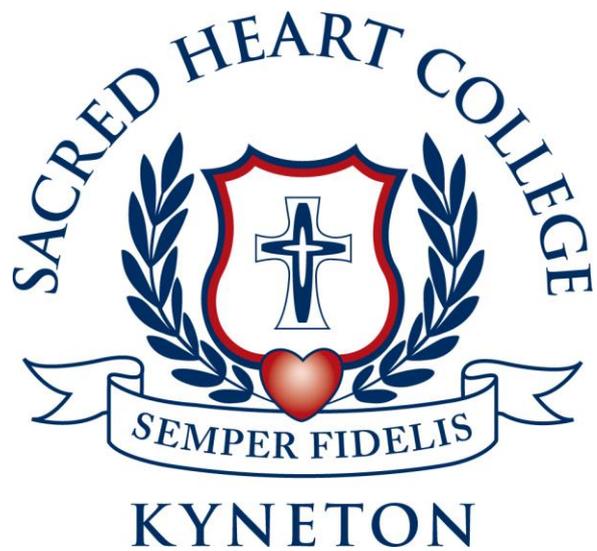


A Vibrant Life



*Semper Fidelis – A Sacred Earth*

**Year 7**  
**Student Handbook**  
**2017**

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# **WELCOME AND OVERVIEW OF SACRED HEART COLLEGE**

**The information contained in this booklet will support your son or daughter's transition into the Sacred Heart College community.**

## **INTRODUCTION**

Welcome to Year 7 at Sacred Heart College. In Year 7, we work as a team to support your son or daughter in their transition to secondary school. With this in mind, our small group of dedicated and experienced Year 7 teachers are responsible for delivering most of the curriculum. Your son or daughter's Homeroom Teacher is your first point of contact with the College for any concerns or queries you may have. Each team member looks after the wellbeing of their homeroom group and is supported by the Year 7 Leader. We look forward to having a happy and rewarding first year of secondary schooling.

## **OUR VISION**

Sacred Heart College is a vibrant learning community, founded on the Gospel of Jesus Christ. We view our mission of education as a work of love and strive for the total development of each individual.

## **OUR MISSION**

Sacred Heart College is a co-educational Catholic Secondary College in the Mercy tradition that educates, cares for and supports young people in the Macedon Ranges area.

## **OUR GOALS**

Sacred Heart College aspires to:

- lead our community into communion with God
- foster interpersonal relationships that reflect the Mercy values of love, mutual respect, justice, hope and service
- address the needs of the individual student by providing a rich, positive and inclusive learning and teaching environment
- provide facilities that are well resourced, safe and designed to meet a range of contemporary educational purposes
- function as an efficient educational organisation
- provide appropriate support structures for the College community

## **OUR BELIEFS**

1. A value-centred education explicitly lived out within the Catholic faith and the Mercy ethos.
2. A community in which all are called to deepen their personal spirituality and the practice of their Christian faith.
3. Relationships between community members which reflect Mercy values.
4. A learning culture characterised by a joy of learning in which thinking skills and creativity are nurtured into expression.
5. A curriculum which provides a comprehensive range of learning experiences through which all are empowered to live life to the full.
6. A College climate in which the achievements of all are facilitated and celebrated, and in which all are challenged and affirmed.
7. Dedicated, professional staff who are valued and supported in their endeavours to foster faith development, to promote learning and to act as positive role models for students.
8. Students who are encouraged to respond to the needs of others and to develop a sense of responsibility towards the interdependent world in which we live.
9. A safe, accessible physical environment which provides for the learning needs of students.
10. A community which is open to evaluation and change as it consistently strives to be excellent in all that it is and does.



## Sacred Heart College Learning and Teaching Charter

Our school, Sacred Heart College, will provide students and staff with opportunities to engage in a stimulating, inspiring and empowering learning environment. Students will develop empathy, respect and understanding through connections with others and the local and global communities. They will be equipped with the skills to participate confidently, creatively and critically in an ever changing world.

Intrinsic to our Learning and Teaching Charter the following four attributes encapsulate the College's intentions for our students. Sacred Heart lives out these Mercy values and attributes, not just through theory, but through living actions:

### Engage

- Stimulating and inspiring learning environment
- Collaboration and sharing of knowledge
- Exploration through challenge

### Empathise

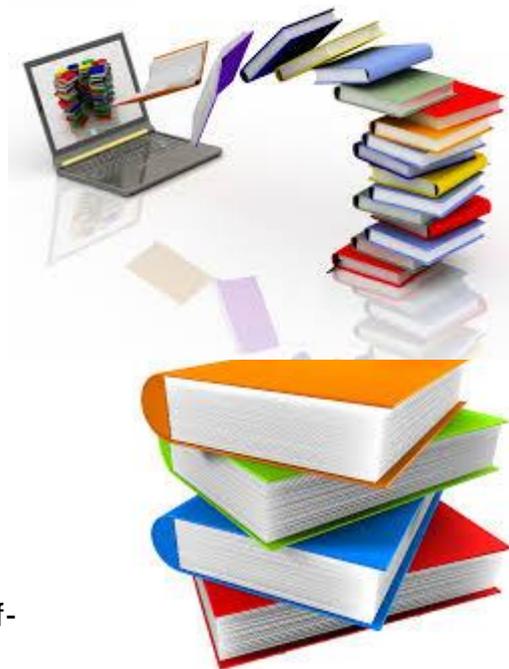
- Compassion and understanding
- Justice and respect
- Ethical decision making
- Responsibility for the environment

### Equip

- Service and extravagant Mercy hospitality
- Positive life-style choices
- Innovative and self-directed learning
- Resilience and tenacity
- Building Mercy values

### Empower

- Growth through life-long learning
- Courage through critical evaluation and self-expression
- Confidence to achieve creatively



## WELLBEING

'This is what Yahweh asks of you:  
only this, to act justly,  
to love tenderly and  
to walk humbly with your God.' Micah 6:8

At Sacred Heart College, we understand the importance of interpersonal relationships which reflect the Mercy values of Compassion, Justice, Respect, Hospitality, Service and Courage. Sacred Heart College is renowned for the positive wellbeing it provides for its students. At Sacred Heart, we have a whole school approach to wellbeing and therefore the responsibility for the wellbeing of all students rests with all members of the College. In particular, teaching staff endeavour to support and care for student personal wellbeing in day-to-day school life. All students belong to a Homeroom class which has a Homeroom Teacher assigned for the daily administration and care of those students. Homeroom Teachers form a Pastoral Care Team for their particular Year Level with their Year Level Leader.

As students progress through the years, there is a sequential development across the physical, spiritual, emotional and psychological domains of the Sacred Heart adolescent as a young person preparing for independent life in the world. Throughout the six year journey of the Sacred Heart student, the Respectful Relationship Policy is there to provide a solid foundation for all that happens. We strive for the total development of the human and spiritual faculties of all members of the College Community. We rely upon each other and we seek to promote positive and caring relationships, thereby making the world a better place in which to live.

The Year 7 Pastoral Program involves a range of activities that include the following:

- Personal organisation and time management
- The library, Literacy and Learning Passport
- Camp – Term 1: Resilience, overcoming challenges and fears, respect for the environment and Indigenous heritage
- Homeroom: Secondary school life, developing social and emotional skills, identifying and breaking down barriers
- Year 10 Peer Support Program – understanding Sacred Heart
- 'Solving the Jigsaw' - Terms 1 & 2. This program focuses on the issues surrounding verbal, emotional and physical violence. It develops the emotional literacy to enable students to describe the violence and understand the reasons behind violence. Further information can be gained by visiting the "Solving the Jigsaw" website – <http://www.solvingthejigsaw.org.au/>
- Positive Education - Terms 3 & 4. This is a strengths based, pro-active approach to building resilience and aims to develop the social emotional capacity of students to enable them to help themselves.

# STUDENT ASSESSMENT AND REPORTING YEARS 7 – 10

## GRADING SCALE

### SACRED HEART COLLEGE ASSESSMENT TASKS (Years 7 through 10)

The marking scheme used is as follows:

| PERFORMANCE GRADE AND %                 | PERFORMANCE GRADE DESCRIPTORS (YEARS 7 – 10)   |
|---|--|
| <b>A+ 95-100%</b><br><b>A 85 – 94%</b>  | An assessment task that demonstrates <b>one or more</b> of the following attributes: <ul style="list-style-type: none"> <li>• an excellent standard of performance</li> <li>• independent, confident and analytical work that demonstrates a high degree of insight</li> <li>• the ability to effectively apply/demonstrate knowledge and skills to variety of situations</li> <li>• highly expressive responses that effectively use relevant evidence/knowledge to support an argument/solution</li> </ul> |
| <b>B+ 80 – 84%</b><br><b>B 70 – 79%</b> | An assessment task that demonstrates <b>one or more</b> of the following attributes: <ul style="list-style-type: none"> <li>• a competent standard of performance</li> <li>• independent, reasoned and organised work that demonstrates a degree of insight</li> <li>• the ability to apply/demonstrate knowledge and skills to a number of situations</li> <li>• expressive responses that draw on relevant knowledge to support an argument/solution</li> </ul>  |
| <b>C+ 65 – 69%</b><br><b>C 60 -64%</b>  | An assessment task that demonstrates <b>one or more</b> of the following attributes: <ul style="list-style-type: none"> <li>• a satisfactory standard of performance</li> <li>• some reasoned and organised work</li> <li>• the ability to apply/demonstrate knowledge and skills to some situations</li> <li>• responses that convey adequate meaning and present relevant knowledge without reference to an argument/solution</li> </ul>   |
| <b>D+ 55 – 59%</b><br><b>D 50 – 54%</b> | An Assessment task that demonstrates <b>one or more</b> of the following attributes: <ul style="list-style-type: none"> <li>• a basic standard of performance, lacking detail and organisation</li> <li>• a basic ability to apply/demonstrate limited knowledge and skills to a situation</li> <li>• responses that convey a limited understanding of significant factors</li> </ul>  |
| <b>E+ 45 – 49%</b><br><b>E 40 – 44%</b> | An Assessment task that demonstrates <b>one or more</b> of the following attributes: <ul style="list-style-type: none"> <li>• a minimal standard of performance, that presents limited knowledge and detail</li> <li>• responses in which questions or tasks are not addressed</li> <li>• responses that demonstrate limited skills and understanding</li> </ul>   |
| <b>UG &lt; 39%</b>                      | Ungraded <ul style="list-style-type: none"> <li>• task was submitted but was below standard</li> </ul>   |
| <b>CON</b>                              | Assessment is in progress <ul style="list-style-type: none"> <li>• work to be assessed during the remainder of the Semester</li> </ul>   |
| <b>ABS</b>                              | Not submitted due to explained absence (no penalty)  |
| <b>NG</b>                               | Not Graded <ul style="list-style-type: none"> <li>• task was not graded as it was submitted after the due date without an extension</li> </ul>   |
| <b>NS</b>                               | Task was not submitted   |
| <b>*Grade</b>                           | <b>Grades with asterisk signify the completion and assessment of modified work</b>   |

| VCE / VET ONLY |  |
|----------------|--|
| <b>NG</b>      | Not Graded <ul style="list-style-type: none"> <li>• Task was not graded as it was submitted after the due date without an approved extension</li> <li>• An S may be received for completion of VCE Unit &amp; Outcome</li> </ul> |
| <b>NS</b>      | Tasks not submitted <ul style="list-style-type: none"> <li>• An N may be received for unsatisfactory completion of VCE Unit &amp; Outcome</li> </ul>   |
| <b>S</b>       | Satisfactory completion of VCE Unit & Outcome  |
| <b>N</b>       | Unsatisfactory completion of VCE Unit & Outcome  |
| <b>C</b>       | Competent  |
| <b>NYC</b>     | Not yet completed  |

## **ATTITUDE AND EFFORT**

All students also have a Work Habits section of their semester report, which provides information about how they have organised themselves and their work, as well as their behaviour in the class. The scale used here is 5 point:

- Excellent
- Very Good
- Good
- Acceptable
- Needs Attention

## **SUBMISSION OF WORK**

Work has a time value if a student is to benefit fully from her / his learning. All tasks, large or small, are set to enable a student to demonstrate her/ his learning of concepts and skills introduced in class. Thus work needs to be completed promptly, within the guidelines set by the teacher, and to the best of the student's ability, to enable the student to build on this learning in preparation for the next task.

## **AVENUES OF COMMUNICATION**

### **YEAR 7 TEAM**

Your first point of contact when calling the College about any concerns you might have should be your son or daughters Homeroom Teacher.

### **STUDENT PLANNER**

The Planner is the central communication link and contains useful day to day information. Please check the Planner every night for any homework or messages from teachers. Use this Planner to communicate with teachers.

### **SIMON - Online Learning Management System**

The SIMON Learning Management system is our College intranet. It is the homepage for all College computers. SIMON is used every day by students and teaching staff. Student attendance is also recorded in SIMON.

SIMON is accessible to students from home using their college username and password. Students can access their timetables, College calendar and daily messages. Students can also access handouts and worksheets online via SIMON Learning Areas. If a student has been absent from class or mislaid documentation they are encouraged to download the relevant work to complete at home. Some subject areas have provided class videos for students to view. Assessment and homework task dates are added to SIMON for students to refer to.

### **PAM – Parent Access Module**

PAM is the Parent Access Module of SIMON and can be used by parents to view current information regarding their child/children and College activities. All parents are issued with a parent username and code for access.

The following information is available to parents and guardians via PAM:

- Daily Messages
- Upcoming Events
- College Policies and Handbooks
- Student Information (including Attendance data)
- Assessment and Homework Task Due Dates

SIMON and PAM can be accessed by clicking on the links on the College webpage. Please contact the college via email [pam@shckyneton.catholic.edu.au](mailto:pam@shckyneton.catholic.edu.au) if you require further assistance

## **LEARNING WALKS AT SACRED HEART COLLEGE**

'Learning Walks' are designed to allow current College parents to learn more about what is happening on a daily basis in the classroom. In this session, parents will have the opportunity to gain a firsthand understanding of how the College works and how the students are learning.

Prior to the 'Walk' commencing, the group will gather together to gain the context for the Learning Walks and what they might 'see, feel, and hear'. After the visits the group will be asked to reflect on this session and share their observations with other participants.

As a vibrant College community, we continue to develop and foster active partnerships with our families as we work with you to support the growth and learning of our young people.

This is a wonderful chance for families to come into the classrooms and experience learning in the world of our students today. If you are interesting in being part of these sessions you can register your interest with Mrs Debbie Meldrum via email on [dmeldrum@shckyneton.catholic.edu.au](mailto:dmeldrum@shckyneton.catholic.edu.au) or call on 54211267.

## **NEWSLETTER**

A link to the College Newsletter will be emailed fortnightly to each residential parent/guardian. The link will be sent on a Thursday afternoon. For those families who do not have access to email, there will be printed copies available at the Main Office for your student to collect.

## **PHONE CALLS**

Students are not permitted to accept phone calls at the College as it is a disruption to the learning environment. In cases of emergency parents/guardians can contact the College and students will be notified. In cases of student emergency, parents/guardians will be contacted by the College. If it is absolutely necessary for your student to bring a mobile phone to school, then it should be turned off and remain locked in the student's locker all day until it is time to go home. (Please refer to policy on mobile phones in Student Planner)

## **ABSENCES**

When absent the procedures to follow are:

1. **Daily Absence** - When a student is absent from the College we expect that parents will phone between 8.15 and 9.00am that morning (Absentee Phone Number: 5421 1223). If a student is marked absent during Homeroom an SMS is sent to the parent at approximately 9.30am.
2. **Planned Absence** - Notification of planned absences eg. family holiday, extended sick leave, must be made to the Principal via email, who will then pass the information onto the Student Office, Teachers and the Year Level Leader.
3. **Leaving the College during school hours** - Students will only be permitted to leave College grounds with a note from parents explaining the need to leave the College. Students should only be leaving the College for important appointments such as doctor, dentist, etc.

Students must present parent note signed by Homeroom Teacher or Year Level Leader. Students must sign out at the Student Office before they leave, and back in at the Student Office if returning to the College at a later time.

## **DAILY MESSAGES**

The Daily Messages are on SIMON and read in each classroom at Morning Assembly. It contains information about the day to day running of the College and informs students of upcoming meetings and events. Students should check Daily Messages for confirmation of times and dates of upcoming events.

## **GENERAL INFORMATION**

### **PUNCTUALITY**

Students are expected to be punctual when arriving for school and all classes. Students arriving at school after 8.50am are to report to the Student Office to receive a Late Pass before going to class. Arriving late to class could mean missing out on important information and often disrupts other students' learning.

### **EXCURSIONS**

All upcoming excursions will be notified via email through the CareMonkey system, and permission for the student to participate is then acknowledged also through CareMonkey. Students who do not have permission through CareMonkey will not be permitted to attend.

### **STUDENT RECORDS - CAREMONKEY**

We cannot emphasise enough the importance of updating student records. In an emergency we may need all the information available to us. We keep information such as relevant medical data, emergency contacts, addresses and telephone numbers for all students on our computer system. Should parents change address or workplace, or if medical records need updating, it is essential that your record on CareMonkey is updated immediately.

### **STUDENT PROGRESS INTERVIEWS**

Students receive an Interim Report at the end of Terms 1 and 3 and a summative Report at the end of Term 2 and 4, detailing the semester's progress.

Formal Student Progress Interviews are held following distribution of reports in Terms 2 and 3. Parents are encouraged to make contact with the College at any time they have a concern or an issue to discuss. Bookings are made through SIMON.

### **ADMINISTRATION OF MEDICATIONS**

In most instances, students are encouraged to take responsibility for their own health issues and to self-administer unprescribed medications. The College will not supply or administer over-the-counter medications (e.g. Paracetamol or Mylanta) to students. An exception may occur during camps, excursions or tours, when a student may require short-term relief from an ailment or injury and a parent, guardian or medical practitioner is not readily available to administer the medication. In such instances, the student's parent/guardian will be contacted and approval sought to administer the medication.

The College will only assist in the administration of prescribed medications at the request of a student's parents/ guardian. A parent or guardian must complete a Medical Authority Form to assist with or supervise the student's administration of the prescribed medication. This is available on the College website under enrol with us / further links / policies and forms. The completed Medical Authority Form with the clearly labelled medication is to be taken to First Aid for safe storage and administration.

The College is an 'Asthma Friendly School' and part of the accreditation requirements is an annual update of Asthma Management Plans. Parent cooperation in completing and returning these forms promptly, is crucial.

The College will fully comply with Anaphylaxis Ministerial Order 706 and the associated Guidelines published by the Department. It is the responsibility of the parent to:

- ▶ inform the School in writing if their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
- ▶ provide an up to date photo for the ASCIA Action Plan when that Plan is provided to the School and when it is reviewed; and
- ▶ provide the School with an Adrenaline Auto injector that is current and not expired for their child. The College will develop an Individual Anaphylaxis Management Plan and it will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

## **FIRST AID (SICK BAY)**

Students need to obtain a note from their teacher and go the First Aid if they are feeling ill. They must first report to General Reception where First Aid will be rendered, after which the student will either remain in First Aid or return to class. Students that are injured or become unwell will be sent home after contact has been made with a parent or an emergency contact that is able to care for them. Students are not permitted to contact their parents themselves to collect them from the College when they are unwell. Parents should not send students who are already unwell to the College.

## **GENERAL ASSEMBLY**

Approximately twice a term the whole school assembles in Quambi for a General Assembly. Students are addressed by the Principal, awards are given, reports presented and information imparted. Students also gather as individual year levels.

## **COMBINATION LOCKS**

All students are issued with their own combination lock. This combination lock is theirs to keep and use until they leave the College. Replacements are available from the Student Office at a cost to the family.

## **BOOKS AND UNIFORM**

All books, folders, pencils, etc and all uniform items, including P.E. uniform and hat, should be **clearly labelled** with the student's full name. Students are expected to be in full school uniform as outlined in the Uniform Brochure which can be accessed on the website. If a student is out of uniform or in incorrect uniform they need to provide a note from their parent/guardian explaining the reason for this lapse.

## **DIGITAL TECHNOLOGIES**

As part of our ongoing commitment to contemporary learning, and our desire to provide our students with the 21st Century skills required for today's knowledge-based, technology driven and globalized environment, Sacred Heart College will continue a digital devices program for students in 2017.

Please refer to separate documentation provided explaining the program requirements and expectations. The *SHC Digital Technologies Responsible Use Policy and Guidelines* is included in the student planner and should be referred to and understood.

Additional computers and digital equipment are available for student use in specialist areas throughout the College and in the Library and Learning Centre.

## **Cost to Parents**

The devices are leased and subsidised by the College with parents required to pay \$150 per year for their use over the three years. Accidental Damage Protection Insurance Policy covers accidental breakage and will require an excess payment. In the case of willful damage or some other event whereby the claim is not accepted, students and their parents will be liable for the cost of damage in full. At the end of the lease parents will have the option to buy out the device from the leasing company.

## **Network and WIFI access (including printing)**

Students have been provided with usernames and passwords to access the College Network and WIFI from College issued Devices and other College computers.

Printers are available in each area for student use, with \$8.00 credited to each student account, per semester, to cover the cost of printing. Students can top up their printing credit at the DigiTech Service Desk in the Library throughout the year.

## CAFETERIA

Students have a wide range of food available at recess and lunchtime at the Cafeteria. The College also uses the online ordering system for the Cafeteria called FlexiSchools. This system allows parents, students and staff to place orders from home, work or school at any time. The payment is also done online. FlexiSchools is well established and tested, operating in hundreds of schools across Australia.

Getting online is easy and only takes a few minutes to register. If you have any questions about the online services, please contact the Cafeteria Manager at [cafeteria@shckyneton.catholic.edu.au](mailto:cafeteria@shckyneton.catholic.edu.au)

### EASY, ONLINE REGISTRATION

- Go to [www.flexischools.com.au](http://www.flexischools.com.au)
- Click REGISTER NOW
- Enter your email
- You will be emailed a link to an online form - follow the link
- Choose a username and password and complete the form
- Add each student and their class
- Top-up the account - VISA or Mastercard preferred.

## CO-CURRICULAR ACTIVITIES

The College supports and encourages a wide variety of co-curricular activities. Parents should also encourage their students to participate in as many activities as possible.

Some of the activities available are:

|                             |                           |                                |
|-----------------------------|---------------------------|--------------------------------|
| Celebrating Diversity Group | Debating                  | Production                     |
| Chess                       | Sacred Earth              | Public Speaking                |
| Choir                       | Instrumental Music        | Sport                          |
| Computers                   | Justice and Service Group | Student Representative Council |
| Concert Band                | Maths tutorial            | Voice Choir                    |

## LIBRARY

### Library Hours: 8.30am - 4.30pm

The Library is open at Recess and Lunchtime. Activities at these times might include book selection, socialising, catching up on homework/private study, playing board games such as chess and seeking assistance to resolve ICT issues. Maker Space and Chess Club are held during the cooler months.

Classes may be booked into the Library for research, reading and general classwork for example.

## **YEAR 7 CAMP – ORIENTATION**

This camp exposes students to a range of foundation activities that they will build on throughout their time at the College. The 3 day camp is set in the Grampians at Camp Norval with some activities held within the Grampians National Park. Here students will be participating in a variety of outdoor activities aimed at challenging themselves, developing friendships and gaining an insight into team work and safe participation in the outdoors. Students will learn the unique history of the Grampians area and its cultural importance.

- High Ropes**                      The activity consists of 8 different challenges of varying difficulty, suspended 17 metres off the ground. Students are harnessed to a safety rope and set their own personal goals; from simply climbing the ladder to achieving all challenges. Each student faces their personal fears of height with the support of an encouraging team and in a safe environment.
- Rock Climbing:**                In a scenic environment students learn basic climbing skills under supervision from qualified instructors to assist them in developing their self confidence and trust.
- Bush Cooking:**                Students participate in outdoor cooking on a open fire and on a Trangia stove using bush cooking techniques.
- Hiking:**                            While carrying a day bag the students will walk one of the Grampians most famous and spectacular walks.
- Group Challenge:**              While in their camp group the students will participate in tasks which involves the group completing a number of set activities while learning to work together and overcome challenges.

## **PHYSICAL EDUCATION**

If your student needs to be excused from P.E. because they are ill or injured please write a note in the Student Planner. Students must wear the full uniform to all practical classes - not a combination of other sports clothing and the P.E. uniform. This includes the College Bucket Hat in Terms 1 and 4. It is essential that students wear supportive athletic shoes and not shoes of a recreational nature.

## **HOUSES**

Within our College there are four Houses. All students and teachers are allocated to a House. Siblings and relatives will be placed in the same house. Students compete in the houses in a variety of sporting events eg. Swimming, Athletics, and Cross Country.

## **INTER-SCHOOL COMPETITIONS**

At Year 7 some students will be selected to represent the College in Swimming, Athletics, Cross Country, Orienteering, Debating, Chess etc. Parents are invited to attend these days and any parents who could assist with umpiring or officiating on a sports day should contact the Sports Coordinator at the College.

## **PERIOD 5 FOR YEAR 7**

### **RATIONALE**

It is essential that students at Sacred Heart College undertake and complete all set work to the best of their ability. This involves keeping up with all work, including when a student is absent for a lesson. Completing all set work satisfactorily and undertaking assessment tasks are important methods of consolidating a student's learning, in preparation for the next unit or topic of study.

A lesson after school (Period 5) has been implemented for students to complete assessment tasks that they had unavoidably missed or for school work that has not been completed to a satisfactory standard. This also enables students not to miss additional lessons during the school day to complete or re-do the task. Period 5 will commence at 3.45pm until 4.30pm or 5.00 depending on the task that is to be completed. Parents will be notified in writing prior to the set date.

According to the Sacred Heart College Homework Policy, Period 5s or Detentions may be set for repeated non-completion of homework also.

## **STUDIES AT YEAR 7**

### **CORE SUBJECTS**

Studied by all students for the year:

- Religious Education
- English
- Mathematics
- Digital Technologies
- Humanities (one semester of Geography; one semester of History)
- Physical Education / Health
- Science

### **EXPRESSIVE ARTS / TECHNOLOGY SUBJECTS**

All students study each of the following seven subjects. They are allocated two electives per semester over Years 7 and 8.

- Art/Visual Communication
- Drama
- Food Technology
- Music
- Robotics

### **LANGUAGES SUBJECTS**

Students study either French or Japanese in Year 7. Those with additional learning needs meet separately during these lessons for support.

# RELIGIOUS EDUCATION

## Description

In Years 7-10 Religious Education follows the framework developed by the Catholic Archdiocese of Melbourne. In each year level, the program is organised around five Content Areas: Scripture and Jesus; Church and Community; God, Religion and Life, Prayer, Liturgy and Sacrament; and Morality and Justice. Students will be assessed according to their progression along three Dimensions of Learning: Personal and Communal Engagement; Knowledge and Understanding; and Reasoning and Responding. In 2017, students in all year levels will examine the concept “Hospitality” throughout their Religious Education course.

## Semester 1

In Semester One, Year 7 students will explore the notion of “belonging”, and investigate what it means to belong within many different communities and groups. As they do so, they will explore the heritage and charism of the Sisters of Mercy, the life of Catherine McAuley and Ursula Frayne, and the history of Sacred Heart College. Each class will participate in a Reflection Day with their RE teacher and HG teacher, allowing them to discuss their own individual faith journey in an intimate and conversation focused environment. Students will spend time reading and contemplating stories from the Old Testament, and will read “Mahtab’s Story” by Libby Gleeson. They will prepare and participate in a class Mass, and take part in our school wide liturgical celebrations.

## Semester 2

In Semester Two, Year 7 students will continue to investigate the concept “Hospitality”. They will examine the notion of a conscience and take time to contemplate the manner by which different people seek to make informed moral decisions. Students will discuss the phenomenon of prayer and explore the role that prayer holds in their lives and the lives of others. Throughout the year, students will have regular opportunities to respond to the scriptures and take part in class prayer.

## Assessment:

Students complete a variety of tasks which are available for parents to view on SIMON.

# ENGLISH

## Description:

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

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, films and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative informative and persuasive texts, for example: narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

## Assessment:

### Semester One

- Personal Writing Piece about School
- Short Story
- Persuasive Writing Piece
- Genre Study on Fantasy – Group Oral Presentation

### Semester Two

- Write a Bush Ballad
- Write a Feature Article
- Compile an Anthology of writing
- Participation in the College Public Speaking Program

**Homework:**

Students are asked to complete homework from the set texts that is assessed directly in tests and indirectly in the written work that is completed during the year. Students do other work at home such as wide reading, research, conducting interviews, rehearsing oral presentations, watching specified television programs. They do not complete assessment tasks at home.

**MATHEMATICS****Description:**

The Victorian Curriculum for Year 7 has four proficiency strands and three content strands. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. They are an integral part of the three content strands covered in Year 7 Mathematics in Semester One and Two. The content strands are differentiated into foundation, standard and advanced levels.

**Semester One****Content 1: Number and Algebra**

The focus of this content strand is whole number, number patterns and fractions. This involves the four operations with whole numbers, number lines, place value, estimation, order of operations, factors, prime and composite numbers, number patterns and powers. The four operations with fractions and decimals are also included. Students describe patterns and recognize equivalence between fractions, decimals, percentages and ratios.

**Content 2: Measurement and Geometry**

Students use metric units, converting between a wide range of these units. Skills in estimating, measuring and calculating length, perimeter, area, volume, mass, time and temperature are covered.

**Content 3: Statistics and Probability**

In Probability students describe and calculate probabilities using words and fractions and decimals between zero and one. Students calculate probabilities for chance outcomes and equally likely outcomes. Students begin to understand that experimental estimates of probabilities relate to theoretical probability in the long run. They formulate questionnaires, collect data and use computer software to display it.

**Assessment Tasks:**

- Mathspace Mastery
- Topic Tests
- Topic Homework - Mathspace
- Athletics
- Maths 300 Investigations / Investigations

**Semester Two****Content 1: Number and Algebra**

In this content strand students identify relationships between variables and describe them with language and words. They express relationships algebraically. Students observe generality in a number pattern and express it algebraically. Students recognize that addition and subtraction, and multiplication and division are inverse operations. They solve equations by inspection. Students also solve linear equations using tables of values and a series of inverse operations including backtracking. They recognise equivalence between simple expressions. Graphs are drawn representing linear functions.

**Content 2: Statistics and Probability**

In Probability, students describe and calculate probabilities using words and fractions and decimals between zero and one. Students calculate probabilities for chance outcomes and equally likely outcomes. They relate experimental estimates of probabilities to theoretical probability in the long run. They formulate questionnaires, collect data and use computer software to display it.

### **Content 3: Measurement and Geometry**

The focus of this content is the measurement of lines and angles, drawing and naming angles as well as classifying angles. Complementary and supplementary angles will be explored as well as angles of a revolution and parallel lines. Different types of polygons and polyhedra and the characteristics of each are introduced. Students use a wide range of geometric language correctly when describing or constructing shapes and solids. They visualize a polyhedron from its net and vice versa.

#### **Assessment Tasks:**

- Mathspace Mastery
- Topic Test
- Topic Homework Mathspace
- Investigations
- Athletics

## **ART/VISUAL COMMUNICATION**

### **Description:**

In this unit student's research, design, create and present a series of artworks in a variety of media. Students respond imaginatively and creatively to a broad range of themes. They use digital cameras and computers in the preliminary phase of creating artworks. Students solve visual problems and keep a record of their progress in a Visual Diary.

### **Assessment Tasks**

#### **Art Research and Analysis**

Students use the internet and art library to research artists specific to the tasks undertaken. They learn to apply arts language when analysing works.

#### **Media Trials and Experimental Design Work**

Students record all experimental drawing and media trials in their visual diaries. They are encouraged to experiment widely and use the Visual Diary as an artist's journal.

#### **Finished Artworks**

Students put time and effort into the final resolution of ideas in aesthetically pleasing final works.

## **DIGITAL TECHNOLOGIES**

### **Description:**

In Digital Technology students will develop an understanding of how a computer works (Digital Systems). They will learn about hardware and software and look at the different types of networks and their suitability in meeting defined purposes. Students will gain knowledge of how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They will manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online. They will develop an understanding of algorithms and coding and develop, test, and modify digital solutions. Students will evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

### **Content:**

- Cybersafety and e-Smart
- Issues with ICT in the global society
- Computer hardware, software and networks
- Introduction to data and information
- Data analysis (Excel spreadsheets )
- Data management (Access databases)

### **Assessment:**

Students will be assessed in each of the topics above apart from Cybersafety and e-Smart. Each assessment will take the form of short key knowledge and understanding questions in conjunction with a computer based practical assessment.

## **DRAMA**

### **Description:**

The focus of the course is Creating and Performing and Exploring and Responding. Expressive skills of movement and voice are developed by a range of self-awareness activities, techniques and group drama tasks.

In creating and performing students, present characters and stories using stagecraft to enhance their performances and to communicate their ideas. Students explore the conventions of theatrical styles.

In Exploring and Responding appropriate Drama terminology is introduced so students can discuss and evaluate their own work and that of theatre practitioners. Students identify ways in which Drama can inform, entertain and challenge an audience or simply provide escape into imaginary worlds.

### **Assessment:**

#### **Storytelling**

**AT1** – Result of performance tasks related to responding to objects, photos and scenarios.

#### **Solo**

**AT 2** – Monologue of a short classical phrase

#### **Mythology**

**AT 3** – Ensemble Performance of a myth

#### **Physical Theatre**

**AT 4** – Ensemble performance of A Toystory

#### **Respond and Interpret**

**AT 5** – Written evaluation of Theatre Performance

## **FOOD TECHNOLOGY**

Food Technology teaches students about food preparation and the social and environmental implications of using particular materials. There is a large health component covering all aspects of the units covered. They learn about grain foods and how they are grown, vegetables, meats, fruits and dairy products are also included in the students learning, they begin to understand the balance between healthy eating and a healthy lifestyle and how sustainability is important within our environment.

Students also learn about safety, hygiene and food techniques.

### **Assessment**

**Design a Healthy Burger:** Investigate the alternative recipes for hamburgers following the guidelines of the Australian Guide to Healthy Eating.

**Facts about Farming:** Investigate sustainable agriculture, including organic farming, packaging of products, food miles and the ethical treatment of animals.

**Production:** Ongoing assessment of personal hygiene, production, safety and cleaning procedures.

## **CIVICS AND CITIZENSHIP**

### **Description:**

The course introduces students to the themes of Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity.

### **Assessment:**

**Inquiry Task:** Conduct research and using this data develop a presentation to inform others.

**Collaborative Activity:** Participate in small group activities to synthesise information and establish new ideas and processes.

## **GEOGRAPHY**

### **Description:**

The course introduces students to geographical conventions and techniques. Students learn to describe and explain the characteristics of natural and human environments, and the connections between them. Units of study include Water in the World and Place and Liveability.

### **Assessment:**

**Individual Research Action Project:** Students identify a water saving opportunity and through action research modify usage to save water. A report is collated.

**Campaspe River Field Trip:** Students participate in a Field Trip and complete a report based on their findings.

**Liveability Case Study:** Through inquiry research students are able to make comparisons about the liveability of a range of locations and offer suggestions to make improvements.

## **HISTORY**

### **Description:**

The course identifies important features of the ancient period (approximately 60,000BC - 650CE) in the form of a chronology to build understanding of development and historical change. A detailed examination of historical methodology is undertaken through case studies, including the Iceman, Lake Mungo and the civilisations of Rome and China.

### **Assessment:**

**History Mystery:** Extended response following investigation of the discoveries at Lake Mungo and the Otzal Alps.

**Image Analysis:** Image annotation and analysis and response to associated text.

**Timed Task:** Application of knowledge built throughout the unit by responding to a range of questions and prompts.

## **HEALTH AND PHYSICAL EDUCATION**

### **Description:**

Physical and Health Education involves both a practical and theoretical component.

**Practical Component:** At this level students maintain regular participation in moderate to vigorous physical activity. They analyse and evaluate their level of involvement in each practical unit through peer and self-assessment. Students combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

The following practical units will be covered this year: Minor Games, Orienteering, Ju-Jitsu, Athletics, Volleyball, Wheelchair Sports, Fitness, Netball, Dance, Swimming, Cricket and AFL. Skill, participation, teamwork and attitude will be assessed in these units.

**Theoretical Component:** Students will identify the health concerns of young people and strategies that are designed to improve their health including units of work that cover Nutrition and Physical Activity, Adolescent Health and Positive Relationships, Think Safe/Act Safe and Mental Health and Wellness. Students learn to describe the actions they can take if they feel unsafe at home, school and in the community, as well as identifying outcomes of risk taking behaviours and applying harm minimisation strategies. They analyse a range of influences on personal and family food selection, identifying major nutritional needs for growth and activity. They will also complete a theoretical unit on Water Safety.

### **Assessment:**

- Nutrition Assessment Task
- Positive Relationship Assessment Task
- Water Safety Investigation
- Mental Health Investigation

## **LANGUAGES: FRENCH**

### **Description: Full Year Semesters One and Two**

The study of Languages is undertaken by all entry level students who commence their secondary studies at Sacred Heart College in Year 7 and continues as a core study through Years 8 and 9. In this program, students commence their studies to embark on development of the four language skills which are reading, listening, writing and speaking, as well as the use and recognition of non-verbal communications, such as body language, visual cues and signs. The Course is presented in sequential units drawn from the text *Touché 1 & 2* which include the topics of greetings and introductions, friends and neighbours, family, animals, talking about one's school topics, timetable, school routine as well as expressing likes and dislikes.

Cultural activities, incursions and excursions, as well as reference to a variety of electronic and online resources are incorporated to supplement and add value to class work and home study.

During Year 7, foundation-level French language structures, simple sentence syntax and commonly used expressions are introduced, studied and practiced. Students research and discover cultural, geographical, and historical facts about French-speaking countries and make comparisons with Australia. These become focal points for nurturing an appreciation of the language and culture of France and its people.

### **Assessment**

**Writing:** Cumulative results drawn from vocabulary, grammar and unit testing

**Speaking:** Speaking drills, dialogues and role-play presentations

**Reading:** Reading comprehension activities

**Listening:** Questions and answers and unit test results

**Cultural Projects:** The Presence of French Culture in Everyday Life; Ma Fauville Project.

## **LANGUAGES: JAPANESE**

### **Description: Full Year - Semesters One and Two**

The Year 7 Japanese Language Course is presented in sequential units from the text JBLOG1 Semester One Topics include: Greetings, Numbers, Introducing Themselves, and Nationalities.

Semester Two Topics include: Describing Family and Pets and Japanese Cuisine

The skills assessed are listening, speaking, reading, writing, and the use of body language, visual cues and signs. Course work is supplemented by cultural workshops and demonstrations. Writing is taught in a combination of Romaji, Hiragana and some Kanji script.

**Writing:** Cumulative result of Hiragana script writing tasks which include topic vocabulary and phrases

**Speaking:** Introduction and conversations in class

**Reading:** Cumulative result of term tests in reading Romaji (English lettering of Japanese sounds) and Hiragana

**Listening:** Cumulative result of topic tests

## MUSIC

### Description:

This unit is part of the Year 7 – 8 Arts Programme and introduces some of the key concepts of music. The unit runs for one semester and all students participate in either Year 7 or 8. The course includes learning new instruments, music appreciation and performing a class piece. Students are engaged in a variety of group and practical tasks.

### Assessment:

**Group Performance:** Working in a group situation, students learn various aspects of performing a popular song which is recorded and available electronically.

**Musical Instrument Assignment:** Students will work individually to create their own musical instrument and present it to class.

**Music Appreciation and Analysis Test:** Students will listen to a previously unheard piece of music. They will answer a combination of multiple and extended questions about what they are hearing.

## ROBOTICS

### Description:

This unit aims to familiarise students with this branch of technology that deals with the design, construction, operation and application of robots and computer systems, for their control, sensory feedback, and information processing. When allowing students to design, build and program their own robots, they will get involved in many technical activities that also overlap with several other disciplines like Mathematics, Biology, Engineering, Electronics, Information Technology and Science in general. Also they will learn to work in teams and will be faced with many difficult technical decisions which enhance their management skills.

### Assessment:

#### Theory

- Advantages and disadvantages of robots in today's society
- Theories behind the workings of a basic robot
- Electronics of a robot

#### Practical

- Working in teams, students will design, build and program a robot using Lego Nxt Robot equipment and LEGO RoboLAB 2.9.3 software.

Working individually, students will design, build and program a remote control buggy using Picaxe equipment and software.

# SCIENCE

## Description:

In Year 7 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.

Over the course of the year students will study the following topics:

**Science Toolkit:** This unit explores how the processes of science are used to solve problems and so increase the students' understanding of the world around us. There is an emphasis on developing skills in laboratory safety, observation, recognition and use of laboratory equipment and report writing.

**Particle Model:** Students explore the concept that the properties of different states of matter can be explained using the particle model. They will come to realise that Scientists' understanding of matter has developed over thousands of years.

**Mixtures:** Students will discover that many materials are mixtures and some are pure substances. Mixtures can be separated using a range of techniques.

**Water:** Students will investigate the properties of water and learn about the water cycle and the importance of this precious resource.

**Resources:** This unit allows students to investigate renewable and non-renewable resources, and the importance of managing our natural resources here on Earth.

**Classification:** Classification is a system that helps us to organise the diversity of life on Earth. Students will explore the differences between and within groups of organisms, realise that the system of classification continues to develop and change.

**Interactions between organisms:** Students will learn about the interactions between organisms and their environment by exploring food chains and food web. They will come to understand that humans are part of the food chain and the ways that humans can affect the interaction of organisms.

**Forces:** In this topic students will learn that a force is a push or a pull, arising from the interaction between two objects. They will explore the causes of a change to an object's motion or shape, and learn that gravity pulls objects towards the centre of the Earth.

**Earth, Sun and Moon:** Students will learn about how the position of the Earth, Sun and Moon causes changes on Earth, including seasons, tides and eclipses.

## Assessment Tasks

- Research Tasks
- Practical Reports
- Topic Tests
- Bookwork
- Investigations

## **DESIGN AND TECHNOLOGY**

### **Description:**

#### **Engineering Principles and Systems**

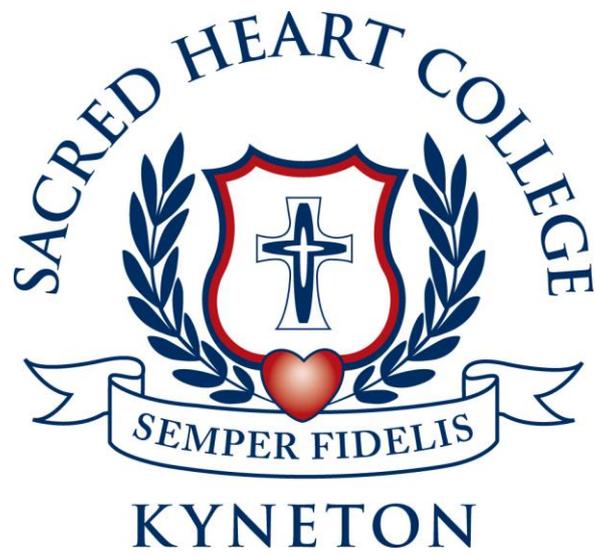
Students analyse how motion, force and energy are used to control electromechanical systems when creating simple, engineered solutions.

#### **Materials and Technologies Specialisations**

Students analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment.

### **Assessment Tasks**

- Investigate and generating ideas
- Production of prototype
- Evaluation of a model



A Vibrant Life