



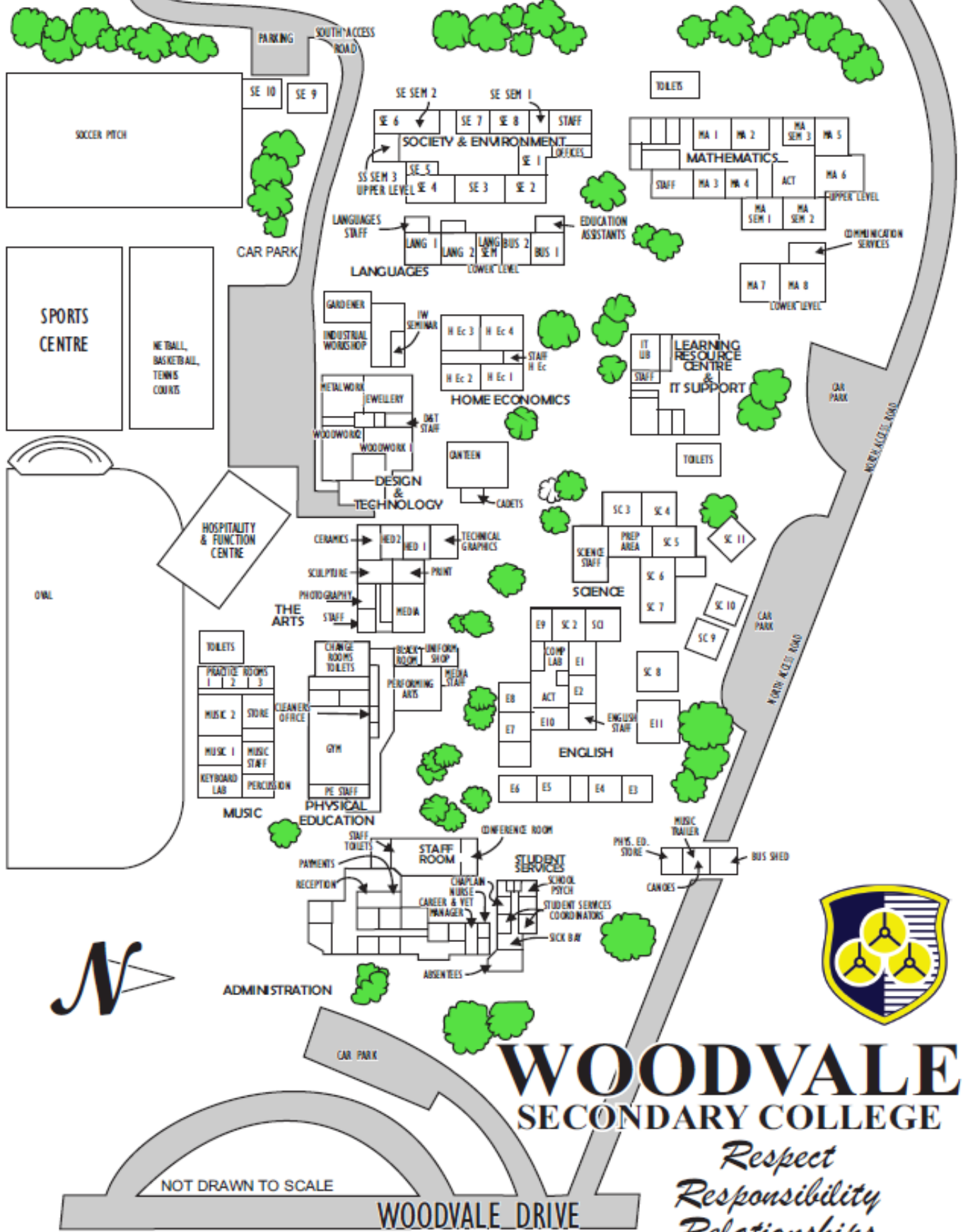
**WOODVALE**  
SECONDARY COLLEGE

## 2018 YEAR 7 COURSE HANDBOOK

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# COLLEGE MAP

TIMBERLANE DRIVE



# WOODVALE SECONDARY COLLEGE

*Respect  
Responsibility  
Relationships*

## Welcome to Woodvale Secondary College

Welcome to Woodvale SC, a community of learners committed to supporting every student to achieve at their personal best.

We are delighted to welcome Year 7 students into the College. A great deal of preparation and collaboration with primary schools has occurred to ensure their transition to high school is a positive experience.

Woodvale SC is an Independent Public School. The Woodvale SC Board, staff and parents at our College are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour and to achieve personal excellence in a positive and safe environment.

Woodvale has responsively served the Woodvale community for over 30 years and we enjoy a very positive relationship with our parents and the wider community. You can become actively involved in our learning community in a number of ways including P&C, membership on the College Board, volunteering in the canteen and contacting teachers through email if you have any concerns or celebrations.

An important aspect of my role is to ensure that every student makes a smooth transition from Year 6 to Year 7. In this way, the foundations are laid for each student to work at their personal best. Working closely with our parents gives me clear understandings of the celebrations and concerns students bring with them to Year 7 and we are adjusting our programs accordingly. We will also ask you to fill in surveys twice a year and analyse your feedback in order to make positive changes.

Woodvale SC has a strong reputation in our community for high standards. There is a whole College approach to behaviour which trains our students to recognise the difference between social space and learning space and behave accordingly. Every teacher reinforces the behaviour expected in a learning space. In this way, we train each student for the self-discipline and academic rigour that is needed as their studies progress. As a school

community, we live our values of respect, responsibility and relationships in all our interactions.

Pastoral Care of each student is a College priority. A strong team of specialists lead Pastoral Care through the College. Every teacher is also trained in positive education principles and practices. Every child is cared for, tracked and encouraged at Woodvale SC.

We have a number of very successful learning programs developed in Year 7 to build strong learning foundations in all our lower school students. Students will know their learning style and the power of learning techniques. They will also be supported in developing organisational skills. Every student also learns about emotional intelligence and how to choose positivity and build on their strengths.

The best foundation for successful schooling is close parental support. Please contact your child's Year Coordinator or [Veronica.Sutton@education.wa.edu.au](mailto:Veronica.Sutton@education.wa.edu.au) if you wish to discuss your child's successful lower school secondary schooling.

Ms Veronika Sutton  
Associate Principal  
Lower School.



## Wonderful things about Woodvale Secondary College

- Our Specialist Music Program – over 200 students
- Specialist Basketball/Soccer School of Excellence
- A focus on Positive Education for all students
- The Elevate Organisation and Time Management Skills Workshops for all Year 7 students
- High levels of access to technology
- Our Science Enrichment Programs
- Our Award Winning Child Care Program
- Extensive choice in physical education programs
- A great Cadet program – FESA & Surf Life Saving
- Our tremendous Student Services support team
- A committed teaching staff
- The Learning Resource Centre which is the cultural hub of the College
- Fully air-conditioned classrooms
- National and/or international tours every year
- Our strong focus on Asian Literacy with compulsory Asian language for Years 7, 8 and 9
- More Level 3 classroom teachers than any school in the area
- A state of the art Hospitality Trade Training Centre
- The largest Basketball Stadium built in any WA school.



## Excellent Results

- Top quartile for literacy, science and numeracy PISA international testing
- The majority of our students who applied for a place at University through TISC received an offer in 2016
- Year 7/9 NAPLAN results above the state benchmarks.

## The Handbook

This student handbook has been prepared to provide students and parents with details of the range of courses available in Year 7. In keeping with the Department of Education policies for government schools and recognised good practice, Woodvale SC has a taster course for Year 7 and Year 8 students. Once they have tried all option areas, students will be making informed decisions about their options in Year 9.

## Website

The College has a website at [www.woodvale.wa.edu.au](http://www.woodvale.wa.edu.au)



## How to Enrol

Anyone interested in enrolling at Woodvale SC first need to complete an application form and provide copies of all the relevant documentation before they can be accepted into the school. Students residing within our catchment area, or who are successful at applying to one of our Specialist programs, are then provided an enrolment pack to complete and return. Students who reside outside of the catchment area must be accepted by the Principal before they are eligible to enrol.

## Opportunities for Year 7 Students

Under the Department of Education's Curriculum policies, students in Years 7 – 10 are required to study a range of subjects within the 8 Learning Areas. While most subjects are compulsory there is an increasing degree of flexibility as students move from Years 7 – 12.

Key aspects of the Years 7 – 10 course offerings are listed below:

- (i) All students will undertake tuition in the following eight Learning Areas, each week:
- The Arts
  - English
  - Languages
  - Mathematics
  - Physical & Health Education
  - Science
  - Humanities and Social Sciences
  - Technologies
- Details of these courses are listed later in this handbook for Year 7 students with a separate handbook for Years 8, 9 and 10.
- (ii) Details of the content of courses will be given to students at the commencement of their course, along with the breakdown of the assessment procedures. These are also available on Moodle.
- (iii) In Term 3, students will choose their courses for the next year.
- (vi) Asian Languages (Japanese/Chinese) are compulsory in Years 7 and 8.

## Course Costs

Every student in Year 7 will complete a year of study in the each of the following courses.

Courses	Contribution/Charge
The Arts – Music General & Art (half a year of each) or Music Specialist & Art (includes half a year of each) **	\$30.00 \$100.00
English	\$20.00
Health Education & General Physical Education or Soccer Specialist # Basketball Specialist #	\$40.00 \$125.00 \$100.00
Humanities and Social Sciences	\$20.00
Language - Japanese/Chinese (Students currently studying Japanese/Chinese will continue in these languages – others will be enrolled in Chinese)	\$15.00
Mathematics	\$20.00
Science	\$30.00
Technologies – Information Technology	\$20.00

**Note:** Costs are an indication only.

# The Basketball and Soccer Specialist programs are an alternative to General Physical Education.

\*\* The Music Specialist program involves students in full year choir, bands and instrument lessons and half a year of Class Music.



## Year 7 – Year 10 Elective Subject Pathways

	Year 7	Year 8	Year 9	Year 10
<b>THE ARTS</b>	Art Music General Music (Specialist) Visual Arts	Art Drama Music (Specialist)	Cottage Industries Drama Graphic Design Jewellery Media Music (Specialist) Visual Art	Drama Graphic Design Media Music (Specialist) Visual Art
<b>LANGUAGES</b>	Chinese Japanese (compulsory language yr 7&8)	Chinese Japanese (compulsory language yr 7&8)	Chinese Japanese	Chinese Japanese
<b>PHYSICAL EDUCATION</b>	Basketball and Soccer (Specialist) are substituted for General Physical Education	Basketball and Soccer (Specialist) are substituted for General Physical Education	Basketball and Soccer (Specialist) are substituted for General Physical Education	Basketball (Specialist) Football Netball Outdoor Recreation Soccer (Specialist)
<b>TECHNOLOGIES</b>	Information Technology	Design & Technology Home Economics	Building & Construction Child Care Computer Literacy Cottage Industries Electronics Food Culture Jewellery Metal Technology Technical Graphics Wood Technology	Building & Construction Child Care Clothing & Fashion Commerce Cottage Industries Easy Entertaining Electronics Jewellery Metal Technology Programming Principles Technical Graphics Wood Technology

### Assessment

Formal reporting will be conducted each semester by way of a computerised report issued to each student. In addition, progress reports, interim reports, electronic letters of concern and letters of commendation are issued at regular intervals. Parents also have access to their child's current results through the online tool – Connect. Information is displayed on the College website for access to this tool.

The formal report is a summative report each semester. You may get richer information from your child's assessments during the term and you can email or contact their teachers or year coordinators for specific feedback at any time.

All reports will use the A – E grade distribution.

All teachers issue students with comprehensive course outlines including assessment outlines, assessment weightings and when assessments are due. Parents are encouraged to read these course outlines and to email teachers if they have any concerns or celebrations. Copies are available on our learning Management system - Moodle. Students have logon access to this tool. Parents will need to work with their children in order to have access to Moodle.

### Year Coordinators

Each Year has a Year Coordinator that focuses on pastoral care and attendance. Regular assemblies are held and parents can be contacted with progress reports on individual students as requested. They also work closely with individual students as the need arises and student's results are analysed twice a year.

The Year 7 and 8 whole school focus areas are organisation skills and resiliency.

## College Diary

Each Year 7 student has access to a diary. Parents are urged to look at the diary regularly. You will see what homework your child has and our College procedures and policies.

## Use of Computers

Technology has been embedded into College. With parent contributions, we are continuing this highly successful initiative. A parent co-payment will be invoiced prior to your child starting school. Students must bring charged laptops to every lesson. They will receive full induction early in the school year and parents will also be invited to a number of workshops supporting them with their child's sensible use of technology.



Every Woodvale teacher undertakes lengthy professional learning in the use of technology as a learning tool to engage adolescents. Consequently, there is a strong focus on teachers' successful use of technology to engage our students.

## Dress Code

The College prides itself on maintaining a clear and consistent Dress Code. Please read the Dress Code on our website.

The College dress is very well received. Girls can now wear shorts, slacks, or the dress. Skirts are not part of the code. Please note, if your child is in incorrect uniform you will be contacted and asked to bring in the correct uniform, or they must go on in-school suspension for the day. To prevent this, we request that your child does not wear their sports uniform to school as this has resulted in a high occurrence of forgotten items of clothing.

Please discourage your daughter from wearing make up to Woodvale and piercings are **not** in line with the Dress Code.

## Pastoral Care

Woodvale SC is committed to ensuring the educational success of all our students. In order to create a safe and encouraging learning environment, we have a highly trained Pastoral Care team including Year Coordinators, Chaplain, Nurse, Psychologist, Career Advisor, two Student Services Coordinators, and each year group has a representative Associate Principal. We enjoy a very positive relationship with our parents with a highly active College Board and Parent and Citizens group. Parents can always communicate with staff via email.

## Parents & Citizens

P&C meet at least once a term. It is vital to our College to have an active P&C. For parents P&C meetings provide rich opportunities to engage with other parents, the Principal and to have a say about the College. Please take time to attend these important meetings. They are advertised in the electronic newsletters and on the electronic sign out the front of the College. We would love to see you there. Also volunteers are always appreciated in the College canteen which is a state-of-the-arts self-service facility. The canteen staff value volunteers. High quality food is available in this self-service facility. All profits go back into the College. We ask that families support our canteen.

## School Board

As an Independent Public School, we have a College Board with parent representation. Contact the school for more information or refer to the College website. The Board meets twice a term and is a very important governance body.

## **CURRICULUM SUPPORT – TRANSITION**

### **Starting High School**

The transition from primary to secondary school is an exciting, yet challenging time for most young people. Students have to adapt to new environments, making of friends, different teaching methods and moving from class to class. For some students, the move from Year 6 to Year 7 may be a fearful experience. Students move from a familiar and secure environment to a new and unfamiliar one. A survey has indicated that the following concerns worry some Year 7 students:

- Fear of being bullied
- Fear of getting lost
- Fear of being picked on by older students
- Fear of doing poorly in high school or not keeping up with the school work.

We commence your child's high school experience with *The Big Days In*. These two days of fun activities are designed to allow every student to work in teams with other students to get to know the College and to meet their teachers in a fun way. Feedback from students was that they felt very good about commencing their studies as a result of *The Big Days In*. We also monitor our students and if extra support is needed we ensure your child receives it.

### **How Parents Can Help**

Reassure your child that it is normal to feel uncertain, anxious and excited.

Make sure travel arrangements to and from the College are organised.

Learn about the College rules, routines and timetables.

Help your child to develop good study habits. (Regular times, a quiet place, reading).

Help your child to set up a suitable place at home to study.

Practice organisational skills.

Encourage your child to become more self-reliant by increasing their level of responsibility and your expectations of them.

Ensure your child has the correct uniform, and all the necessary equipment required for school.

Talk to your child about their focus and reassure them.

Ask your child what went well every day and listen to their answers.

Discuss their character strengths regularly.

### **Year 7 Organisation**

One of the major challenges that many Year 7 students face in their transition from primary school to high school is the organisation of their school work for the wide range of classes they attend each week. For some students the lack of organisation has led to poor results in the classroom and assessments. Some of the problems encountered are:

- Work for all learning areas placed randomly in their file or their bag; no separate sections for each subject. Consequently important assessment sheets or course outlines are lost.
- Students are not regularly cleaning out their files and removing old schoolwork.
- Lack of paper to use if they need to hand in a short classroom activity.
- Students must also learn to re-charge their laptops each night and bring them to school in the correct carry case.
- Too many files. This adds extra weight to already heavy bags.
- Not using their homework diaries.



## What Parents Can Do To Help with Organisation

The transition from having everything in one classroom to moving between classrooms and different teachers is something that most Year 7 students enjoy. However, it also adds pressure to pack up quickly in one class and go into the next class prepared. You can help your child to stay organised by:

- Checking their file and bag nightly or weekly. In this way any 'stray' handouts can be filed in the appropriate section and supplies of paper and stationery can be checked.
- Students' files take a 'battering' throughout the term. They go in and out of their bags up to seven times a day. A broken file is often the consequence. This is the reason we recommend only purchasing the black lever arch files as they are very reasonably priced and easy to replace. Please check that your child's file is in good working order.
- Keep a good supply of file paper and plastic sheets at home so students can fill up their files as they run out. It is also a good idea to keep a couple of spare lever arch files, as well as a supply of red and blue pens and lead pencils.
- Encourage your child to read widely and often.
- Make sure your child's computer is charged at night.
- Ensure he/she has a sensible school bag.

## Following is an example of what we think work best for students

File

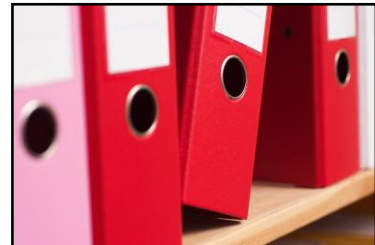
A4 Black file

Subject dividers (plastic as cardboard rips very quickly)

A4 File paper — reinforced

At least 5 A4 plastic sleeves for each subject

Homework sheet at the front of the file.



## Differentiated Curriculum

In order to better match the types of activities students do to their skills and abilities, each student is placed into pathways in these learning areas in Year 8 (In Year 7 for Maths). The names of the pathways are Accelerated, Core and Essentials.

The Accelerated classes work more quickly through the Western Australian Curriculum than the Core classes and as a result, the Accelerated classes make use of the extra time to work to a greater depth in the Western Australian Curriculum areas or are involved in extension activities. The Essentials classes work more thoroughly on the essential areas of the Western Australian Curriculum. As students' progress from Junior School through Middle School to Senior School there is increasing differentiation between the pathways. The Heads constantly review student performance, attitude and effort in order to determine if students are in the correct pathways. Common times these occur are at the end of Semester 1 and at the end of each school year.



Our goal is to ensure that we provide the best possible learning opportunities for all of our students, achieved through differentiation of the curriculum at all levels and across all learning areas.

If you wish further clarifications, please contact  
Ms Veronika Sutton, Associate Principal  
Veronica.sutton@education.wa.edu.au

## LEARNING RESOURCE CENTRE

The Learning Resource Centre is a vital part of Woodvale Secondary College. It caters for approximately 1500 students and 100 teaching staff. It is a very busy place with lots of students and staff using the wide range of resources and services on offer. It has an extensive and up-to-date collection with the latest technology for students to use.

The major role of the LRC is to provide a rich and diverse learning environment which provides a strong focus on developing literacy skills (visual, digital, critical, information, media). This empowers our students to become lifelong independent learners in an ever increasingly complex, informational and technological world. The LRC also encourages and enhances a culture of reading and enjoyment of literature.

All new students are involved in LRC Orientation programs in Term 1 through English, Humanities and Social Sciences and other learning areas. These programs provide students with a solid knowledge base of how to use the LRC and technology.

Another very important objective of the LRC is the promotion of literature and reading skills. We improve literacy skills by teaching students different reading strategies, by promoting reading for enjoyment and creating an awareness of the many and varied forms of reading resources.

Year 7 students will participate in an Orientation Program through English and come to the LRC at least once a fortnight for their reading program. Students will be introduced to a wide variety of excellent reading materials such as novels, short stories, magazines, picture books, graphic novels, comic books, and non-fiction for recreational reading. Students are encouraged to keep a record of their reading and to read widely and often for pleasure. Other programs include 'Picture Books', Book Trailers and Book clubs.

Students will have their own laptops. The College's wireless network provides a fast and reliable service and student access is closely monitored. Students are encouraged to use the College's intranet, web links and sites recommended by LRC staff when completing research. Students also have easy access to all the videos, DVDs and recorded free-to-air programs held by the LRC through Clickview and V/TV via their laptops. They can view programs in their own time and at their own pace, allowing them to catch up on missed work or for easy revision.

The LRC is very committed to improving the health and well-being of students and staff. It introduced two therapy dogs to help relieve anxiety and stress. This program has been a huge success. A positive education corner has been set up, filled with lots of fantastic resources. Students can enjoy colouring in, drawing, chess and other games, Lego, and jigsaw puzzles.

Homework class is on every Tuesday after school in the LRC. Students are encouraged to come along and complete work or get some extra help or coaching from staff who volunteer their time each week. This has proven to be very popular.

A lot of effort goes into making the LRC a welcoming and interesting place for students and staff to use. Every year the LRC hosts many special events such as Book Week, Staff Book Café, charity events and international displays and many other competitions and displays.

# THE ARTS

## **VISUAL ARTS – 7AA**

Visual Art is a one semester course of study that allows students to experience creativity in a range of media. A variety of art techniques are introduced to develop a range of skills. Students examine artists and artworks from different cultures and periods of time. This course of study is designed to be accessible and enjoyable for students with varied abilities, and to develop an understanding of their own creative interests.



## **MUSIC GENERAL CLASS – 7MUG**

Music General is a one semester course of study. Students will develop skills in aural perception, music literacy and performance skills. Through practical music making and listening solutions students will develop an appreciation for music. This course is compulsory for all students not involved in the specialist music program.

## **CLASS MUSIC AND INSTRUMENTAL & ENSEMBLE MUSIC COURSES**

These courses are intended to be studied concurrently. The Class Music course is a full semester, and students will have an instrumental lesson once a week for the whole year. Classroom studies in aural perception, music literacy, and vocal skills support the instrumental and ensemble program. The instrumental lesson is conducted during school hours while the ensemble component is out of school hours. Students studying these courses are credited with an extra subject, over and above the usual, because the instrumental and ensemble music courses are completed outside the normal school timetable.

Year 7 students will be enrolled in Instrumental and Ensemble Music 7MUI and thereafter study courses according to their ability and level of performance. Choir is a compulsory ensemble for all Year 7s to attend and participate in for the entire year.

## **CLASS MUSIC - 7MUC**

**PREREQUISITES:** Enrolment in Instrumental and Ensemble Music 7MUI.

This course is designed for those students who wish to study traditional music. The course develops skills in the literature of music, aural awareness and basic music knowledge through music making activities.

## **INSTRUMENTAL AND ENSEMBLE MUSIC - 7MUI**

### **SEMESTER 1**

**PREREQUISITES:** To be enrolled in Class Music 7MUC.



This course is designed for group tuition lessons on a child's specific instrument. The classes are held either on a rotating basis throughout the timetable or out of school hours with a private tutor specialising on the child's chosen instrument. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.

### **SEMESTER 2**

**PREREQUISITES:** To have completed Instrumental and Ensemble Music 7MUI or be at an equal standard on a chosen instrument. Enrolment in a class music course.

This course enables the student to participate in group tuition classes (of no more than 5 students) with a specialist tutor. Classes are either conducted on a rotating timetable throughout the normal school timetable or out of school hours. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.

# ENGLISH

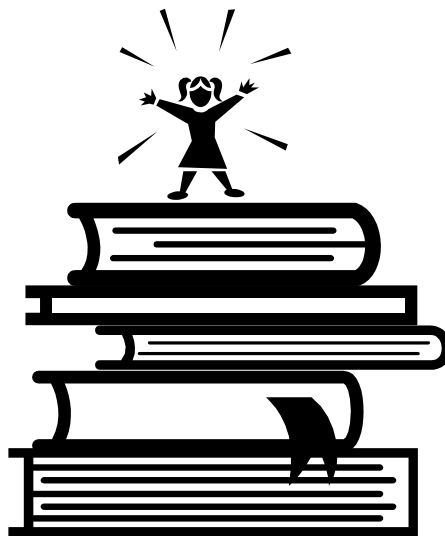
## ENGLISH – 7EN

Years 7, 8, 9 and 10 students extend their Reading and Viewing, Writing, and Listening and Speaking skills, and are expected to explore challenging and unfamiliar works and ideas. Students also develop a critical understanding of the print and electronic media. Class work is directed towards ensuring that students become both confident and competent in comprehending, composing and that oral skills are developed through a range of formal and informal activities. Students are expected to work effectively, both as individuals and collaboratively. They will explore a balanced range of text types from fiction, non-print media, poetry, drama and non-fiction.

Each lower school course will be part of a pathway leading to appropriate subjects in Senior School. Beginning in Semester 1 Year 8, students will be placed in pathways according to their ability, as demonstrated in Year 7 class performance, as well as tests such as NAPLAN. The pathways are Enrichment, Core and Essential.

The English courses in Years 7 are Western Australian Curriculum based, and students are numerically assessed on the three learning strands of Reading and Viewing, Writing, and Listening and Speaking

English courses are engaging and dynamic with the focus very much on students striving to achieve their best in environments that accommodate individual learning styles and abilities.



# HEALTH & PHYSICAL EDUCATION

## **HEALTH EDUCATION - 7PH**

This course investigates health and personal development issues specifically related to the developing adolescent. There is an introductory component to the course which aims to establish an understanding of what is health and explores the physical, emotional and social aspects of health in greater detail. The course teaches students about factors which influence our own health and how we can improve our personal health outcomes. Health Education aims to develop the students' knowledge and understanding, skills and attitudes that will enable them to make informed health-enhancing decisions. The importance of developing interests, feelings, resilience, self-management skills and interpersonal skills is explored to enable students to cope with the stresses they are faced with in their adolescent years. In Year 7 students will explore issues related to puberty, the changes that occur and develop strategies to cope with these changes. Bullying and cyber safety issues will be a focus of this year group with the aim of building students' self-esteem, resilience and help-seeking skills. Students will learn how to establish protective behaviours to avoid negative situations with their peers. There will also be a fitness component to the course which will investigate and evaluate aspects of personal fitness. All students will participate in fitness testing where their individual results will be sent home to parents. Students will learn about nutrition and establish links between a healthy lifestyle and their diet. Students in Year 7 and 8 will also learn the foundation of Positive Education principles.

## **PHYSICAL EDUCATION - 7PE**

This course is designed to increase the student's understanding of the principles of human movement in a broad range of physical skills. This course includes fundamentals of basic movement and games, which are seen as essential elements in the further development of more specialised aspects of physical education and sport within the College and local community. Activities include ball skills, floor ball, tee ball, athletics, soccer, and basketball. Students will have the opportunity to compete in swimming, athletics and winter sports carnivals as well as selected extracurricular sporting competitions.

## **SPECIALISED BASKETBALL PROGRAM (by application only) - 7PBF/7PBM**

The College operates a Department of Education approved Specialised Basketball class in each of the lower school years for students with a special interest and talent in basketball. These classes operate instead of Physical Education in Years 7, 8, 9 & 10. Entrance to these specialised classes is competitive in Year 7. A small number of vacancies may occur in Years 8, 9 and 10, and students who may be interested in these places should apply directly to the Program Coordinator. Entry to the course is by way of application and selection processes conducted by the Program Coordinator, Mr Kelvin Browner, and College based coaching staff. Course costs apply.



## **SOCCER SCHOOL OF EXCELLENCE (by application only) – 7PSF/7PSM**

The College operates a Department of Education approved Specialised Soccer class in each of the lower school years with a special interest and talent in soccer. These classes operate instead of Physical Education in Years 7, 8, 9 & 10. Entrance to these specialised classes is competitive in Year 7. A small number of vacancies may occur in Years 8, 9 and 10 and students who may be interested in these places should apply directly to the Program Coordinators Mr Ratcliff (Boys) or Mr Rooney (Girls). Entry to the course is by way of application and selection processes conducted by the Program Coordinators. Course costs apply.



# HUMANITIES and SOCIAL SCIENCES

## HUMANITIES and SOCIAL SCIENCES - 7SE

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
<b>Semester 1/ Semester 2</b>	<b>History</b> The Ancient World  <b>Civics and Citizenship</b> Designing our political and legal system	<b>History</b> Ancient to Modern World  <b>Economics and Business</b> Participation and influences in the market place	<b>Economics and Business</b> Australia and the global economy  <b>Geography</b> Biomes and food security	<b>Civics and Citizenship</b> Justice at home and overseas  <b>Economics and Business</b> Economic performance and living standards
<b>Semester 1/ Semester 2</b>	<b>Geography</b> Place and Liveability  <b>Economics and Business</b> Producing and consuming	<b>Geography</b> Landforms and landscapes  <b>Civics and Citizenship</b> Democracy and law in action	<b>History</b> The Making of the Modern World 1750 – 1918  <b>Civics and Citizenship</b> Our democratic rights	<b>History</b> The Modern World and Australia 1918 – present.  <b>Geography</b> Environmental change and management

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. In the Western Australian Curriculum, the learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.



The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century. Students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively. Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

### History - The Ancient World

A study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650AD (CE).

### Civics and Citizenship - Designing our political and legal system

In this topic students continue to build on their understanding of the concepts of the Westminster system and democracy, by examining the key features of Australia's democracy, and how it is shaped through the Australian constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

### Geography - Place and Liveability

A focus on the concept of place through an investigation of liveability.

### Economics and Business - Producing and consuming

The focus of this unit is on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success.

# LANGUAGES

***Our ultimate goal is for students to be able to communicate in another language and to become global citizens.***

Year 7 students complete language studies courses of either Japanese or Chinese at the College. Students select the language in Year 7 which they will continue through to at least the end of Year 8.

There are many benefits to learning languages, and highlighted below is an additional benefit which may directly impact your child's WACE (West Australian Certificate of Education):

- The 10% LOTE bonus is available to ALL Year 12 language students. This is where an additional 10% is added to the scaled LOTE score towards TEA (Tertiary Entrance Aggregate). E.g. a scaled score of 60 becomes a scaled score of 66.

While you can benefit from knowing a foreign language with nearly every industry, here are the main highlights from 2017 research:

- Media (journalism) and film
- Tourism and travel services, including airlines and hotels
- Banks and insurance
- Local, state and federal government
- International non-profit organizations
- Publishing companies
- Departments of Defence, other international embassies
- Health services
- Social services
- Immigration services
- Primary, high schools, universities and colleges



## **Which language?**

Japanese classes are mainly comprised of students who have been studying Japanese throughout their primary education. It is highly recommended by the College that students from outside of the intake area, who have **not** come from a school where they have studied Japanese, study Chinese language. This enables them to be in classes with other beginning level students. Students who would like to commence studying Chinese, after studying Japanese in primary school, may choose to do so. There is an eligibility process for students wanting to pursue languages into senior schooling. Parents are encouraged to contact the Teacher in Charge of Languages for more details.

## **JAPANESE – 7 LJ**

The Year 7 Japanese course is suitable for beginning and continuing Japanese language students. Culture is integrated throughout the course in our programs. When we use a language, we are involved in culture, whether we are speaking, listening, viewing, reading or writing.

There is a strong focus on technology in the delivery of this course. Moodle, iPads and laptops are used as learning and teaching tools to engage learners. Students will write in Japanese using technology and will use iPads to access apps such as Hiragana Bubbles to practise the Hiragana script which students will learn.

Assistant teachers, exchange teachers and visiting Japanese students and teachers will attend some classes, providing Year 7 students with the opportunity to speak with native speakers.

## **SEMESTER 1**

This semester students cover the following topics; Food, Tastes and Shopping. Using adjectives and verbs to discuss food, students create advertisements for new products in Japanese for the Japanese speaking community. Term 2 consists of Sport and Leisure Time where students look closely at *Rajio Taiso* (daily fitness and mindfulness) as it operates in Japan, as well as Japanese Athletics Day in Japan. Speaking and reading tasks are the focus of Semester 1 and students have the opportunity to work with peers to develop and present role plays and skits in Japanese.

## **SEMESTER 2**

Semester 2 consists of the following topics: Daily Routines and Famous Places and Tourist Attractions. Focusing on reading, writing, listening and speaking, students are becoming more confident communicators. Discussing interesting places in Japan, a virtual tour of Tokyo Disneyland and looking closely at modes of transport is part of the course in Term 4.

## **CHINESE – 7LC**

The Year 7 Chinese Course is a language based beginner's course where students learn about Chinese Mandarin language as well as Chinese Culture.

Online activities are an important learning tool used in Chinese. Chinese students will be using the school's Moodle Learning Management System, also accessible from home, as they explore Chinese with an ICT focus. Short video-clips, multi-media texts and online quizzes are other important ICT learning tools employed in this course. Throughout the year students will also be encouraged to interact directly with people from China, particularly through our Sister City/School relationships, exchange visitors, Chinese volunteers and other special projects. Other cultural events and workshops are also organised for students.

## **SEMESTER 1**

Semester 1 builds the foundation in the understanding of the spoken language, the pinyin language system and the recognition of some Chinese characters.

This semester students focus on topics such as Self-introductions, Family and Pets, Food and Drinks and the Dragon Boat Festival. As part of this, students will also explore the customs and culture involved in eating Chinese food. Students will also extend their conversational abilities by talking about their likes and dislikes. Chinese students can participate in cooking and eating Chinese cuisine. Popular apps will be used in classrooms to develop speaking skills. Through these apps, students will practise introducing themselves orally in Chinese and discuss family and pets and for creating speaking tasks involving designing and recording skits and role plays. iPads will also be one of many tools to learn the Chinese numbering system. Students will also cover some important aspects of Chinese Culture including Chinese Festivals such as Chinese New Year. Cultural events and workshops are also organised for Chinese students.

## **SEMESTER 2**

In Semester 2 students further extend their written skills in Chinese, as well as their speaking skills, using a variety of strategies designed to engage students in their learning. Topics to be covered include Sports and Hobbies, Colours and describing friends. They will also gain an understanding of special festivals such as the Mid-Autumn Festival. iPads, on-line activities, short video-clips, multi-media texts and online quizzes are also important this semester as students continue to enjoy exploring Chinese with an ICT focus



# MATHEMATICS

Year 7, 8, 9 and 10 students will study a year long course. Each course will be part of a pathway leading to appropriate mathematics courses in upper school. The recommended course for all students will be matched to their achievement from the previous year's study. For Year 7, all students will study the same mathematics course for Semester 1. Based on Semester 1 results and teacher recommendations, an academic enrichment pathway will be established for Semester 2.

## **MATHEMATICS – 7MA**

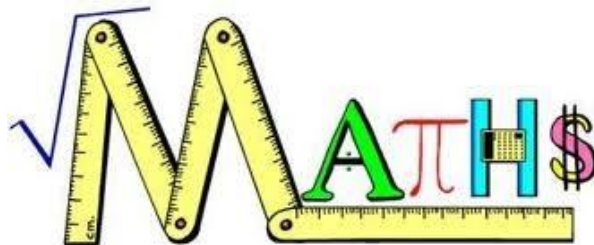
The Year 7 course follows the Australian Curriculum, which is compulsory from 2015. The course will cover the topics of Number and Algebra; Measurement and Geometry; and Statistics and Probability. The use of information technology is embedded into all areas of mathematics.

Students in the accelerated pathway may have access to opportunities to be involved in regional, state and international mathematics competition throughout the year.

At the end of the year, the Semester 2 report will indicate the achievement of your child in relation to the national standards in mathematics. Achievement in Year 7 will determine which pathway (academic enrichment, core, essentials) your child is placed in for Year 8.

## **CALCULATORS IN THE MATHEMATICS CLASSROOM.**

A calculator is a tool integral to the teaching of the Australian Mathematics curriculum. It is used in a variety of situations including problem solving, investigating and, of course, in routine calculations. A calculator is an essential item for all students, irrespective of the pathway studied. The College recommends a suitable calculator to purchase as indicated on the booklist and this will be suitable for use in Year 7, 8, 9 and 10. All students must have their own calculator.



# SCIENCE

## SCIENCE – 7SC

All Year 7 Science students at Woodvale SC will study the Australian Curriculum: Science.

The Australian Curriculum: Science is designed to develop students' interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. Students will develop a foundation of knowledge across four disciplines of science, through the use of scientific inquiry methods. They will develop an ability to communicate scientific understanding and use evidence to solve problems and make evidence based decisions.

### How Science is structured.

The Foundation to Year 10 Australian Curriculum: Science is organised into three interrelated strands:

- *Science Understanding* - which focuses on the important science concepts from across different areas of science,
- *Science Inquiry Skills* - which focuses on skills essential for working scientifically and
- *Science as a Human Endeavour* - which focuses on the nature and influence of science.

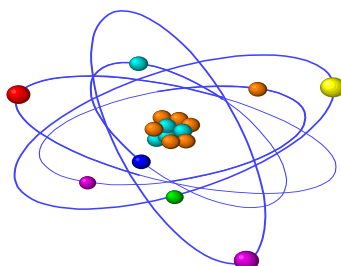
**The following table identifies the key content areas, concepts and skills covered throughout Year 7.**

Science Understanding	Science Inquiry Skills	Science as a Human Endeavour
Biological sciences	Questioning and predicting	Nature and development of science
Chemical sciences	Planning and conducting	Use and influence of science
Earth and Space sciences	Processing and analysing data and information	
Physical sciences	Evaluating and communicating	

All Year 7 students will study all of the four *Science Understanding* strands, with an emphasis on *Science Inquiry Skills*. *Science as a Human Endeavour* will be embedded within the *Science Understanding* strands.

Each student's achievement in their coursework will be assessed and reported at the end of each semester in line with College policy.

During Semester 1 Year 7 students will undergo selection for the Year 7 Science Enrichment classes, which will progress into Year 8.





# TECHNOLOGY

## **DIGITAL TECHNOLOGY - 7IT**

**COURSE DESCRIPTION:** This course is designed to give students skills in computational thinking through the use of coding and interactive presentations. Students explore the properties of a range of digital systems, hardware and software as well as the complexities of data storage and transmission. They learn to acquire, analyse, and evaluate data in a range of systems and learn to work within a variety of constraints. Digital citizenship is also a focus of this course. They will develop an understanding of different social contexts when communicating and collaborating online.



**NOTES:**