

# 2027 Course Handbook

## Year 7 & 8

# INTRODUCTION

Woodvale Secondary College 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 40 years and we enjoy a very positive relationship with our parents and the wider community. This booklet will tell you about the programs of study available to students.

## JUNIOR SCHOOL STUDIES

Working closely with our parents gives us clear understanding of the celebrations and concerns students bring with them to Year 7 and adjust our programs accordingly. We have a number of very successful learning programs developed in Year 7 & 8 to build strong learning foundations in all our junior school students. Each student knows their learning style and the power of learning techniques. They will also be supported in developing organisational and study skills.

Woodvale has a strong reputation in our community for our high standards. We have a whole college approach to behaviour which trains our students to recognise the difference between social space and learning space. Every teacher reinforces the behaviour expected in a learning space. In this way, we train each student for the self-regulation and academic rigour that is needed for middle and senior years. As a school community, we live our values of respect, responsibility and relationships in all our interactions. Pastoral Care of each student is a whole college priority. A strong team of specialists, lead pastoral care and along with teachers have been trained in positive education principles and practices. We reinforce their learning in our whole school approach to character strengths and solution focused dialogue. You may wish to reinforce character strengths through going onto the https://www.viacharacter.org/ site and taking the character strengths survey. This is used to guide conversations with many students. The best foundation for successful schooling is close parental support.

## THE HANDBOOK

A student handbook is provided by the College for all year groups. They outline programs and courses in each year group. This student handbook has been prepared to provide students and parents with details of the range of courses available in Year 7 and 8.

## 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. 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 Head of Year for specific feedback at any time. All reports will use the statewide grade system of A-E.

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 - Compass. Students and parents have logon access to this tool.

## THE ICENTRE AND LIBRARY

The Library in the English block is available for quiet reading and study. Students are also encouraged to read for pleasure from a range of fiction. The Library is open before and after school and at Break 2. It is the home of our therapy dogs who get consistent visitors.

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 Library and iCentre staff when completing research.

# INTRODUCTION

## KEY ASPECTS OF THE YEARS 7 – 8 COURSE OFFERINGS ARE LISTED BELOW:

Every student in Year 7 & 8 will complete a year of study in the each of the following courses. All courses in junior school attract a voluntary contribution charge.

- English
- Health & Physical Education
- Humanities and Social Sciences
- Japanese
- Mathematics
- Science
- Technologies
- The Arts

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

**Placement in both AEE pathways are through a selection process. Performance is measured every semester to determine the continued placement in the program.

*** The Specialist Basketball Program is an alternative to the General Physical Education class in Years 7 and 8.

Details of these courses are listed later in this handbook for Year 7 & 8 students with a separate handbook for Years 9 and 10.

1. 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 Compass and Connect.
2. At the end of Semester 1 in Year 8, students will choose their courses for the next year.
3. Japanese is compulsory in Years 7 and 8.

## PATHWAYS

In order to better match the types of activities students do to their skills and abilities, each student is placed into pathways in some learning areas in Year 8. The names of the pathways in English, HaSS, Maths and Science 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 to Senior School there is increasing differentiation between the pathways. The Heads of Learning Area 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



# SUBJECTS AT EACH YEAR LEVEL

| SUBJECTS | YEAR 7 (COMPULSORY) | YEAR 8 (COMPULSORY) | YEAR 9 | YEAR 10 |
|---|---|---|---|---|
| **MESH** | **4 hours per week**<br><br>Mathematics<br>English<br>Science<br>Humanities & Social Sciences | **4 hours per week**<br><br>Mathematics<br>English<br>Science<br>Humanities & Social Sciences | **4 hours per week**<br><br>Mathematics<br>English<br>Science<br>Humanities & Social Sciences | **4 hours per week**<br><br>Mathematics<br>English<br>Science<br>Humanities & Social Sciences |
| **HEALTH & PHYSICAL EDUCATION** | **3 hours per week**<br><br>Health<br>Physical Education<br>Specialist Basketball & Athletics are substituted for General Physical Education | **3 hours per week**<br><br>Health<br>Physical Education<br>Specialist Basketball is substituted for General Physical Education | **Min 3 hours per week**<br><br>Health<br>Outdoor Education<br>Physical Education<br>Specialist Basketball Program | **Min 3 hours per week**<br><br>Health<br>Outdoor Education<br>Physical Education<br>Pre Physical Education Studies<br>Specialist Basketball Program |
| **THE ARTS** | **2 hours per week**<br><br>Music General<br>Music (Specialist Program)<br>Visual Arts | **2 hours per week**<br><br>Drama<br>Music (Specialist Program)<br>Media | **Min 1 subject for 2 hours per week**<br><br>Dance<br>Drama<br>Media Studies<br>Music (Specialist Program)<br>Music (General)<br>Visual Arts | **Each subject is 2 hours per week if selected**<br><br>Certificate II in Music<br>Drama<br>Media Studies<br>Music (Specialist Program)<br>Visual Arts |
| **TECHNOLOGIES** | **2 hours per week**<br><br>Home Economics<br>Digital Technology | **2 hours per week**<br><br>Design and Technology<br>Digital Technology | **Min 1 subject for 2 hours per week**<br><br>Child Care<br>Cottage Industries<br>Digital Game Design<br>Electronics & Robotics<br>Food Culture and Trends<br>Jewellery<br>Metal Technology<br>Technical Graphics<br>Wood Technology | **Each subject is 2 hours per week if selected**<br><br>Building and Construction<br>Child Care<br>Clothing and Fashion<br>Coding & Game Design<br>Commerce<br>Cottage Industries<br>Easy Entertaining<br>Electronics & Robotics<br>Furniture Woodwork<br>Jewellery<br>Metal Technology |

# LEARNING SUPPORT

All students benefit from a differentiated approach to their learning through our contemporary and inclusive teaching practices.

Students with diagnosed conditions have a Document Plan to advise teachers of the learning adjustments recommended for them to access the curriculum, given the functional impact of their disability, illness, injury or impairment.

Some students with diagnosed conditions are eligible for assessment adjustments to enable them to more equitably participate in various types of assessments. These assessment adjustments are determined in accordance with the *School Curriculum and Standards Authority's Equitable Access to Assessment Policy*.

Some students' diagnosed conditions also attract an Individual Disability Allocation to be funded to the school. Based on student need, Education Assistants are assigned to work with teachers to support them in implementing learning and assessment adjustments in the classroom.

The Learning Support Coordinator case manages each student's eligibility for learning and assessment adjustments as well as the allocation of Education Assistant support. To access this case management, parents need to submit a copy of a signed letter, or a statement that is embedded within the text of a full report from eligible practitioners.

The letter or statement needs to:

- State the full diagnosis
- State the current levels of severity (support, substantial support or very substantial support)
- Specify if the diagnosis is:
- With or without intellectual impairment
- With or without accompanying language impairment
- List the names and qualifications of the diagnosing practitioners
- State that all practitioners confer and agree with the diagnosis, if the assessment was completed by a consensus team.

If the assessment is undertaken by a single practitioner, a statement from a second practitioner is also required to confirm that:

- The practitioners have conferred following the completion of all assessments
- Each practitioner agrees with the diagnosis and levels of severity and specifiers.

If you suspect your child may have a disability, consult your GP for a referral to a paediatrician.

## LITERACY AND NUMERACY SUPPORT

In addition to the study of English and Mathematics, literacy and numeracy skills are developed across the curriculum by explicitly teaching the literacy and numeracy demands of each learning area in context.

Students identified through performance data as needing additional support with their literacy and/or numeracy skill development receive targeted literacy and/or numeracy support through timetabled classes and small group programs with the goal of attaining the standard required for the Western Australian Certificate of Education.

# THE ARTS

## YEAR 7

### VISUAL ARTS - 7AV

Visual Art is a one semester course of study that allows students to experience creativity in a range of different Visual Art forms. A focus is on providing students with experience with several art techniques in both 2D and 3D. 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 – 7AMUC

Music General is a practical based one semester course of study. Through practical learning on the music keyboard, engaging in composition tasks and theory activities, students will develop skills in aural perception, music literacy and performance skills. This course is compulsory for all students not involved in the specialist music program.

## YEAR 8

### DRAMA - 8ADR

Year 8 Drama is an exhilarating and collaborative experience where students explore and celebrate the human experience. Through a variety of exciting activities, they develop confidence, self-esteem, and creativity. Students are assessed based on their ability to create, perform, and reflect on their work, using techniques in movement, voice, and characterisation to captivate audiences.

In Drama, students learn essential life skills such as time management, leadership, and interpersonal skills. They work both independently and collaboratively, discovering the processes and skills necessary to excel in drama forms, styles, conventions, and technologies.

### MEDIA STUDIES - 8ME

Media Studies in Year 8 is an exciting new offering for 2027 – a semester length course designed for students who are creative and eager to bring their ideas to life on screen. Students will explore the basics of media production and develop an understanding of media codes and conventions while creating their own original content. The course introduces students to cameras, camera angles and industry-standard editing software, giving them the skills to plan, film and edit their own productions. With a focus on stop-motion filmmaking and photography, students will experiment creatively while developing skills that help them understand how media shapes the world around them.



# MUSIC

## SPECIALIST MUSIC PROGRAM

This course is made available to students who have been selected into the Specialist Music Program via audition. If places are available, auditions are offered at the end of each semester for the following semester. Students within the program are required to remain in the program from Year 7 – 8 to allow for the maintaining of a suitable musical balance in ensembles. Students are also eligible to be selected to attend Music camps, performance tours and external performances.

Students selected for this program will engage in:

- 120 minutes of classroom music per week combined with at least 1.5 hours of ensemble per week
- 20-40 minutes of instrumental lessons (time dependent on number of students per group)

## CLASS MUSIC -7AMUC, 8AMUC

The Class Music course contains a mixture of written and practical tasks aimed at developing aural awareness, music theory, the literature of music, composing and arranging musical pieces and performance skills. This course continues the development of musicianship skills learned in the music classroom environment. Ensemble is a compulsory component of the course and is run before or after school. During these sessions students further develop their understanding of theory, aural and performance by engaging in large group rehearsals. Students are selected for various ensembles through auditions to ensure they are grouped based on instrumental ability. All ensembles perform on multiple occasions both for school events and external events and attendance and commitment to ensemble is recorded weekly as an 'ongoing assessment component' that is used towards semester report grades.

## INSTRUMENTAL AND ENSEMBLE MUSIC - 7AMUI, 8AMUI

Instrumental lessons are conducted once a week, during school hours and are staffed by university qualified instrumental teachers from the Instrumental Music School Services (IMSS). Lessons are run on a weekly rotational basis to ensure as little disruption as possible to other subjects. This course is designed as group tuition focused on developing skills on the student's specific instrument and to support students with concepts and skills required for class music and ensemble performances. Students will receive a separate grade for instrumental music each semester as the course content and achievement criteria is independent to that of class music. Music ensembles are run out of school hours, either prior to, or after, the school day.

Year 7 students engage in 2 semesters of classroom Music; Instrumental lessons are run as a year-long component of the course in order to successfully prepare students for Year 8 music. Year 8 Music students also complete a yearlong music classroom course in conjunction with their instrumental/ensemble tuition.



# ENGLISH

Year 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, as individuals and collaboratively with others. They will explore a balanced range of text types from fiction, non-print media, poetry, drama and non-fiction.

Each junior 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 Accelerated, Core and Essential.

The English course in Year 7 & 8 is Western Australian Curriculum based, and students are numerically assessed on the three learning strands of Reading and Viewing, Writing and Creating, 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

## SPECIALISED BASKETBALL PROGRAM (BY APPLICATION ONLY) 7PB/8PB

The College operates a Department of Education Approved Specialised Basketball class in each of the junior school years for students with a special interest and talent in Basketball. These classes operate instead of Physical Education in Years 7, 8. A small number of vacancies may occur in Years 7, 8, 9 and 10, and students can apply in Term 3 for entrance in the following year. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive staff. Course costs apply.

## ATHLETICS ACADEMY (BY APPLICATION ONLY) 7PA

The College operates a Athletics Academy class in Year 7 for students with a special interest and talent in Athletics. These classes operate instead of Physical Education in Years 7. A small number of vacancies may occur in Years 7 and students can apply in Term 3 for entrance in the following year. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive staff. Course costs apply.

# YEAR 7

## HEALTH EDUCATION - 7PH

This course investigates health and personal development issues specifically related to the developing adolescent. The course teaches students about factors which influence our own health and how we can improve our personal health outcomes. 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. Students will learn about nutrition and establish links between a healthy lifestyle and their diet.

## 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.

# YEAR 8

## HEALTH EDUCATION - 8PH

Issues related to puberty and the adolescent's developing sexuality will be studied and whilst abstinence is promoted, the importance of safer sex will be discussed. Students will explore the brain and the importance of making decisions to protect and develop this organ so they can realise their potential. The importance of making wise diet and nutrition choices and participating in regular exercise will be stressed and students encouraged to make life plans. The dangers associated with drug use will be analysed and students given opportunities to develop and practise skills that will enable them to resist pressures and seek safe alternatives. Students will participate in a compulsory fitness testing unit involving the students completing a number of tests.

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# HASS

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

| | YEAR 7 | YEAR 8 |
|---|---|---|
| SEMESTER 1 OR 2 | **History -** Deep time History in Australia, The Ancient World<br>**Civics and Citizenship -** Designing our political and legal system | **History** - Investigating Medieval Europe/The Industrial Revolution (1750-1914)<br>**Economics and Business** - Australia's mixed market economy |
| SEMESTER 1 OR 2 | **Geography -** Place and Liveability/Water in Australia<br>**Economics and Business -** Consumers and Businesses | **Geography -** Landforms, landscapes and hazards/ changing nations<br>**Civics and Citizenship -** Democracy and law in action |

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History. By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

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.

## YEAR 7

### HISTORY – DEEP TIME HISTORY IN AUSTRALIA/THE ANCIENT WORLD

A deep dive into understanding how Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time. A look at the development of early innovative technologies and the importance of conserving cultural heritage. 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). Students investigate the ancient past through a depth study of an ancient civilisation.

### 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/WATER IN THE WORLD

A focus on the concept of place through an investigation of liveability on a local, national and international scale. A study of water and the role it plays in sustaining life and providing for live-able cities.

### 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. Students understand the differences between needs and wants, and the choices we make to sustain these.

# HASS

## YEAR 8

### HISTORY (INVESTIGATING MEDIEVAL EUROPE)

This topic provides a study of history within Medieval European society. Students examine the feudal system and how it managed people and the roles they played throughout their lives. Students will also learn about significant events, people, and developments throughout this time period.

### ECONOMICS AND BUSINESS (PARTICIPATION AND INFLUENCES IN THE MARKET PLACE)

Students are introduced to the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments.

### GEOGRAPHY (LANDFORMS AND LANDSCAPES)

This unit focuses on investigating landscapes and their landforms. They discover the processes behind geomorphic hazards, and how humans respond to these. Students investigate the spiritual and cultural connections of landscapes to Aboriginal and Torres Strait Islander peoples.

### CIVICS AND CITIZENSHIP (DEMOCRACY AND LAW IN ACTION)

In this unit students investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy.



# JAPANESE

## YEAR 7

The Year 7 Japanese course is divided into two streams: 7LJ Previous Experience and 7LJF Foundation. Both streams assess the same content, but the Continuers run at a slightly faster space with higher expectations as most students in this course have studied Japanese throughout primary school. Foundation students learn at a slightly slower pace, carefully building on foundation content. Student who show aptitude and effort in Foundation courses can also be extended as a Continuer student. There is a strong focus on technology in the delivery of this course. OneNote, Moodle, laptops and styluses are used as learning and teaching tools to engage learners. Students will write in Japanese using styluses as well as with pen/pencil in many classes. 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.

Students cover the following topics; Sports, Family and Pets in Semester 1. Term 1 consists of Sport where students learn to express their likes and dislikes, sports they are capable of and their ability level in a range of sports. Traditional Japanese sports are also taught. Term 2 covers the topic Family and Pets. Students learn a range of language to describe their own and other's families and pets. Semester 2 consists of the following topics: Invitations and Food. Students learn to read e-mails and letters in Japanese in Term 3 and become more confident with inviting friends to spend time with them in Japanese. Term 4 covers the topic food, where students learn about a range of Japanese cuisine and learn how to describe their eating and drinking habits. They also cover describing tastes and flavours.

## YEAR 8

The Year 8 Japanese course is streamed using data teachers gather on a range of areas, including but not limited to previous Japanese performance. Both streams align with the WA Curriculum: Languages; Japanese. Whilst both streams are differentiated for students, the academic stream moves at a slightly faster pace and includes complex and more advance skills. Students in the General stream can expect to utilize more reference material.

Students continue to develop their understanding of spoken and written Japanese language in both streams of the Year 8 course. The traditional way of learning Japanese characters using pen and paper has been complemented by using a variety of online tools, apps and websites, making it more enjoyable to explore the Japanese language. Students continue to review and improve their hiragana competency. They also begin to study katakana script which is used in Japanese for loan words from English – vastly improving their vocabulary due to similarities to English vocabulary. Students learn language for fashion and parties, learning how to plan and describe outfits, as well as greet their friends and compliment each other at a party.

In Semester 2 students further extend their understanding of Japanese culture and language. They learn about traditional Japanese mythical creatures and about daily routine sentences with the goal of creating a children's story book using these creatures. In Cities and Travel, students learn how to describe cities, express where they live and where they would like to go. Exchange tours and visits are planned and are discussed for students in future years.

Both streams of year 8 Japanese lead into options in Year 9 and Year 10, General and ATAR courses in Year 11 &12. Please note that students wanting to participate in the Japanese Tour (typically Year 10, 11 students) are required to be studying Japanese courses at the college

# MATHEMATICS

## YEAR 7

Year 7 Mathematics marks the beginning of students' secondary mathematics journey through the newly implemented Western Australian Curriculum: Mathematics (2026). The program is designed to support students as they transition into secondary school by building confidence, curiosity and positive mathematical identities through engaging, structured and collaborative learning experiences. Learning is guided by the proficiency strands of Understanding, Fluency, Problem-Solving and Reasoning, ensuring students develop both procedural skills and deep conceptual understanding. Students engage in hands-on, context-based and inquiry-driven tasks that encourage them to apply mathematics to authentic situations, communicate reasoning and work collaboratively to solve problems.

### KEY LEARNING AREAS:

- Number concepts, integers, fractions, decimals, percentages and ratios
- Proportional reasoning and financial mathematics
- Algebraic thinking, expressions and simple equations
- Measurement, perimeter, area and volume in authentic contexts
- Geometric reasoning, transformations and spatial thinking
- Probability, data representation and interpretation
- Mathematical modelling, reasoning and problem-solving in real-world situations

Year 7 Mathematics provides a shared foundation for all students while allowing teachers to identify and respond to individual learning needs through extension, intervention and differentiated support. Mid-year student achievement data, including Semester 1 results and Year 7 NAPLAN data, is used to inform pathway placements for Semester 2. Students demonstrating strong mathematical understanding may transition into an Accelerated pathway, while students requiring additional support may participate in targeted numeracy intervention programs designed to strengthen foundational skills, confidence and mathematical success. Students will then be placed into Core or Accelerated pathways based on achievement data and demonstrated learning needs.

## YEAR 8

Year 8 Mathematics builds on the foundations established in Year 7, supporting students to deepen conceptual understanding, strengthen mathematical reasoning and become increasingly independent and resilient learners. Students continue to engage in collaborative, hands-on and context-based learning experiences that promote confidence, engagement and problem-solving. The curriculum emphasises mathematical modelling, communication and application, encouraging students to interpret information, justify solutions and apply mathematical thinking to authentic and meaningful contexts.

### KEY LEARNING AREAS:

- Rational and irrational numbers, fractions, ratios and percentages
- Rates, proportional reasoning and financial mathematics
- Algebraic techniques, equations and index notation
- Geometric reasoning, congruency and Pythagoras' theorem
- Measurement, volume and real-world applications of geometry
- Probability, sampling and statistical analysis
- Mathematical modelling, reasoning and interpretation of data in authentic contexts

To ensure every student is appropriately challenged and supported, three pathways are offered:

- **Accelerated Pathway:** Designed for high-achieving students demonstrating strong mathematical understanding and abstract reasoning. This pathway provides increased challenge through deeper exploration, problem-solving and extension opportunities.
- **Core Pathway**: A comprehensive program designed to strengthen conceptual understanding, fluency and confidence through structured learning and real-world application.
- **Essentials Pathway**: Students identified as requiring additional numeracy support may participate in targeted intervention programs focused on rebuilding foundational understanding, improving confidence and strengthening essential numeracy skills. These intervention programs are informed by classroom performance, assessment data and NAPLAN achievement data to ensure students receive appropriate and timely support.

Pathway placement is informed by Year 7 achievement data and data is reviewed semesterly to ensure students are placed in the learning environment that best supports their growth and success.

# SCIENCE

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.

Science is organised into three interrelated strands:

- **Science Understanding** - which focuses on the important science concepts from across different areas of science - Biology, Chemistry, Earth & Space Science and Physics
- **Science Inquiry Skills** - which focuses on skills essential for working scientifically - Questioning and predicting, planning and conducting, processing, modelling and analysing, evaluating, communicating, collaborating and applying.

The curriculum delivery is designed to provide a deeper understanding of science concepts and develop advanced problem-solving skills. Students delve into topics with an emphasis on abstract thinking and critical reasoning.

## YEAR 7

In Year 7 Science, students become young scientists—asking big questions, making predictions, and doing hands-on experiments to discover how the world works. They explore the amazing diversity of life, build food chains and food webs, and see how humans impact nature. They dive into the particle world to understand solids, liquids, and gases, and learn cool ways to separate mixtures. They look to the sky to study space and use models to explain how the Earth, sun, and moon interact. They also investigate how forces move things and how simple machines can make life easier. It's a year full of curiosity, creativity, and exciting discoveries!

## YEAR 8

In Year 8 Science, students dive deeper into the world of science by asking questions, making predictions, and carrying out exciting experiments. They learn how to collect and analyse data, spot unusual results, and improve their investigation skills. Throughout the year, they explore the building blocks of life by looking at cells and body systems in plants and animals. They investigate atoms, elements, and compounds, and learn how to tell the difference between physical and chemical changes. Students also explore Earth as a powerful, ever-changing system—discovering how volcanoes, earthquakes, and the rock cycle shape our planet. They learn how rocks form and why their properties matter. In physics, they look at energy in action, from heat and electricity to energy transfers in simple machines. It's a year packed with hands-on learning, cool science facts, and discovering how science helps us make sense of the world!

## ASSESSMENTS

In Year 7 and 8, students will complete two different assessment types – tests and investigations. Tests are conducted at the end of each topic and include multiple choice and short answer style questions. Investigations see students completing an experiment related to a scientific topic and completing a validation that assesses their science inquiry skills.



# TECHNOLOGIES

## YEAR 7

### DIGITAL TECHNOLOGY - 7IT

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.

### HOME ECONOMICS - 7HE

This course is designed to give students an introduction to food technology. Students will have the opportunity to work in the kitchen, learn simple methods of cookery, hygiene, reading a recipe and will also be introduced to food selection models for optimum health. They will develop their practical skills by producing a variety of dishes, both individually and in a group. Students will also explore the concept of recipe development adapting recipes to meet a specific design brief.
All students will need to provide their own containers to take food home in.

## YEAR 8

### DESIGN AND TECHNOLOGY - 8DT

This one semester course is an exciting and satisfying program of learning which develops creativity in the Design and Technology workshops. Students create projects in Woodwork, Metalwork, Jewellery, Technical Graphics and STEM. Students will concentrate on learning the basic skills in manipulating metal and wood materials. Project examples could include a wooden pencil box, toy truck, metal garden trowel and ring(jewellery). Students are introduced to the safe use of machines, power tools and materials through the mediums of wood and metal.

Please note: due to timetable constraints it may not be possible to introduce all students to all work areas

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# WOODVALE SECONDARY COLLEGE


For more information please contact

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