



Lorem Ipsum

HILLSIDE
CHRISTIAN COLLEGE

Year 7 Handbook



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A message from the Deputies...



Entering high school is one of the most important periods in the life of your child. As your child moves from primary education to high school, things can be a little daunting, and there are probably many questions you would like to ask.

HillSide Christian College caters for the full educational journey of every child who attends and provides a high school that allows for a smooth transition from Year 6 into the Year 7 programme.

As we do this, we endeavour to make the move as seamless as possible, notwithstanding the natural and normal nerves associated with starting high school.

At HillSide, we aim to provide an education that meets the needs of the whole child. This includes support and teaching, in not only the academic, but in social, emotional, spiritual, and physical areas. As each student grows and develops, we endeavour to work closely with our parents to ensure that we understand the needs of the individual student.

Christ is central in how and why we do things here at HillSide, and we count it a privilege when we partner with parents in helping to raise and educate their child.

HillSide Christian College's commitment to excellence in providing quality secondary education includes;

- Christ centred education;
- A school that teaches and models Christian values through its staff and culture;
- A strong community for students and parents;
- A personal and supportive approach to education for staff and students;
- Excellent pastoral care with a fulltime Chaplaincy programme.
- A holistic approach that encompasses academic, spiritual, physical and social needs for each student;
- Excellent staff;
- Delivery of ATAR, General and Vocational Education (VET), with courses of study tailored for senior students;
- Strong commitment to providing a curriculum that supports chosen career pathways;
- Zero tolerance of bullying behaviour;
- Strong behaviour management expectations and follow-up;
- A safe school environment;
- An attractive and peaceful visual environment;
- A College that encourages its students to socialise, play and have fun each day;

- A College that endeavours to make sure every child knows that they belong, are important and cared for.

If you have any queries regarding the high school, please do not hesitate to contact our College Principal Mr Stephen Lamont, or one of the Deputies, Miss Taylor Bergsma or Mrs Eva Muilenburg.

We look forward in partnering with you to achieve the best possible outcome for your child and to be a part of their success.

Regards

Miss Taylor Bergsma & Mrs Muilenburg

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Introduction to Year 7

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 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 2025, HillSide Christian College celebrates 48 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.

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 assists 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.

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, others and self. Each student is guided towards making wise decisions within a Christian framework.

The Transition to Secondary

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

Students are more likely to experience a successful transition to high school when:

- they find their place in their new environment (school), and are included in school activities and programmes;
- they are positively connected to their peers, other students in the school, and to their teachers;
- their teachers know them, including their strengths, interests and learning needs, and show they are interested in them;
- they are understood and valued;
- they have a sense of purpose in being at school;
- they have an understanding and commitment to their learning pathway through their schooling and beyond;
- they make progress;
- their current learning follows on from their previous learning (the curriculum is connected and continuous) and is appropriately challenging;
- learning is interesting, relevant and fun;
- their families are included in decisions;
- they feel physically and emotionally safe;
- they have 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 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 carers to support their children in their educational journey, and in helping them to navigate life successfully.

How is High School Different to Primary School?

In high school, students experience a new level of independence and responsibility compared to primary school. Each day begins with a Form class, where students check-in and prepare for the day ahead. Unlike primary school, students move from class to class for each subject, using their locker as a base to store books and supplies between lessons. With multiple teachers for different subjects, students will need to adapt to varying teaching styles and expectations.

Homework, assignments, and completed classwork now contribute to semester grades and reports, encouraging students to stay organised and manage their time effectively. They are also responsible for bringing all necessary materials to each lesson, including pens, paper, exercise books, iPads, and any required files.

Keys to Working Together

The journey through high school is a shared effort between students, parents, carers, and staff. Success in high school is not only about academic skills but also the support, encouragement, and guidance that students receive both at home and at school. The following points highlight key elements that contribute to a successful high school experience for our Year 7 students.

- Parents and carers working collaboratively with staff to achieve the best outcomes for each student.
- Student success is closely linked to the support and encouragement they receive from home.
- A strong commitment to learning from the students helps pave the way for their academic and personal growth.
- Open communication between home and school fosters a supportive and understanding environment.
- A comprehensive transitional program, including the Year 7 Orientation Camp, is designed to help students adjust smoothly to high school life.

For some students, the transition from primary to high school brings a mix of excitement and apprehension. New routines, multiple teachers, and increased responsibilities can feel overwhelming at first. Parents and carers play a vital role in easing this transition and helping their child build confidence. Here are some strategies to support your child during this time:

- Show an interest in their school life by discussing subjects, friendships, and experiences.
- Set clear expectations around schoolwork and behaviour to promote an attitude toward learning.
- Keep communication open with the school, reaching out as needed to stay informed.

- Encourage responsibility at home, such as taking on small chores, which helps build accountability in school.
- Have a copy of your child's timetable available each day to support them in staying organised.
- Check and sign their school diary regularly to stay updated on assignments and due dates.
- Use SEQTA Engage to monitor homework, assignments, and any important messages from teachers.
- Ensure your child arrives on time each morning to start the day smoothly, avoiding disruptions to their class.

Year 7 Orientation Camp

To assist in this transition, we begin the year with our Orientation Camp at Dare Adventure Camp. This camp takes place during the first three days of Week 1 and is designed to help students connect with their peers and Form teachers, setting a positive tone for the year ahead. We believe that a strong start, filled with opportunities for relationship-building and personal growth, is key to a successful high school journey.

The camp operates under Dare Adventure Camp's "challenge by choice" philosophy, which encourages students to step out of their comfort zones while respecting their personal boundaries. Students are invited to participate in a range of activities but can always choose to opt out if they feel unsure.



Activities will include archery tag, a commando course, the flying fox, swimming, a trees adventure course, and more. These experiences are designed to foster resilience, teamwork, and self-confidence in a supportive and fun environment.



Year 7 – 10 as a platform

The learning programmes for all students are based on SCSA's (School Curriculum and Standards Authority) K-10 syllabus and HillSide's Christian curriculum. All subjects from Year 7 through to Year 10 are designed to lay a firm foundation for Year 11 and Year 12 courses, with students gradually specialising as they progress.

Years 7 and 8

- Students study all core subjects.
- Students have compulsory 'electives' which will be timetabled for 1 lesson per week. These courses are designed to give students a 'taster' of subjects, before they choose electives in Year 9.

Years 9 and 10

- Students study all core subjects.
 - Students have a choice and select elective (non-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.
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Years 11 and 12

Students studying ATAR subjects may be offered direct entry into university by successfully completing a minimum of 4 ATAR subjects in both Year 11 and 12.

Students must attain a minimum of 14 'C' grades, or better, to achieve a WACE. Students may also qualify for university entrance with 4 ATAR and 2 General courses. It is possible to study a combination of General and ATAR courses to achieve a WACE.

Year 11 ATAR Courses currently on offer

- | | |
|----------------------------------|---------------------|
| • English | • Modern History |
| • Mathematics Applications | • Outdoor Education |
| • Mathematics Methods | • Physics |
| • Applied Information Technology | • Psychology |
| • Chemistry | • Visual Art |
| • Human Biology | |

Year 11 General Courses currently on offer

- | | |
|----------------------------------|-------------------------------------|
| • English | • Material Design Technology - Wood |
| • Mathematics Foundation | • Media Production & Analysis |
| • Mathematics Essentials | • Outdoor Education |
| • Applied Information Technology | • Psychology |
| • Human Biology | • Visual Art |

Students studying VET may also complete:

- Certificate II or III in Community Services
- Certificate III in Business.

Navigating SEQTA & School Communication

At HillSide, we believe that open communication between the school and home is essential to support each student's journey. To keep parents well-informed, we use several platforms to share important updates, resources, and information. Here are the main ways we communicate with parents:

1. **College Website:** Our Website serves as a hub for general school information, events and policies. Visit <https://www.hillside.wa.edu.au>
2. **Newsletter:** Our school newsletter, sent out every fortnight, provides an update on events, achievements, and announcements. Keep an eye out for it in your inbox and on the SEQTA Engage homepage.
3. **Facebook Page:** Follow us on Facebook for news, event reminders, and highlights. You can visit our Facebook page at <https://facebook.com/hillsidechristiancollege1> or Scan the QR code provided to connect directly.



4. **Emails:** Important messages, notices, and announcements are often communicated via email. Please ensure we have your most current email address, and check your inbox regularly to avoid missing critical information.
5. **SEQTA Engage:** SEQTA Engage is an essential tool for parents to track their child's progress, view lessons, check homework, and stay informed about upcoming assessments. You can log in at <https://engage.hillside.wa.edu.au> or use the SEQTA Engage app.

Additionally, parents are invited to join our **Parent Facebook page**. Use the QR code provided to request access and connect with other parents.



SEQTA Engage

New families joining the College will receive their SEQTA Engage login details at the beginning of the 2025 school year. SEQTA Engage serves as a powerful tool that connects parents with their child's educational journey.

Through SEQTA Engage, parents can access key information such as assessment results, homework, class lessons, and semester reports. It also facilitates communication via Direct Messages, ensuring seamless engagement between home and school.

To assist you in navigating SEQTA, a printed manual will be provided. For added convenience, a digital copy of the manual can be found under the "School Documents" section within SEQTA Engage. This guide covers all essential features, such as:

- [Viewing assessments and results](#): Check upcoming assignments, view due dates, and access feedback from teachers on completed tasks.
- [Accessing courses and homework](#): Stay up-to-date with lesson plans and homework assignments set by teachers.
- [Timetable overview](#): View your child's weekly schedule to help plan ahead.
- [Communicating via Direct Messages](#): A built-in messaging system allowing direct communication with teachers for updates and queries.
- [Accessing school documents and reports](#): Easily find policies, forms, and academic reports.

Parents are encouraged to explore the SEQTA Engage dashboard regularly to support their child's progress.

Device Programme

We provided a structured Device Programme to support students' learning through technology. Year 7, 8 and 9 students are part of our iPad program, while students in Year 10, 11 and 12 participate in our Laptop Program. Each device is equipped with tools and applications designed to enhance learning, improve organisation, and allow teachers to manage device usage effectively.

iPad Hire Package

Included in the Year 7-9 iPad Program is a comprehensive package of \$340 per year, which is incorporated into school fees. This package includes:

- iPad WiFi 64GB
- AppleCare+ Protection Plan (Parents/carers cover any excess or insurance due to damage or loss)
- Folio Protective Keyboard Case
- Laptop Sleeve
- Protecsure Insurance for loss and damage

Key Features

- [Apple Classroom](#): Enables teachers to manage student devices in the classroom, ensuring focused learning.
- [VPP Apps](#): School purchased applications that students need for their studies.
- [SEQTA Learn](#): Provides students access to lessons, assessments and homework.
- [Office 365 Apps](#): Supports assignments, presentations and collaboration.
- [Securly](#): Ensures safe internet browsing and online activities.
- [Jamf MDM Management App](#): Allows remote management of devices for updates and support.
- [Service & Repair](#): Convenient pickup and return service for repairs.

Year 7 Subjects

Compulsory Subjects

The core subjects that all Year 7 students will study include:

- Christian Studies, Chapel & Emerge
- English
- Humanities & Social Sciences
- Mathematics
- Science
- Health
- Physical Education

Compulsory 'Electives'

- Design & Technology – Wood
- Digital Technology
- Performing Arts – Drama
- Performing Arts – Music
- Languages – Spanish
- Visual Arts

Sample timetable

YEAR 7A

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 8.40	FORM				
LESSON 1 8.40 - 9.35	PHYS ED PRIMARY OVAL	ENGLISH	VISUAL ART RM C01	MATHEMATICS H04	CHAPEL Auditorium
LESSON 2 9.35 - 10.30	MATHEMATICS H04	SCIENCE H05	DIGITAL TECHNOLOGY ICT LAB	ENGLISH H12	EMERGE
10.30 - 10.55	RECESS				
LESSON 3 10.55 - 11.50	SCIENCE H05	HASS H12	HEALTH	PHYS ED LOVAL	MATHEMATICS H04
LESSON 4 11.50 - 12.45	GROUP 1 - DRAMA C02 GROUP 2 - VISUAL ART C01 GROUP 3 - WOODWORK H15	MATHEMATICS H04	SCIENCE H05	SPANISH P02	HASS H12
12.45 - 1.20	LUNCH				
LESSON 5 1.20 - 2.15	GROUP 1 - VISUAL ART C01 GROUP 2 - WOODWORK H15 GROUP 3 - DRAMA C02	GROUP 1 - WOODWORK H15 GROUP 2 - DRAMA C02 GROUP 3 - VISUAL ART C01	HASS H12	HASS H12	ENGLISH H12
LESSON 6 2.15 - 3.10	SPANISH P02	MUSIC C03	ENGLISH H12	CHRISTIAN STUDIES H12	SCIENCE H05

CHRISTIAN STUDIES

Christian Education

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 three periods per week involving Chapel, Emerge, and Christian Studies.

Emerge

HillSide's "Emerge" program is a unique, high school initiative that supports students' spiritual, personal, and social growth from Years 7-12. Running as a weekly class, 'Emerge' offers a developmental journey that helps students deepen their understanding of themselves, their faith, and their role in the community. Starting with self-identity and personal growth in Christ in the early years, the program gradually encourages students to look beyond themselves, emphasising the value of service and community engagement. In the senior years, students are equipped with skills and insights for life beyond school, reflecting on their faith in a mature, applied way. Each year level follows a tailored curriculum, blending meaningful content with hands-on service experiences, from helping within the school to connecting with local community members. By exploring topics relevant to their developmental stage, students grow in resilience, empathy, and purpose.

The "Emerge" course for Year 7 students is designed to engage students in understanding their unique identities in Christ. Students will take part in a curriculum which intertwines spiritual growth with practical life skills, encouraging them to deepen their relationship with God and grasp their purpose within His greater plan.

Throughout the year, students will explore a range of topics, such as examining the concept of 'Dream Girl' and 'Man Up' to discussions about 'Healthy Bodies' and 'Anger Management,' students will reflect on their personal beliefs, values, and attitudes in a supportive environment. The course aims to cultivate a sense of self in relation to Christ, empowering students to recognise their worth and potential as they grow.

The curriculum is not only about self-reflection but also action; it emphasises the importance of service to others. By participating in the 'Kindness Culture' unit, students will be given opportunities to practice kindness, inclusiveness, and integrity—values that are cornerstones of both the Christian faith and effective community service. Through this program, students will emerge not just with a firmer grasp of who they are but also with a clear vision of how they can impact the world positively, guided by Christian principles.

ENGLISH

The Year 7 English course at HillSide Christian College is designed to develop student's enjoyment, aesthetics and appreciation of the English language through communication skills, creativity, and critical thinking via a diverse curriculum that includes novels, poetry, and visual literature. The course emphasises both practical skills and theoretical knowledge, helping students grow in their ability to express themselves effectively and engage with a variety of texts. Students will explore themes such as identity, empathy and advocacy, reflecting on how their language use can demonstrate Christ's love and values.

Students will study novels like *Chinese Cinderella* by Adeline Yen Mah, which invites reflections on resilience and identity, and *Pookie Aleera is Not My Boyfriend* by Steven Herrick, which highlights the importance of friendship and empathy. They will also study visual storytelling with a film study on *Bao*, examining how films can communicate powerful messages about love. In addition, students will engage with a variety of text types and develop their analytical skills by writing essays, creating autobiographies, and conducting debates.

Assessment tasks include vocabulary tests, essays, debates, and creative projects. Throughout the year, students will strengthen their skills in reading, writing, and public speaking while learning to analyse texts critically. This course aims to inspire a love for language and prepare a solid foundation for future studies.

HUMANITIES AND SOCIAL SCIENCES

In Year 7, Humanities and Social Sciences (HASS) consists of Civics and Citizenship, Geography, Economics and Business and History. This course introduces students to critical thinking and historical perspectives, investigating the past through ancient civilisations like Rome and examining the significance of Aboriginal and Torres Strait Islander heritage. In Civics, students explore Australia's government system, the Constitution, and their responsibilities as citizens, providing a foundation for understanding the nation's democratic values and structures.

Geography units focus on water resources and place liveability, encouraging students to consider environmental stewardship from a Christian perspective. They analyse concepts like resource management and the impact of human actions on environmental sustainability. In Economics, students learn about consumer-producer relationships, markets, and the entrepreneurial mindset. This approach fosters critical thinking, encouraging students to connect their learning to real-world contexts while also reinforcing essential skills like research, communication and teamwork.

MATHEMATICS

Mathematics provides students with a foundational understanding of mathematical concepts, focusing on number operations, algebra, geometry, and statistics. Throughout the course, students will develop essential skills in mental arithmetic, calculations, and problem-solving, exploring the patterns and structures within mathematics. They will gain familiarity with tools such as integers, fractions, decimals, percentages, ratios, angles, and introductory algebra.

This course integrates practical activities and assessments to reinforce learning, with regular tests and extended projects that encourage students to apply their knowledge in real-world contexts.

Students will develop a structured approach to problem-solving, laying a solid foundation for higher-level mathematics in the future.

SCIENCE

The Year 7 Science course explores the wonders of God's creation through hands-on practical learning. Across the year, students will engage with four key scientific areas: Biology, Chemistry, Physics, and Earth and Space Science. By studying Science, students will be encouraged to develop a sense of responsibility as stewards of the environment.

Throughout the year, students will explore topics like mixtures and separation techniques in Chemical Sciences, the role of renewable and non-renewable resources in Earth and Space Sciences, the structure and function of ecosystems in Biological Sciences, and forces, motion, and the basics of energy in Physical Sciences. Using models, experiments, and activities, students will learn about concepts such as the water cycle, food chains, energy transformations, and the solar system.

Students will participate in various types of assessments, including projects, investigations, quizzes, and topic tests. Each unit emphasises Science Understanding, Science as a Human Endeavour, and Science Inquiry, helping students develop foundational scientific skills. Through these experiences, they will strengthen their abilities to conduct experiments, analyse data, and appreciate the harmony between science and faith.

DIGITAL TECHNOLOGY

The Digital Technology course is designed to introduce students to foundational skills covering essential topics such as file organisation, word processing, online strategy, and basic coding. Students will develop practical skills in using various digital tools, with a focus on building their confidence in managing digital resources, creating structured documents and navigating online spaces responsibly.

In the first term, students will focus on setting up their digital workspace and organising files effectively. They will learn word processing skills to transform basic documents into visually appealing formats. Online safety is another key focus, where students will understand the importance of responsible digital conduct, including how to protect themselves from cyber threats. As they progress, they'll dive into coding basics using platforms like Code Combat, learning to apply logical thinking to solve challenges.

Throughout the course, students are encouraged to see technology as a powerful tool for creativity, problem-solving, and communication, underpinned by values of excellence, wisdom and integrity. The curriculum prepares students not only for future digital studies but also equips them with essential skills for an increasingly digital world.

DRAMA

In Drama, students will be introduced to a variety of performance skills and theatre techniques. Over the year, students will explore several units, each focusing on a unique aspect of drama, including Comedy & Mime, Melodrama, Ancient Greek Theatre, and Scripted Group Performances. These units help students develop essential skills such as character development, voice and movement techniques, and the basics of stage design and blocking.

The course emphasises both practical performances and reflective learning. In practical sessions, students engage in improvised scenes, scripted performances and production design, fostering collaboration and creativity. Reflection tasks encourage students to analyse their own performances and those of their peers, building critical thinking and evaluation skills. This approach helps students grow in confidence as they explore the dynamics of live performance.

MUSIC

In Music, students explore the elements of music, focussing on both practical and theoretical skills. Throughout the year, students engage in activities that develop their music literacy including aural and theory exercises and composing and arranging tasks.

They practise and perform their instrumental and vocal techniques in both solo and in groups and are encouraged to consider different music styles and genres, from classical to contemporary.

Incorporating a Christian perspective, the course emphasises the importance of music in worship and fellowship. Students learn to express their faith through music, participate in group performances and reflect on music's role in praise and community.

Assessment tasks include a combination of written theory work, practical skills evaluations, and analysis and content responses. By the end of the year, students will have a solid understanding of musical concepts and techniques, as well as an appreciation of music's role in personal and spiritual expression.

PHYSICAL EDUCATION & HEALTH

In Physical Education and Health, students will engage in both physical and theoretical learning to build a strong foundation in health and fitness while exploring broader topics related to personal wellbeing. In Physical Education, students participate in a variety of sports and physical activities that enhance movement skills, strategic thinking, teamwork, and sportsmanship. These activities aim to promote integrity and perseverance while encouraging a positive attitude toward lifelong physical activity.

In Health, students focus on personal development, safety, and well-being through structured discussions and activities. They cover topics such as self-identity, online safety, communication skills and the impact of personal choices on health. Lessons also integrate elements from the Child Protection Curriculum to ensure a safe and supportive learning environment. The course encourages students to understand and appreciate their unique identities and to practice healthy habits, both physically and mentally.

SPANISH

Year 7 Spanish introduces students to the fundamentals of the Spanish language through immersive and meaningful lessons that emphasize the communicative approach, creating a strong foundation in both language and cultural understanding. As Spanish is the second most spoken language by native speakers worldwide, students will not only learn to communicate in Spanish but also explore the diverse cultures of the 21 Spanish-speaking countries.

Semester 1: Students begin by learning the basics and essentials, including how to share personal information, describe nationalities, and gain an introduction to the cultures of Spanish-speaking countries. This foundational semester emphasizes conversational skills and cultural appreciation, helping students express who they are and connect with the language in authentic ways.

Semester 2: Building on this foundation, students delve into more complex contexts, focusing on topics like food and places in town. These themes introduce key vocabulary and situational language that are essential for everyday communication. By the end of the year, students will have developed a solid base in Spanish, equipping them to describe their surroundings and participate in simple, meaningful conversations.

VISUAL ART

The Year 7 Visual Arts course introduces students to foundational art skills and techniques, encouraging them to explore creativity. The course is divided into two main units across the year, focusing on colour schemes, drawing techniques, and Indigenous art.

In Semester 1, students will study colour schemes and drawing techniques, learning about primary, secondary and complementary colours, as well as warm and cool tones found in nature. They will develop their skills in colour mixing, painting, and basic collage techniques, alongside drawing methods like cross-hatching and shading.

In Semester 2, the focus shifts to Indigenous art and storytelling. Students will explore traditional Indigenous Australian art forms and examine how visual language conveys personal and cultural narratives. They will then create their own art pieces that reflect their personal stories, using symbolic elements inspired by Indigenous practices.

Throughout the year, students will participate in gallery walks and critiques, where they can present their work and give constructive feedback to peers.

WOODWORK

In Year 7, students are introduced to basic skills and techniques in design and technology, with a focus on the safe and effective use of hand tools and machinery. Through a project-based approach, students will learn essential woodworking skills such as marking out, cutting, filing, drilling, and sanding. The course begins with foundational safety training, where students learn the importance of occupational health and safety in the workshop environment.

The first major project, the Giant Peg, allows students to apply basic woodworking techniques and develop their hand skills. Later in the year, they undertake a more complex project – the Formula One Car – which requires them to use planning and problem-solving skills to design, construct, and finish a functional model. These projects not only teach technical skills but also foster creativity and precision.



Frequently Asked Questions

Q. What are the uniform expectations for students?

At HillSide, we take pride in our students presenting themselves well. This includes wearing the full College uniform correctly at all times. Hair must be neat and tidy, with no extreme styles or unnatural colours. Students must wear black leather lace-up shoes as part of the formal uniform and predominantly white or black sports shoes with matching laces for sports. Jewellery is limited to a single set of small, plain stud earrings (girls) and a discreet chain with a cross. Smartwatches are not permitted. Please refer to our full uniform policy on SEQTA or the College website for detailed guidelines.

Q. How often are parents required to sign diaries?

Parents are required to sign the diary each week, and teachers will check for signatures every Monday. This helps ensure that all homework, assessments, and important communication are seen by parents.

Q. When will booklists be available, and what do parents need to purchase?

Booklists will be released towards the end of Term 4. The College covers the cost of textbooks and e-books for all core subjects as part of the subject fees, so parents are not required to purchase these. Additional stationery and supplies will be listed in the booklist.

Q. What is expected regarding iPad usage?

Students must bring their iPads to school each day with at least an 85% charge level. Form teachers will check the charge levels every morning. If a student fails to have their iPad adequately charged three times in a term, a consequence will be applied. This ensures that students are prepared for learning in all classes.

Q. How does pastoral care work at HillSide?

We have a strong pastoral care system, with chaplains available to support students who need someone to talk to. Our teachers are also very pastoral in their approach, always willing to assist students in need. If a student wishes to see a chaplain, they can make a request through their Form teacher.

Q. Are there exams in Year 7?

No, students in Year 7 and Year 8 do not sit for formal exams. Exams are introduced in Year 9 to help students gradually prepare for the assessment structure in senior years.

Q. Who should parents contact if they have concerns?

If you have subject-specific concerns, please contact the subject teacher directly via email or SEQTA. For general issues, it is best to reach out to your child's Form teacher. Should you need further assistance, the High School Deputy Principals are available via email or by calling the school office.



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CHRISTIAN COLLEGE

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