

Responsibility

Respect

Teamwork

Resilience



DONCASTER SECONDARY COLLEGE

INTRODUCTION TO THE MIDDLE SCHOOL

YEAR 7

2017

123 Church Road
Doncaster VIC, 3108
Telephone: 9848 4677
Facsimile: 9840 1390
Email: doncaster.sc@edumail.vic.gov.au
Internet: www.doncastersc.vic.edu.au
College Number: 01-7776

Principal:	Mrs Eva McMaster
Assistant Principal (Middle School):	Mr Glenn Morris
Head of Middle School:	Ms Luisa Allen
Year 7 Co-Ordinators	Ms Carly Sayer
Curriculum Leader	: Ms Dianne Hayton



PURPOSE & VALUE

At Doncaster Secondary College we are working together to enable all students to achieve their potential and become confident, effective learners who contribute productively to society. This core purpose is reflected in the College motto 'Working Together, Learning Together' and is underpinned by the following values;

- **Respect** for ourselves, each other and the environment
- **Responsibility** for our own actions
- **Resilience** to embrace challenges with optimism and perseverance
- **Teamwork** working co-operatively and constructively with others

Working together, learning together

PROFILE

Doncaster Secondary College regularly performs above state and 'like schools' in its academic outcomes. This is reflected by excellent VCE outcomes, which open a variety of pathways for students beyond school. Over 95% of students enrol in tertiary studies at the end of VCE, with over 60% attending university and around 25-30% moving on to TAFE. Regular participation of Doncaster Secondary College students in national and international academic competitions, as well as regular inclusion amongst the Premier's Awards recipients, is another reflection of the high quality outcomes achieved.

Whilst the College has a strong academic focus, there is a real and growing emphasis on meeting the learning needs of all students. There is ongoing and prominent attention given to the role of each and every teacher in supporting the needs of individual students and organisational emphasis is given to teams of staff working more closely with particular groups of students, especially in the middle years.

At Doncaster Secondary College, there are two sub-schools:

- **Middle School** – Year 7, Year 8 and Year 9
- **Senior School** – Year 10, 11 and Year 12

The sub-schools reinforce the College values and expectations. It forms the basis of a well-defined student management structure. Heads of School and Level Coordinators are also responsible for the general welfare and counselling of students. Should you have any questions about the College or Middle School, please do not hesitate to contact:

Year 7 Co-ordinator:	Ms Carly Sayer
Year 8 Co-ordinators:	Ms Kelly Walsh Ms Lisa Chiuchiarelli
Year 9 Co-ordinator:	Mr Ben Hollard
Head of Middle School:	Ms Luisa Allen
Head of Curriculum :	Ms Dianne Hayton
Assistant Principal (Middle School):	Mr Glenn Morris
Principal	Mrs Eva McMaster



Middle School, in particular Year 7, is a transitional stage in schooling. Students move from the integrated approach of primary school to the more diverse, subject-oriented approach of secondary school. In Year 7 at Doncaster Secondary College, the focus is upon assisting students to make this transition smoothly and upon consolidating and extending the basic skills acquired at primary school. Students learn to cope effectively with a greater number of fellow students and teachers, many more subjects, movement between classrooms and a much larger and more complex physical environment. All this occurs while the students are also undergoing a great deal of personal and physical development.

The College has a well-developed Transition Program to assist students in their adjustment to secondary school so that they can proceed to maximize their learning and take advantage of the many opportunities, which the College provides. Visits by Grade 5 and 6 students from the College's main feeder schools enable them to become familiar with the College environment.

- Prior to the arrival of our Year 7 students, members of our Middle School staff visit primary schools to gather information about each student's academic and social development.
- The College also offers a pre orientation morning. This is for students who are the only student coming from their Primary school. This gives them a chance to meet some of their peers before attending the official orientation day in December.
- Orientation Day, held early in December, allows Grade 6 students enrolled at our College to experience a day at secondary school, meet their teachers, learn about the timetable and where everything is located, and meet Year 9 Peer Support Leaders and other new students.
- Year 9 Peer Buddies work closely with the new Year 7 students, particularly at the beginning of the year to help address any concerns they may have.
- An Orientation camp held early in the school year is attended by the vast majority of students and is invaluable in establishing friendships, confidence and team spirit.
- Parents may also require additional information about the College, so an Orientation Evening for parents is held prior to Orientation Day and an informal BBQ Evening takes place in February for Year 7 parents
- Wherever possible, classroom teachers teach the class for one or more subjects. This enables classroom teachers to get to know the students as quickly as possible and be aware of any transition issues that may arise with students.

Middle School students are placed in mixed ability form groups in which they remain for the majority of their classes. The exception is the Learning Enhancement and Enrichment (LEEP) class, selection for which is based upon ability testing and recommendations by primary school teachers. Care is taken to ensure that each student is placed in a form group that supports the personal, emotional and social development of the child.





DONCASTER SECONDARY COLLEGE

CURRICULUM GRID

DOMAINS		ENGLISH	MATHEMATICS	SCIENCE	HUMANITIES	LANGUAGES	HEALTH & PHYSICAL EDUCATION	ART / TECHNOLOGY	
YEAR 7	DISCOVERY Y (1)	English AC (3) English as an Additional Language	Mathematics AC (3)	Science AC (3)	Geography AC * (3) History AC *	French (2) Italian Mandarin	PE/Sport (2) Health Ed (1)	2D Art Art # / Visual Communications # Performing Arts Drama # Music # 3D Art Ceramics # / Textiles # 3D Technology Metalwork # / Woodwork # Technology Food Technology # / Electronics # / Digital Technology	
YEAR 8	DISCOVERY Y (1)	English AC (3) English as an Additional Language	Mathematics AC (3)	Science AC (2)	Geography AC * (3) History AC *	French (2) Italian Mandarin	PE/Sport (2) Health Ed (1)		
YEAR 9	DISCOVERY Y (1)	English AC (3) English as an Additional Language	Mathematics AC (3) Advanced Maths AC	Science AC (2)	Geography AC * (2) History AC*	French (2) Italian Mandarin	Health Ed/PE/Sport (2)	Art ^ (2) Ceramics ^ Drama ^ Visual Comm^ Music^ Photography ^	Electronics ^ (2) Metalwork ^ Textiles ^ Food Technology ^ Woodwork ^
		MYSELF (3)							
YEAR 10	DISCOVERY (1)	English AC (3) English as an Additional Language Intensive Language	Mathematics (Further) AC (3) Mathematics (Methods) AC (3) Advanced Maths AC	Science AC (3)	Geography AC * (3) History AC * Commerce *	French (3) Italian Mandarin	Health Ed/PE (3)	Art (3) Ceramics Drama Visual Com & Design Music Photography	Multi Media (3) Electronics Metalwork Textiles Woodwork Wood Tech Food by Design Fashion
VCE	DISCOVERY (1)	English 1-4 English as a Second Language 1-4 English Lang 1-4 Literature 1-4	General Maths: (Specialists) 1-2 Maths. Methods 1-4 Further Maths 3-4 Specialist Math 3-4 General Maths: (Further) 1-2 Foundation Maths 1-2	Biology 1-4 Chemistry 1-4 Environmental Science 1-4 Physics 1-4 Psychology 1-4	History 20 th Cent. 1-2 Revolutions 3-4 Accounting 1-4 Business Mgt. 1-4 Economics 1-4 Legal Studies 1-4 Geography 1-4	French 1-4 Italian 1-4 Chinese: 1st ,2 nd & 2 nd Lang Ad 1-4	Health /Human 1-4 Physical Ed. 1-4	Art 1-4 Visual Com. 1-4 Music- Solo 1-4 Drama 1-4 Studio Art 3-4	Food Technology 1-4 Vet Hospitality 1-4 Information Technology 1-4

The number shown in () indicates the number of 75 minute periods per week. Subjects marked * are studied on a semester basis.

- Year 7** Students undertake 1 of the subjects marked # per semester for 2 x 75 min periods per week – two subjects in the arts and technology area.
- Year 8** Students undertake 1 of the subjects marked # per term for 3 x 75 min periods per week – four subjects in the arts and technology area. All Year 7 and 8 students will undertake one art / technology subject from the six different branches e.g. 2D Art, 3D Technology etc, therefore six different units will be undertaken over the two years. It is on a rotation basis ensuring that students have breath of study in this area and no repetition.
- Year 9** Students undertake 1 of the subjects marked ^ for 2 x 75 min periods per week for half the year – elective choice. All Year 9 students undertake 4 units (term length) of MYSELF for 3 x 75 min periods per week (Wednesday). MYSELF focuses on authentic and integrated learning.
- Year 10** Students in Year 10 may also be recommended to undertake a Year 11 VCE unit. Year 10 English and Mathematics are compulsory for all students. Four other studies must then be selected
- VCE** Studies are allocated 3 x 75 min periods per week. Year 11 students may also be recommended to undertake a Year 12 VCE unit. Selected Year 12 students may undertake a university level study. VCE units may also be undertaken outside of the timetable day.
- Year 11** – A minimum of 12 units in the first year, that is, 6 units per semester.
- Year 12** – A minimum of 10 units in the second year, that is, 5 units per semester.

CURRICULUM PROFILE

Periods in the Timetable each week (75 min periods)

Year	Sem	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
7	1	DISCOVERY	English / English as an additional language (EAL)			Mathematics			Science			History		Languages		PE, Health & Sport			Art/Tech				
	2											Geography							Art/Tech				
8	1		English / EAL			Mathematics			Science		History		Languages		PE, Health & Sport			Art/Tech					
	2										Geography							Art/Tech					
9	1		English / EAL			Mathematics			Science		History		Languages		PE/Health		Art/Tech		MYSELF				
	2										Geography						Art/Tech		MYSELF				
10	1		English / EAL			Mathematics			Science			Humanities		Languages			PE/Health		ISP				
	2											Humanities											
			English / EAL & Maths compulsory in Year 10							Four other studies must then be selected													
										Students in Year 10 may be recommended to select a VCE subject in their program													
Victorian Certificate of Education - VCE																							
11			VCE English			VCE Subject			VCE Subject			VCE Subject			VCE Subject			VCE Subject			ISP		
12		VCE English			VCE Subject			VCE Subject			VCE Subject			VCE Subject			VCE Subject			ISP			
Combined Senior Certificate: School Based Apprentice/Trainee & VCAL Certificate - SBAT																							
11		Inter Literacy			PDS			Numeracy		WRS	VET Certificate Studies				Apprenticeship/Traineeship								
12		Senior Literacy			PDS			Numeracy		WRS	VET Certificate Studies				Apprenticeship/Traineeship								



DONCASTER SECONDARY COLLEGE

CO-CURRICULAR ACTIVITIES AND PROGRAMS

Educational Enhancement

Australasian Schools English Competition
Australian Schools Writing Competition
Westpac Mathematics Competition
Mathematical Olympiad
Year 7 – 10 Maths Games Day
UNSW Science Competition
Science Talent Search
Language Competition e.g. Italian Poetry Competition
Biology, Chemistry & Physics Olympiad
National Chemistry Quiz
Interschool Debating Competition
Rotary Public Speaking Competition
Hospitality catering
Subject specific weeks e.g. Geography awareness week
AMEB Music Examinations
ALPINE program (Year 9)
Sustainability Action Program

Camps and Excursion

Year 7 Orientation camp
Year 9 Outdoor Recreation camp
MY ADVANCED & MY OUTDOOR camps
Year 11 Central Australia Camp
Year 10 Work Experience
Instrumental Music Camp
Year 10, 11 & 12 University Visits
Subject based excursions e.g. Royal Melbourne Zoo
International Study Tours e.g. Italy, Cambodia (Year 10 students)

Clubs

Art Club
Debating / Public Speaking
Breakfast club
Vocal Ensemble
Student Focus (Year 7 – 8)
VCE Lounge
Chess Club
Games Room
ESL Homework Club

Sports

Inter-College sports
Whole-school College sporting carnivals – swimming, cross-country, athletics
Sports include badminton, baseball, basketball, cricket, football, hockey, netball, rugby, soccer, softball, tennis, volleyball

Arts, including Performance Arts

College Production
House Drama
Instrumental music and musical bands and ensembles including Rock Band
Musical soirees
VCE Drama and Theatre performances
Student Art Gallery
College Magazine 'Cornucopia'
Student Technicians
Presentation Ball
Arts Week

Languages Week – Chinese, French and Italian

Leadership

Student Representative Council
Middle and Senior School Captains
Sports teams captains; student coaching of sporting teams
Year 7 Peer Support Program (Year 9 Leaders)
Art Captains
MYSELF Showcase Events
Student led level assemblies, house meetings, drama activities
College Council Student Representatives
Year 12 Sport, Drama, Magazine Committees
Potential Leaders (Year 8)
Student-Representative Council
Events Captains
Social Justice Captains
Fund raising activities for causes e.g. State Schools' Relief fund, World Vision
World's Greatest Shave
Red Nose Day
Social Events e.g. Valentine's Day
Talent Quest



DONCASTER SECONDARY COLLEGE

CO-CURRICULAR ACTIVITIES AND PROGRAMS SPECIFIC TO THE MIDDLE SCHOOL

Doncaster Secondary College Programs aim to enhance the academic, artistic, cultural, sporting and personal pursuits of all students and cater for their talents, interests and natural abilities. Therefore, students are encouraged to take part in various extra and co-curricular activities offered by the College. Student participation in such activities is listed in a special report at the end of the year; this acknowledges the efforts and contributions of the student.

Some of the activities that are offered to DSC students include:

- **Interschool Sport**

Inter-college sport is a particularly strong feature of the College with many students achieving outstanding success at local, Zone and State levels of competition. The sports offered include Swimming, Athletics, Cross Country, Softball, Hockey, Cricket, Tennis, Football (AFL), Soccer, Baseball, Table Tennis, Badminton, Volleyball, Basketball, Netball and Weight Lifting

- **House Sport – Swimming and Athletics Carnival**

All students are assigned to one of four Houses: Kiewa, Murray, Ovens or Yarra.

- **Performing Arts Festival**

The festival is held biennially in which each House prepares and performs a 'One Act Play' before guest judges. Students can take on roles such as musicians, dancers, actors, theatre technicians, set builders, make-up artists and costume makers.

- **Arts Week**

Arts Week is a celebration of the visual and performing Arts and Technology at the College. The week is filled with Arts based activities and events including exhibitions, lunchtime craft, visiting artist's workshops and large group artworks. There is an opportunity for all year levels to get involved in a week of embracing the richness of the Arts.

- **College Production**

The College has produced musicals such as 'Wedding Singer', 'Grease' and 'Bye Bye Birdie'. Students can take on roles such as those mentioned for performing arts festival.

- **Student Leadership – SRC & Captains**

Student leadership is encouraged throughout the College. Students can serve as representatives on the Student Representative Council (SRC) or as Middle School & College and House Captains. Students in leadership positions often run year level assemblies and organise events during the year. The SRC also supports various charities by arranging and taking part in fundraising events e.g. World's Greatest Shave (Leukaemia Foundation)

- **Potential Leaders**

Year 8 students identified as having potential leadership qualities are trained in skills such as teamwork, public speaking and motivation. After their training the College invites local primary school students to attend workshops run entirely by our Year 8 leaders.

- **Sustainability Action Program**

Middle School students, primarily Year 8 students, assist with the advertising, promoting and running of the program. There are also workshops throughout the year in which students may opt into.



- **Technicians**

Depending on the interest of the student, they have an opportunity to become a 'Performance & Presentation Centre' technicians and/or a computer technician.

- **Concert/Stage/Rock Groups/ Music Program**

Students who learn an instrument are expected to be involved in one of the above groups. These groups perform regularly and attend a Music Camp. During this camp, they perform for schools and organisations in rural communities.

- **Camps**

- Year 7 participate in a 3-day orientation and pastoral care camp, held during Term 1.
- Year 9 participate in an Outdoor Camp, held during Term 3 or 4.
- Year 11 participate in an 'Australian Experience' camp, held at the end of Term 2. Students travel to the Northern Territory and visit places such as Cooper Pedy, Ulura, KataTjuta, Kings Canyon, Alice Springs and Simpson's Gap.

- **International Study Tours**

Students studying an additional Language have the wonderful opportunity to participate in an overseas study tour. The Language teachers at Doncaster Secondary College have run successful tours to France, Italy, China and the United States of America.

Year 9 students also have the opportunity to travel and study for 6 weeks in China through the Department of Education Victorian Young Leaders to China Program.



- **Competitions – These may include:**

- Australian Schools' English Competition
- Premier's Reading Challenge
- Languages poetry and speaking competition
- Debating
- Donnie Idol Talent Quest (SRC)
- Dancing with the Stars – interschool competition
- Westpac Mathematics Competitions
- Australian Mathematical Olympiad
- Year 7, 8, 9 & 10 Maths Games Day
- ICAS Science Competition
- Rio Tinto Science Olympiad – Chemistry, Biology & Physics
- Science Talent Search

Many faculties within the College conduct special weeks during which students can participate in a range of educational and 'fun' activities such as the 'landform cake-bake' competition. Theatrical performances or dressing in period costumes are features of History Week, while "extra-ordinary" experiments are just a small part of Science Week. Guest speakers, excursions/incursions, exhibitions, productions, performances and the use of technology, among other things, all form a rich tapestry of activities offered to students to meet their learning and personal goals.



CLUBS

In addition to all the extra and co-curricular activities mentioned, students also have an opportunity to get involved in the various clubs where they can develop skills and mix with students with similar interests. Clubs meet weekly and are supervised by staff members and/or older student volunteers.

- Breakfast club
- Vocal and Musical Ensemble
- Student Focus
- Chess and Games Zone (lunchtime)
- Art and Electronics Clubs
- Debating / Public Speaking
- Games Room
- VCE Lounge
- ICT club

HOMWORK CLUB

The **Homework Club** provides a safe and productive area whereby students can work independently or with DSC teaching staff on homework tasks, assignments, projects, ICT tasks etc.. It occurs every Thursday afterschool, for one hour, free of charge. All students are invited to attend!

LIBRARY

The Library at Doncaster Secondary College has a wide range of resources to support students' study needs. An extensive book stock is supplemented by computers all having Internet, CD-ROM and network facilities. Facilities for laser printer and a colour photocopier supplement the computer facilities.

A Library Homepage has been developed to give students wide access to Library resources both text and electronic. (<http://library.doncastersc.vic.edu.au>)

As part of an on-going co-operative program with subject learning areas, students are provided with information skills to enable them to utilise these resources. Introductory lessons and assignments are provided to familiarise students with the range of resources and skills needed to complete their work. Students are also encouraged to use the Library for recreational reading and as a life-long resource for learning and reading.

INSTRUMENTAL MUSIC PROGRAM

Students can choose to learn, or continue to learn, a musical instrument at the College. The College offers tuition in Brass (trumpet, trombone, French horn, euphonium, tuba), Woodwind (flute, clarinet, saxophone, oboe and bassoon), Strings (violin, viola, cello, and double bass) and Percussion.

- Professional assistance and advice is available from the Music staff for parents and students when deciding upon becoming part of the program and on purchasing an instrument at the Music Information evening in Term 1.
- Lessons take place in small groups on a withdrawal basis with students coming out of a different class each week, for approximately 35 minutes.
- Students will have opportunity to perform to their peers and also, to the wider community.

Students are expected to join one of the College's many instrumental ensembles, such as Concert Band or String works. These ensembles rehearse before and after school and students will play in one appropriate to their standard. A Rock Program is also offered at the College.



ASSESSMENT & REPORTING

Student assessment seeks to promote a positive attitude towards learning and to encourage the pursuit of personal excellence. As such, assessment practices at DSC focuses upon the positive aspects of student learning and provides the basis for further learning. Subject teachers, Level Co-ordinators and Heads of School, continually monitor student performance and progress within the classroom.

A variety of assessment practices are embedded into the Middle School curriculum. Assessment can be based on:

- formal testing;
- individual written work e.g. exercises, essays, reports, assignments, research, book work, folios;
- individual and group projects;
- oral presentations, dramatic or musical performances;
- creative works e.g. models, painting, constructions; and
- participation and skill demonstrated.

Self- and peer-assessment, reflection and goal setting are also employed at various stages within a unit of work; these practices, plus timely and relevant feedback, ensure for a personalised approach to student learning.

All the assessment practices mentioned above, plus observations, provide the basis in which teachers report on student progress. Parents/Guardians receive regular information regarding their child, with four reports distributed during the year.

1. Progress Reports

Progress Reports completed at the ends of Terms 1 and 3 comment, in summary form, on each student's standard of Achievement, Effort, Behaviour in Class, Completion of Class Work and Completion of Homework.

2. Semester Reports

Reports completed at the end of each semester provide a detailed student achievement profile for each subject. Profiles of the student's skill development, attitudes and work practices are also provided on the report, together with an indication of student achievement in relation to the Australian Curriculum and Victorian Essential Learning Standards. For further information about the student report cards and the grading scale, please refer to <http://www.education.vic.gov.au/aboutschool/studentreports/default.htm>.

Parent-Teacher Interviews

Parent-Teacher Interviews are held in late Term 1 and Term 3. Together with the child, parents/guardians are encouraged to attend these interviews to discuss student progress with their classroom teachers. Parents are also invited to contact the College, via the Level Co-ordinators, at any time should they have concerns about their child's progress.

AWARDS

Each year the College holds a Presentation Evening to celebrate student achievement. Awards are presented to students for:

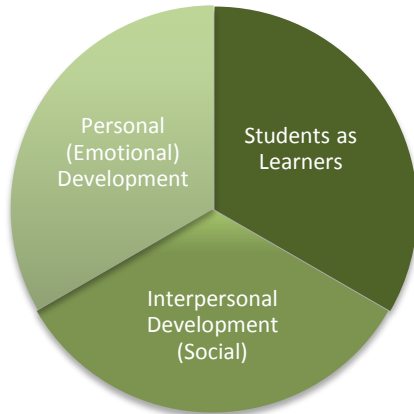
- Academic Excellence
- Excellence in the Performing Arts
- Sporting Achievement
- Personal Achievement
- Service

Throughout the year, Form Level and General Assemblies are held at which certificates recognising specific student achievement and contributions are presented.



DONCASTER SECONDARY COLLEGE

DISCOVERY PROGRAM



The DiSCoverY program focuses on enhancing student learning, promoting student connectedness with the College community and the monitoring of student progress through personalised learning. It explores the relationship between students as learners, their interpersonal (social) and personal (emotional) development with the aim to prepare them to become productive members of society - the 21st century.

As part of the DiSCoverY Program, each student will be required to create a career development and goal action plan which focuses on literacy and numeracy, citizenship and self-reflection.

DiSCoverY and classroom teachers will provide strategies to support them in their achievement of these goals. Students will also be encouraged to showcase their learning and growth.

Each year level has a particular focus ranging from “Belonging” at Year 7 to “Self Awareness” and “Preparing for Life Beyond School” at Year 12. The key ideas for Middle School students include:



A levy for DiSCoverY provides for DiSCoverY folders, guest speakers and resources to support the program. The College purchased an online study program that can be accessed at home and all students are encouraged to further their learning by completing study modules that are relevant to their learning.

LEARNING ENHANCEMENT & ENRICHMENT PROGRAM (LEEP)

The College offers a Learning Enhancement and Enrichment Program in which highly able students are offered challenge through more intensive study of the regular Year 7 to 10 curriculum. Selection into the program is made through a testing program. Enquiries for this program may be directed to the Middle School. Information is also available on the College website.



DONCASTER SECONDARY COLLEGE

YEAR 7

CORE SUBJECTS

DiSCovery

English / English as an Additional Language

Mathematics / Mathematics (Advanced)

Science

Health and Physical Education

Geography

History

Languages – Chinese, French OR Italian

Art / Technology



ENGLISH

Overview

English provides students with knowledge and skills to read, view, listen to, write, create, compare, research and talk about a range of text types. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. They also learn terminology to describe and discuss particular structures and features of language produced in a variety of contexts.

Key Concepts & Skills

In Year 7 English, the students will:

- develop competent use of grammatical structures; development of vocabulary, spelling and sentence construction
- be encouraged to read widely
- study a range of texts and respond to them both in writing and orally
- develop their ability to speak articulately and with confidence
- participate in writing programs to enhance their fluency and encourage them to write with creativity

Assessment:

- Oral Presentation
- Writing Folio – a collection of student writing in various modes

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Overview

The Year 7 and 8 English as an Additional Language (EAL) program caters for non-English speaking background and for whom English is a second language and are eligible for EAL assistance. Students are taught in relatively small classes to allow for individual differences in English language acquisition. ESL classes run parallel to the mainstream English classes.

Key Concepts & Skills

In Year 7 & 8 English as an Additional Language (EAL), the students will:

- develop the four major language skills of speaking, listening, reading, and writing
- explore correct, grammatical structures in both oral and written communication
- improve oral communication skills such as pronunciation and fluency through discussions and group activities
- build confidence in communicating clearly in formal and informal situations
- build vocabulary and investigate language conventions including spelling, punctuation, vocabulary and grammar through reading and studying of a selection of written and visual texts.

Assessment:

- Oral Presentations
- Writing Folio
- Text Study



MATHEMATICS

Overview

Mathematics provides students with essential skills and knowledge across a number of areas such as number, space, structure, measurement, chance and data. Students are required to practise and apply skills in exercises and undertake tasks that develop skills needed for logical reasoning, analytical thought and problem-solving. It is aimed to develop the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Key Concepts & Skills

In Year 7 Mathematics, the students will:

- explore various branches of mathematics including number, space (geometry and shape) algebra, chance and data, measurement and mathematical tools / procedures
 - problems involving the comparison, addition and subtraction of integers
 - make the connections between whole numbers and index notation and the relationship between perfect squares and square roots
 - problems involving percentages and all four operations with fractions and decimals
 - interpret simple linear representations and model information
 - use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms
 - describe the relationship between the median and mean in data displays
- develop skills in choosing appropriate procedures, carrying out procedures accurately and appropriately, and recalling factual knowledge and concepts
- make choices, interpret, formulate, model and investigate problem situations, and communicate solutions

Assessment:

In addition to maintaining an organised exercise book with all skill exercises and homework tasks, students may be given the following tasks:

- Topic Tests
- Application Tasks and Investigations, incorporating the use of ICT
- Problem solving



SCIENCE

Overview

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Key Concepts & Skills

In Year 7 Science, the students will:

- safely handle scientific equipment and chemicals
- learn to make qualitative and quantitative observations, gather and record data, present data in tables and graphs, and draw valid conclusions based on the data collected.
- pose different types of questions that can be investigated using a range of inquiry skills
- develop their understanding of the role of classification in ordering and organising information
- construct and interpret food chains and food webs to show the relationships between organisms in the environment
- develop an understanding of how simple machines can magnify a force, change a force's direction, or make things go faster
- investigate the effects of magnetic forces and how these apply to everyday life
- investigate relationships in the Earth, sun, moon system and use models to predict and explain events
- develop their understanding of atomic structures

Assessment:

In addition to maintaining an organised exercise book with all questions, activities and homework, students may be given the following tasks:

- Topic Tests
- Practical Investigations and Scientific Reports
- Research Assignments, including the Science Talent Search project and an extended experimental investigation
- Inquiry based projects



HEALTH AND PHYSICAL EDUCATION

Overview

Health and Physical Education (HPE) program focuses upon increasing students' understanding of themselves, enhancing their self-esteem and developing resilience. Students are introduced to strategies that can help them deal with the problems of transition and everyday life. They also familiarise themselves with the stages of their own growth and development, as well as increasing their understanding of the factors influencing this. Decision-making, values, and the stages and influences on decision-making, including peer group pressure, are discussed. Students learn to identify risk situations and health concerns, focusing on such issues as, drug education, growth and development and bullying. *Students of HPE participate in two PE sessions, and one Health sessions per week.*

Key Concepts & Skills

In the Year 7 Health and PE, students will:

- identify appropriate motor skills (e.g. running, leaping, dodging, balancing, pivoting, throwing, serving, tackling etc.), strategies and tactics that could be used to improve individual and team performance
- identify their physical activity levels and factors that can influence and motivate physical activity
- maintain regular participation in moderate to vigorous physical activity, and the identification of the components of health-related fitness
- identify the physical, social and emotional changes that occur during adolescence
- analyse factors that could influence their own development, including the development of identity

Assessment:

- Health Issues Media Analysis
- Sport Analysis and Reflection
- Bullying Poster
- Smoking Higher Order Thinking Task
- Fitness Profiles



GEOGRAPHY

Overview

Geography provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students' evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world's resources. *Students will study Geography for one semester in both Year 7 and 8.*

Key Concepts & Skills

In Year 7 Geography, the students will:

- explain the place of geography in the world using key geographical concepts
- collect geographical information from a variety of data and analyse, evaluate and present it using a range of forms
- study how environmental resource like water is used and managed
- explore how humans perceive places and how places can be made more liveable
- develop investigative and analytical skills to identify, evaluate and present on a key geographical issue from a variety of different perspectives

Assessment:

- Research project on endangered species in the Asia Pacific Region
- Various mapping tasks (including ICT)
- Fieldwork report on water usage in the home
- Topic tests

HISTORY

Overview

History provides students with knowledge, skills and behaviours to understand themselves and their world, to apply their understanding in their present lives and consider futures they desire by investigating the past from ancient civilisations to today's news. Students develop skills in research and critical inquiry: analysing, framing questions, organising inquiries, identifying the origins of sources, identifying values and beliefs underpinning them and using the language of history. *Students will study History for one semester in both Year 7 and 8.*

Key Concepts & Skills

In Year 7 History, the students will:

- use relevant historical evidence, concepts and conventions to present a point of view
- analyse and describe key aspects of ancient societies; this provides students with an opportunity to investigate how cultures have developed and changed over time
- sequence events and develop time lines
- use a range of evidence to describe features of the past societies
- frame and report on research questions; the difference between primary and secondary sources

Assessment:

- Research Assignments
- Independent Learning Project on an ancient civilisation
- Oral presentation
- Primary and secondary source analysis tasks



LANGUAGES

FRENCH, ITALIAN & MANDARIN

Overview

Language (French, Italian & Mandarin) provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the speakers of the language. Students are provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens.

The language selected must be studied for a minimum of three years. Students require no previous knowledge of their chosen language.

Key Concepts & Skills

In Year 7 Languages, the students will:

- develop the basic skills of listening, speaking, reading and writing
- explore humorous cartoon / script / situations to assist them to communicate effectively in similar situations
- use ICT, including audio and visual stimuli, to assist with oral proficiency.
- identify key words and phrases in passages of text
- comprehend factual information drawn from themes studied by comparing, analyzing and select correct information in order to respond appropriately when answering questions, completing close exercises or following instructions

Assessment:

- Work covered in the prescribed Textbook, student Workbook and other relevant supplementary linguistic tasks set for each language
- Class Work
- Work Requirements
- Topic Tests
- Learning Technology Tasks



ART & TECHNOLOGY

Art & Technology at Doncaster Secondary College is both a voyage of practical discovery and a consolidation of previously acquired artistic knowledge and technical experiences from their primary school education.

The College aims to provide all students with a range of areas within Arts and Technology area, over two years – Year 7 and 8. Hence, students will undertake one subject from each of the 6 Art / Technology blocks, 2 in Year 7 (one per semester) and 4 in Year 8 (one per term).

Technology	Performing Arts	Performing Arts	3D ART	3D TECH	2D Art
FOOD	DRAMA	MUSIC	CERAMICS	METAL WORK	ART
ELECTRONICS			TEXTILES	WOODWORK	VISUAL COMMUNICATION

ART

Visual extravagances, emphasis on painting, drawing and three-dimensional activities.

CERAMICS

Hands on manipulation of a tactile material with an emphasis on design skills and techniques.

DRAMA

Students take part in storytelling, improvisation and mime. They study character and the importance of sound and props. Students also write and perform their own plays.

FOOD TECHNOLOGY

Food Technology focuses on the process of investigation, design, production and evaluation of food. In addition, students develop skills in food handling and preparation techniques and learn to work hygienically and safely. Students cover topics such as nutrition and the contribution of a balanced diet to health. Practical classes will cover many aspects of food preparation techniques and the preparation of healthy meals. Students will learn to develop co-operation and communication skills through group work. (Students will study Food Technology for one semester in either Year 7 or in Year 8.)

ELECTRONICS

Students learn how to solder, recognize electronic components and use basic components to make a range of models.



METAL WORK

Students must learn to be precise and persist. Sparkling, shiny surfaces brought to the fore through correct usage of tools and appropriate techniques.

MUSIC (CLASSROOM)

Music enables students to express, communicate and understand musical ideas. The emphasis is on involvement in practical music-making.

TEXTILES

Students must learn to drive that machine! Why do we use cotton, wool, plastic and string? Designs matched through colour and movement.

VISUAL COMMUNICATION

Students learn to think in flowing line, shape, form, measurement and colour. How do we learn to draw and produce such difficult pieces of finished design?

WOOD WORK

Students must learn to persist. Struggle to master the tools and techniques that produce the satisfaction of a job well done – the importance of quality finish.