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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. Students are encouraged and supported to achieve to their personal best while seeking and enjoying a fulfilling role in the school community. Hale School aims to provide a climate of respect, warmth and care, with an emphasis on providing students with opportunities to:

develop their (r)-2.8 (a)-3.t 8 (e)-6 7 (e)-n3 (h)2.3 8.y2 (r)8 (pan)2.3 (.6 (e)--0.8 (d)10.2 (e)-it8 (r)-0.8 (d)-0.7 (l) f t

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.

HOMEWORK CLUB

The Homework Club is for students in Years 7-8, only, in the Forrest Library. At Homework Club, specialist

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. In addition, support for these boys is pro

GIFTED AND TALENTED EDUCATION

Hale School aims to nurture the learning needs of all students and encourage all students to achieve their personal best. This includes providing challenge and opportunity for students who may be achieving at a level beyond their peers. We aim to engage these students in learning experiences appropriate to their ability, maturity and individual strengths and weaknesses.

In all classes, a variety of experiences which will enrich and extend our gifted and/or talented boys is provided. External enrichment opportunities such as the da Vinci Challenge, Science & Engineering Challenge, Competitions, Olympiads and community-based programmes are made available throughout the year to further enrich the co-curricular provisions of Hale School.

OUTDOOR EDUCATION

The aims of Outdoor Education at Hale School are to provide boys with exciting and challenging experiences that will develop their self-confidence and their skills in a number of areas of personal development. Outdoor Education will draw on boys' self-reliance and resourcefulness, their ability to work with others with trust, respect and co-operation, their ability to display leadership, tolerance and understanding. The interpersonal and self-development skills gained in the Outdoor Education programme are invaluable and will assist them in contributing to group and team situations, and as potential future leaders of society. The major goals of the programme are to provide students with an understanding of sustainable resource use, the delicate nature of the natural environment, an appreciation of environmental values and the need for preservation of the environment. In addition, the Outdoor Education programme has a particular theme for each year level. In Year 7 the theme is forming relationships & working together.

The Year 7 camp will be held in Nannup, in the Blackwood River region, 270km south of Perth. Hale has booked the exclusive use of an established property within the Nannup region, providing excellent access to the Blackwood River and surrounding Jarrah forest. The Year 7 students of Hale School will participate in a number of activities in the surrounding area which have been designed to be challenging, exciting and fun.

YEAR 7 OVERVIEW

Year 7, 2023 Subjects	
Year-long subjects	English
	Mathematics
	Science
	Personal Development
	Health and Physical Education
	Religious and Values Education
	Drama
	Music
	Digital and Information Literacy and Integrated Curriculum
	Reading Enror2y21 (i)-0.9 (n)-6 9.96 229.2 199.8 Tm(E)2.1 (n)-9.1 BT0 g-0.016 Tc 0.016 Tw

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

A mark comprising both the Making and Responding components of the course will be given at the end of the year. Students will be assessed on their ability to respond to, reflect on and critically evaluate their own work and the work of others, on their use of drama skills and techniques, and on their use of appropriate drama terminology and language in the communication of drama ideas.

make presentations and contribute actively to class and group discussions, using language features to engage the audience.

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

Humanities and Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural,

Hale School has a vibrant languages curriculum. Studying a language is compulsory for all students, Years 1 to 9, and optional for Chinese or French to be studied for the whole year in Year 7, 8 and 9.

Aims

The Hale School language courses aim to develop the skills that students need to communicate in the target language, extend their knowledge of the language and their relationship, and thereby develop an understanding of and respect for diversity and difference, different perspectives, develop an understanding of how culture shapes people, themselves, their own heritage, values, culture and identity, strengthen their reflective capabilities, and enhance their creative and critical thinking skills as communicators.

Notes:

- 1 In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 courses

Chinese

The

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 aim of the Year 7 Music course is to provide students with a basic foundation of music and further develop their skills, understanding and appreciation of music. The course follows a comprehensive and sequential curriculum where key musical concepts are explored and developed through practical music making within a Singing, Concert band or Strings context. The course is designed to cater for all boys, providing meaningful ensemble opportunities for experienced musicians and beginners alike.

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 programmes are designed to provide a positive transition into senior schooling, adolescence and beyond.

Aims

The Year 7 Religious and Values Education (RAVE) course seeks to equip boys with an understanding of the core beliefs, values and practices associated with religious traditions, especially the Anglican Christian tradition. Furthermore, engagement with enduring questions should lead to internal reflection and the development of individual character.

Content

In unit one boys will explore what it means to hold a world view. They will learn about religious world views, studying what religions is, why so many people are attracted to religious belief and what the core beliefs of the major world religions are.

In unit two boys will consider the meaning of relationships. They will investigate the nature, purpose and value of relationships using real life examples. Boys will be taught about the relationship between God and the Jews, according to the beliefs of Judaism. They will understand the Old Covenant through key biblical figures such as Abraham and Moses.

In unit three boys will consider the meaning of love. They will investigate the nature and purpose and value of love using real life examples. Boys will be taught about the love Christians believe God has shown in the New Covenant. They will study the life and teaching of Jesus and the Christian Gospel message.

In unit four boys will study what it means to be an Anglican Christian. They will learn about the history of church development, recognising why different Christian denominations exist. They will look at the beliefs and practices associated with Anglicanism, especially the symbolic meaning of the sacraments of baptism and the eucharist

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.

Materials Technology

Students select and use materials that are appropriate to achieving solutions to technology challenges. They use a range of tools and machines to manipulate materials.

Digital Technologies

Students use digital technologies (laptop) to find creative solutions to both software and hardware challenges.

Content Description

During this course boys will be taught that there are four elements within the Technology Process used at Hale School – Investigating; Devising; Producing; and Evaluating. These are cyclic and interactive. This will be evident in the design folio that each boy will produce to communicate the development of their ideas as well as in their final manufactured product. Topics covered include:

- Sketching techniques with pencil and paper to showcase their concepts
- Marking out materials
- Cutting timber/acrylic with both machines and hand tools
- Applying a timber finish
- Application of digital technology with the creation of their own website
- Programming a microcontroller (minicomputer) that is integrated with simple electrical systems

Assessment

Students will be assessed on their creativity and design skills, application of manufacturing skills and their use of technology for effective and appropriate communication. This will be evident in the projects they make and in their electronic folio.

Assessment for the **Materials Technology** course will focus on 2 learning aspects:

1. Knowledge and understanding –

