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## INTRODUCTION

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In Year 7 at Hale School students experience a learning environment that is challenging, engaging and relevant.

## INTRODUCTION

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### SCHOOL ASSESSMENT POLICY: RULES AND PROCEDURES

The Assessment Rules and Procedures document is available to all Year 7 students and parents via the School Portal. It conforms to School Curriculum and Standards Authority requirements as set out in the WACE Manual.

### ACADEMIC REPORTS

Formal school reports are part of a broader Hale School communication strategy to parents which includes diary comments, interim reports (Term 1 and Term 3), formal and informal parent teacher interviews and phone calls/emails as required. Semester reports are prepared twice a year, at the end of Semester 1 and Semester 2.

Semester reports for each subject will include some or all of the following: a semester mark or year mark and cohort average, an overall grade, some subject specific ratings and ratings against learning habits in the areas of organisation, participation, perseverance and initiative. The report may also include a graphic showing your son's placement within the cohort of the particular subject.

The four learning habit areas are:

**Organisation:** The student is well-prepared for class, organises materials, plans his time and manages his working environment.

**Participation:** The student pays attention, undertakes classroom activities, contributes to discussions, completes work set and collaborates with others.

**Perseverance:** The student persists with learning tasks.

**Initiative:** The student tries new ways of approaching tasks, explores ideas, seeks out assistance as appropriate and is interested in learning new things.

### STUDENT TABLET COMPUTERS

All students in Years 7 to 12 are allocated a School computer to use in class and to then be taken home to complete homework and assignments. Students are issued with their computer on commencement in Year 7 and will use this computer for 3 years and then be allocated a new computer at the start of Year 10. The Year 7 curriculum is designed to include a wide range of learning experiences embedded in information and communication technology.

Technology-driven change is pervasive in society and the School regards it as essential that our students are able to use computers as learning tools early in life, in readiness for post school education and work. There is a clear expectation that students, as part of their curriculum, will achieve outcomes that focus on appropriate technology-based skills.

### HOMEWORK

The School supports the view that homework is an integral part of the curriculum.





### **CURRICULUM SUPPORT**

This programme is designed to meet the needs of boys who are experiencing significant difficulties in literacy skills or have particular learning needs across the curriculum. Students are identified for Curriculum Support through a process involving testing, parent consultation and teacher observation. Parents of boys identified as likely to benefit from Curriculum Support classes will be notified by the School. Curriculum Support is a subject taught by specialist learning support teachers to very small groups of students.





## SUBJECT DESCRIPTIONS

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The following pages contain brief descriptions of the subjects studied by all boys in Year 7. Providing even greater detail is the **Curriculum Overview**, a document emailed to parents in the first week of each term. By referring to the **Curriculum Overview** regularly, students should be able to improve their personal organisation, plan ahead and begin to take personal responsibility for their learning. Pastoral care teachers will assist students in their planning and preparation for the many assessments which are signalled in the **Curriculum Overview**. Please contact your son's pastoral care teacher if you have queries or concerns about your son's personal



## Aims

In Year 7 Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles. Student work on devised and/or scripted works with a focus on informal reflective processes using specific drama terminology and language. Knowledge and skills in Drama are developed through one or more of the forms: restoration comedy, circus, Kathakali, medieval theatre, or ritual theatre.

## Content Structure

The Drama course is organised into two interrelated strands: Making and Responding.

**Making** engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

**Responding** involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

## Content Description

The Year 7 Drama course covers improvisation, characterisation, storytelling and movement, playmaking and performance with a focus on developing a commitment to excellence and personal progress rather than comparison.

## Assessment

## Aims

The Year 7 English course aims to ensure that students:

x

- x make presentations and contribute actively to class and group discussions, using language features to engage the audience.
- x maintain an orderly, neat notebook (manual and digital) and consolidate a legible and fluent handwriting style that can be sustained for extended periods.

Textual experiences include:

**Literary texts:** prose fiction (novels, shorts stories, myths and legends) and poetry.

**Non-fiction texts:** informative, persuasive, biographical and analytical writing.

**Oral texts:** formal and informal speeches, collaborative work and interviews, creative performances.

**Visual and multi-modal texts:** animated film, oral presentation.

## Assessment

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Hale School has a vibrant languages curriculum offering **Chinese** and **French Second Language in Year 7**. Studying a language is compulsory for all students, Years 3 to 9, and optional in Years 10 to 12. Students select either Chinese or French to be studied for the whole year in Year 7, 8 and 9.

### **Aims**

The language courses aim to develop the knowledge, understanding and skills to ensure that students



## Aims

Mathematics is about making connections to existing knowledge in order to solve new problems both within and beyond mathematics. It is about showing students the power and beauty of Mathematics and its relevance to the real world.

## MUSIC

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Music is a compulsory year-long course for all Year 7 students. Year 7 Music classes take place twice in every 7-day timetable cycle. The Year 7 Music course aims to provide students with a basic musical foundation and further develop their skills, understanding and appreciation of music. It follows a comprehensive and sequential curriculum where key musical concepts are explored and developed through practical music-making, providing meaningful musical opportunities for beginners and experienced musicians.

We highly recommend that students are enrolled in individual instrumental lessons. Students who wish to have instrumental, singing or music theory lessons in addition to the classroom music programme may arrange music tuition through the Music Depa

Where a student is already playing an instrument, the appropriate ensemble class will be guided by the instrument they play. Students not already playing a musical instrument may choose any instrument if enrolled in individual lessons. Alternatively, Flute, Clarinet, Trumpet, Trombone, Tuba, and Double Bass may be learned in small groups through the Year 7 Beginner Ensemble programme. The balance of instruments is essential in producing a successful ensemble sound: please get in touch with the Music Department if you would like advice on selecting an instrument.

Students who prefer not to participate in an ensemble-based class are advised to choose General Music.

### **Assessment**

A course mark will be given comprising the Making and Responding components of the course. Students will be assessed on their ability to respond to, reflect on and critically evaluate their performance and the musical works of others, their use of vocal or instrumental performance skills, and their use and understanding of appropriate music terminology and notation.

Year 7 is a critical transition period where boys experience significant change emotionally, socially and physically. The Personal Development curriculum directly responds to these changes and assists boys to develop age appropriate strategies to make a positive transition into senior schooling, adolescence and beyond.

The programme is couched in a framework of positive psychology, with a specific focus on personal well-being, emotional intelligence and building positive relationships. Themes run through the year that are linked in to personal organisation and study skill ( )Tw (s)4J0 Tc 0 2 6o a-





## **Aims**

The Year 7 **Science** course fosters students' curiosity and a willingness to explore and ask questions. It aims to help them form a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences.

## Aims

Year 7 Technologies is a semester long introductory course held in the Hale School workshop. It involves a combination of intellectual and practical activities encompassing planning, researching, and manufacturing. Most importantly, boys will develop “take home” projects made from resistant materials.

## Content Structure

This course delivers both the **Design and Technologies** and **Digital Technologies** curriculum. The first 5 weeks of the semester is allocated for Digital Technologies, whilst the remaining 15 weeks delivers the Materials Technology course.

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