedded into all aspects of the curriculum. Students are challenged and supported to develop deep levels of thinking and application. They will learn how to use a variety of quality learning tools to support them to plan and develop their learning.

They will also be supported to develop reasoning, processing and inquiry skills and to think creatively. Each student will create a Learning Portfolio which contains evidence of their learning journey that identifies their ability to reflect, evaluate and improve their achievement.
PERSONAL LEARNING

As an integrated component of the Year 7 curriculum, Personal and Social Learning focuses on three areas of development crucial to the adolescent learner and his/her ability to experience personal success. These three areas are:

The Individual Learner & Managing Personal Learning
Students identify their individual strengths and weaknesses and analyse how emotions affect their learning. They use an expanded repertoire of learning strategies. When learning with peers they develop effective relationships, providing and responding to constructive feedback.

Students learn to set realistic short and long-term learning goals within a variety of tasks and describe their progress towards these. They organise and complete tasks within set time frames, plan and prioritise their available time, demonstrate motivation, and consider both their own and others needs when making decisions about suitable learning processes.

Civics and Citizenship
Students are encouraged to participate in school events, or with the school in local or community events. They explore democratic processes through research and use appropriate information-gathering techniques, including interviews. They work with others and participate in decision making.

Interpersonal Development - Building Social Relationships & Working in Teams
Students learn skills that they can utilise as a team member. They support other members to share information, explore the ideas of others and work cooperatively to achieve a shared purpose within a realistic time frame.

They reflect on individual and team outcomes and act to improve their own and the team's performance.
SPECIALIST SUBJECTS—Semester 1 & 2

All Year 7 students participate in a variety of rich and rewarding specialist subjects outside the Learning Centre.

Each week during Semester 1 & 2, students will have specialist classes in:
PHYSICAL EDUCATION
SPORT EDUCATION
FRENCH (Language Other Than English -LOTE)

They will also participate in a combination of the following subjects for one Semester:
PERFORMING ARTS (Music and Drama)
TECHNOLOGY (Design Technology and Food Technology/Textiles)
VISUAL ARTS (Art and Visual Communications)

TECHNOLOGY

Design Technology
During this semester students will look into the various areas of Design Technology including the Design Process, Portfolio creation; and developing practical skills. Projects are based around students working as young designers to create products that meet a specific design brief. They work with various materials including wood, metal and plastic and create a portfolio that shows their learning throughout the various areas of the design process. Students are also introduced to Computer Aided Design (CAD) and develop their skills in specific CAD software.

Food Technology/Textiles
In Food Technology, students learn organisation, time management, hygiene, nutrition and basic skills and methods. They produce mouth watering, interesting meals, cakes and biscuits.

In Year 7 students spend one term in each of these areas. They familiarise themselves with basic materials and learn to use specialised equipment and machines safely and carefully. In Textiles, students will be making a soft toy using hand embroidery and machining.

THE ARTS

Performing Arts
Students participate in a range of activities such as acting and role-playing, music, script development and stagecraft. These activities involve both independent and group work and as such support the student to develop creativity and confidence. In Drama students will develop confidence while exploring different dramatic skills such as improvisation, mime, character building and playmaking.
There are a number of different performance opportunities throughout the year that students are encouraged to take part in. Students reflect on their experiences in the drama classroom by keeping an analytical journal.

The College presents a full scale production each year. All students are encouraged to participate in the excellent extra curricula events on offer. In 2008 the College was the proud winner of the Rock Eisteddfod Grand Final. In 2011 the College produced a high quality full production of the musical ‘Bye Bye Birdie’ and in 2012, an original version of ‘A Night Amongst the Stars’. In 2013 the musical ‘Singin’ in the Rain’ was performed. ‘Variety High’ was 2014’s musical production.

Instrumental music is available to all students at the school and, with our many music specialists, students are able to choose from various different instruments. They will also have the opportunity to join the school bands and/or vocal group and participate in a range of musical events within and outside the College.

**Visual Arts**
At Year 7 students complete a comprehensive Art course designed to develop the student’s painting, drawing and designing skills. A variety of media is taught such as water colour, pastels, pen and ink, pencils and paint.

Year 7 students will be encouraged to transfer skills and knowledge they acquire in Art classes to their integrated learning and projects within the eLearning Centre.

**LOTE (Language Other Than English)**

**French – Le Français**
Students study French until the end of Year 8. Foreign language study then becomes an elective at Year 9 (except for SEAL students). Emphasis is placed on studying the four linguistic skills of listening, speaking, reading and writing.

Language teachers use a variety of approaches to encourage students to progress to the best of their abilities. This includes the use of ICT, role playing, games, projects, cultural event days and story writing.
**PHYSICAL EDUCATION**

In Year 7, Physical Education classes enable students to learn the importance of cooperative behaviour and participation through activities such as athletics, volleyball, cricket, role playing, fitness, swimming, soccer, gymnastics, decision-making activities, hockey, football, basketball, netball, softball, dance, indoor games and tennis.

Participation in these activities allows students to meet the challenges provided by varied experiences and to develop positive social skills for the future.

**SPORT EDUCATION**

Sport Education is compulsory at Year 7 and runs for 100 minutes each week. The aims of the program are to introduce students to a range of sports and to increase the activity levels and health of students. **Students are required to wear their PE uniform for Sport Education.**

Sports covered include cricket, tennis, badminton, table tennis, football, soccer, hockey, netball, minor games, gymnastics, basketball, volleyball, futsal, baseball, softball, rugby, handball, ultimate Frisbee, lacrosse, lawn bowls, super 8s cricket and ten pin bowling.

Students have the opportunity to compete against other schools in the district in a round robin format each term. Successful teams at district level can proceed to zone and then on to state finals.
HOME GROUPS

The Year 7 program focuses not only on ‘what’ students learn, but also on ‘how they learn best.’ Having acknowledged current educational research and the importance of the strong relationships that students form within the primary setting, Mordialloc College is committed to providing the personal support students need to achieve their best.

Therefore, each Year 7 student is carefully grouped into a class sized team; this team is called their ‘Home Group.’ Every group is attached to a significant adult who is a high quality teacher. Students will identify their individual teacher as their ‘Home Group teacher.’ Students spend a significant amount of time with their Home Group teacher each day.

Collectively, the Home Group teachers form the Year 7 teaching team and, with the exception of specialist classes, they work with all the students in this level for their core learning each day.

Your child’s Home Group teacher is your main contact and support adult at the school. Home Group teachers are responsible for:

- Developing strong and supportive relationships with their group of students
- Building a comprehensive portfolio with each child and charting their learning journey throughout the year
- The assessment, monitoring and reporting for each of the students in their home group
- Communication regarding their student’s learning and behaviours to parents and carers
ASSESSMENT

Students will participate in a variety of assessment practices and tasks during Year 7. Assessment tasks may include tests, assignments, essays, oral presentations and individual and group projects.

Student learning within the eLearning Centre will be assessed in line with the AusVELS.

Students will be encouraged to be actively involved in their learning and assessment processes. With the support of their Home Group teacher, they will learn to identify short and long term goals and plan strategies for improvement.

Parents will receive a detailed report of their student’s achievement at the end of Semester 1 and again at the end of Semester 2 in line with Victorian Government guidelines and AusVELS.

STUDENT LED PARENT CONFERENCES

During Term 1 and 3, parents and carers of Year 7 students will be invited to the eLearning Centre to attend a Student Led Parent Conference. The conference runs for 15-20 minutes and is a valuable opportunity for students to showcase their learning and articulate their progress.

Student Led Parent Conferences have been extremely successful and have proven to be very effective in improving student learning, motivation, organisational skills and self confidence.

The conference provides parents/carers with the opportunity to participate in a very meaningful and comprehensive learning experience with their child. As the conference is designed and led by the student it gives parents and carers the unique opportunity to explore the eLearning Centre and learning process through their child’s eyes.