Recognising that Year 7 is an important year for transition all students are assigned to a Home Group providing a ‘home base’ for students and giving them the security of a special place that is their own. Students study English, Mathematics (and sometimes Science) and Society and Environment with the Home Group Teacher or Home Group Team Teachers in their own classroom.

For other subjects, students move to specialist teachers and specialist areas of study.

Art & Design
Learning Area: Visual & Applied Art
Course Category: Core
Course Length: One term
Assessment: Formative and summative criterion based assessment. A written report on skills development and participation.
Content: This course offers students opportunities to investigate a wide range of Visual Art media and techniques.

Students are expected to develop good planning and organisation skills through structured studio activities, which emphasise individual expression. Learning activities will encourage creativity and may include drawing, painting, graphics, mixed media, digital media, printmaking and sculpture.

Students will document their projects through the use of a visual folio and learn to process and evaluate information about the arts across time, place and culture. Specific arts terminology is introduced and used in discussions, demonstrations and written work.

Cross Curriculum Studies
Course Category: Elective
Course Length: One year
Subject Prerequisites: Only selected after consultation with the Special Programs Coordinator.
Assessment: There is no formal assessment. However, students do receive an effort rating based on use of class time and support.
Content: The aims of the course are to assist students to develop literacy, numeracy, study and organisational skills within the context of their academic curriculum.

Specific skills that may be supported include: skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, referencing, reading comprehension, test preparation and ICT skills.

Students also receive support with work from across the curriculum.
Design & Technology

Learning Area: Visual & Applied Art
Course Category: Core
Course Length: One term

Assessment: Formative and summative criterion based assessment with a summative design folio.

Content:
This course involves investigating, planning, creating and evaluating. The students are given a design brief and then develop problem solving skills as they interpret the task and work towards a solution. Students may be exposed to a variety of materials including wood, metal and plastic.

Each student is expected to complete a design folio to document the design process.

English

Learning area: English
Course category: Core
Course length: One year

Assessment: Formative and summative criterion based assessment.

Content:
As part of the Australian Curriculum students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

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

By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation.

They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. Students prepare for the Year 7 NAPLAN test through revision of their reading, writing, spelling, punctuation and grammar skills, with reference to the minimum standards as described on the NAPLAN website.

The study of traditional French culture will also be an integral part of the program.

Home Economics

Learning Area: Visual & Applied Art
Course Category: Core
Course Length: One term

Assessment: Formative and summative criterion based assessment including written and practical food assignments.

Content:
Students are introduced to basic food preparation, nutrition, safe and hygienic work practices.

Through the course students investigate, design, plan, create and evaluate a range of healthy basic dishes.

Topics covered include:
- Food and kitchen hygiene and safety
- Kitchen routines
- Weighing and measuring
- Knife skills
- Food groups.

French

Learning Area: LOTE
Course Category: Core
Course Length: One semester

Assessment: Formative and summative criterion based assessment including vocabulary, speaking, listening, reading and writing.

Content:
French is an introductory course which allows students the opportunity to experience many different aspects of French life and culture. The course aims to help students develop the ability to communicate in French in a fun and practical manner.

Language development will be reinforced by the use of written works, songs, role-plays, projects, DVDs and films.

The study of traditional French culture will also be an integral part of the program.

Japanese

Learning Area: LOTE
Course Category: Core
Course Length: One semester

Assessment: Formative and summative criterion based assessment including vocabulary, speaking, listening, reading and writing.

Content:
Japanese is an introductory course which allows students the opportunity to experience many different aspects of Japanese life and culture. The course aims to help students develop the ability to communicate in Japanese in a fun and practical manner.

Language development will be reinforced by the use of written works, songs, role-plays, projects, DVDs and films.
The study of traditional Japanese culture will also be an integral part of the program.

**Mathematics**  
**Learning Area:** Mathematics  
**Course Category:** Core  
**Course Length:** One year

**Assessment:**  
Formative and summative assessments including topic tests, assignments and investigations.

**Content:**  
The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered. It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.

**Content Strands:**  
The content strands are: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**Content Descriptions:**  
Number and Algebra: Number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships.  
Measurement and Geometry: Using units of measurement, shape, location and transformation, geometric reasoning.  
Statistics and Probability: Chance, data representation and interpretation.

**Mind Lab**  
**Course Category:** Core  
**Course Length:** One year

**Assessment:**  
Formative assessment and ongoing maintenance of learning blog, informal testing of strategy skill development and observation of transfer skills.

**Content:**  
Through explicit teacher instruction in the playing of higher-order thinking board games the students will:  
- Be encouraged to consolidate and expand thought  
- Be assisted in the development of formal thought  
- Develop hypothetical-deductive thinking  
- Improve their processes of making conscious decisions  
- Develop strategies to calmly deal with situations encountered  
- Improve action strategies governed by the game rules and the moves played by the opponent in more complex situations  
- Come to better understand the inter-relationships between tactical and strategic plans  
- Learn to better cope with, develop and overcome issues related to the complex experiences of growing up (improve emotional intelligence)  
- Reflect upon the conflicts between “personal” and “group” in human beings  
- Come to a more complex appreciation of the necessity of grace, goodwill and fairness in their interactions with others.

These objectives will be achieved for each child to some degree over the period of the course.

**Music**  
**Learning Area:** Performing Arts  
**Course Category:** Core  
**Course Length:** One term

**Assessment:**  
Formative and summative criterion based assessment.

**Content:**  
The course aims to extend the various musical experiences and abilities of the students through active participation in an instrumental band program. Instruments available include: clarinet, trumpet, trombone, percussion.

All students learn fundamental instrument skills, pitch discrimination as well as develop their music literacy and ensemble skills. Students participate in small group instrumental lessons and a larger class band ensemble. Additional areas of study include: rock band, music technology, percussion composition and singing.

Private tuition on an instrument is available during school hours and instruments are available on a hire scheme. Opportunities are provided for students to be involved in training and performance ensembles such as the Concert Choir, Concert Band and Pipe Band.

**Resilience and Wellbeing**  
**Learning Area:** Applied Science  
**Course Category:** Core  
**Course Length:** One year

**Assessment:**  
Formative and summative criterion based assessment.

**Content:**  
The Wellbeing program is aimed at educating students about mental fitness. The approach of social-emotional and psychological wellbeing education is designed to improve all students’ ability to be problem-solvers and seek an optimistic explanation to unpredictable or uncontrollable situations. This twelve session curriculum has been designed on Albert Ellis’ model of cognitive-behavioural therapy and has shown that students are able to be more
optimistic, hopeful, engaged in life and demonstrate pro-social behaviours once the programme has been delivered.

Students learn the concepts of:
• Resilience and Coping,
• Mental agility,
• Character Strengths,
• Mindfulness,
• Mental fitness, and
• Emotion regulation.

The program is split into two distinct themes: Cognitive skills and Social skills.

**Physical Education & Health**

**Learning Area:** Physical Education & Health  
**Course Category:** Core  
**Course Length:** One year

**Assessment:** There is ongoing assessment of the student’s involvement in the course based on formative and summative criterion.

**Content:**
- **Health Education**  
  The course aims to help students examine issues critical to personal health. Topics covered include:
  - Self esteem  
  - Religious Education  
  - Friendship and decision making skills  
  - Risk taking behaviours - drugs/smoking/skin cancer  
  - Sexuality - puberty reproduction,  
  - Physical health/fitness/testing.

- **Physical Education**  
  The main aims are to find fun and enjoyment in physical activities and to develop:
  - a positive and healthy attitude towards participation in physical activity  
  - basic skills and knowledge to participate in a wide variety of sporting activities  
  - interpersonal skills through a wide range of group situations  
  - basic movement skills through body awareness and co-ordination activities  
  - understanding of physical fitness and its relationship to health and physical performance.

In addition to the core activities of Swimming, Athletics and Cross Country, we offer: Basketball, Jump Rope, Cricket, Netball, Dance, Softcrosse and T Ball.

**Science**

**Learning Area:** Science  
**Course Category:** Core  
**Course Length:** One year

**Assessment:**  
Formative and summative criterion based assessment on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Assessment is conducted against the Australian Curriculum Science:
- **Science Understanding**  
- **Science as a Human Endeavour**  
- **Science Inquiry Skills.**

**Content:**  
The Australian Curriculum Science contains the following strands and sub-strands:
- **Science Understanding** (Biological sciences, Chemical sciences, Earth and Space sciences, Physical sciences)  
- **Science as a Human Endeavour (Nature and development of science, Use and influence of science)**  
- **Science Inquiry Skills Questioning and predicting, Planning and Conducting, Processing and analysing data and information, Evaluating, Communicating)  
Science as a Human Endeavour and Science Inquiry Skills are addressed across the topics.

**Science Understanding**  
- Biological sciences: Classification; Food chains and food webs  
- Chemical sciences: Mixtures  
- Earth and space sciences: Sun, Earth and Moon; Earth’s resources; Water  
- Physical sciences: Forces

**Society & Environment**

**Learning Area:** Society & Environment  
**Course Category:** Core  
**Course Length:** One year

**Assessment:**  
Formative and summative criterion based assessment of written, oral and research skills.

**Content:**  
The following courses form part of the Australian Curriculum.  
- **Geography**  
  Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world  
  - **Theme: Water in the World**  
    - Our River Murray (this works in well with the Roonka and Camp Coorong program)  
    - Our weather extremes: Droughts and flooding rains  
  - **Theme: Place and Liveability**  
    - Places are for living in.  
    - How liveable is your neighbourhood and Adelaide?

- **History**  
  The History section of the course (consisting of one full semester) commences with an exploration of the “Out of Africa” migrations 200 000 years ago, traces the development of human civilizations and explorer prehistoric societies. The course then explores Ancient Greece and contrasts it with Ancient China. Throughout the course the emphasis is on deductions based upon primary evidence.