2025 Year 7 Handbook

CAPALABA STATE COLLEGE

Contents

Junior Secondary at Capalaba State College

Capalaba State College has been leading the way with P -12 education and this allows your child to have a seamless transition from a primary school setting to a secondary one. Junior Secondary represents a significant time of developmental change for young adolescents. Students in Years 7, 8 and 9 are provided opportunities to engage in innovative learning experiences within a supportive and challenging secondary school context. This has proven an effective strategy for driving ongoing student engagement.

Within Junior Secondary, we believe in a holistic approach to middle schooling education in order to develop the whole child. We understand that early teens need the opportunity to explore, challenge and grow. Our Junior Secondary program is underpinned by four key elements:

- Core teachers and learning spaces
- Additional literacy support
- Student Wellbeing
- Personal and Social Capabilities (as per the Australian Curriculum)

Additionally, we offer extension and enrichment opportunities to our young adolescent learners.

Our College also enables primary and secondary teaching staff to work collaboratively to support Junior Secondary, resulting in a more holistic approach to student learning and well being with a culture of shared responsibility for student outcomes.

This has been achieved through a focus on the following four key areas that align with the principles of Junior Secondary:

Quality Teaching, Curriculum and Student Performance

A common pedagogical approach by all of the College's teachers include:

- setting clear learning objectives
- reinforcing effort
- use of supported effective feedback
- providing recognition

A demanding and meaningful curriculum is implemented where Year 7 students can access teaching expertise and resources from across the primary and secondary contexts. This supports engagement in authentic learning experiences, including:

- Programs in English, Mathematics, Science, Social Science, HPE and specialist programs in other curriculum areas.
- Collaborative learning as a facet of pedagogical instruction.
- Technology and eLearning approaches integrated within the regular class curriculum.
- Student performance monitored through data collection, analysis and inference of the data to create individualised programs.

Student Wellbeing

- Form room teachers are established to mentor students and form productive relationships with parents.
- Physically safe areas designated to year levels are introduced.
- Year Level coordinators oversee the development of students in the cohort.

Parent and Community Involvement

Professional and personal connections with families are developed through:

- Parent information evenings
- Parent/teacher interviews

Open communication is developed with all stakeholders building confidence, engagement and interest in school initiatives and student success.

Leadership

Student leadership is a fostered and developed across all year levels including leadership development programs and identified student leadership roles. The Student Management Team is actively engaged in leading school change. Students lead and coordinate school events, promotions and fundraising activities. A number of clubs and groups exist across the College which allow students to participate in rewarding extra curricular activities.

The College mission is to nurture positive values and a strong sense of self-worth in our students, enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation.
Staff at Capalaba State College are confident they are providing the best education possible for every student in the Junior Secondary years.

Course Structure

All students in Year 7 will study the following subjects which may be studied in isolation or integrated together to create a more connected curriculum:

- English
- Health and Physical Education and Sport
- Mathematics
- Science
- History / Geography
- Languages

Students in Years 7 & 8 rotate through the following subjects:

- Year 7

	T1	T2	T3	T4
7A	DAN071A	TFD071A	MUS071A	MED071A
7B	MED071	DAN071B	TFD071B	MUS071B
7C	MUS071	MED071C	DAN071C	TFD071C
7S	TFD071S	MUS071S	MED071S	DAN071S

- Year 8

	T1	T2	T3	T4
8A	ART081A	DAT081A	DRA081A	DIG081A
8B	DIG081B	ART081B	DAT081B	DRA081B
8C	DRA081C	DIG081C	ART081C	DAT081C
8S	DAT081S	DRA081S	DIG081S	ART081S

Extension Programs

Students who wish to be extended either academically or physically are able to apply for the following signature programs:

- Scholars program for academically gifted students
- High Performing Sport (Volleyball or Basketball)

English

Brief Description of Subject

Our program aligns with the Australian Curriculum where students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal and Torres Strait Islander knowledge, peoples, cultures and events.

Course Outline (topics)

The areas of Study include:

- Fracturing fairytales
- Australian biographies heroes and villains
- Songs of social commentary
- True Bluey

Assessment

Assessment is continuous and is collected for formative and summative purposes, requiring the student's consistent effort. Overall achievement will be based on a folio of work displaying the fullest and latest information about the student's progress. Assessment will cover a balance of written and spoken text types.

Students demonstrate evidence of their learning over time in relation to the following criteria:

Listening, speaking and creating

Reading and viewing

Writing and creating

Pathways

This course of study will prepare students for further study in English in Year 8 and either General English or Essential English in Years 11 and 12.

Mathematics

Brief Description of Subject

Students build on their existing understandings of mathematical concepts and can relate mathematics to real-life and purely mathematical situations. Through engagement in familiar and unfamiliar, and simple and complex, mathematical investigations they understand that mathematics is a way of thinking, reasoning and working that is used to develop solutions to questions, problems and issues posed by themselves and others. They recognise the application of mathematics in a large number of fields that provide career opportunities.

Students develop their ability to work mathematically and build on their prior understanding by individually and collaboratively planning and conducting mathematical investigations; by posing and solving mathematical questions, problems and issues; and by challenging the reasoning and perspectives of others. They reflect on their learning and transfer thinking and reasoning to a range of real-life and purely mathematical situations.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within mathematical contexts.

Course Outline (topics)

The areas of study cover the content descriptions as outlined in the Australian Curriculum.

Topics Include:

Whole Number and Decimal – students will complete operations on whole numbers and decimal numbers, complete operations following the order of operations and solve worded problems

Fractions – students will complete operations on fractions and solve word problems

Statistics – students will investigate and collect data sets to interpret patterns and make comparisons using mean, median, mode and range

Integers – students will complete operations on positive and negative integers, investigate powers, and solve word problems involving positive and negative integers

Percentages – students will complete operations using percentages, decimals, fractions and whole numbers, convert between the three, and solve word problems

Patterns and Algebra – students will investigate patterns and use algebra to represent number patterns, solve problems and describe comparisons

Area – students will investigate the relationship between the side lengths and the areas of different shapes and solve problems based on that relationship

Geometric Reasoning – students will solve problems involving angles in shapes and parallel lines.

Assessment (description/draft and due dates)

Assessment will include a variety of methods which incorporate tests, assignments, investigations, presentations and observations. Students are expected to average twenty minutes homework per day which may include teacher set tasks or revision of work covered in class.

The assessment across the units includes:

- Term/Semester Exams
- Problem Solving Modelling Tasks

Pathways

Students achieving highly in the Junior Secondary years have the options to study Mathematical Methods or General Mathematics in Senior School.

A strong foundation in mathematics is essential for Engineering, Digital Technologies, Design Technologies, Sciences, Business and Accounting.

Science

Brief Description of Subject

The content of the Australian Curriculum encourages students to use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings.

They use higher order thinking to identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of Science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

Course Outline (topics)

The areas of study cover the four content descriptions as outlined in the Australian Curriculum of Biological sciences, Chemical sciences, Earth and Space science and Physical sciences.

Topics include:

Water- waste not want not: The chemistry of water

Moving right along: Exploring motion and forces

Organising Organisms: Classifying organisms

Other units that are studied include ecology, astronomy and earth science.

Assessment (description/draft and due dates)

Students demonstrate evidence of their learning over time in relation to the following assessment focus:

- Science understanding:
- Biology, Chemistry, Physics and Earth and Space
- Science inquiry skills
- Science as a human endeavour

Assessment items over the year includes:

- Short response test / Semester Exam
- Assignments / Scientific reports
- Student Experiment

Pathways

Senior Science is currently a prerequisite or strongly recommended for tertiary studies in Science/ Maths, Engineering, Education and Health.

History- Semester 1

Brief Description of Subject

The Year 7 curriculum provides a study of ***History*** from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) - c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies in places such as, the Ancient World, Rome and China.

Course Outline

There are 2 depth studies in which the students will develop Historical Knowledge:

- Depth Study 1: Investigating the Ancient Past - Archaeology
- Depth Study 2: The Mediterranean World – Rome

Assessment for History

Students will undertake a range of assessment types each semester, involving a choice from: short response exam, extended response to stimulus, multimodal presentation.

Pathways

- Senior Ancient and Modern History
- Law
- Teaching
- Public Service

Geography- Semester 2

Brief Description of Subject

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'. 'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Course Outline

There are 2 units of study in the Year 7 curriculum for Geography:

- Unit 1: Water in the World
- Unit 2: Place and Liveability.

Assessment for Geography

Students will undertake a range of assessment types each semester including a short response exam and a multimodal presentation.

Pathways

- Town Planner
- Environmental Consultant
- Teaching
- Surveyor

Health and Physical Education

Brief Description of Subject

Our program aligns with the Australian Curriculum where students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and well being. They critique and challenge assumptions and stereotypes. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation.

The College focus of reading aligns with the Australian Curriculum for Health and Physical Education where students develop health literacy skills. Health literacy can be understood as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and well being. Higher Order Thinking is promoted through our program as students make links between practical and theory components of the course. Technology and the media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. Students readily use technology to develop critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health.

Course Outline

Sociology and Resilience WATER SAFETY	Communicable Diseases ATHLETICS	Adolescent Issues BASKETBALL	Risky Behaviours and Responsible Choices SOFTBALL/TEEBALL

Assessment

Tasks vary throughout the program and both the practical aspects and theoretical aspects of the course are assessed when making judgements on a student's overall performance. Tasks include written tests, assignments, and practical application.
Students demonstrate evidence of their learning over time in relation to the following dimensions:

- knowledge and understanding
- performance and practical application

High Performance Sport (Extension Program)

Brief Description of Subject

High Performing Sport aims to provide young people talented in the sports of Basketball and Volleyball with the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. Students are required to apply for either the High Performing Basketball or High Performing Volleyball program and, once accepted, are provided with the opportunity to further refine skills and represent the College at high levels with other likeminded athletic and talented students. A key focus of both programs is the provision of quality coaching and training sessions delivered to students from both highly qualified teaching staff and outside sporting professionals.

The philosophy of the High Performing Sport program is centred on not only sporting performance but the development of the whole athlete. This is to provide students the knowledge, training and support needed to develop into a high performing athlete. Students will gain knowledge and development in strength and conditioning, nutrition, skill acquisition and development as well as fitness testing and overall wellbeing. Students will also learn extra-curricular skills such as time management, communication and leadership.

The subject will foster close relationships with the wider community including sporting associations and tertiary institutions. Students in the program may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists). All students in the High Performing Sports program will satisfy the requirements for their stage of schooling as well as upholding the College values. In addition to this, all students in the program will have access to well-structured developmental programs of sports coaching and training by qualified staff with links to the local community as well as other regional and state level coaches. Students will only retain their position in the program by continuing to meet the requirements of their chosen sport, school subjects and conditions outlined in the High Performing Sport contract.

Course Outline

History and Nature of the sport
Fitness testing
Injury prevention and management
Nutrition
Sports psychology
Biomechanics
Careers in sport

Assessment

Throughout the program, students will be assessed on both the practical and theoretical aspects of the course. While the course has a stronger emphasis on practical performance and the development of the athlete, students will complete modules of the theoretical aspects.

Pathways

Students achieving highly in year 7, 8 and 9 High Performing Sport will be directed to Health and Physical Education in year 10. Students will also have opportunities to continue to represent the school at a high level of competition as both an athlete and referee.

Inter School Sport

Students are able to participate in the interschool sports program offered by the College. Year 7 and 8 students compete against Year 7 and 8 students from other schools each Tuesday afternoon. Students not competing in the inter-school sports program will play inter-class sports at school.

Students are expected to wear sports uniform, a hat and sunscreen during outdoor activities. It is also recommended that the students bring water in a drink container.

Languages

Chinese

Brief Description of Subject

Students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Course Outline

In Year 7 students will study three lessons per week for one semester. Units of work may include the following:

- Greetings and introductions
- Family and pets
- School, the classroom, subjects and routines
- Dates and birthdays
- Meals, food likes and dislikes

Course requirements

Students should participate in the College Student Resource Scheme to access a number of textbooks and resources

Music

Brief Description of Subject

Learning in Music builds on each student's prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.

Course Outline

In Year 7 Music, students can develop a variety of skills across the domains of listening, performing, composing, and understanding music.

Pathways

Students who enjoyed and performed well in Year 7 Music may choose to study Music in Years 9 and 10.

Course requirements

Students should participate in the College Student Resource Scheme to access a number of textbooks and resources. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Dance

Brief Description of Subject

Learning in Dance builds on each student's prior learning and experiences. Students learn in and through the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Course Outline

In Year 7 Dance, students can develop a range of skills across performance, choreography, and responding fostering creative growth.

Course Requirements

Students should participate in the College Student Resource Scheme to access a number of textbooks and resources. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Pathways

Students who enjoyed and performed well in Year 7 Dance may choose to study Dance in Years 9 and 10. They may also choose to audition for the School Dance Team.

Food Specialisations

Brief Description of Subject

Food Specialisations is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create solutions to maintain and enhance individual and community health involves knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices.

Course Outline

In the Food Specialisations course, students will learn fundamental principles of food preparation and production. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The dimensions by which students work will be judged are:

- Knowledge and Understanding
- Processes and Production Skills

Pathways

This subject leads to the year 9 subject Food Specialisations, and the year 10 subject Food Specialisations, which leads to the Applied senior subject Hospitality Practices. Year 9 Food Specialisations also leads to the year 10 subject Food and Fibre Production, which leads to the General senior subject Food & Nutrition.

Media Arts

Brief Description of Subject

Learning in Media Arts builds on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers and teachers.

Course Outline

In Year 7 Media, students can develop a variety of skills across production, analysis, and responding, fostering creativity, technical proficiency, and critical thinking.

Course Requirements

Students should participate in the College Student Resource Scheme to access a number of textbooks and resources. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Pathways

Students who enjoyed and performed well in Year 7 Media Arts may choose to study Media Arts in Years 9 and 10.

Instrumental Music

Instrumental Music is an elective program offered to students at Capalaba State College. The program provides students with skills and experiences that promote musicianship, personal development and enjoyment, but also are held in high regard by employers and the community.

The program operates through the co-operative effort and support of Education Queensland, the School, Parents/Carers and Students. Education Queensland provides the Instrumental Teacher and the establishment kit of instruments. The School provides the organisation, facilities and resources. The students, as musicians, are our core business.

Students have the opportunity of playing one of the following instruments: flute, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion (orchestral drums).

The Instrumental Music Program consists of two parts:

(A) Instrumental lessons conducted during normal school hours. These are worked on a rotational basis so students miss only half of one lesson of a particular class.

(B) Concert and Big Bands rehearsals and performances require a time commitment by students, predominantly outside school hours.

An emphasis is placed on public performance e.g. school events, official functions, Education Week, concerts, competitions and appearances at surrounding Primary Schools.

Capalaba State College has a high quality Instrumental Music Program built on a fine tradition, and is one of which parents and students can be justly proud.

Special Education Program

Students who have been identified with a disability and are eligible for support from the Special Education Program (SEP) will have the same access to all subjects that are offered to all students. Staff will work in conjunction with subject teachers to plan units of work that have the relevant adjustments that ensure student success. Classwork and assessment tasks within the subjects are tailored to meet individual needs. Parents of students supported by the SEP are encouraged to consult with Case Managers and the Head of Special Education Services to discuss their child's progress.

Homework

Homework is an integral part of schooling, developing study habits, skills for independent work and self-directed learning. All these aspects have applications necessary for vocational and personal development through life.

Components of homework

A reasonable homework program should incorporate three parts:

- **Revision of work done during the day.** According to research into learning, approximately 5-10 minutes per subject should be devoted to this aspect after every College day. This could include re-working of some problems and procedures undertaken during the day, reading and studying notes taken down during class, and some self-testing (e.g. vocabulary, spelling, formulae).
- **Complete work set by teachers.** This will be work which the student has the necessary skill to undertake, but which requires further application and practice. It may not be set to a regular pattern, but as needs dictate. Some subjects with a large practical component may have little or no set homework. In subjects such as Drama, students may be required to attend some out-of-class rehearsals, as a public performance approaches. It is essential that any set homework be completed as it is a purposeful part of a course of study and will be checked by teachers. Some of this set work will be part of on-going subject programs such as completion of projects and assignments commenced in class time. This aspect of homework should also include preparation for classroom learning (collecting relevant materials, items information).
- **Such other work or revision as the student determines.** This may be nothing on some nights, depending on the amount of set work for that night. However, students are encouraged to have a planned program of long-term revision concentrating on one or two different subjects each night. Books are available from the College library in most subjects for those students who wish to do further work for themselves in an area of interest.

Reading

At all ages it is very advantageous for students to read regularly. This can include a range of texts from novels, magazines to Internet research.

Prescribed levels of homework for different age groups

- Years 6 and 7: Could be up to be up to 3 or 4 hours each week
- Years 8 and 9: Could be up to be up to 5 hours each week

Notices and Communication

Students are expected to remain up to date with college and class events and information through out student notices. Daymap will be the primary program used by staff to communicate important dates, events, learning and assessment with students and parents/carers. Students will be explicitly taught how to use and navigate this program and communication will be sent to families regarding Daymap.