



St Ursula's College

TOOWOOMBA

YEAR 7
SUBJECT HANDBOOK

2022

CRICOS No. 03033M

Culture Statement

St Ursula's College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to the education and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

- the development of a personal faith and spirituality
- participation and leadership in all facets of today's and tomorrow's world.

The challenge for all is to model relationships within and beyond our community based on:

- mutual respect
- tolerance and acceptance
- care for the individual and the environment
- interdependence and collaboration
- service

so that our students, growing in wisdom, justice and integrity will contribute responsibly to their own transformation and that of society.

Vision

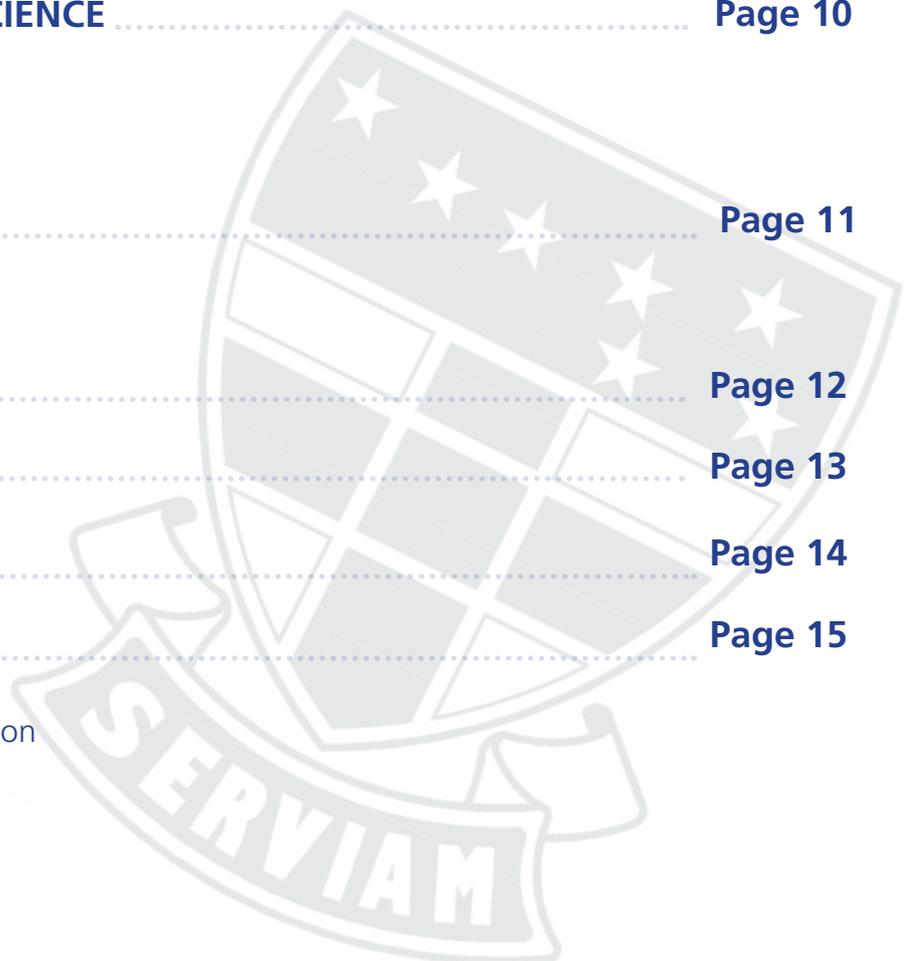
A vibrant community inspiring and challenging future-focused learners. Empowering courageous and compassionate young women of integrity to shape the future.

Mission

To contribute responsibly to our own transformation and that of others in society.

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Academic Care

At St Ursula's College, education is focused on both the heart and mind and therefore we believe girls learn best when they feel safe, nurtured and valued. One of the important ways we address this is by the value we place on the role of Academic Care in the College. It underpins all we do both within the classroom and outside. It is the College's response to the understanding that each student and her development are the focus of all activities which take place in the College.

To ensure that your daughter is supported and encouraged in all aspects of her development, **pastoral care and academic progress are inextricably linked through the Academic Care structures that are in place.**

The Pastoral Care teacher is a very important part of this structure – this person is the link between home and the College. This person meets with students on a daily basis to work on helping them to become responsible, autonomous people who are able to achieve and maintain quality relationships.

Each year group has a Head of Year that aims to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. They provide learning experiences and activities that develop relationships that allow all students to feel valued, safe and supported and encourage and promote opportunities for students to develop leadership skills, and support student involvement in other aspects of College life, e.g. Service groups.

Heads of Faculties work with subject teachers to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. Heads of Year provide learning experiences and activities that develop relationships that allow all students to feel valued, safe and supported and encourage and promote opportunities for students to develop leadership skills, and support involvement in other aspects of College life, e.g. Service groups.

A team of staff including Deputy Principal, Assistant Principal – Pastoral Care and Heads of Year are ably assisted by our College Counsellors, Learning Enrichment staff (including ESL), Careers Adviser and Vocational Education Co-ordinator.

Our goal for your daughter is that she feels valued and safe at the College and in the greater community. We aim to achieve this by providing her with a skill set that includes resilience, confidence, interdependence, respect for others and themselves. We hope she will become more resourceful and empathetic as she navigates her way through high school life.

St Angela Merici, who founded the Ursuline Order, encourages us through her writings to “have each person deeply fixed in our hearts and minds and not just their names but their background and character and everything concerning them” (Second Legacy). Therefore the notion that **quality teaching and learning cannot happen if there is not a firm grounding in Pastoral Care** sustains our commitment to ensuring that our students are engaged with each and every learning opportunity, be it academic, personal or social.

At St Ursula's College the Pastoral Care organisational structures ensures that each girl receives the best care possible in a safe and caring environment. This structure consists of:

The Pastoral Care Group – the student is placed in a small Pastoral Care group where they will remain for the time they are at the College. This group is vertical which allows the older students to mentor and care for the younger ones, whilst developing their leadership skills. The Pastoral Care teacher, who meets with the group each morning, is the key link between the College and home. They are there to guide, support, challenge and advise the students ensuring that the relationships formed are based on mutual respect, tolerance and acceptance.

House Groups - each student belongs to one of the four House groups. All members of the Pastoral Care group belong to the same House, which allows for the students to engage in team work and spirit, strengthening their experiences and connections to our community.

Head of Year - the students have a specific Head of Year who works with them on a year level basis, providing education and support on issues relevant to their age group. They promote the ethos of the College through activities which challenge the girls to transform their lives and the lives of others.

College Counsellors – the counsellor is able to assist with individual learning issues, social problems and any other issues which impede the young person's ability to live a full and energetic life, ensuring success in their learning.

The Curriculum

ST URSULA'S COLLEGE FRAMEWORK FOR CURRICULUM AND LEARNING

At St Ursula's College, 'curriculum' embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl's education within a community that is connecting with life in the twenty-first century.

Transformative Learning for Young Women

Learning at St Ursula's College is framed as 'transformative learning' for contemporary young women within the context of a hopeful and faith-filled community. At St Ursula's College "...we actively foster a love of learning for a lifetime of purposeful engagement in the world of the twenty-first century. Teaching is learner-centred. The potential of each learner is nurtured and challenged to enable full and transformative participation in the world."

Students and teachers seek learning opportunities that embrace positive change (transformation); emphasise our connection with the sacred, with others and with our world; and challenge us to service, reflection and action.

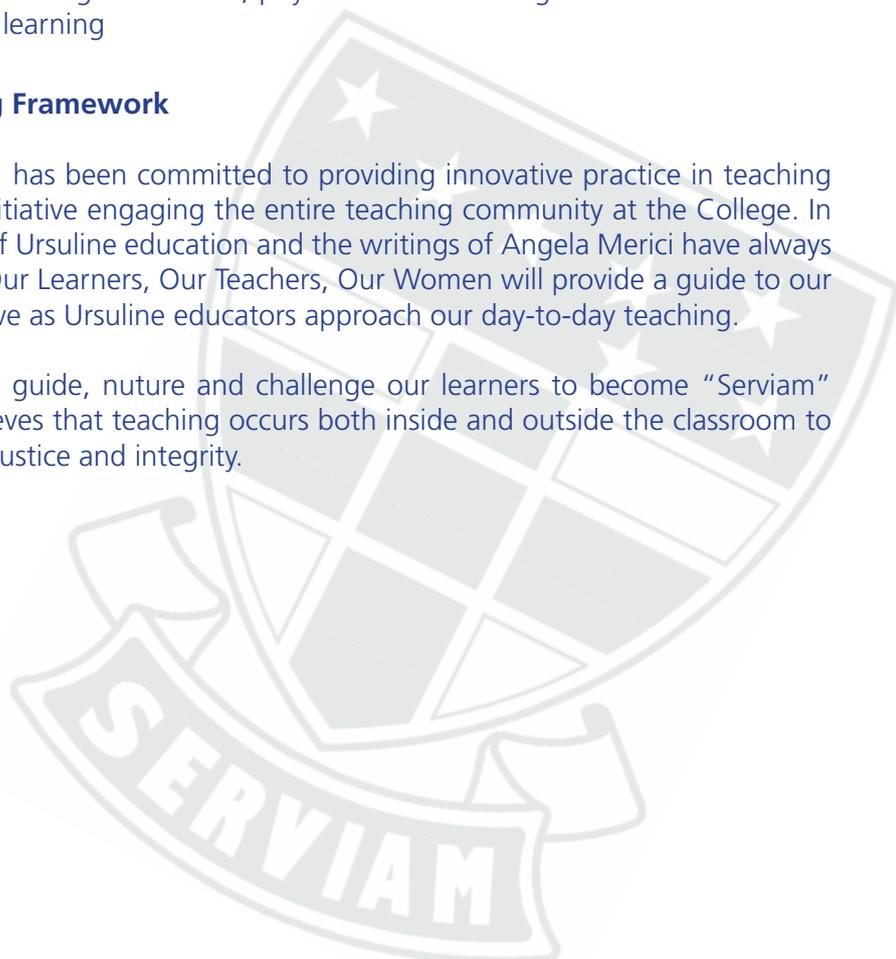
Key Characteristics of Teaching and Learning at St Ursula's College:

- a vibrant Professional Learning Community that seeks learner-focused pedagogical excellence
- an integrated holistic approach with a focus on academic rigour and deep disciplinary learning
- a diverse curriculum with emphasis on design, creativity and collaboration
- learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance and acceptance
- an integrated service and justice approach including a particular emphasis on women, the environment and future sustainability
- innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning

St Ursula's College Teaching and Learning Framework

St Ursula's College from its inception in 1931 has been committed to providing innovative practice in teaching and learning. This framework has been an initiative engaging the entire teaching community at the College. In its collation and formulation the core values of Ursuline education and the writings of Angela Merici have always been at the centre. The resulting document *Our Learners, Our Teachers, Our Women* will provide a guide to our staff and a foundational document for how we as Ursuline educators approach our day-to-day teaching.

This framework is how as educators we can guide, nurture and challenge our learners to become "Serviam" women. St Ursula's College Toowoomba believes that teaching occurs both inside and outside the classroom to foster young women of excellence, wisdom, justice and integrity.



Faculties and Subjects

St Ursula's College is a community of learning where education of the heart and mind is the focus of teaching and learning. We embrace the intent of the Alice Springs (Mparntwe) Declaration by providing a diverse curriculum with emphasis on design, creativity and collaboration. Our Year 7 Curriculum identifies essential skills for 21st century learners - in literacy, numeracy, information and communication technology (ICT), critical thinking, creativity, teamwork and communication.

General capabilities, a key dimension of the Australian Curriculum, encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area, will assist students to develop a love of learning and live a lifetime of purposeful engagement.

These rich learning experiences are underpinned by our philosophy of 'transformative learning'. Within the context of our hopeful, faith-filled community at St Ursula's College, students have their potential nurtured and challenged. This student-centred approach to teaching and learning enables full and transformative participation in the world.

STRUCTURE OF YEAR 7

As part of the Year 7 Curriculum, all students will be required to study all key learning areas.

Year 7 Units - Key Learning Area	
Arts Dance Drama Music Visual Arts Media Arts (included within the other Arts area)	English
	Mathematics
	Health and Physical Education
Religious Education	Language Japanese French
Science	

The Arts

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflects distinct bodies of knowledge, understanding and skills.

St Ursula's College offers all five Arts subjects: Dance, Drama, Media Arts, Music and Visual Arts.

All subjects within our Arts program facilitate the creative and practical realisation of ideas. Creative thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations.

Critical thinking, communication, creative thinking, collaboration and teamwork, personal and social skills and ICT skills are identified and reflect a common agreement, both in Australia and internationally as the 21st century skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. (QCAA 2015)

These 21st century skills are embedded in the objectives and subject matter of all Arts units at St Ursula's College. Studying subjects in the Arts gives students the opportunity to experiment with and build confidence in applying these skills.

Each subject focuses on its own practices, terminology and unique ways of looking at the world. In Year 7 and 8, students will have the opportunity to study all Arts subjects including:

- **In Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and response to dance and dance making.
- **In Drama**, students explore and depict real and fictional worlds through use of voice, body language, gesture, and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- **In Media Arts**, students use communication technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
- **In Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.
- **In Visual Arts**, students experience, imagine, explore and create with reference to their own ideas, concepts of artists, artworks, world and audience. Students learn by engaging in critical and creative thinking, through and about visual arts practices and technologies by using problem solving techniques in the fields of art and design. Students develop practical and analytical skills which inform their work as artists and audience.

Throughout Year 7, Media Arts is embedded within Dance, Drama, Music & Visual Arts.

Media Arts uses communication technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Assessment Types

- Performance
- Extended writing task
- Folio

This subject will incur a subject levy

English

At all times our English curriculum is underpinned by the expectations of ACARA, whilst allowing for the flexibility and the individual needs of our students. Each English unit integrates the development of the fundamental literacy skills: spelling, grammar, punctuation, reading and comprehension. This is achieved through comprehensive literacy initiatives, including an intensive spelling program and a wide reading program.

Our English program focuses on the development of organic, transformative and independent lifelong learners. Students are challenged to become confident communicators, imaginative and critical thinkers, as well as informed and active citizens of our society. Furthermore, we wish for our students to continue to develop a passion for learning, as a curious mind creates a world of opportunities.

Through the modes of listening, speaking, reading, viewing, writing, and creating, the integration of literacy skills and knowledge across the year, enables students to become proficient in areas that will influence their success in all areas of learning at the College. The development of these fundamental skills is achieved through comprehensive literacy initiatives, including an intensive spelling program, wide reading program, and the explicit teaching of grammatical elements.

Semester 1:

A Sense of Belonging – How can I use my heart and mind to explore my place in my community?

Instead of articulating what they hope to do in their futures, students will use an historical lens to analyse their families. Students interview family members to glean information about their own hopes, dreams, accomplishments, and stories about growing up. Students interview family members, conduct additional research on the context of the time period during the time of their family member's story, and construct a non-fiction narrative with creative embellishments to detail the family member's story. They explore what shaped their family member's lives and how they can capture those moments using research techniques and creative writing to tell their stories. This gives students an opportunity to explore their identity and how they can effect change in their community by better understanding themselves and their core values. Through applying this understanding to their own worlds, students consider how they can be agents of service and change in their new community.

Pushing Boundaries – How can we responsibly navigate the transformation of existing boundaries?

This unit focuses on the way poetry is used to represent Pushing Boundaries. Students come to appreciate the way poets represent their subjective attitudes to people and places by shaping meaning in increasingly complex ways. Students are encouraged to respond to poetry using visual, spoken, collaborative, imaginative and humorous processes. Poetry, in its brevity and depth of meaning, is a vehicle through which students engage meaningfully with their widening world. The ability to annotate heightens a student's engagement with texts, stimulating critical analysis of meaning. Central to this unit is explicit instruction and modelling of a variety of annotation processes. Students are encouraged to become increasingly independent in their annotations as they deepen their knowledge of a range of different poetry forms and features. An equally important focus is on students building confidence in their personal interpretations of poems and being able to justify their perspectives with evidence from texts. The unit culminates in a persuasive speech, convincing curriculum developers to include the study of students' choices of poems in all Year 7 classrooms across the state.

Semester 2:

All People, All Places - Why is it important to appreciate and respect all people and all cultures?

Students further develop their growing cultural awareness from Semester 1, and are encouraged to consider the importance of appreciating and respecting all people and all places. Through studying characteristics of grit, culture and identity, and symbolic representations, students engage in a close study of either, Rabbit Proof Fence or Whale Rider, to which they respond by writing an analytical essay outlining why all people and all places should be respected and cared for.

Possibilities – What is possible when we confidently seek solutions to critical and complex 21st century issues?

Students engage in Project Based Learning (PBL) to raise awareness of, and find solutions to, critical and complex 21st century issues such as sustainability. This is based on a study of Lois Lowry's 'The Giver'. The project challenges students to become transformative and authentic contributors to modern society.

Assessment Types

- Analytical essay
- Multi-modal presentation
- Short story
- Persuasive speech

Health and Physical Education

The course engages students in a combination of enjoyable recreational, outdoor and competitive activities, through which students develop the knowledge, processes and skills to become physically educated and informed about health issues in our world.

The benefits of studying Health and Physical Education include:

- students learn how to live healthy, active lives.
- positive associations have been found between increased levels of physical activity, good nutrition and physical fitness, healthy body weight, psychological physical education, musculoskeletal health, cognition and readiness to learn.
- a healthy, active population enhances productivity, pro-social behaviours and personal satisfaction and has the potential to reduce the burden of chronic disease.
- it allows students to begin to acquire and establish patterns of healthy behaviours for lifelong benefits.
- opportunities to analyse and evaluate personal levels of physical performance are used to improve outcomes

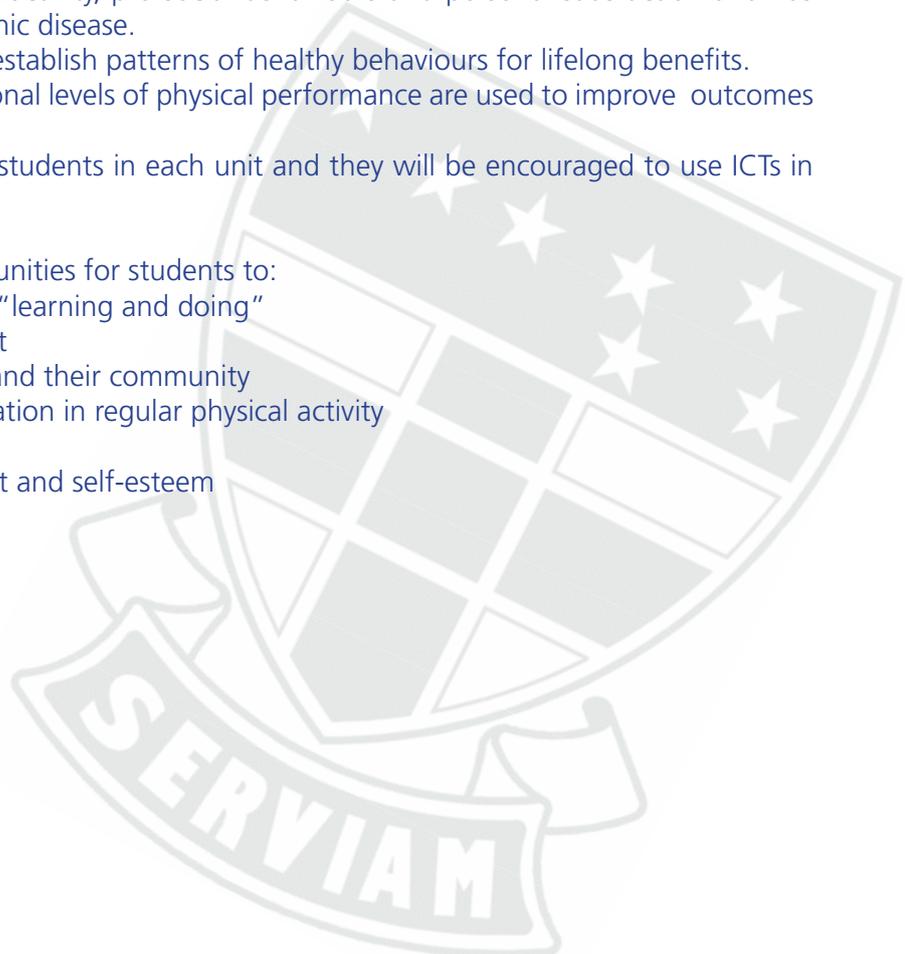
Literacy and Numeracy skills will be taught to students in each unit and they will be encouraged to use ICTs in their classwork and in their assessment tasks.

Health and Physical Education provides opportunities for students to:

- enhance their physical development while "learning and doing"
- solve problems in a supportive environment
- promote the health of themselves, others and their community
- develop positive attitudes towards participation in regular physical activity
- appreciate the benefits of physical activity
- enhance their own and others' self-concept and self-esteem

Assessment Types

- Infographic poster
- Folio
- Short response exam
- Persuasive multi-modal presentation
- Practical and/or performance



Humanities and Social Science

Humanities in Year 7 covers the Australian Curriculum areas History, Geography and Economics and Business

History explicitly teaches students how to effectively summarise and notetake, research, construct a bibliography and use timelines. Students are taught to recognise the importance of primary source material in a historical study and are shown how to effectively analyse primary and secondary source material.

The Year 7 History focus is on the Ancient World focusing on the Mediterranean World (Ancient Egypt) and the Asian World (Indus Valley). Students answer the following key questions:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Geography in Year 7 covers two units of work. One focus is 'Water in The World'. Students examine how water accessibility and sanitation can be improved for all people.

- How does the flow of water connect places as it moves through the environment?
- What are ways to overcome water scarcity in an Australian and Asian context?

The second focus unit is 'Place and Liveability'. Students examine Toowoomba's liveability. Students make valued judgements about what makes their community liveable. Students examine rural and urban contrasts. The wider community of Australia is also examined.

- What makes a place 'liveable'?
- What are innovative solutions to community issues?

In **Economics and Business**, students are taught to understand the relationship between consumers, producers and businesses. They explore how consumers and producers interact in a business environment. Key financial literacy skills are taught. The following are key questions.

- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behavior contribute to successful business?

Assessment Types

- Research Journal
- Exam
- Field Report

Languages

The benefits of language study are multifaceted and significant in the lives of 21st century (lifelong) learners and emerging global citizens. Research outlines the importance of language study, regardless of fluency in an additional language and regardless of students' intentions of future careers or travel prospects. Students will study both French and Japanese for one term.

The study of another language benefits students in a number of ways. It gives them a skill for use either when travelling overseas or in the workplace – for example in the fields of commerce, banking or tourism. The development of such a skill not only provides enjoyment and a sense of achievement but also heightens awareness and understanding of other cultures and of language in general. Communication skills are enhanced and the command of English often improves as a result of studying another language.

FRENCH

French is a language spoken in over 40 countries around the world, including some of Australia's closest neighbours. In this introduction to the French language, students will learn first-hand many of the reasons why it is useful to study a foreign language, with a particular focus on challenging linguistic and geographical boundaries and developing connections with all people in all places. Year 7 students learn to greet one another in French, present self-introductions and discuss nationalities and self-descriptions. They will be amazed by what they can say after just a short time! In addition to language learning, students will learn more about French-speaking countries, as well as the daily routines of those living in France. This unit does not assume any prior experience of the language and will offer an exciting snapshot of francophone cultures.

JAPANESE

Japan and Australia have enjoyed close ties for decades in the areas of business and industry, security and strategic relations, tourism and science and technology. Here at St Ursula's College students have regular opportunities to converse in Japanese and will learn script including some kanji and hiragana. In this introductory course, students will learn how to communicate basic information about themselves, such as name, age, birthday, nationality, place of residence, likes and dislikes. Furthermore, they will learn a lot about Japan and its people. Class activities will include dressing in kimono, learning how to use chopsticks and trying Japanese food. This unit does not assume any prior experience of the language and will offer an exciting snapshot of Japanese culture.

Assessment Types

- Spoken task



Mathematics

The Mathematics Curriculum at St Ursula's College is underpinned by the expectations of ACARA, whilst always striving to cater for the varying needs of our students. In Year 7, students are encouraged to improve their numeracy skills and develop their understanding of the fundamental concepts of mathematics.

Throughout Year 7 Mathematics the teaching, learning and assessment will be informed by the Proficiency Strands identified by the Australian Curriculum and enable students to develop:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area.
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects.
- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities.
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

In **Semester 1**, students study Whole numbers, Fractions, Ratios, Decimals, Percentages, Integers, and the Cartesian plane.

In **Semester 2**, students study Algebra and equations, Measurement, Shapes and objects, Statistics, Probability and Angles.

Assessment Types

- Assignment
- Written exam
- MATHTRAK



Religious Education

The vision for Religious Education at St Ursula's College is to challenge students to live the gospel of Jesus and to be literate in the Catholic and broader Christian context so that they may participate critically and authentically in faith contexts and be a voice in the wider world.

Religious Education seeks to develop the religious literacy of students considering the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society.

Religious literacy should not be confused with religious knowledge. Religious literacy encompasses a set of ongoing activities and interactions among people. These include ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others in a variety of religious and secular contexts. Religious Education at St Ursula's College invites students to see their life story in relation to the whole Christian story. It involves developing the capacity to reflect on one's own life experiences and to grow in self-awareness, as well as developing knowledge and appreciation of the experience of others and of different religious ways of seeing reality. It includes learning about God's love, the sacredness of life and the richness of the Christian faith tradition.

Year 7 Religious Education

In Year 7 we invite students to explore their place in this community, discovering that "Every Face Has a Place". Students consider their personal story as part of the bigger story of our Catholic and Ursuline heritage.

Students will also connect with the HPE objectives to consider self-image and body-image, the physical changes of puberty, friendships and family relationships. All aspects of this personal development are closely aligned with the Christian teachings of dignity, worth, respect and love. Staff work within the Toowoomba Diocesan Guidelines for Sexuality Education in Secondary Schools.

Students learn about the beliefs, values and practices of Christian communities, past and present. They will explore cultural and historical influences on these communities and how they have changed over time. They learn about the common beginnings of faith shared through the stories of the patriarchs and matriarchs of the scriptures.

Students will begin to explore contextual information about sacred texts and how to use a range of Biblical tools to gain a deeper awareness of these texts and how they influence communities. They also examine Church teachings and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

Students will use Lectio Divina and Ignatian Spirituality to insert themselves into the story – to see that ancient texts can still be alive for all people, in all cultures.

Assessment Types

- Assignment
- Project
- Quizzes

Science

With an estimated 75% of jobs in the future requiring STEM Skills, our focus on teaching Science has never been more important. We focus on teaching the expectations of the National Curriculum and then integrate this knowledge to explore real world problems and develop solutions. Assessment in this subject is focused on students understanding of science, the skills they need to conduct tests and the application of scientific concepts to serve the needs of society.

In Year 7, students consider:

- Classification helps organise the diverse group of organisms, and interactions between organisms, including the effects of human activities can be represented by food chains and food webs.
- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable.
- Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object.

The Year 7 course in Science allows students to:

- Make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Assessment types:

- Test
- Experimental report
- Research assignment



Technologies

Students in Year 7 will complete two Technology units that are each one term long. These subjects will incur a term levy.

Food Specialisation

This unit provides students with opportunities to develop their knowledge, understanding and skills while working with food. Students will produce designed solutions for healthy food items within a kitchen environment. In the kitchen, the food and nutrition focus will be the creation of a variety of healthy snacks aligned with the Australian Dietary Guidelines, using safe, hygienic and methodical work practices while developing skills and techniques for food preparation.

Textile / Material Specialisation

This unit provides students with opportunities to develop their knowledge, understanding and skills while working with textiles. Students will produce designed solutions for textile items within a practical textile classroom environment. In textiles, the focus will be on using safe work practices and the development of hand sewing and machine skills to design and create a clever product and clothing item.

Digital Technologies

This unit provides students with the opportunities to develop the knowledge, understand and skills in digital technologies. Students will produce a series of code-based activities to create their own games, art and digital stories that they can share – all while developing problem-solving, collaboration, persistence, and computational thinking skills.

Over the course of Year 7 and 8 all students will do one Digital Technologies unit.

Assessment types:

- Journal
- Practical
- Examination



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