



HILLSIDE
CHRISTIAN COLLEGE

CURRICULUM HANDBOOK

YEAR 7 2021

INTRODUCTION TO YEAR 7

Welcome to HillSide Christian College Secondary section. Our staff members are committed to supporting every student to achieve at their personal best. A great deal of preparation and collaboration has occurred to ensure your child's transition into high school is a positive experience.

HillSide Christian College is a private, Christian school. The College Board, executive team, staff, HillSide Church, chaplains and parents/carers at our College are committed to working together to provide a safe and caring environment where each student is given the opportunity to improve their learning in order to achieve their personal best. More particularly, HillSide focuses on directing students towards a relationship with the Lord Jesus Christ, which is the basis on which all teaching and learning operates. One of our goals is to also enable every student to develop the knowledge, understanding and skills which provides the best opportunity for success upon completion of their educational journey at the end of Year 12.

In 2021, HillSide Christian College celebrates 44 years of delivering a Christian education. We continue to enjoy a very positive relationship with our parents, carers, students and the wider community. We invite parents to become actively involved in a number of ways. Communication is vitally important and parents are urged to take advantage of our social media and ICT platforms which will provide updates and important information which is occurring. Please liaise with staff regarding what you can offer, and we may be able to accommodate your skills and talents.

It is our role to ensure that the foundations are laid for each student to give of their best, and to remain motivated to achieve their best. The College looks to ensure that every student makes a smooth transition from Year 6 to Year 7. Working closely with parents gives us a clear understanding of the strengths and areas of concern for students. We endeavour to work with our students accordingly.

HillSide has a strong reputation in our community for high standards regarding academic outcomes, behaviour and the wearing of uniform. There is a consistent approach to behaviour, which trains our students to recognise the difference between social settings versus learning spaces, and to behave accordingly. Every teacher reinforces correct behaviour which is expected on campus. In this way, we train each student for the self-discipline and academic commitment that is needed and expected in the learning process.

Our staff members are highly qualified, experienced, caring and supportive professionals. Our main goal in developing the Year 7 programme is to build a strong learning ethic in all our students, along with an ability to make choices that reflect a desire to show respect to God, then others and self. Each student is guided towards making wise decisions within a Christian framework.

YEAR 7 HANDBOOK

The transition from Primary to Secondary is an exciting, yet challenging time for most young people. Students have to adapt to new environments, make new friends, experience different teaching methods and move between classes. For some students, the transition from Year 6 to Year 7 may be an experience that brings some anxiety, whilst others will relish the change. We aim to support all students in this change.

Successful transition to high school

Parents may like to note a New Zealand study [(Peters, 2010), (Kennedy and Cox, 2008)] which found that students felt successful transition to high school included:

Students felt that:

- they belonged in their new environment (school), and were well included in school activities and programmes;
- they were positively connected to their peers, other students in the school, and to their teachers;
- their teachers knew them, including their strengths, interests and learning needs, and show they were interested in them;
- they were understood and valued;
- they had a sense of purpose in being at school;
- they had an understanding and commitment to their learning pathway through their schooling and beyond;
- they made progress;
- their current learning followed on from their previous learning (the curriculum is connected and continuous) and is appropriately challenging;
- learning was interesting, relevant and fun;
- their families were included in decisions;
- they felt physically and emotionally safe;
- they had opportunities to try new, exciting things and/or extend their particular skills/interests (e.g. through extra-curricular activities).

It must be added that the indicators above make even more sense when students understand their worth in Jesus. When students know that they have a purpose and plan for their lives, and that they are loved and created by a God Himself, then they have learnt the greatest lesson available. Students secure in the knowledge of Christ will have hope, confidence and self-worth in greater proportion. Hillside considers it a privilege to partner with parents and students to support students in their educational journey, and in helping them to navigate life successfully.

Parents Can Help Before High School Begins

The best foundation for successful schooling is close parental support.

A willingness to learn is an important commitment that each student must make when entering High School. Parents should understand that one of the key foundations for successful education is for students to know that parents/carers are interested in what is happening at school. If children are given practical and social life skills by parents in the

years leading up to this time of transition into High School, students generally have more confidence when they arrive. Family values and expectations of respect and acceptable behaviour, having responsibility in the home for tasks will build into them a commitment to completing tasks, listening carefully and applying themselves to their learning.

Some ways to build into our children the resilience and expectation of application to their learning may involve the following:

Practical

- Food preparation; making own breakfast/lunch etc.;
- Washing and ironing uniforms, including putting away the ironing board;
- Tidying up their room, other areas/items used;
- Assisting with household cleaning, sweeping, washing dishes and putting away;
- Familiarity and confidence in catching public transport and crossing roads.

Social

- Appropriate manners; please, thank you, excuse me, pardon me;
- Handshake technique. Firm handshake, look people in the eye;
- Awareness of surroundings. Knowing when it is, and is not, appropriate to use slang, and the difference between this and formal language;
- Taking turns. Letting other passengers off the bus or train before boarding;
- Be the first to say “hello” to people you pass.

Academic

- Ensure a dedicated area for study. A desk is best, in a quiet area. It is best kept neat. It should be in a position where parents can monitor what is being done;
- Ask your children what they did today at school;
- Make children aware that they should become familiar with teachers’ names quickly.

Beginning High School

- Have a copy of the student’s timetable and encourage students to refer to it the night before as a way of preparing equipment for the next day;
- Check your child’s diary and sign it if required;
- Make sure both the parent and student has access to SEQTA LEARN (for students) and SEQTA ENGAGE (for parents). These are portals that will provide key information about assessment, curriculum, policy and events;
- Provide the College with an email address that you frequently use as your child’s teachers will communicate with you via SEQTA ENGAGE and email;

- Have some ideas of healthy lunch options. Fruit and sandwiches or equivalent will give them energy all day. Try to direct what they will buy for lunch if possible. A canteen service is available through the College website if required;
- Parents are strongly encouraged to attend events at the College such as parent nights, information evenings and sporting carnivals. Please refer to the Term Planner and newsletter for dates and times.

Reassure your child that it is normal to feel uncertain, anxious and/or excited. Make sure travel arrangements to and from the College are organised, arriving on time for the start of the day and being picked up on time. Learn about the College rules, routines and timetables. Ensure your child has the correct uniform, and all the necessary equipment required for each school day.

Year 7 Organisation

One of the major challenges that many Year 7 students face in their transition from Primary School to High School is being organised for the wide range of classes they attend each week. For some students the lack of organisation has led to poor results and under completion of assessment tasks. Some of the problems encountered are:

- Work for all learning areas placed randomly in their files or bag; no separate sections for each subject. Consequently, important assessment sheets or course outlines are lost;
- Disorganised filing on their iPad, or loss of password/s regularly. In the modern age, ICT devices are commonplace and required. The student's iPad work areas should be organised and logical. Students need to be vigilant with their account information, make sure the device is charged and organise file systems clearly;
- Students are not regularly cleaning out their files, locker and not removing old schoolwork;
- Lack of paper to use if they need to hand in a short classroom activity. Always have some spare lined paper available to avoid them tearing pages from their exercise books;
- Too many files. This adds extra weight to already heavy bags. Use electronic copies at home where possible, and leave the heavy books on-site at the College.

What Parents Can Do To Help With Organisation

The transition from having everything in one classroom to moving between classrooms and experiencing a variety of teachers is something that most Year 7 students enjoy. However, it also adds pressure to pack up quickly at the end of one class, move to the next and arriving prepared. You can help your child to stay organised by:

- Checking their books and bag nightly or weekly. In this way any 'stray' handouts can be placed in the appropriate book and supplies of paper and stationery can be checked;
- Ensure their iPad is on charge every night and that it is packed into the school bag each day;
- Students' books take a 'battering' throughout the term. They go in and out of their bags up to several times a week. A torn, untidy book is often the consequence. This is the reason we recommend only purchasing good quality books and covering the books to keep them neat and presentable;
- Keep a good supply of paper, exercise books, display files and plastic sheets at home so students can ensure that their work is always presented neat and tidy. It is also a good idea to keep a supply of red and blue pens and lead pencils on hand;
- Encourage your child to read widely and often;
- Generate a timetable for home and ensure that your child has a homework and study routine.

The Lower Secondary Programme takes into account the special needs of students in Years 7, 8 and 9. Year 7 students are fully integrated into the Lower Secondary Programme, with a tailored programme and strong support structures. The Lower Secondary Curriculum and Pastoral Care programme is geared to allow the students to flourish in Secondary section.

The staff at HillSide Secondary section focus on:

- Biblical worldview in relation to curriculum;
- instruction that is student centred;
- high academic standards;
- collaborative learning;
- making learning contextual and be relevant.
- the fact that learning is about team work between the teacher, the parents/carers and the students.

YEAR 7 2020 CURRICULUM

The learning programmes for all Year 7 students will be based on SCSA's K-10 syllabus, and HillSide's Christian curriculum:

Core Subjects (50% subject allocation)

Subjects with substantial time allocation in Year 7:

Australian Curriculum	: English
Australian Curriculum	: Mathematics
Australian Curriculum	: Science
Australian Curriculum	: Humanities and Social Science (HASS)

Other non-core compulsory subjects (50% subject allocation)

Australian Curriculum	: Health & Physical Education
Australian Curriculum	: Languages: Japanese
Australian Curriculum	: Technologies
Australian Curriculum	: The Arts
HillSide Curriculum	: Christian Living including Chapel

Cycle for non-core subjects

- The Arts
 - Visual Arts – All Year
 - Music – All Year
- Technologies:
 - Digital Technology – All Year
 - Food Technology – One Semester (Compulsory Option)
 - Textiles – One Semester (Compulsory Option)

- Languages
Japanese – All Year
- Health and Physical Education
Physical Education – All Year
Health – All Year
- Christian Living - All year

Year 7 Subject Allocation for 2021

The four core subjects English, Mathematics, HASS and Science will constitute approximately 50% total instruction time. Other non-core subjects make up the remaining 50% portion of instruction time.

Students do not select an “option” as such, but participate in other non-core subjects allowing them to experience subject pathways that will be available to them in later years of the High School programme.

Students complete non-core subjects and these are across the whole year. These subjects are; Japanese, Christian Living (including Chapel), Physical Education (Sport), Health, Visual Arts and Music.

Compulsory Non-core Subjects

Students will rotate through some additional non-core subjects (compulsory options), including Food Technology and Textiles. Year 7 students will participate in these two subjects rotating through one subject from one semester to the next.

Students will not *choose* option subjects until they enter Year 9.

Year 7 Timetable

Below is an example of a Year 7 timetable. The timetable shows subjects and identifies the room where the subject will be taught. The timetable also indicates the breadth of subjects:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 8.40			FORM		
LESSON 1 8.40 - 9.35	ENGLISH MISS BERGEMA ROOM 12	TEXTILES (SEM 1) MISS CASTLONI ROOM 13 FOOD TECH (SEM 2) MRS BARRON ROOM 2/5	ENGLISH MISS BERGEMA ROOM 12	CHRISTIAN LIVING MR PHIPPS ROOM 13	ASSEMBLY/CHAPEL
LESSON 2 9.35 - 10.30	MATHEMATICS MRS VERMAAK ROOM 11	MATHEMATICS MRS VERMAAK ROOM 11	DIGITAL TECHNOLOGY MR LEANEY ROOM L1	HEALTH MR PHIPPS ROOM 13	REAL MR PHIPPS ROOM 11
10.30 - 10.55	RECESS				
LESSON 3 10.55 - 11.50	HASS MRS HIND ROOM 13	SCIENCE MRS VERMAAK ROOM 5	HASS MRS HIND ROOM 13	HASS MRS HIND ROOM 13	ENGLISH MISS BERGEMA ROOM 12
LESSON 4 11.50 - 12.45	JAPANESE MRS SMITH PRIMARY SCHOOL	HASS MRS HIND ROOM 13	TEXTILES (SEM 1) MISS CASTLONI ROOM 13 FOOD TECH (SEM 2) MRS BARRON ROOM 2/5	SPORT MR MCLEOD ROOM L2	MUSIC MRS PIETERSEN PRIMARY SCHOOL
12.45 - 1.20					
LESSON 5 1.20 - 2.15	SCIENCE MRS VERMAAK ROOM 5	JAPANESE MRS SMITH PRIMARY SCHOOL	MATHEMATICS MRS VERMAAK ROOM 11	SCIENCE MRS VERMAAK ROOM 6	VISUAL ARTS MRS PELEGANOS ROOM 9
LESSON 6 2.15 - 3.10	ENGLISH MISS BERGEMA ROOM 12	SPORT MR MCLEOD ROOM L2	MATHEMATICS MRS VERMAAK ROOM 11	SCIENCE MRS VERMAAK ROOM 6	VISUAL ARTS MRS PELEGANOS ROOM 9

Year 7 to Year 10 as a platform

All subjects from Year 7 through to Year 10 are designed to lay a foundation for Year 11 and Year 12 courses, with students gradually specialising in chosen subjects.

Year 9 and 10

- Students study all core (compulsory) subjects.
- Students have a choice and select option (on-core) subjects that are offered. These are chosen during Term Four of the year prior to students entering Year 9.
- During the process of subject selection of options for Year 9, students are encouraged to pursue subjects that they may be interested in studying in Years 11 and 12.

Year 11 and 12 ATAR Courses

- Students studying ATAR subjects can be considered for direct entry into university by successfully completing a minimum of 4 ATAR subjects in both Year 11 and 12.
- Students must attain a minimum 14 “C” grades to achieve a WACE.
- Students may also qualify for university entrance with 4 ATAR and 2 General Courses.

LIST OF ATAR COURSES CURRENTLY ON OFFER

(based on compulsory subjects and subject choices of current students)

- | | |
|---------------------------|---------------------------------|
| *English | *Chemistry |
| *Mathematics Specialist | *Human Biology |
| *Mathematics Applications | *Modern History |
| *Mathematics Methods | *Media Production & Analysis |
| *Religion and Life | *Applied Information Technology |
| *Physics | *Outdoor Education |

LIST OF GENERAL COURSES CURRENTLY ON OFFER

(based on compulsory subjects and subject choices of current students)

- | | |
|------------------------------------|---------------------------------|
| *English | *Modern History |
| *Mathematics Foundations | *Media Production & Analysis |
| *Mathematics Essentials | *Applied Information Technology |
| *Religion and Life | *Outdoor Education |
| *Human Biology | *Visual Arts |
| *Material Design Technology - Wood | |

LIST OF VET COURSES CURRENTLY ON OFFER TO YEARS 11 & 12

Certificate II in Hospitality OR a Certificate III in Business.

All Students in Year 11 & 12 participate in Physical Education (Sport), Study and Chapel in addition to subjects mentioned above.

CHRISTIAN LIVING

The search for meaning

At HillSide, students will be taught about Jesus Christ and guided to find meaning in walking with Him. The curriculum builds on Biblical literacy, prayer, worship and moral instruction. The College uses CEP resources for its content. Students will have one period per week involving Christian Living as a subject, REAL (a practical look at life from a Christian perspective), and Chapel.

Religious belief, teaching and practice

HillSide is a Christian school, but will objectively study other religions. The school is, however, not pluralistic and only presents a Christian worldview. Christian beliefs and practices will be the overarching theme of this course.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programmes should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 7 students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries.

Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

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

MATHEMATICS

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build on the developmental aspects of the learning of mathematics.

At this year level: Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

SCIENCE

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Students 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.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences (HASS) are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

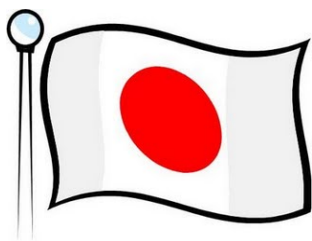
Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

LANGUAGES

Students study Japanese. The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.



HEALTH AND PHYSICAL EDUCATION

The Year 7 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 supports students in refining a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

The focus areas to be addressed in Year 7 includes, but is not limited to:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Challenge and adventure activities (CA)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive movement activities (RE).

THE ARTS

The Arts syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

The five Arts subjects include: Dance, Drama, Media Arts, Music and Visual Arts.

HillSide Christian College currently offers Visual Arts and Music.

VISUAL ARTS

In Year 7, students have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices, and present their artwork for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation.

Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

MUSIC

In Year 7, students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They develop their aural skills and aural memory to identify, sing/play and transcribe music, making connections between sound and notation.

They experiment with the elements of music to improvise and create simple compositions within given frameworks, using invented and conventional notation and music terminology to record and communicate music ideas.

Students are provided with opportunities to participate in listening, analysis and score reading activities, focusing on the use of the elements of music and key stylistic features.

Students practise, rehearse and perform a range of solo and ensemble music to develop technical skills and an increasing awareness of musical expression.

As performers and audience members, they are encouraged to express their thoughts and feelings about music, identifying personal preferences and the reasons for them.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

TECHNOLOGIES

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The Australian Curriculum: Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

DIGITAL TECHNOLOGIES (ICT)

In Year 7, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students have opportunities to create a range of solutions, such as interactive web applications or simulations.

Students explore the properties of networked systems. They acquire data from a range of digital systems. Students use data to model objects and events. They further develop their understanding of the vital role that data plays in their lives.

Students are provided with further opportunities to develop abstractions, identifying common elements, while decomposing apparently different problems and systems to define requirements; and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically.

Students predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files and feedback. When communicating and collaborating online, students develop an understanding of different social contexts; for example, acknowledging cultural practices and meeting legal obligations.

DESIGN & TECHNOLOGY

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

In Year 7, students have opportunities to learn about technologies in society at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Students have opportunities to select from a range of technologies, materials, components, tools and equipment.

They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable solutions. They develop strategies which enable them to consider society and ethics; social, ethical and sustainability factors. Students' use of creativity, innovation and enterprise skills is encouraged to increase independence and collaboration.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

FOOD TECHNOLOGY

In this course students will focus on the design process and will have the opportunity to be creative and decorative in their practical work. The main focus will be on Food Technology (cooking). In this module the students are able to create many different dishes and learn about safety, hygiene, use of utensils and how to work co-operatively in a group situation. Students will use the design process to create their own products.

TEXTILES

During the Textiles course students will be using the design process to learn about the creation and use of various textiles. The main focus will be on learning foundational sewing skills including hand sewing and using a sewing machine. Students will have the opportunity to learn about how textiles have been created and have changed over time, how to use textiles equipment safely and sustainably, and create their own textiles products.

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