Emmanuel Christian Community School

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A Guide to Year 7 Information
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Welcome to Emmanuel Christian Community School’s Year 7 Program.

The Emmanuel philosophy has always been to:

a. provide an education of high academic standards based on:
   i. an acceptance of the Lordship of Christ; and
   ii. an acceptance of the Bible as the revealed Word of God;

b. provide an education that also:
   i. fosters self-discipline in the learner while teaching him/her to accept the discipline of the Church which is the Body of Christ and to obey the laws of the Government.
   ii. Develops the individuality of the learner and stresses the function of the learner as a member of the Body of Christ and of the community.
   iii. Trains the learner in the moral and ethical standards of the Bible.
   iv. Develops the learner’s creative and critical abilities; and
   v. Stresses cooperation rather than competition and fosters the development of the gifts, skills and abilities of the learner for the service of Jesus Christ in the Body of Christ and community.

Our desire is for each student to develop their interests and abilities in a wide variety of areas. With the development of secondary school facilities, we will be able to provide many opportunities in regard to subject areas. We will provide progressively as from 2015 newly equipped facilities such as Art, Music, Drama, Food Rooms and Computer and Science Labs which will provide students with direct access to equipment and resources.

Year 7 Students are encouraged to be role models for the many younger students they mentor. Consistency and familiarity make the Year 7 Program an integral stepping stone into senior schooling.

Emmanuel Christian Community School strives to provide numerous opportunities for intermediate-aged students to grow both spiritually and psychologically as well as academically. Activities such as field trips, mission experiences, service outreach, sports and participation in school clubs will offer challenging and rewarding experiences for personal growth and well-being.

All Emmanuel Christian Community School students will participate in a compulsory Biblical Studies or Christian Living Pastoral Care program which will provide many opportunities for students to study a program based on the choices, decisions and outcomes that will affect their future lives.

We encourage all our students to participate fully in the opportunities provided to them. Some will demonstrate high academic ability, have a strong work ethic, be creative in drama or music or perform well in sport. All students are challenged and encouraged to use their God-given gifts and potential to develop new areas of interest.

Emmanuel Christian Community School seeks to provide our Year 7 students with a supportive and inclusive environment that is free from discrimination and harm.

“He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”
Micah 6:8

Pedro Cruz
School Principal
Year 7 Program

Our Year 7 Program meets the requirements of the Western Australian Curriculum Framework, the Western Australian Schools Curriculum and Standards Authority (WASCSA) and the National Curriculum while maintaining the Christian structure and goals we desire.

Education programs must meet the need for students to grow academically, psychologically, physically and spiritually. We also desire this for our students and have built into our curriculum, opportunities through a Pastoral Care Program in which students are challenged to grow in their understanding and relationship with God and His role in their lives.

Inclusivity

The Australian Curriculum provides for all young Australians the opportunity to learn about the histories and cultures of Aboriginal and Torres Strait Islander peoples, of their contribution to Australia, and of the consequences of colonial settlement for Indigenous communities, past and present. For Aboriginal people and Torres Strait Islanders, the Australian Curriculum promotes the importance of pursuing excellence within education settings which respect and promote their cultural identity. (The Shape of the Australian Curriculum, December 2010).
Cross-curriculum priorities
(The Shape of the Australian Curriculum, December 2010)

As directed in the above Report, The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face.

With this and the education goals of the Melbourne Declaration in mind, the curriculum gives special attention to three priorities:

- **Aboriginal and Torres Strait Islander histories and cultures**, to ensure that all young Australians will be given the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

- **Asia and Australia’s engagement with Asia**, to reflect the importance of young people knowing about Asia and Australia’s engagement with Asia because as they develop a better understanding of the countries and cultures of the Asia region, they will come to appreciate the economic, political and cultural interconnections that Australia has with the region.

- **Sustainability**, to allow young people to develop an appreciation of the need for more sustainable patterns of living, and to build capacities for thinking, valuing and acting necessary to create a more sustainable future.

Each of these priorities is represented in learning areas in ways appropriate to that area. For each of the cross-curriculum priorities, a continuum of learning has been developed to ensure strong and coherent inclusion in the Australian Curriculum.

Understanding the Changes

Under new Regulations Year 7 students have now become a part of Secondary School Programs.

There will be quite a few changes they will need to get used to such as having a number of teachers to relate to and different classroom environments. We will endeavour to maintain a “home room” environment for our Year 7 students during the transition phase wherein teachers will come to the home room to deliver most of the traditional core subjects such as English, Mathematics, History and Science.

With the help of family and staff, students usually adapt to a Year 7 environment very quickly.

Responsibility for Learning

Students are encouraged to take increasing responsibility for their own learning. A part of this responsibility is making regular contact with the class teachers to seek assistance when difficulties are experienced. This contact may occur during the course of normal class lessons, however also before school, recess, lunch and/or after school. It is recommended that students make an appointment with teachers in advance to avoid finding that they are committed to other activities.

Should a student be absent from school for a day or part thereof, it is the student’s responsibility to catch up on any work that has been missed. This can be done by checking with a fellow class member or consulting with the class teacher regarding work done, materials issued and set homework.
Healthy Minds/Healthy Bodies

Research has shown that children who have a fit, healthy and active lifestyle have the benefit of all kinds of social, emotional and intellectual rewards. It is also a well known fact that parents do make a huge difference by promoting a healthy body image and habits for their children at home.

Based on research, we encourage parents to:

Enjoy home-cooked meals and family time together as often as possible

• Discourage meals in front of TV
• Encourage physical activities with the whole family
• Encourage a variety of activities including swimming, cycling, walking and decrease the amount of time spent in activities which involve sitting such as TV and video and computer games

“Poor nutrition in early life is associated with poor performance on cognitive (thinking, learning and memory) tests in adulthood. Therefore both nutrition and early-childhood intellectual enrichment are likely to be important determinants of intellectual functioning in adulthood”. ScienceDaily (July 8, 2008)

Getting a good start to the day

A nutritious breakfast is very important start to the day for all students. Recent research has shown that foods such as cereal, toast and baked beans provide an excellent source of “brain” food for children. Taking time to eat in the morning will help your child develop healthy food habits and improve their concentration and performance at school.

Children who do not eat breakfast have greater difficulty in concentrating and have insufficient energy for daily activities.

We encourage students to develop consistent patterns of organisation such as setting the alarm and getting clothes ready the night before so that they won’t skip breakfast because they are running late.

Healthy Lunches

We encourage all students to eat a healthy lunch which is just as important as breakfast.

Healthy choices include:

• Fresh fruit
• Crunchy vegetables
• Meat or protein food such as lean meat or hardboiled egg
• Dairy food such as cheese, milk or yoghurt
• Starchy foods such as bread, roll, pita or flat bread or crackers
• A frozen drink such as water or milk
Daily Schedule

Classes at Emmanuel Christian Community School run daily from 8.30am to 3.15pm commencing in early February and ending in early December. At the end of each ten week term, there is a two week vacation period, apart from the Christmas vacation break which is approximately seven weeks in duration. There are also a number of pupil free days which will be outlined in advance on the annual calendar.

The Secondary School day is divided into seven (7) teaching periods.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>8.30am - 8.50am</td>
<td>Form/Pastoral Care – School commences</td>
<td>20 mins</td>
</tr>
<tr>
<td>8.50am - 9.40am</td>
<td>Period 1</td>
<td>50 mins</td>
</tr>
<tr>
<td>9.40am - 10.30am</td>
<td>Period 2</td>
<td>50 mins</td>
</tr>
<tr>
<td>10.30am - 10.50am</td>
<td>RECESS</td>
<td>20 mins</td>
</tr>
<tr>
<td>10.50am - 11.40am</td>
<td>Period 3</td>
<td>50 mins</td>
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<tr>
<td>11.40am - 12.30pm</td>
<td>Period 4</td>
<td>50 mins</td>
</tr>
<tr>
<td>12.30pm - 1.10pm</td>
<td>Period 5</td>
<td>40 mins</td>
</tr>
<tr>
<td>1.10pm - 1.40pm</td>
<td>LUNCH</td>
<td>30 mins</td>
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<tr>
<td>1.40pm - 2.30pm</td>
<td>Period 6</td>
<td>50 mins</td>
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<tr>
<td>2.30pm - 3.10pm</td>
<td>Period 7</td>
<td>50 mins</td>
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<tr>
<td>3.10pm - 3.15pm</td>
<td>Form/Pastoral Care – School ends</td>
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Each day commences with Form/Pastoral Care which is a very important part of the School day and is used to check attendance and allow time for spiritual input and communication. A strong Form culture develops the sense of a safe place where students feel that they are an integral part of School life.

The Form Teacher will be the first point of contact for the day and will aim to understand students’ needs. Therefore mutual trust and respect is paramount.

It is very important that students arrive on time for Form.

Attendance

Attendance at school is compulsory and the School requires parents/guardians to send a text message or alternative communication to the school advising the reason for absence. A high pattern of absence can impact on a child’s ability to learn and their level of confidence will be affected.

Each teacher is responsible for the classroom environment and will manage behavioural issues that may arise during lessons. Teachers will refer on to the Deputy Principals issues which require further management.

Individual teachers are responsible for the delivery of Curriculum on a day to day basis. The Deputy Principal (Staff and Administration) will deal with matters relating to the management of staff. Any query in relation to the delivery of Curriculum should be referred to the teacher concerned. If parents are not satisfied with the outcome, then an appointment should be made with the Deputy Principal (Staff and Administration).

A teacher’s role is to provide discipline, management and pastoral care. The Deputy Principal (Students) will monitor discipline issues as well as make recommendations for counselling and further pastoral care visits.

The Deputy Principal (Students) will also manage school activities such as camps and special events for Year 7 in consultation with the Deputy Principal (Administration) and School Executive staff.
Subjects

In Secondary school students are taught in regular intervals called ‘periods’. Each subject will be taught for an allocated period of time and your child will be issued with a timetable at the commencement of the year to indicate in which rooms the subjects will be taught.

Subjects such as English, Mathematics, Science, and Physical Education will remain constant for the whole year and will be taught for five periods per week. History and Languages will share a time allocation of 2.5 per subject.

If your child requires extension or support they may have a different timetable according to their needs. Subjects falling into the category of the Arts and Technology & Enterprise will be taught for three periods per week.

Identification of Highly Able Academic Students

Emmanuel Christian Community School is an inclusive school and welcomes students of all abilities. We are dedicated to, and recognise a whole-school responsibility to work towards all students achieving their personal best. Our mission statement supports our inclusivity:

“Our aim is to provide our students with a quality Christian education of high academic standards whilst helping them to reach spiritual maturity”

The identification of students who may be gifted is a process of collecting and comparing information from a variety of sources and developing a profile on each student in order to determine what strategies are appropriate for each individual. Information from any one of the following sources may be used:

- Independent psychometric assessment (e.g. WISPSI, WISC, WYATT)
- Standardised tests of achievement (e.g. Neale, TORCH, NAPLAN, Wood & Lowther)
- Standardised tests of potential (e.g. NFER-Nelson, MYATT)
- Information from previous schools
- (Please refer to the Parallel Program)

Academic Support Programs

Students will be academically streamed from Year 7 onwards in order to identify students who require support in areas of literacy and numeracy. Students with Special Needs are supported through Individual Education Plans which are monitored by the relevant Deputy Principal.
**Timetables**

It is a good idea for students to check their timetable when they get home every evening so that they can be sure to pack their bag with everything they will need for the next day – such as books, writing materials, physical education uniforms and sporting equipment.

Being prepared for the next school day alleviates stress for both you and your child, especially in the early weeks whilst they are settling in. It is important to spend time talking to your child about school and going through the timetable in preparation for the next day of work.

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**Homework**

Your child will usually have homework of some description, even if it is reading and reviewing the work covered during the day. As students move towards more senior years the homework and study demands will increase. Homework is intended to reinforce work done in class and encourages students to develop research and time management skills. It is also reinforces the habits of study, concentration and self-discipline.

You can help your child by:

- Taking an active interest in set homework
- Supporting them by setting aside time and providing a dedicated homework space
- Assisting teachers to monitor by signing any requested diaries or homework assignments
- Communicating with teachers concerning any homework issues
- Taking an interest in school events and activities
- Alerting the School concerning any family circumstances which may impact on students’ ability to complete homework

*(Refer to the Homework Guidelines)*

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**Reports**

Reports will be issued twice a year to keep you informed of your child’s progress. This is vital information which will assist you to maintain close contact with the School. Parent Information Evenings allow you an opportunity to meet with your child’s teachers. Dates will be advised in advance and parents are able to make bookings for appointments with relevant teachers.

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**Building positive relationships with the School**

- Children feel better about school when parents are actively involved in school events and when they see their parents getting to know teachers and talking with them.
- A positive home/school relationship helps your child feel secure and safe and allows your child’s needs to be met.
- It is important that you always communicate with the school directly rather than form your opinions via others. If you have any concerns in relation to your child’s education, we encourage you to speak to your child’s teacher. If the outcome is not to your satisfaction then please make an appointment with the Deputy Principal (Staff and Administration) or Deputy Principal (Students) if it is concerning a discipline or pastoral care issue. If it is a Curriculum matter, please contact the Head of Secondary.
Student Support

Emmanuel Christian Community School will always provide counselling support for all children. Appointments can be booked with the Deputy Principal (Students). Parents may request a counselling session for their child if they suspect that there are difficulties with friendships, personal family issues or any matters of concern.

Code of Conduct/Behaviour Management Policy

Learning occurs best in a caring, cooperative and safe working environment. Policies and procedures that are fair, firm and friendly are needed to maintain reasonable order to facilitate learning in the classrooms and to allow teachers to effectively direct the learning process.

The Emmanuel Christian Community School’s Behaviour Management Policy has been established to maintain a Christian environment where teachers and parents work with students to allow them to develop their God given potential.

(Refer to the Behaviour Management Policy)

Anti-bullying Policy

Students at Emmanuel Christian Community School have the right to feel safe at all times. As such our staff and students make it our responsibility to ensure that bullying is not tolerated and is dealt with in a timely manner.

School advice for parents

- You have a right to complain if your child is affected by bullying
- There are usually two sides to a situation so remain calm when you report the incident
- Collaborate with the School giving them a “fair go” before making accusations
- Give the School sufficient time to implement a plan of action
- Do not harass other students and/or parents. Allow the School to manage the situation on your behalf
- Do not increase the anxiety of your child by creating a pay-back situation
- You should not feel guilty about making a fuss about bullying as you may help other children as well as your own

Mobile Phones/MP3 players/iPods Policy

The use of mobile phones and other electronic communication devices during school hours is banned. Phones cannot be used during lesson times. Parents are asked to avoid ringing or sending SMS messages to their children during school time. If necessary, messages can be passed onto students via the school office.

(Refer to the Mobile Phones/iPods Policy)
Cyberspace Agreement
All students must read and sign the agreement relating to computer and internet use.
(Refer to the Social Media Policy)

House System
The House System has been established at Emmanuel Christian Community School to give students and their families a sense of belonging to a smaller group that will share similar goals. With this in mind, when students enter our School they and their siblings are allocated to the same House
(RED)
(BLUE)
(GOLD)

School Colours
At Emmanuel Christian Community School we award Colours and Half Colours for students who model the School Christian values whilst striving for excellence. The area of Christian Service confers the highest accolade a student can receive.
(Refer to School Colours Policy)

Co-curricular Clubs
Students are encouraged to become involved in clubs that are offered by various providers. Students are encouraged to step outside their comfort zone and try new activities which will add value to their lives at the school.
Uniform

The school uniform must be kept clean and tidy at all times. Please refer to the School Uniform and Appearance Policy found in the School Handbook and Student Diary. (Refer to the Uniform Guidelines)

Label everything!

Students should ensure that their name is on all their belongings. These include books, pencil cases, clothing and school bag.

Lockers

There will be a limited number of lockers available for use. Application can be made through the Deputy Principal (Staff & Administration).

Allergies and Medical Conditions

Parents are required to advise and update at the School concerning their child’s medical records. If a student has an ongoing medical condition or allergies that require a special medical plan, parents should make an appointment with the Deputy Principal (Staff and Administration) so that our records can be updated and the Health Centre advised.

Students should also note that the less they carry valuable items around, the less likely they are able to lose them, or have them stolen.
YEAR 7 SUBJECTS

The academic curriculum at Emmanuel Christian Community School is structured to provide students with the best practice of education. This will meet the needs of students, the aspirations of parents, the legitimate demands of the community and address the expectations of State and Commonwealth Governments’ educational requirements.

Australian Curriculum & Western Australian Curriculum Framework

The Curriculum Framework has been implemented in Western Australia for a number of years, however, in 2015 all schools are required to implement Phase 1 of the Australian Curriculum which include English, Mathematics, Science and History.

The Australian Curriculum sets out what all young Australians are to be taught and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interests.

In 2008, the Australian Education Ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 national curriculum.

The Australian Curriculum is being developed initially in the areas of English, Mathematics, Science and History, followed by Phase 2 Geography, the Arts and Languages to be implemented in 2017 and the remaining learning areas, Phase 3, focusing on Economics and Business, Civics and Citizenship, Health and Physical Education, Design and the technologies later on.
## YEAR 7 TIMETABLE

### DAILY TIMETABLE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
<th>Total Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30am - 8.50am</td>
<td>Form/Pastoral Care – School commences</td>
<td>20 mins</td>
<td>1.4 hours</td>
</tr>
<tr>
<td>8.50am – 9.40am</td>
<td>Period 1: English</td>
<td>50 mins</td>
<td>4.16 hours</td>
</tr>
<tr>
<td>9.40am - 10.30am</td>
<td>Period 2: Mathematics</td>
<td>50 mins</td>
<td>4.16 hours</td>
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<tr>
<td>10.30am - 10.50am</td>
<td>Recess</td>
<td>20 mins</td>
<td></td>
</tr>
<tr>
<td>10.50am - 11.40am</td>
<td>Period 3: Science</td>
<td>50 mins</td>
<td>4.16 hours</td>
</tr>
<tr>
<td>11.40am - 12.30pm</td>
<td>Period 4: Humanities</td>
<td>50 mins</td>
<td>4.16 hours</td>
</tr>
<tr>
<td></td>
<td>Rotates through different topics term by term Ancient History, Economics, Geography, Civics and Citizenship</td>
<td></td>
<td></td>
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<tr>
<td>12.30pm 1.10pm</td>
<td>Period 5: Physical Education (3 periods per week)</td>
<td>40 mins</td>
<td>2.0 PE</td>
</tr>
<tr>
<td></td>
<td>Languages (2 Periods per week)</td>
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<td>1.2 Languages</td>
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<td>Languages rotate each semester and are Indonesian/Latin whilst Physical Education remains constant throughout the year. Students will be encouraged to take part in after school sporting teams.</td>
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<tr>
<td>1.10pm - 1.40pm</td>
<td>Lunch</td>
<td>30 mins</td>
<td></td>
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<tr>
<td>1.40pm - 2.30pm</td>
<td>Period 6 (Arts)</td>
<td>50 mins</td>
<td>3.3 Arts</td>
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<td></td>
<td>(4 periods per week)</td>
<td></td>
<td>0.8 Philosophy</td>
</tr>
<tr>
<td></td>
<td>Rotate each term: Art, Music, Drama, Media or Dance</td>
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<td></td>
<td>(Philosophy)</td>
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<td></td>
<td>(1 period per week)</td>
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<td></td>
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<tr>
<td>2.30pm - 3.10pm</td>
<td>Period 7 (Technology)</td>
<td>50 mins</td>
<td>3.3 Technology</td>
</tr>
<tr>
<td></td>
<td>(4 periods per week)</td>
<td></td>
<td>0.8 B &amp; V</td>
</tr>
<tr>
<td></td>
<td>Rotate each term: Wood, Foods, Computing, Clothing</td>
<td></td>
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<td></td>
<td>(Beliefs and Values)</td>
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<td></td>
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<td></td>
<td>(1 period per week)</td>
<td></td>
<td></td>
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<tr>
<td>3.10pm - 3.15pm</td>
<td>Form/Pastoral Care – School ends</td>
<td></td>
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YEAR 7 CORE SUBJECTS

ENGLISH

Year 7 English will focus on consolidating skills and concepts taught in primary school. A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum.

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage.

Initial focus is placed on comprehension skills, across a range of text types, including fiction, non-fiction as well as film and image analysis.

STUDENTS:
- **learn to** listen to, read, view, speak, write, create and reflect on texts
- **understand** how Standard Australian English works in its spoken and written forms
- **develop** interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature
- **create** a range of imaginative, informative and persuasive types of texts

TEXTS AND TEXT TYPES:
- **includes** novels, poetry, film and image analysis, non-fiction, Asian texts

MATHEMATICS

Year 7 Mathematics is designed to revise and reinforce all primary school mathematics learning, regardless of the student’s primary background. It is a year to ‘close gaps’, as well as to introduce the student to the secondary school mathematics teaching/learning environment. The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students will focus on numerical accuracy for numbers in the form of integers, fractions, decimals and percentages, as well as the basic skills of algebra.

2. **Measurement and Geometry** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students will work with common two-dimensional shapes and work with both direct and indirect measure.

3. **Statistic and Probability** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students will focus on graphical representation of data, as well as summarising data through the use of averages.
SCIENCE

Year 7 Science aims to provide a transition from primary science into Year 7 science, thus providing adequate preparation for secondary school studies. Scientific invention and exploration by their very nature play a significant role in our society and affect our scientific thought processes and decisions. Year 7 science is an interactive and practical subject. The student will have the opportunity to engage in scientific projects, discussion, constructing scientific models and engage in laboratory experiments which may be undertaken independently and co-operatively with others. The subject focuses on the following four sciences:

1. **Physical** – change to an object’s motion is caused by the effect of unbalanced forces acting on the object. Earth’s gravity pulls objects towards the centre of the Earth.

2. **Chemical** – the student will learn that mixtures, including solutions, contain a combination of pure substances which can be separated using a range of techniques.

3. **Biological** – the student will classify and investigate the differences between groups of organisms. The student becomes more aware that human activity can affect these interactions.

4. **Earth and Space** – the student will learn how the Sun, Earth and Moon effect the seasons, eclipses and other phenomena. The student further investigates renewable and non-renewable resources.

HUMANITIES

Humanities has four key areas to be studied in Year 7: History, Geography, Civics and Citizenship and Economics

**History - Ancient History**

This subject aims to provide the student with the opportunity to study the earliest human communities to the end of the ancient period. This period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries surrounding this period of history. The subject should develop the student’s skills in the domains of Historical Knowledge and Understanding and Historical Skills through three in-depth studies on: How historians investigate the ancient past; Study of Ancient Mediterranean Society; Study of Ancient Asian Society.

**Economics**

A study of economics allows the student to examine the production, distribution and consumption of goods and services. Economics endeavours to examine the concept of opportunity cost and the realisation that not all our wants can be satisfied. The student will examine ways that man may improve their living conditions and more effectively manage resources to maximise their satisfaction. This course will encourage students to further develop their reasoning, logic and other thinking skills.

**Geography**

Year 7 Geography will introduce the student to a field of inquiry that brings together the human and physical dimensions of the world by examining people, places and environments. This includes the study of interrelationships between the physical and human environments. The student will examine the natural and cultural features of places, the processes and spatial patterns between and within features. The student should develop a range of skills to interpret the past, scrutinise the present and explore sustainable strategies for the future. The student will focus on comparing the natural and human patterns in Australia and Japan.
HUManiTiEs (continued)

Civics And Citizenship
In any civilised society, the Law is an important part of life. Often it spells out the rights, privileges and responsibilities of individuals within society, and it is vital that students have an understanding of these. As they take up their role as citizens in a free and democratic country such as ours, they are required to live harmoniously with others and be protected by the rules which govern our society. The Year 7 course, therefore, aims to develop student understanding of how our laws and legal systems have been developed – from ancient law codes, to the modern system of common and statute law, and their role in the legal process.

HEalTH anD PHYSiCaL EDUCaTiON
Health and Physical Education is a compulsory key learning area that all students from Years 7 to 10 must study for 3, forty minute periods each week. Health and Physical Education aims to address the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for the student to learn about and practice ways of adopting and maintaining a healthy, productive and active life. It also provides the student the opportunity to learn through movement experiences that are both challenging and enjoyable. This elective should improve the student’s capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activities in their lives. The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:
- Fitness Testing
- Athletics
- Basketball/Netball

In the theory component of the course the students will cover the following topics:
1. Myself and others
2. Values
3. Bullying
4. Resilience
5. Basic Nutrition
6. Fit and Healthy

LaNGuaGEs
Two Languages will be taught in Year 7 – One semester of Indonesian and one semester of Latin.

Indonesian
This elective aims to introduce the student to Bahasa Indonesian (Indonesian Language) and for those students who already have skills, knowledge and understanding of Indonesian to extend them. The student will have the opportunity to develop their skills in Indonesian grammar, writing and speaking skills. The teaching program is strongly augmented by discussions and activities from a Christian perspective and with reference to Australia/Indonesia relations and current affairs.

Latin
This elective aims to provide students with a key to the literature, history and culture of the Greco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, student acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students’ skills in English and other languages. The students will understand that language is a gift from God. The school’s Biblical values, will be fully integrated into the lessons.
YEAR 7 ELECTIVES

CLOTHING & FABRICS

Year 7 Clothing and Fabrics is predominantly a practical elective in which the student will learn basic skills in sewing. The student will learn how to use a sewing machine and an iron safely. They will make a variety of textile articles, such as a simple bag and boxer shorts.

Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

BELIEFS AND VALUES:

We seek understanding and appreciation of the texts in the Bible as a book held sacred by millions of people. The study of the Bible seeks a broader educational outcome than simply faith sharing. While students may come to know and cherish the scriptures through their study of them, faith is a personal choice and not one that is imposed on them.

COMPUTING

The student will have the opportunity to develop their skills and knowledge in the use of information technology by manipulating different software packages including word processing, spread sheets and web design. The students will examine how best to present information using a variety of techniques and will be provided with the opportunity to consider the social implications of computer use and information systems such as the internet.

DRAMA

Year 7 Drama introduces the student to the exciting and stimulating world of Drama and dramatic communication. From a Christian perspective, the study of Drama can be profoundly linked to its place in the Christian life, by giving expression to creative thinking and initiative by affirming the validity of each student's God given potential. It is a basic means by which many cultures visually, verbally and physically communicate with each other passing on values of the past and present.

In the context of teamwork, the study of this introductory performing arts elective should develop the student’s self-confidence, public speaking and effective verbal and non-verbal communication skills.
YEAR 7 ELECTIVES (continued)

FOOD AND NUTRITION

This elective runs for a semester and aims to introduce students to cooking by providing them with basic cooking skills and knowledge on a variety of topics. These include hygiene and safety practices, oven management and use of kitchen equipment, basic cutting skills, measuring, reading basic recipes and preparation methods.

The students will cook a range of simple recipes using basic food skills and food processing techniques and developing organisation and management skills in the kitchen.

MEDIA

Year 7 Media encourages the student to engage in discussion, exploration and reflection on the influence and role of the media in society from a Christian perspective. This provides the student opportunities to investigate the social and cultural implications of the media, to develop the media language and a range of simple technical skills pertaining to news and advertising.

MUSIC

The student learns how to make music through sounds and silence, using the voice, body, acoustic and electronic instruments through the key activities of creation, production and analysis of music. Activities and experiences in Music include:

1. Experimentation with sound, soundscapes, including creation of music, listening, performance, improvisation and self-assessment.
2. Activities using pulse, rhythm, melody and harmony.
3. Group (ensemble) work, informally assessed.
4. Movement to rhythm.
5. Language of music and aesthetic response.
6. Safe use of sound equipment, musical instruments and computer technology.
PHILOSOPHY

Philosophy is the love of wisdom and the search for knowledge and lays the foundation for intellectual challenges but “…wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.” James 3:17

At Emmanuel we encourage students to think about:

- The general nature of the world
- How we know what we know, and
- How we should live in an open community of inquiry

VISUAL ARTS

The emphasis of this elective is to provide the student with the opportunity to expand their enjoyment of the Visual Arts, understanding and use of arts language and the development of crucial thinking and creative skills. The student will be provided valuable opportunities to respond to the aesthetic impact of artists’ works, in discussion with other students using simple, subjective, structural and cultural frames. Students will develop their understanding and application of basic art elements and principles. The studio areas of foundation drawing, printmaking and painting will be introduced to the student.

WOODWORK

Year 7 Woodwork is an introductory elective for those students who have limited experiences in construction. The student is introduced to principles and practices of design for the manufacturing of a range of products. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for the purpose. The student is introduced to relevant technological process skills while producing simple timber products such as a fruit basket or pencil box.
ASSESSMENT POLICY

At the start of each semester, students will receive a course outline for each subject which details the following:

1. Details of the course/subject assessment structure
2. The type of assessments that will be set
3. The timing and nature of each assessment
4. The work that will be covered by each assessment.

Marks and Grades
Year 7 students will receive a semester grade and mark out of 100 for core subjects and a semester grade only for electives.

Homework
It is recommended that Year 7 students fulfil the homework allocation of 45 minutes per night. Students are required to submit homework on time and penalties may be enforced where a reasonable explanation for late work is not provided.

Failure to Submit Assessments
Students are required to submit assessments on the due date. Where students are unable to do so due to illness or misadventure, a note must be provided by the parent to the teacher who will make a judgment regarding an extension of time. Where no valid explanation is provided, students will lose 10% of their mark per day for five days. Beyond that, no mark will be received but students may still submit assessments for teacher feedback.

Absence from Tests and Examinations
Students who are absent from tests and exams due to family holidays will receive a mark of zero. Where a student is absent due to illness, a medical certificate must be provided.
Cheating

Cheating in a test or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised.

Plagiarism

“Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece of borrowed material is acknowledged with the appropriate citation”. (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.

Collusion

Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.

‘Train a child in the way he should go, and when he is old he will not turn from it.’

Proverbs 22:6