



MORDIALLOC COLLEGE

Year 7

Program

A BETTER CHOICE IN EDUCATION

Inspiring Tomorrow's
Leaders



2022

◆ PERSONAL BEST ◆ INTEGRITY ◆ RESPECT ◆ RESPONSIBILITY

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Dear Students, Parents and Carers,

Welcome to the Mordialloc College Year 7 Program. We are really looking forward to working with you in 2022.

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 member of the Year 7 Learning Community. 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

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

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 students' learning program is divided into three main area: Discovery (Mathematics and Science), Communications (English and Humanities) and specialist classes.

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
- CAPABILITIES 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.

The Year 7 Core Program

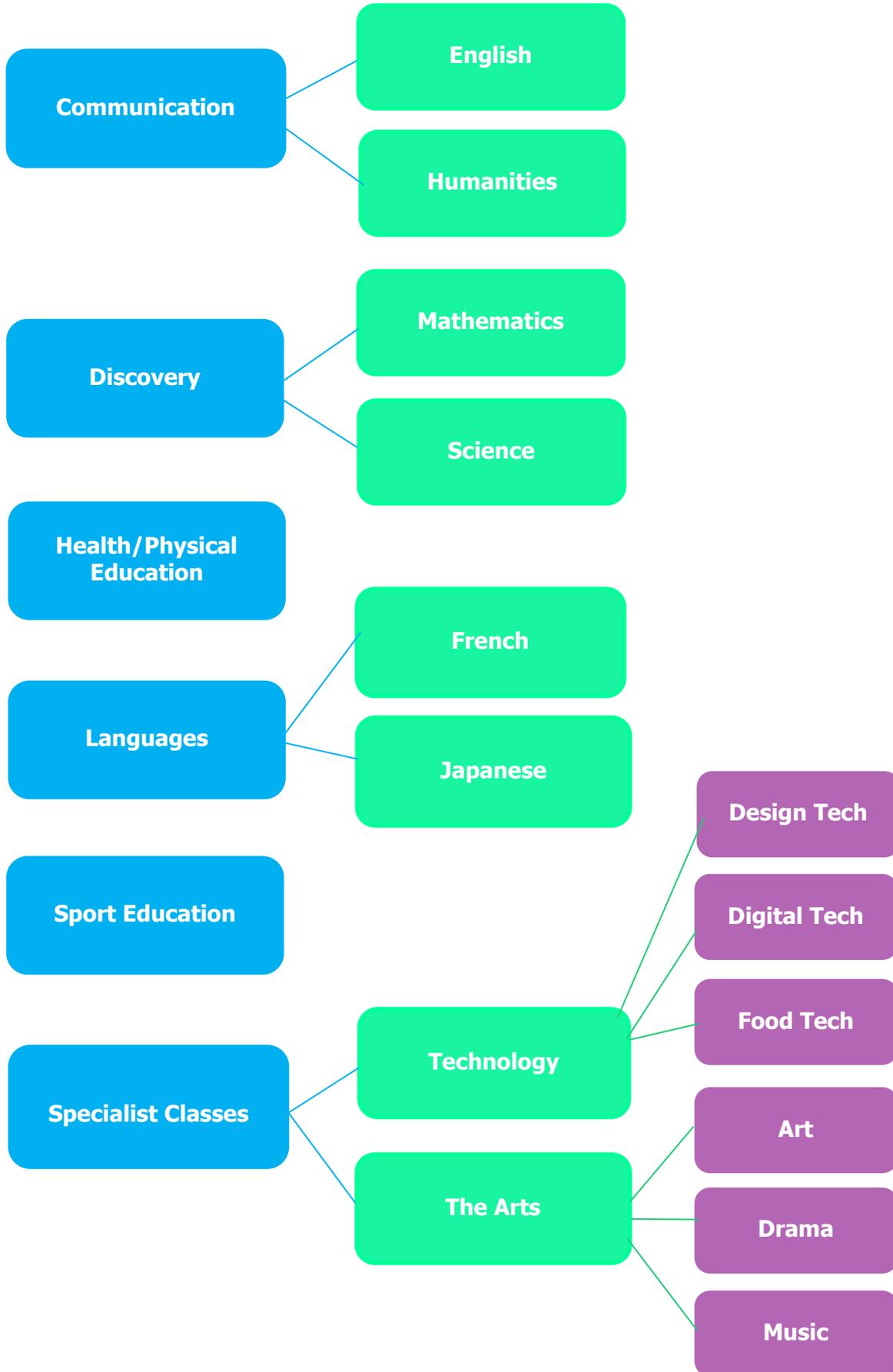
Communication English	Communication Humanities	Discovery Maths	Discovery Science	Health and Physical Education	Languages	Sport
8 sessions per cycle	4 sessions per cycle	8 sessions per cycle	4 sessions per cycle	4 sessions per cycle	4 sessions per cycle	2 sessions per cycle

The Year 7 Specialist Subjects Program

Students will undertake a maximum of six semester long specialist subjects in Technology and The Arts (three per semester) throughout the year.

Semester 1	Art /	Food /	Drama /
Semester 2	Digitech	Design Technology	Music
	2 sessions per cycle	2 sessions per cycle	2 sessions per cycle

APPLIED LEARNING - continued



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.

Students read two set texts across the year and use them as a stimulus to learn about how language can be used to position audiences. They study a range of writing styles including analysis of argument, analytic essay writing, poetry, persuasive writing and narrative writing.

We also offer a recreational reading program with students selecting a wide range of independent reading from the Resource HUB on a weekly basis, as well as weekly teaching and practice of explicit reading comprehension strategies.

On a weekly basis, students work on their functional and grammatical English skills, completing set tasks in class and for homework that enable them to build the foundational knowledge of the English language necessary for both fluency and deep understanding of text.

Students are also encouraged to participate in group and class discussions as well as planned and spontaneous speaking and listening activities such as performance, text response, prepared and impromptu talks, public speaking and debating.

English as an Additional Language (EAL) students are provided with special assistance within and outside the classroom.

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 rigorous 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. Students continue to discover new mathematical skills, build their knowledge in how to apply numeracy in real life situations and incorporate a variety of problem solving techniques, logic, imagination and creativity. In addition, Mathematics lessons are run four times per week to provide specialised assistance in this area.

Students develop skills in Number, Algebra, Measurement, Geometry, Statistics and Probability.

Use of technology, in the form of iPads, computers and calculators, is introduced during Year 7. Software packages, MangaHigh and Essential Assessment, enables teachers to address the learning needs of their students by providing interactive activities.

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 our 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 as well as 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.

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.

ECONOMICS and BUSINESS

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

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

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 measurements in the field, 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.

HEALTH AND PHYSICAL 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 Football, basketball, netball, handball, Australian Rules Football 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 the health, safety and wellbeing of themselves as well as others. 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.

LANGUAGES

We offer both French and Japanese at our school. Students choose to study one of these until the end of Year 8. Language study then becomes an elective at Year 9 (except for SEAL students). Emphasis is placed on studying these linguistic skills: Viewing, listening, speaking, reading, writing and developing simple grammatical knowledge.

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 viewing, reading, writing, listening, speaking, translating and reflecting. The themes and topics students explore through their 'Quoi de Neuf 1' books and other stimulus resources 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, our African Dancing and Drumming incursion, the 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, our Taiko Drumming incursion, the Japanese Film Festival, as well as completing cultural projects and class discussions.

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 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 submit their preferences and are then placed in a different sport for each term.

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 to state finals.

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 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 explore how to use a variety of quality learning tools to enhance their own individual learning.

They will also be supported to develop reasoning, processing and inquiry skills and to think creatively. Each student regularly reflects on their learning journey and sets goals for future improvement in their skills.

ETHICAL CAPABILITY

Through the English and Humanities 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, Japanese and English/Humanities 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

All Year 7 students participate in a variety of rich and rewarding specialist subjects outside the Learning Centre. Students will participate in a combination of the following subjects for one semester.

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

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 and develop technical drawing skills.

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 drawing and designing, creating and making skills. A variety of media is taught such as 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, 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, melodrama, character building and playmaking.

There are a number of different performance opportunities throughout the year in which students are encouraged to take part. In Year 7, students take part in weekly workshops that explore script writing, character development and group performance.

The College presents a full scale production each year. All students are encouraged to participate. The previous productions have been *Guys and Dolls*, *Hairspray*, *Bring it On the Musical*, *"The Addams Family -School Edition"* and *"Footloose-The Musical"*. *We Will Rock You* was the production in 2021.

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 our school and, with our many music specialists, students are able to choose from various different instruments. They will have the opportunity to join one of several school bands and/or the vocal group, as well as participate in a range of musical events within and outside the College.

Instrument choices range from Voice to Brass, Woodwind to Percussion/Drums and also include contemporary instruments such as the Guitar, Bass Guitar, Piano and even Music Technology.

BYOD Program

The purpose of this program is to allow students to thrive as global citizens in the 21st Century. This program runs across Years 7 to 12, and it requires students to bring a digital device which they feel best suits their learning. Students are able to collaborate with their peers and access a range of learning resources using their device, including electronic textbooks, online resources and the G-Suite (Google) For Education apps. They are also able to complete and submit work electronically using a range of G-Suite apps including Google Classroom and Google Drive.

HOME GROUP

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.

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
- 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 school wide initiative that assists and reinforces positive relationships between teachers and students. It is taught through a variety of hands on and theory based skill building, problem solving, resilience and social activities on a weekly basis.

SELECT ENTRY ACCELERATED LEARNING (SEAL) PROGRAM



Mordialloc College is among an exclusive group of schools belonging to The Academy of Accredited SEAL Schools (TAASS). Our Select Entry Accelerated Learning program (SEAL) is for motivated and academically advanced students in Years 7 to 12 and has been running since 1997. This challenging program enriches student learning and potential. We place particular emphasis on VCE subject selection and pathways to University.

Enrolment in our SEAL Program is finalised during Grade 6. Positions in our SEAL Program are limited to ensure the integrity of the program. Places are offered based on the following data sets:

- Entrance Exam
- Grade 5 NAPLAN
- Grade 5 Teacher Judgements
- Primary School Teacher Reference
- Interview with SEAL Coordinator and Principal

Successful candidates will be offered a range of academic and extra-curricular opportunities throughout their participation in the program.

In terms of curriculum outcomes, SEAL students are accelerated across their core subjects (English, Humanities, Mathematics and Science). Additionally, students work with like minded peers to master a range of higher-order thinking skills.

If a vacancy does arise in the program, the SEAL Coordinator will analyse the data of the entire cohort and seek teacher recommendations to identify the most suitable candidate.

For more information about our SEAL Program, please refer to our [College website](#).

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. We refer to these assessment tasks as Benchmark Tasks.

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.

Throughout the semester, parents and carers will receive updates as to how their child is progressing through the form of Progress Checks. These checks are conducted approximately every five weeks. Parents and carers 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 the Victorian Curriculum.

PARENT-TEACHER-STUDENT INTERVIEWS (TERMS 1 and 3) AND STUDENT LED CONFERENCE (TERM 4)

During Terms 1 and 3 parents/carers are invited to attend a Parent-Teacher-Student interview to discuss their child's progress and how they have settled in to Year 7. These interviews are in five minute time slots and parents/carers are required to book a time with each teacher via Compass.

In Term 4, parents/carers of Year 7 students will be invited to attend the College for a Student Led Conference. The conference runs for ten 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 see the learning process through their child's eyes.



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