



MORDIALLOC COLLEGE

# Year 7 Program

A BETTER CHOICE IN EDUCATION

Inspiring Tomorrow's  
Leaders



2019

◆ PERSONAL BEST ◆ INTEGRITY ◆ RESPECT ◆ RESPONSIBILITY

Dear Students, Parents and Carers,

Welcome to the Mordialloc College Year 7 Program. We are really looking forward to working with you in 2019.

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 transition possible to their secondary schooling.

The following handbook gives you information about the development of the Year 7 program, Victorian 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 2019. Parent support of the program and the school expectations are vital to the development of happy and successful secondary students.

Best wishes,

The Year 7 Learning Team

## The Victorian Curriculum F-10

The Victorian Curriculum F-10 was introduced into Victorian schools in 2017. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. This curriculum sets out what every student should learn during their first eleven years of schooling.

The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It is a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F-10 is defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F-10 is set out below:

Learning areas	Capabilities
The Arts <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul>	Critical and Creative Thinking  Ethical  Intercultural  Personal and Social
English	
Health and Physical Education	
The Humanities	
<ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul>	
Languages	
Mathematics	
Science	
Technologies	
<ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	

## APPLIED 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 Victorian Curriculum. Student learning is focused on attaining skills and knowledge across all learning areas and capabilities.

Each week in the Year 7 Learning Centre, students will be involved in the integrated study of:

- ENGLISH (Literacy)
- MATHEMATICS (Numeracy)
- HUMANITIES (History, Geography, Economics, Business & Civics & Citizenship)
- SCIENCE
- CAPABILITES that include the critical and creative thinking, ethical, and personal and social capabilities

At the end of various units students will have the opportunity to apply their learning during integrated project blocks. 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. Students also access learning materials, collaborate with peers and complete and submit work via a range of Google apps including Google Sites, Google Drive and Google Classroom. Using their iPad, students are able to record and present their learning in new and innovative ways.

## DISCIPLINARY LEARNING

### ENGLISH

The English 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 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, text response, prepared and impromptu talks, public speaking and debating. Regular English 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.

### MATHEMATICS

The Mathematics 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. Mathematics can be fun, interesting, stimulating and vigorous for all students.

All Year 7 students are actively involved in Mathematics, as problem solving and project work is an integral aspect of the program. In addition, Mathematics lessons are run four 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, Algebra, Measurement, Geometry, Statistics and Probability.

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 Learning Centre.

Students expand their knowledge of Science to include abstract concepts, theories, principles and models drawn from biological, chemical, earth, space and physical 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.

## **DISCIPLINARY LEARNING continued**

### **HUMANITIES**

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

### **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 and topographic maps.

Students develop skills in gathering information first-hand from fieldwork studies. They make observations, take field measurements, conduct surveys 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 that 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 and BUSINESS**

Students build skills in budgeting, develop an understanding of the world of work and the role of enterprising behaviours developing successful businesses.

Students participate in real world role plays that enable them to explore how work can contribute to individual and societal wellbeing.

### **CIVICS and CITIZENSHIP**

Students are encouraged to participate in school events, or with the school in local or community events. They examine the diverse nature of Australian Society and how national identity can shape a sense of belonging. They also explore how groups can express their identity and how values promote cohesion in society.

## CAPABILITIES

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines.

### CRITICAL and CREATIVE THINKING CAPABILITY

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 curriculum. They are embedded into all aspects of the curriculum. Students are challenged and supported to develop deep levels of thinking through application projects. 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 has a Learning Portfolio that contains evidence of their learning journey which signifies their ability to reflect, evaluate and improve their abilities.

### ETHICAL CAPABILITY

Through the Communication curriculum at Year 7 and the 'My Startup' program during Home Group each week, students examine what kind of society we should have and what kind of person one should be. They explore what it means for both an individual and society to live well and this supports the development of informed citizens at local, regional and global levels.

### INTERCULTURAL CAPABILITY

In French, Communication and Japanese students focus on developing intercultural knowledge, skills and understandings which are an essential part of living with others in the diverse world of the 21st century. Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Students will be supported to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

### PERSONAL and SOCIAL CAPABILITY

This capability is essential in enabling students to understand themselves and others, and manage their relationships, lives and learning more effectively. Through the 'My Startup' program and the Year 7 curriculum, students learn to recognise and regulate emotions, develop empathy for others and understand relationships. Students also establish and build a framework for positive relationships, work effectively in teams and develop leadership skills to handle challenging situations constructively.

Students identify their individual strengths and weaknesses and analyse how emotions affect their learning. They use an expanded repertoire of skills to manage their own learning. When learning with peers they develop effective relationships, provide constructive feedback and respond appropriately to further enhance their learning. They also learn skills to enable them to be an effective team member.

They support other members to share information, explore the ideas of others and work collaboratively to achieve a shared purpose within an appropriate time frame. Students learn to set appropriate short and long-term learning goals and describe their progress towards these. They plan, organise and prioritise their time to complete tasks within a set time frame.

## 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:

HEALTH/PHYSICAL EDUCATION

SPORT EDUCATION

FRENCH OR JAPANESE (Language Other Than English—LOTE)

They will also participate in a combination of the following subjects for one semester

The Arts	Technology
Art	Design Technology
Drama	Digital Technology
Music	Food Technology

## PHYSICAL AND HEALTH EDUCATION

In Year 7, Physical Education enables students to learn the importance of healthy and active lifestyles. Students focus on the development of fundamental motor skills and their application to a wide range of activities. They do this through participation in a range of activities including fitness testing, athletics, minor games, soccer, dance, Gaelic, basketball, netball, handball, AFL and volleyball. Participation in these activities allows students to meet the challenges provided by varied experiences and to build important teamwork skills that can be applied in the future.

In Health classes, students learn how to take positive action to enhance their own and others health, safety and wellbeing. They do this as they participate in drug education activities and investigate mental health issues. Students also learn about diet and nutrition and discover the benefits of healthy food choices.

## SPORT EDUCATION

Sport Education is compulsory at Year 7 and runs for one period each week. The aims of the program are to introduce students to a range of sports and to increase the activity levels and the 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, Basketball, Volleyball, Futsal, Baseball, Softball, Rugby, Handball, Ultimate frisbee, Lacrosse, Lawn bowls and super 8s cricket.

Students have the opportunity to compete against other schools in a round robin format on Tuesday afternoon. The successful teams in the round robin will compete in a grand final at the district level and the winner proceeds to zone and then on to state finals.



## SPECIALIST SUBJECTS

### TECHNOLOGY

#### Design Technology

In this subject students will look into the various areas of Design Technology including the design process 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 stages of the design process. Students are also introduced to Computer Aided Design (CAD) and develop their skills in specific CAD software.

#### Digital Technology

Students will develop their computational thinking to collect, represent and interpret data in order to design innovative digital solutions. They test solutions and evaluate them to make improvements so that they are not only creative and innovative, but also highly effective. Students will also learn a general purpose programming language to develop animations, games, apps and computer programs. They explore the interaction between digital technologies and individuals, societies, economies and environments. This ensures that students are aware of both the benefits and potential risks of digital systems and how they can best be used in society in a safe and appropriate way.

#### Food Technology

In Food Technology students work safely and hygienically with a range of equipment that enhances their food making skills. They will produce a variety of products that utilises many ingredients and consider the environmental impacts of using these ingredients. Students will evaluate their own dishes and suggest different options to modify their dishes to meet the needs of many audiences, such as dietary needs and varying tastes. Students will be able to recognise the skills required to make each dish.

### THE ARTS

#### Art

In Year 7 students complete a comprehensive Art course designed to develop their painting, drawing and designing skills. A variety of media is taught such as water colour, pastels, pencils, paint and ceramics. Students analyse and respond to the work of a variety of artists to broaden their own art making practice, and record their art making journey in a visual diary.

#### Drama

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 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. The previous five productions were an original version of *A Night Amongst the Stars*, *Singin' in the Rain*, *Variety High and Guys and Dolls*. *Hairspray*, *Bring it On the Musical* was the production in 2017, and in 2018 we showcased our Performing Arts Centre for "The Addams Family—School Edition".

## Music

Throughout Year 7 Music, students will engage in a holistic study of music, developing and adding to their music skillset with an ongoing focus on leading them towards becoming a consummate musician and performer. Students will explore melody, harmonic and rhythmic devices, awaken aural skills, utilise creative technology and develop the tools necessary to progress an interest in music to being ready to hit the performance stage.

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

## LOTE (Language Other Than English) Japanese or French – Le Français

Students choose to study French or Japanese 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.

### French

At Year 7, the French program focuses on developing students confidence and enhancing their literacy skills in the areas of reading, writing, listening and speaking. The themes and topics students explore are: greetings, animals, family, food and celebrations. To enhance their intercultural understandings students are also encouraged to participate in cultural events such as Cultural Diversity Week, African Dancing and Drumming incursion, French Film Festival, Le Concours Berthe Mouchette as well as completing cultural projects and class discussions.

### Japanese

Students in Year 7 Japanese learn to read and write the Japanese hiragana alphabet and commonly used kanji characters. They learn Japanese greetings and ways to use Japanese language in the classroom. Students develop their skills of reading, writing, listening and speaking through the study of different topics: greetings, dining out in Japan, my friends, my family, my town, a week in my life and celebrations. To enhance their intercultural understandings students are encouraged to participate in cultural events such as Cultural Diversity Week, Taiko Drumming incursion, Japanese Film Festival, Haiku writing competition as well as completing cultural project and class discussions.

## 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 and 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.

## HOME GROUPS — continued

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 monitoring 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 behaviours to parents and carers
- Delivering the Year 7 'My Startup' program; a new school wide initiative that assists and reinforces positive relationships between teachers and students through a variety of hands on and theory based skill building, problem solving, resilience and social activities on a weekly basis

## 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 Learning Centre will be assessed in line with the Victorian Curriculum.

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 Victorian Curriculum.

## PARENT-TEACHER-STUDENT INTERVIEWS (TERM 1) AND STUDENT LED CONFERENCE (TERM 3)

At the end of Term 1 parents/carers are invited to attend a Parent-Teacher-Student interview to discuss your child's progress and how they have settled in to Year 7. These interviews are in 5 minute time slots and parents/carers are required to book a time with each teacher via Compass.

In Term 3, parents and carers of Year 7 students will be invited to attend the College for a Student Led Conference. The conference runs for 10 minutes and is a valuable opportunity for students to showcase their learning and articulate their progress.

Student Led 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/carers the unique opportunity to explore the learning environment and learning process through their child's eyes.



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