Lakeside
COLLEGE

YEAR 7 HANDBOOK

2023

Welcome

On behalf of all members of the Lakeside College community, welcome to Year 7. This is a very exciting stage in your educational journey. The Lakeside College Secondary School program provides you with an opportunity to experience an exciting range of new subjects, meet new teachers and develop solid friendships. We value respectful relationships between students, teachers and parents and our programs are designed to help our students grow into resilient, life-long and curious learners.

Learning within the classroom is complemented by opportunities to learn outside of the classroom. We have an extensive sporting and co-curricular program that engages students in a variety of interesting and challenging activities. Taking part in co-curricular activities gives students access to new experiences, helps them develop new skills and allows them to meet students from different classes and different year levels.

We encourage all of our students to embrace all the opportunities available to them. Our aim is for all students to better understand themselves as learners and embrace opportunities to grow academically, physically, spiritually and emotionally. Our learning and teaching programs are designed to challenge all students appropriately and we use various sources of data to inform our practices and approach to learning.

Head of Secondary School
Mr Robert Tassoni

Year 7 at Lakeside College

At Lakeside College, our curriculum is designed around the learning outcomes identified in the Australian Curriculum. At Year 7, all students experience a range of subjects across different disciplines with specialist teachers. Some key features of the Year 7 program include:

- Core studies in English, Mathematics, Science, Health and Physical Education, German (Languages), Christian Studies

- Our Christian Studies Program is based on the Christian Studies Curriculum Framework produced by Lutheran Education Australia

- Literacy and Numeracy is a significant focus of the Year 7 learning program. The College has invested significant resources to provide additional time in English and Mathematics for the development of these skills.

- All Year 7 students complete 1 semester of Food Technology and 1 semester of Media studies.

- Music and Art are also semester length units which are a compulsory part of the Year 7 learning program.

Year 7 at Lakeside College

- Year 7 students participate in a comprehensive Pastoral Care program which takes place for 50 minutes a week. The program focuses on the development of resilience, peer relationships and healthy relationships.

- The Year 7 camp takes place at the start of each year and is a wonderful opportunity for our Year 7 students to get to know each other, learn team building skills and set personal and academic goals for the year.

- All students belong to a Homeroom and the Homeroom Teacher plays an important role in supporting our students in their first year of secondary school. All students are expected to engage in Homeroom based activities including taking part and organising devotion/prayer.

The Role of the Homeroom Teacher

The Homeroom teacher plays a significant part in how we educate young people. In the early years of secondary school, students require a class environment of security, nurture, and warmth. As students grow through their teenage years into adolescence they experience a number of physical, emotional, and social changes. For some students, this can be a very unstable, stressful, and anxiety-provoking time.

This instability affects the well-being and learning of students. We recognise that students who do not feel safe, secure, and protected will struggle to learn and this has been backed by a significant amount of research.

It is within Homeroom that we provide: stability and nurture through:

- Daily connection with a teacher and check-in space,
- One main point of communication between home and school, and
- A place to help develop spiritually, emotionally, and interpersonally.

At Lakeside it is our desire that each student is known as an individual by every teacher, and that they develop a particularly strong relationship with their Homeroom Teacher. The Homeroom Teacher is the first point of contact for parents/guardians and will often be the liaison point for any school-related matters.

Learning Enhancement

Learning Enhancement at Lakeside College allows for the coordination, service and provision of learning support for students. It is relevant to all students and of particular importance to those with specific needs. Our approach at Lakeside College is founded on the belief that every child has the ability to reach their developmental potential underpinned by equitable and inclusive practices.

The individual differences of students, their strengths and challenges, are recognised and acknowledged through the provision of individualised or modified programs. Individual differences may relate to students who need support in their learning by a specialist teacher or students who need to be further challenged and enriched in their learning.

The Student Support Officer/Learning Enhancement Teacher assists staff in catering for the individual needs of students by supplementing and augmenting the provisions of the classroom in a supportive and caring environment. The Learning Enhancement teacher may provide resource support, classroom support or withdrawal support, either individually or in a small group according to need identified.

If you would like to engage further with Learning Enhancement at the College please contact your child's Homeroom teacher or our Learning Enhancement Coordinator.

Home Learning

Home Learning is, indeed, an important aspect of our learning and teaching programs. We stress, however, the importance of the time allocated to Home Learning tasks at each year level. Parents are encouraged to help their child adhere to the time allocated for completing Home Learning tasks as a way of ensuring that their son/daughter does not spend an unreasonable amount of time on Home Learning. Teachers support this process by using google classroom to monitor how many assessment tasks a student is required to complete and when assignment work is due.

In the media recently there has been much said about the issue of Home Learning, especially amongst students in both the Early and Middle Years stage of learning. The issue surrounding the debate seems to centre on the amount of Home Learning given to students and the value of completing Home Learning when measured against specific learning outcomes.

As a College we believe that Home Learning should:

- Consolidate classroom learning
- Foster and sustain lifelong learning skills
- Encourage students' responsibility for their own learning
- Enhance students' capacity to manage their personal learning

Research has shown that home learning is important because:

1. It improves your child's thinking and memory
2. It helps your child develop positive study skills and habits that will serve him or her well throughout life
3. Home Learning encourages your child to use time wisely
4. It teaches your child to work independently
5. Home Learning teaches your child to take responsibility for his or her work
6. It allows your child to review and practice what has been covered in class
7. It helps your child to get ready for the next day's class
8. Home Learning helps your child learn to use resources, such as libraries, reference materials, and computer Web sites to find information
9. It encourages your child to explores subjects more fully than classroom time permits
10. It allows your child to extend learning by applying skills to new situations
11. It helps your child integrate learning by applying many different skills to a single task, such as book reports or science projects
12. Home Learning helps parents learn more about what your child is learning in school
13. It allows parents to communicate about what he or she is learning
14. It encourages parents to spark your child's enthusiasm

We have also designed our curriculum and learning programs so that Home Learning should be:

- Age and stage appropriate
- Interesting, challenging, and where appropriate, open-ended
- Balanced with a range of activities
- Purposeful, meaningful, and relevant to the curriculum
- Assessed by teachers with feedback and support provided

I have outlined below the recommended Home Learning time for students in each stage of learning.

Weekends

Given that many students are actively involved in activities on the weekends, it is preferable that home learning not be set over the weekend. However, it is expected that home learning not completed during the week should be finalised on the weekend.

Years 7–8 Home Learning

Home learning is allocated on most weekdays. It is expected that students will spend the following as a maximum amount of time on homework per evening, from Monday to Thursday:

Year 7 60–75 minutes
Year 8 60–90 minutes

Mr. Robert Tassoni
Head of Secondary School

Year 7 Curriculum Structure

At Year 7, all students will complete the following core studies for the entire academic school year:

- English
- Mathematics
- Science
- Health and Human Development
- Physical Education
- German
- Christian Studies
- Humanities

The following breadth subjects are taught each semester and each student will rotate through these subjects:

- Art
- Music
- Food Technology
- Digital Technology

The following pages outline the course content, learning outcomes and assessment tasks for each subject taught in Year 7.

Core Studies

English

Students will interact with their peers, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. Students will read, view and comprehend texts created to inform, influence and/or engage audiences. They will identify how ideas are portrayed and how texts are influenced by contexts. They will identify the aesthetic qualities of texts. Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They will adopt language features including literary devices, and/or multimodal features.

Units covered throughout the year include:
- Thematic Unit: Identity and Belonging
- Text Study: The Greatest Showman (2017) directed by Michael Gracy
- Text Study: Treasure Island (1883) written by Robert Louis Stevenson
- Persuasive Unit: 2040 (2019) written and directed by Damon Gameau

Assessment
- Writing folio
- Viewing journal
- Text response paragraph
- Persuasive presentation

Mathematics

Students solve problems involving the four operations of integers. They define and classify pairs of angles. Students express factors as repeated division by prime factors or creating factor trees. They make connections between whole numbers and powers and the relationship between perfect squares and square roots. Students classify polygons according to their side and angle properties. They describe translations, reflections in an axis and rotations of multiples of 90 degrees on the Cartesian plane using coordinates. Students use the four operations to solve problems involving fractions and decimals. They convert between fractions, decimals and percentages. Students find the perimeter and area of shapes and determine the volume of rectangular and triangular prisms. They use algebraic expressions to represent situations and to substitute values into formulas. Students conduct simple experiments with equally likely outcomes and assign probability to those outcomes. They calculate measures of centre and the range for data sets. Students construct and interpret graphs and tables.

Assessment

- Essential Assessment pre-tests and post-tests
- Topic Tests
- Investigations and projects

Science

Students explore substances and how they can change state. They examine how pure substances are separated from mixtures. Students discover how different forces interact with each other. They investigate how the Earth, Sun, and Moon interact with each other to create predictable phenomenon. The students learn how different living things are classified and interact with each other. The students will investigate how science identifies and creates solutions that benefit our world. The students will learn how to plan, create, and run safe experiments. They will recognise the importance of First Nations Australians and the important role they play in contemporary science.

Assessment

- Research Projects
- Assessed Practicals
- Tests
- Posters

Health

Students' continue to expand their knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. They explore self- identity, adolescence and change including puberty. Students explore mental health as a concept including a resilience program. They learn a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Physical Education

Students' engage in a range of known and new sports in order to develop gross and fine motor skills in areas both recognised and as a new exposure. Students participate in sports from a variety of facets including ball sports: Basketball, Soccer, Flag Belt Rugby and Netball; Striking Sports: Floorball and Teeball; and Net Sports: Tennis, Table Tennis, Volleyball and Badminton. Students develop skills specific to each sport, practice and receive feedback, and apply new skills in modified games.

German

Students learn how to introduce themselves and others, how to spell words in German, and name some countries in German. They learn numbers 0-100, use the definite (der, die, das) and indefinite article (ein, eine) in nominative, and create negative sentences using 'nicht'. Students learn to ask questions using W-question words (was, wo, wer, woher) and Ja/Nein-questions. They also learn how to name stationary items and other school related nouns using the correct gender in German. Conjugation of the verb 'sein' in Present Tense and the use of some possessive pronouns (mein/e, dein/e) is also covered. Students learn the days of the week and how to talk about their hobbies, likes and dislikes. Students use the topic of family to recognise and use the key features of the German sound system and to develop their knowledge of the German grammatical system. They create a Family Tree, using the correct German written language to name members of their family.

Assessment

Students will be assessed on their competence for the following skills:

- Reading
- Listening
- Writing
- Speaking
- Project Work

Christian Studies

In Christian Studies students undertake topics that explore ideas from the following four strands - Christian Beliefs, Christian Church, Christian Living and Christianity in the World. In Christian Beliefs, they focus on the trinitarian nature of God – Father and creator, Son and saviour, Holy Spirit and helper. In Christian Church, students investigate the dynamic and diverse nature of the Christian community and how the Christian community gives expression to belief in worship, prayer, fellowship and sacraments. In Christian Living, students Christian teachings about living in relationship with God and how this inspires Christians to live in love and service in the local and global community. In Christianity and the World, students explore the diverse religious and cultural expressions of belief and life. Christians believe that God creates all people to live in relationship with him and recognise that people find expression for their spirituality in different ways. This multi-religious, cultural and diverse spiritual landscape provides a range of philosophical and ethical frameworks for living that present challenges and opportunities for Christian communities.

Assessment

Students will be assessed on their competence for the following skills:
- Essays/Reports
- Reflections
- Posters
- Oral presentations
- Investigations
- Projects

Students will be developing the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students will study human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts.

In Civics and Citizenship, students will learn about Australia's system of government and the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society. In History, students will learn about the significance of our ancient history by studying the First Nations People of Australia. In Business and Economics, students will learn about the operations of running a business and the reasons individuals choose to work, how they may derive an income and the types of work that exist. In Geography, students will learn about the interconnections between people, places and the environment.

This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

Assessment

- Research Projects
- Fieldwork Project
- Tests
- Research Report
- Posters

Art

Students learn about different art styles, with a focus on Pop Art and Cubism. Students explore the ideas behind the creation of Pop Art by artists Roy Lichtenstein and Andy Warhol. Students then explore the idea of identity and what it means to be Australian by investigating Indigenous perspectives of the artists Megan Cope and Maree Clarke, before creating a Pop Art inspired artwork on an Australian icon of their choosing. Students then investigate Cubist artist, Pablo Picasso, while using computer programs and other materials and techniques to create a series of cubist artworks.

Assessments
Pop Art:
Research project
Theory: demonstration of planning
A4 Pop Art piece of an Australian Icon
Self evaluation/reflection on the task

Cubism:
Investigative theory tasks on Cubist Artists and styles
Varied Cubist artworks based on Synthetic and Analytical Cubism
Self evaluation/reflection on the task

Music

Students learn about the fundamentals of reading and performing music. Theory concepts related to rhythm and pitch are introduced through interactive and written exercises. Focus is put forth to whole class playalongs with students learning a collection of common chords on piano, guitar and other instruments.

Classical music is explored through the program where students learn about string, woodwind brass and percussion instruments. Investigations are drawn into the sound production of these instruments with opportunities for hands-on playing experiences. Parallels are drawn from classical conventions of form, structure and harmony into modern-day contemporary music through rehearsal and performance. Students are also introduced to the elements of music and use relevant terms to describe audio examples.

Assessments
- Solo and ensemble performances
- Theory and listening tests
- Research reports on music artist/s

Food Technology

Students learn about food preparation and production skills using the theme of food for family and friends. Students will use a range of foods and apply varied techniques, using a range of technologies, tools and equipment, to understand how to produce a quality food product. Students will also use individual and collaborative design thinking to create a food solution that is based on an evaluation of needs or opportunities, including sustainability.

They will develop and demonstrate critical thinking as they utilise project management skills. Using a range of simple evaluation techniques students make judgements on the characteristics of their product and suitability for purpose.

Assessment

- Safety and Hygiene Practices Quiz and Task
- A specific Technology Design Task based on a design brief scenario
- Practical applications of tools and equipment across practical classes
- Production of quality, fit for purpose food products

Media

Students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. They design and trace algorithms and implement them in a general-purpose programming language. Students select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. They select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects. Students manage their digital footprint.