

Queanbeyan High School

High Expectations – High Achievement



Year 7 Learning and Assessment Booklet



2024

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Introduction

The information in this booklet is designed to provide students and parents with a summary of the assessment outline and expectations of Year 7. The information on the following pages is not comprehensive but designed to be a quick reference for the most relevant information.

Pattern of Study

Note: Students will study Visual Art in Year 8 instead of Music.

High Expectations – High Achievement

At Queanbeyan High School we have high expectations of all our stakeholders: students, staff and parents. We believe there is a high correlation between having high expectations and students achieving high results. Throughout the junior years of high school, we are aiming to prepare all students for the rigour of senior study and workplace expectations.

This booklet has been developed to assist students in achieving their potential. We understand that assessment tasks can be stressful for students and have attempted to ensure a manageable workload for students with an even spread of tasks throughout the year. This booklet also contains all the relevant information that students and parents need to ensure a successful year with regards to assessment tasks.

High School Organisational Structure

High School is structured very differently to Primary School.

The teaching staff are led by the Principal who oversees the management of the school, finances, reporting and educational programs.

The largest difference is that students will potentially have up to eight different teachers in any year. In high schools teachers are subject specialists meaning that students will generally have a different teacher for each of their subjects.

Faculties and Key Learning Areas (KLAs)

The teaching staff are grouped into faculties based on Key Learning Areas (KLAs), such as English, Maths and Science. Each faculty has a Head Teacher who is responsible for overseeing the teaching and learning and assessments that are undertaken within their KLA. Should there be any concerns with educational delivery or student behaviour, the Head Teacher is responsible for ensuring these are addressed and rectified efficiently.

Support Staff Available

Knowing who to go to in certain situations is important as it will mean any situations will be able to be dealt with efficiently.

- Classroom Teacher
- Head Teacher
- Year Advisor
- Aboriginal Education Officer
- EALD Teacher
- Learning and Support Teacher
- Head Teacher Teaching & Learning
- Front Office Staff
- Deputy Principal

Assessment Tasks

In each of their subjects, students will be required to complete several major pieces of work which are called assessment tasks. These will likely be a new thing for many Year 7 students to navigate as they are not common in primary schools.

In high school, assessment tasks are the main pieces of work that students should be working on at home throughout the term. In many instances, students will not receive regular weekly homework so that they can prioritise working on their assessment tasks.

Assessment tasks take various forms including tests, presentations, research projects, speeches and essays among others. They can be either formal tasks which have a weighting and contribute to end of year rankings and reports, or informal tasks that are not weighted but help staff to make an on-balance judgement of a student's progress within the course.

Assessment Tasks form an integral part of a student's time at school. They are used for three main reasons:

- To formally assess a student's understanding of syllabus content
- To provide the teacher with information as to a student's progress and inform future teaching to better support students
- To provide the student with feedback about their performance and explicit information on how to improve

Teachers use the information gathered from assessment tasks to form the basis of student reports each semester. Therefore, it is essential that all students attempt and submit all assessment tasks by the due date. This information can also be used to determine future patterns of study and classes.

This booklet provides an overview of the assessment tasks Year 7 students will need to complete throughout the academic year. Students will be provided with detailed assessment schedules from each of their teachers.

For each formal assessment task, students will receive further information about the task on a formal notification – as shown on the following page.



ASSESSMENT TASK NOTIFICATION



COURSE		TASK TYPE	
DATE OF NOTIFICATION		TASK NUMBER	
DUE DATE		TASK WEIGHT	

TASK DESCRIPTION

OUTCOMES ASSESSED	

FURTHER INSTRUCTIONS

Junior students (Yr7-9) are reminded that late submissions of tasks incur a **10% penalty per day late** (max 5 days) - weekends inclusive. Students are still required to complete the task during lunchtime sessions unless a misadventure form is submitted and approved by the Head Teacher.

Teacher:		Date:		Head Teacher:		Date:	
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Reporting and the Common Grading Scale

For school reports and assessment tasks, students will be graded on an A-E scale, where:

- A** indicates the student has demonstrated an **outstanding** knowledge of the syllabus content
- B** indicates the student has demonstrated a **high** understanding of the syllabus content
- C** indicates the student has demonstrated a **sound** understanding of the syllabus content
- D** indicates the student has demonstrated a **basic** understanding of the syllabus content
- E** indicates the student has demonstrated a **limited** understanding of the syllabus content

Students who receive a C are deemed to be working at the level appropriate for their year group.

Staff, Student and Parent Expectations

Staff will provide students with an assessment schedule for each course they are undertaking. The assessment schedule will list the type of task, its due date and the weighting assigned to that task. Students will also receive a formal notification of each assessment task at least two weeks in advance of the due date.

Students are provided with this booklet at the beginning of the year to ensure that they are aware of all assessment requirements. They also receive a presentation from the member of the senior executive at the start of the year to clarify these processes and expectations.

Students are expected to refer to this booklet for any information regarding assessment tasks. We expect students will submit all assessment tasks by the due date. The ability to meet deadlines and submit tasks by the due date is a skill which is valued highly at Queanbeyan High School. Students who can demonstrate such responsibility are much better equipped to succeed in their future studies and in the work environment. Should students not submit tasks by the due date they will be required to complete these tasks during lunchtime sessions.

Students are expected to be proactive in seeking help with an assessment task if it is required. They should also talk to their classroom teacher first if they are struggling with a particular task. QHS offers numerous support strategies and programs including ACTIVATE and The Aboriginal Learning Centre.

We respect the pivotal role that parents play in promoting and valuing education. We ask that parents assist their children with the organisational demands of high school by reading this booklet and talking to their children about their assessments. We also ask that parents contact the school should their child be having trouble with a task and talk directly to their child's teacher about this.

Late or non-submission of tasks

Junior students who do not submit assessment tasks by the due date may be expected to attend lunchtime sessions run by the teacher/faculty overseeing the incomplete task. During these sessions they will be working on their overdue task which will be submitted to their teacher for marking when the task is completed to a satisfactory standard.

Students with a valid reason are able to seek an extension for an assessment task by completing a Misadventure Form (7-9) and submitting it to their teacher. This will need to be submitted no less than two (2) days before the due date. The Head Teacher of the faculty area will approve or reject extension and misadventure applications. Only students with approved misadventure forms will be exempt from attending the lunchtime catch-up sessions for overdue tasks.

We ask for staff, student and parent support in following these processes to ensure that all student assessment tasks are dealt with in a fair and consistent manner.

Term Planner

The term planners are designed to provide students with an overview of when each of their tasks is due throughout the term. This is to help the student in mapping out their tasks and organizing their time outside school to complete these tasks. Students will be given further information within a formal assessment notification about each task closer to the due date. Teachers are required to give at least two weeks written notice of each assessment task.

While every effort will be made to adhere to the dates listed in this booklet, in exceptional circumstances it may be necessary to move an assessment task. Should this happen, students will be given ample notice of the change.

SEMESTER ONE

Term 1

Week 1	B	29/1 - 2/2	Students commence Thursday 1 st February
Week 2	A	5/2 - 9/2	
Week 3	B	12/2 - 16/2	
Week 4	A	19/2 - 23/2	
Week 5	B	26/2 - 1/3	Mathematics
Week 6	A	4/3 - 8/3	
Week 7	B	11/3 - 15/3	2024 NAPLAN ONLINE (13-25)
Week 8	A	18/3 - 22/3	2024 NAPLAN ONLINE (13-25)
Week 9	B	25/3 - 29/3	Geography, English
Week 10	A	1/4 - 5/4	French, – Parent Teacher Interview Night
Week 11	B	8/5 - 12/5	Technology Mandatory, PDHPE, Music

Term 2

Week 1	A	29/4 - 3/5	
Week 2	B	6/5 - 10/5	
Week 3	A	13/5 - 17/5	
Week 4	B	20/5 - 24/5	Geography
Week 5	A	27/5 - 31/5	Mathematics
Week 6	B	3/6 - 7/6	
Week 7	A	10/6 - 14/6	Science
Week 8	B	17/6 - 21/6	
Week 9	A	24/6 - 28/6	English, French
Week 10	B	1/7 - 5/7	Technology Mandatory, Music

SEMESTER TWO

Term 3

Week 1	A	22/7 - 26/7	
Week 2	B	29/7 - 2/8	Parent Teacher Interview Night
Week 3	A	5/8 - 9/8	
Week 4	B	12/8 - 16/8	
Week 5	A	19/8 - 23/8	Science
Week 6	B	26/8 - 30/8	History
Week 7	A	2/9 - 6/9	
Week 8	B	9/9 - 13/9	French, PDHPE (examination)
Week 9	A	16/9 - 20/9	Mathematics, English
Week 10	B	23/9 - 27/9	Technology Mandatory, Music

Term 4

Week 1	A	14/10 - 18/10	
Week 2	B	21/10 - 25/10	
Week 3	A	28/10 - 1/11	History, French
Week 4	B	4/11 - 8/11	Mathematics, Music
Week 5	A	11/11 - 15/11	Science, English
Week 6	B	18/11 - 22/11	
Week 7	A	25/11 - 29/11	
Week 8	B	2/12 - 6/12	
Week 9	A	9/12 - 13/12	Technology Mandatory
Week 10	B	16/12 - 20/12	

Head Teacher

ENGLISH

Mr Phil Nimmo



Location:
A-Block

Subjects within this KLA:
English and Music

Required Equipment:

- English: A4 192pg exercise book, A4 display folder, pens, pencils, scissors, glue, ruler.
- Music: A4 128pg exercise book, pens, pencils, scissors, glue, and a ruler.

Other Staff

English: Mr J. Diggelman, Ms K. Le Mesurier, Mr L.Pepingco, Ms M.Kayess, Ms. V.Williams

Music: Ms. M, Kayess, Mr S.Spellman

What will I learn in English in Year 7?

Year 7 English sets the foundation for learning about English language and literature in the Secondary school setting. The aim of English in Years 7–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful. The study of English from Year 7 to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.



What does a good learner look like in English?

A good learner in English embodies Queanbeyan High School's ethos of *'Respect, Responsibility and Resilience'*. They will be prepared for learning within their classes, engage in classroom activities to the best of their ability and be open to challenges and reflect on their own learning processes. An effective learner in English is also proactive in seeking feedback, clarification and assistance from their teachers when required to assist in their learning.

What are the homework requirements?

Assessment tasks in Year 7 English are a mixture of in-school tasks and take-home projects. Additional classwork or finishing incomplete classwork may be allocated by class teachers as homework. What is most encouraged as extra-curricular work in English is reading widely for enjoyment and pleasure.



QHS English Stage 4: Year 7 Scope and Sequence - 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	'Myths and Legends'										
	Students are introduced to traditional stories (Indigenous, Polynesian, Norse, Greek, Roman, Celtic, Germanic, Asian etc.) Students draw similarities and differences in traditional origin/creation stories and how they have changed over time and are represented in; and influence contemporary texts. In these texts in these stories and look at myths and legends that have been born out of human experience including mythological creatures, urban legends, old wives tales and legendary creatures that live alongside us. Students also explore through non-fiction texts human experiences related to myths and legends and how they exist within modern life.										
	Suggested texts:										
	Types of texts: fiction, nonfiction , spoken texts, print text, media, documentary film, Podcast, multimedia and digital texts (websites, audio).										
Focus Outcomes: EN4-URA-01, EN4-URB-01, EN4-URC-01						Textual Concepts: Code/Convention, Representation, Narrative					
Summative Assessment: – Report/Article Week 9. Weighting: 25%						Formative Assessment: Comprehension and language skills test. Formative Assessment: Engagement in Renaissance Reading Program.					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	'Indigenous Voices – Short Story and Poetry Study'									
	Students engage in a study of uniquely indigenous texts, written by Indigenous authors and valued for the fabric they form in our identity as contemporary Australians. Through dreaming and short stories alongside contemporary indigenous poetry, students explore how language creates and conveys meaning about Indigenous lived experiences. Students have an opportunity to understand values important to Indigenous Australians and their role in The Dreaming.									
	Suggested texts: <i>Black Cockatoo, The Flying Emu</i>									
	Types of texts: Dreaming and Short Stories, Indigenous Poetry									
Focus Outcomes: EN4-RVL-01, EN4-ECA-01					Textual Concepts: Argument/Authority, Perspective/Context, Representation					
Summative Assessment: Visual Rep and Reflection– Week 9 Weighting: 25%					Formative Assessment: Comprehension and language skills test. Formative Assessment: Engagement in Renaissance Reading Program.					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	'The Storyteller and the Story: A Study of Narrative'									
	Students explore the importance of the storyteller and the story in society. Through responding to a variety of stories from around the world in a range of forms and media, students develop an appreciation of the role of the narrative and an understanding of how language shapes meaning and represents values. One set novel must be explored in addition to a range of other quality literature. Students compose their own imaginative texts.									
	Suggested texts: <i>Lion, Witch and the Wardrobe, Hating Alison Ashley, Harry Potter and the Philosopher's Stone, Blueback, Boy Overboard, Girl Underground</i>									
	Types of texts: Novel, fiction									
Focus Outcomes: EN4-ECB-01, EN4-URB-01					Textual Concepts: Narrative, Character, Theme					
Summative Assessment: Imaginative Writing – Week 9 Weighting: 25%						Formative Assessment: Comprehension and language skills test.				
						Formative Assessment: Engagement in Renaissance Reading Program.				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Introduction to Shakespeare – Fantasy in the Forest									
	Students are introduced to the world of Shakespeare, Elizabethan England and The Globe Theatre. Students depending on ability will read A Midsummer Nights Dream, Narrative forms of the play and/or extracts. Students look at dramatic features and forms and how they drive narrative on a stage and can be transposed into other stories and media.									
	Suggested texts: <i>A Midsummer Night's Dream</i>									
	Types of texts: Drama texts, Drama Extracts, film, non-fiction texts									
	Focus Outcomes: EN4-RVL-01, EN4-URB-01, EN4-ECA-01					Textual Concepts: Perspective/Context, Genre, Literary Value				
Summative Assessment: Reading, Comprehension and Language Skills Test – Week 5						Weighting: 25%				

Head Teacher



MATHEMATICS

Location:

B-Block

Subjects within this KLA:

Mathematics

Required Equipment:

- A4 Workbook (128 pages), pen, pencil, eraser, ruler, protractor
- Calculator – CASIO fx82-auPlusII (this is a NESA approved calculator used by the school)

Other Mathematics Staff:

Ms. Kerrie Jenkins Mr. T. Hansen, Mr. N. Islam, Ms. D. Morris, Mr. M. Stanmore

What will I learn in Mathematics in Year 7?

Students learn how to work mathematically. This means that a student can understand, reason and communicate in mathematical terms with a degree of fluency. Students will also learn skills and strategies that will develop their problem-solving capabilities.

In Year 7, there are three main content areas in Mathematics.

These are:

Number and Algebra;

Measurement and Geometry;

and Statistics and Probability.



What does a good learner look like in Mathematics?

In Mathematics, a good learner is a student who: actively listens to the teacher; follows teacher instructions; works through and demonstrates mathematical processes; and completes set work to the best of their ability.

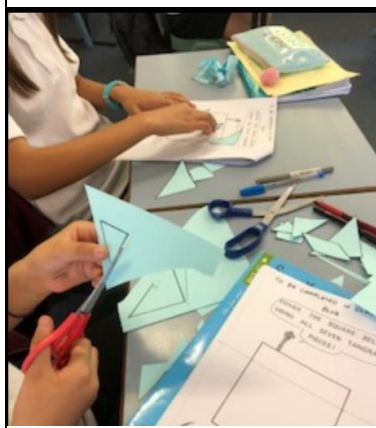
A good learner also is proactive in seeking help for work that they find difficult to understand or requires clarification.

A good learner is responsible and respectful in their behaviour within the classroom.

What are the homework requirements?

In Year 7, students can expect to have a minimum of one homework task every week.

This homework will have a focus on basic skills or numeracy and may be completed online.





SCOPE AND SEQUENCE

Queanbeyan High School

Course Year 7 Mathematics	Teacher	Year 2024
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Week	1	2	3	4	5	6	7	8	9	10/11	
Term 1	Fractions, Decimals and Percentages										
Unit	Computations with Integers										
Outcomes	MAO-WM-01, MA4-INT-C-01										
Assessment	Assessed in Task #1		Task #1 Test 25%		NAPLAN window						Not formally assessed
Notes	Basic number to be taught as QOs throughout the first term/semester NCM Text Ch 1 NCM Textbook Chapters 4 and 7										

Week	1	2	3	4	5	6	7	8	9	10
Term 2	Angle Relationships									
Unit	Algebraic Techniques									
Outcomes	MAO-WM-01, MA4-ALG-C-01									
Assessment	Assessed in Task #2		Task #2 Test 25%		Not formally assessed					
Notes	NCM Textbook Chapter 5 NCM Textbook Chapter 2									

Week	1	2	3	4	5	6	7	8	9	10
Term 3	Measurement- Perimeter and Area of Plane shapes, Volume									
Unit	Equations									
Outcomes	MAO-WM-01, MA4-EQU-C-01									
Assessment	Assessed in Task #3 (formulae)		Task #3 Assignment 25%		Assessed in Task #3					
Notes	NCM Textbook- Ch 5 (focus should be upon use of formulae e.g. from Ch8) NCM Textbook Chapter 8									

Week	1	2	3	4	5	6	7	8	9	10
Term 4	Rates & Ratio									
Unit	Data Classification and Visualisation									
Outcomes	MAO-WM-01, MA4-DAT-C-01									
Assessment	Assessed in Task #4		Task #4 Test 25%		Not formally assessed					
Notes	NCM Textbook Chapter 10 NCM Textbook Chapter 11 NCM Textbook Chapter 12									

Head Teacher
Mrs. Simone Norrish

SCIENCE

Location:
J Block – 1st Floor

Subjects within this KLA:
Science, Agriculture, Marine and Aquaculture Technology,
Biology, Chemistry, Physics, Earth and Environmental Science,
Investigating Science

Required Equipment: Student workbook, Calculator, ruler, Enclosed leather shoes

Other Science Staff:

Mr. M. Frakes, Ms. L. Stevens, Mrs. R. Szeremet, Mr. S. Barton Ms. L Clark

What will I learn in Science in Year 7?

Year 7 students will start the year focused on safety and how to work in the school laboratories. Students will investigate matter and changes of state using a variety of experimental activities as well as in class instruction. Each term students will focus on a different strand of science:

Term 1: Working Scientifically and The Chemical World

Term 2: The Living World – Classification and ecology

Term 3: The Physical World – Forces and Machines

Term 4: Earth and Space – The Night Sky

Throughout all topics, students will develop working scientifically skills, focusing on experimental procedures, safety and writing scientifically withing Experimental Reports.

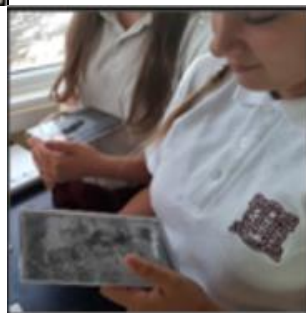


What does a good learner look like in Science?

A successful scientist asks questions and identifies relationships between different things. They will identify 'cause and effect' and try to work out how the world works. A strong focus on safety and following procedures is important, as well as documenting our learning so we can inform others of our discoveries. Scientists learn by doing. So keep an eye out for moments of inspiration and share any moments of awe.

What are the homework requirements?

Generally, we have no formal homework issued in Science. Although there are assessment tasks that will require some learning to be done outside the classroom. Reading over your notes in your workbook, keeping up to date with current news and taking opportunities to explore new ideas will help you to develop in a good scientist.



Year 7 Science			Scope & Sequence					2024			
Term 1	Week	1	2	3	4	5	6	7	8	9	10
	Module	Introduction to Science - Chemistry The Chemical World strand is concerned with understanding the composition and behaviour of matter. The key concepts developed in this strand are that the chemical and physical properties of substances are determined by their structure on an atomic scale and that substances change and new substances are produced in chemical reactions by rearranging atoms through atomic interactions and energy transfer.									
	Outcome (s)	SC4-4WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-16CW, SC4-17CW CW1: States of Matter / Particle Theory CW3: Mixtures & Solutions									
	Assessment		Safety quiz Formative			Formative Investigation – The Effect of Salt on the Boiling Point of Water					
	Week	1	2	3	4	5	6	7	8	9	10
Term 2	Module	Classification & Ecology – Living World The Living World strand is concerned with understanding living things. The key concepts developed within this strand are that the cell is the basic unit of life and that there is a diverse range of living things that have evolved on Earth. Students will gain an appreciation of the interdependence of living things and how they interact with each other and the environment. Through this strand students gain an understanding of how the structure of living things relates to the functions that their body systems perform and how these features aid their survival.									
	Outcome (s)	SC4-14LW, SC4-15LW LW1 - Classification LW5 – Ecology									
	Assessment								AT1: Topic Test – Biology & Chemistry		
Term 3	Week	1	2	3	4	5	6	7	8	9	10
	Module	Forces and Machines - Physics The Physical World strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this strand are that forces affect the motion and behaviour of objects and that energy can be transferred and transformed from one form to another. Through this strand students gain an understanding of how the concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.									
	Outcome (s)	SC4-4WS, SC4-5WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, SC4-11PW PW1 - Contact Forces, PW2 - Non-Contact Forces									
	Assessment				AT2: Investigation - Robocopters						
Term 4	Week	1	2	3	4	5	6	7	8	9	10 / 11
	Module	The Night Sky – Earth & Space The Earth and Space strand is concerned with the Earth's dynamic structure and its place in the cosmos. The key concepts developed within this strand are that the Earth is part of a solar system that, in turn, is part of a larger universe and that the Earth is subject to change within and on its surface, over a range of timescales, as a result of natural processes. Students explore the ways that humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.									
	Outcome (s)	SC4-12ES, SC4-13ES, SC4-7WS, SC4-9WS ES2 – The sun and Moon ES4 – Resource Management - Water									
	Assessment				AT3: Independent Research Project – The Night Sky						

Head Teacher
Mr Ross Mackay
(relieving)



HSIE (Human Society and Its Environment)

Location:
A-Block

Stage 4 subjects within this KLA:
History, Geography & LOTE.

Required Equipment:

Workbook, pens, pencils, scissors, glue, and a ruler.

Other HSIE Staff

Mr A. Bailey, Mr K Arai, Mr D Powter, Ms K Flick and Ms A Wilkey (French).

What will I learn in HSIE in Year 7?

In Year 7 students begin to describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

In Year 7 students begin to describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past (Ancient Greece and Ancient China). Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.



What are the homework requirements??

Our assignments are conducted in class but also have homework-based requirements for their successful completion. Otherwise, additional class work may be allocated by the class teacher.

What does being a good learner look like in HSIE?

A good learner in HSIE is someone who follows the Respectful, Responsible Learner ethos of the school. This includes engagement in class activities, completion of set work, and being prepared for the lessons by bringing correct equipment.



Year 7 HSIE SCOPE AND SEQUENCE

Semester One - Geography

Term 1	Week	2	3	4	5	6	7	8	9	10	11
	Unit	Topic 1: Landscapes and Landforms									
	Strand/ Focus Study	Geography skills: Latitude and Longitude, graphs and statistics									
	Outcome(s)	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7									
	Assessment	Skills and Landforms test (50%) due Term 1 Week 9									
Term 2	Week	1	2	3	4	5	6	7	8	9	10
	Unit	Topic 2: Place and Liveability									
	Strand/ Focus Study	Geography skills: Field sketching, mapping skills, choropleth maps Other skills: Research, report writing, paragraphing									
	Outcome(s)	GE4-3, GE4-4, GE4-6, GE4-7, GE4-8									
	Assessment	Liveability fieldwork and report (50%) due Term 2 Week 4									

Semester Two - History

Term 3	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	DS1 – Investigating the Ancient Past							DS2 - The Mediterranean World – Ancient Greece			
	Strand/ Focus Study	Source analysis & Paragraph Writing							Research skills, artefact research and construction			
	Outcome(s)	HT4-1, HT4-5, HT4-6, HT4-8							HT4-2, HT4-3, HT4-9, HT4-10			
Assessment	What is History? Test (50%) Due Term 3 Week 6							Ancient Greece Factsheet & Poster (50%)- Due Term 4 Week 3				
Term 4	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	The Mediterranean World – Ancient Greece					DS3 – The Asian World – Ancient China					
	Skills/ Strand/ Focus Study	Research skills, artefact research and construction					<i>Research skills and essay writing</i>					
	Outcome(s)	HT4-2, HT4-3, HT4-9, HT4-10					<i>HT4-1, HT4-5, HT4-9, HT4-10</i>					
Assessment	Ancient Greece Artefact and Factsheet (50%)- Due Term 4 Week 3					No formal assessment						

Year 7 LOTE (FRENCH) SCOPE AND SEQUENCE

	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit: Welcome to the French Classroom (Weeks 1-2)					Unit: My best SELFie so far! Mon Meilleur SELFie jusqu'à présent! (Weeks 3-10)				
	Learning Goal: Interact in the French-speaking classroom by understanding basic classroom commands and asking for classroom objects.					Learning Goal: Students share information about themselves.				
	Themes, vocabulary and grammar: <ul style="list-style-type: none"> My classroom; Classroom expectations; <i>La francophonie</i> – the French-speaking world; Imperative; Gender of nouns 					Themes, vocabulary and grammar: <ul style="list-style-type: none"> Introductions; Personal identity; My world; Nationality and culture; Age 				
	Focus Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01					Focus Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01				
Summative Assessment: Profile Post					Due: Term 1, Week 10			Weighting: 25%		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit: What are we eating? Qu'est-ce qu'on mange?									
	Learning Goal: Share information about food preferences; learn about foods related to francophone cultures; explore procedural texts									
	Themes, vocabulary and grammar: <ul style="list-style-type: none"> Express opinions; conjunctions; food menus 									
	Focus Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01									
Summative Assessment: Bastille Day Fête					Due: Term 2, Week 9			Weighting: 25%		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit: Let's go to town! On va en ville!									
	Learning Goal: Students explore directions and descriptions of places; students explore the historical and cultural significance of places									
	Themes, vocabulary and grammar: <ul style="list-style-type: none"> Adjectives and prepositions <i>j'habite près</i>, culturally appropriate language, the significance of culture and place 									
	Focus Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01									
Summative Assessment: Host family email					Due: Term 3, Week 8			Weighting: 25%		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: The holidays are here! Vive les vacances!									
	Learning Goal: Students learn about weather, seasons and activities. Students express how people from francophone cultures spend their holidays.									
	Focus Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01									
	Summative Assessment: Holiday conversation					Due: Term 4, Week 3			Weighting: 25%	

Head Teacher

Mr Kyle Bray



PD/H/PE

(Personal Development, Health and Physical Education)

Location:

H- BLOCK

Subjects within this KLA:

PDHPE, Sport

Required Equipment:

- Practical Lessons (PE&Sport): Maroon sports shirt, Black shorts/tracksuit pants, running shoes
- Theory Lessons (PDH): A4 exercise book, pen, glue, scissors

Other PDHPE Staff

Mr R.Burt, Ms M.Kirk, Mrs L.Trounce, Miss A. Collins and Mr R. McClure

What will I learn in PDHPE in Year 7?

All about the human body and how you connect with the world around you. You will explore the different dimensions of health and how you can be the happiest, healthiest version of you! You will cover content across four strands:

- Health, wellbeing & relationships
- Movement skill & performance
- Healthy, safe & active lifestyles



What are the homework requirements??

It is not a common thing. Once or twice a term. One theory assessment task per year is required to be worked on at home.

What does being a good learner look like in PDHPE?

A proactive attitude and willingness to engage whole-heartedly in physical activities.

An independent, responsible learner who is also able to work collaboratively in group activities.

Able to contribute to class discussions and engage in hands-on learning tasks



		1	2	3	4	5	6	7	8	9	10	11
Term 1	Prac Unit Outcomes	<u>Getting the basics:</u> How can I develop the key movement skills that underpin all major movement sequences? Outcomes PD: 4.4, 4.11										
	Theory Unit Outcomes	<u>Transitions:</u> Who am I and how can I respond positively to adverse situations I may face in my life? PD: 4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10										
	Assessment						Theory					
Term 2	Prac Unit Outcomes	<u>Taking initiative:</u> What skills do I need to be an effective team member and contribute positively to the community? Outcomes PD: 4.3, 4.5, 4.9, 4.10				<u>Holds, rolls and turns:</u> How can I control my body to perform increasingly complex gymnastic movements? Outcomes PD: 4.4, 4.11						
	Theory Unit Outcomes	<u>Vaping-</u> What are the facts about vaping? Is vaping good for my physical health? Outcomes PD: 4.6, 4.7, 4.9		<u>We are what eat 1 –</u> What nutrients does my body need and how do I increase my health literacy to see if they are in the foods I usually eat? Outcomes: PD 4.6, 4.8, 4.9, 4.10								
	Assessment											
Term 3	Prac Unit Outcomes	<u>Invasion games:</u> How does feedback and practice help me develop skills and understanding of the principles of play for invasion game? Outcomes PD: 4.4, 4.5, 4.9, 4.11				<u>Numbers in movement:</u> Different ways to use numeracy skills in movement contexts Outcomes: PD 4.2, 4.7, 4.8, 4.9						
	Theory Unit Outcomes	<u>Activate your life:</u> What are the benefits of physical activity and how can I promote an active lifestyle to those around me? Outcomes: PD: 4.2, 4.6, 4.7, 4.8, 4.9, 4.10										
	Assessment											
Term 4	Prac Unit Outcomes	<u>Taking responsibility:</u> How do I work cooperatively and take on leadership roles to implement a successful sporting event? Outcomes PD: 4.9, 4.10										
	Theory Unit Outcomes	<u>Safety first:</u> How can I keep myself and others safe in hazardous situations such as water environments, fire and on the road? Outcomes PD: 4.2, 4.7, 4.8, 4.9										
	Assessment	Prac & Exam										

Head Teacher



Mr Luke Warwick
(rel).

TAS

(Technology and Applied Studies)

Staffroom Location:

Block 2

Subjects within this KLA:

Technology Mandatory

Required Equipment:

- Technology Classes – Require an A4 192 page exercise book, an A4 display folder, pens, pencils, scissors, glue, and a ruler.
- Practical Equipment – leather enclosed shoes, apron, safety glasses and hearing protection.

Other Staff

TAS: Mr M.Pilgrim, Mr D.Suine, Ms Y.Cochrane,

Visual Arts: Ms C.Wallace, Ms K.Pultar

What will I learn in Technology in Year 7?

Year 7 Technology Mandatory introduces students to the field of Technology. Within this you will be using your problem-solving skills to develop design projects. There are four areas that you will cover over the Year 7 and 8 course which will all consist of you designing, producing and evaluating quality solutions to meet identified needs or opportunities.

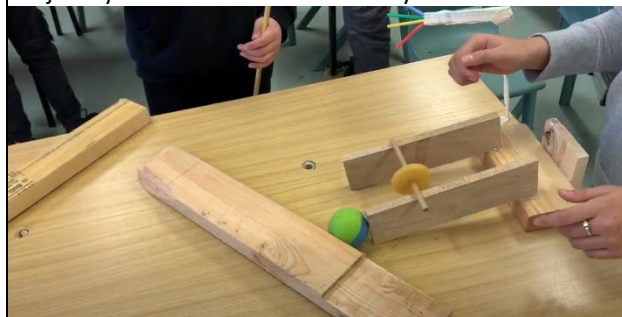
Technology Mandatory consists of four context areas to be studied by the end of Stage 4. The four areas are:

- **Food Technologies and Agriculture** (taught separately in Year 8): where you will learn about food and fibre production and how to make informed choices when preparing nutritious food.
- **Digital Technologies:** where you will learn about data and computer programming.
- **Engineered Systems:** where you will learn how force, motion and energy can be used in systems, machines and structures.
- **Material Technologies:** where you will learn about the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials.

The units covered over the course of year 7 are:

- Wind Chimes – Metal (Delivered in either Term 1, 3 or 4)
- Rube Goldberg Machine (CORE Unit – All Year Group to Complete in Term 2)
- Smart Cities (Delivered in either Term 1, 3 or 4)
- Winter Woollies – Textiles (Delivered in either Term 1, 3 or 4)

Year 7 and 8 are excellent opportunities for you to try a variety of different subject areas and skills to determine what future subjects you would like to select for your electives from Year 9 – 12.



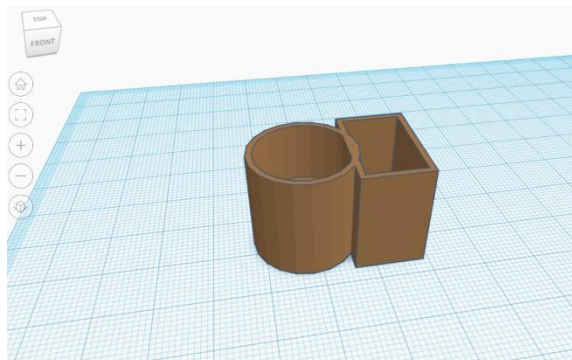
What are the homework requirements??

Assessment tasks in Year 7 Technology are in-school projects and folio-based tasks. Additional classwork or finishing of incomplete classwork may be allocated by class teachers as homework.

What does being a good learner look like in Technology?

A good learner in Technology is someone who has a creative mindset, who strives to learn the skills of each subject area whilst following the safety rules within each class.

Technology is an excellent outlet for any student who enjoys hands-on learning tasks but also enjoys thinking outside the box to develop creative solutions.



Year 7 TECHNOLOGY MANDATORY SCOPE AND SEQUENCE

Term 1	Week	2	3	4	5	6	7	8	9	10	11	
	Unit	Wind Chimes – Metal (Delivered in either Term 1, 3 or 4)										
	Context	Material Technologies										
	Outcome(s)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS										
	Assessment	Week 10 – Assessment Task (Practical and Report)										

Term 2	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	Rube Goldberg Machine (CORE Unit – All Year Group to Complete)										
	Context	Engineered Systems										
	Outcome(s)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS										
	Assessment	Week 9 - Portfolio										

Term 3	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	Smart Cities (Delivered in either Term 1, 3 or 4)										
	Context	Digital Technologies										
	Outcome(s)	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS										
	Assessment	Week 10 - Portfolio										

Term 4	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	Creative Cushions – Textiles (Delivered in either Term 1, 3 or 4)										
	Context	Material Technologies										
	Outcome(s)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS										
	Assessment	Week 9 – Assessment Task (Practical and Report)										

Year 7 MUSIC SCOPE AND SEQUENCE

Term 1	Week	2	3	4	5	6	7	8	9	10	11	
	Unit	Body Percussion & Hand Percussion					Keyboard					
	Strand/ Focus Study	Duration					Pitch					
	Outcome(s)	4.1 – 4.7					4.1, 4.2, 4.3, 4.8, 4.9, 4.10					
	Assessment											AT1 - Performance

Term 2	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	Ukulele					Guitar					
	Strand/ Focus Study	Performance					Performance					
	Outcome(s)	4.1 – 4.7										
	Assessment											AT2 – Composition, Performance, Recording

Term 3	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	Film Music					Australian Music & Dreaming with Technology					
	Strand/ Focus Study	Composition					Indigenous Australia					
	Outcome(s)	4.4 – 4.10					4.5, 4.10					
	Assessment											AT3 - Composition

Term 4	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	Music Explorers					Boomwhackers & In Tune with Music					
	Skills/ Strand/ Focus Study	Listening					Whole-class Performance					
	Outcome(s)	4.7 - 4.10					4.1 ,4.2, 4.3, 4.7, 4.8, 4.9, 4.10					
	Assessment				AT4 – Musicology							

Head Teacher (relieving)



Mrs Trisha Long

Learning Centre

Location:

J block – top level

Why would I go to the learning centre?

- Learning and Support (L&S)
- Aboriginal Learning Centre (ALC)
- English as an Additional Language or Dialect (EALD)
- Careers
- Library
- Activate sessions
- Hearing support

Required equipment:

Pens, pencils, workbooks, your enthusiasm!

Who are the Learning Centre staff?

Mrs Trisha Long - HT Teaching and Learning (relieving)
Ms Yvette Cochrane - Careers Adviser (relieving)
Mrs Naomi Feeny - Year 10 Student Adviser, Learning Support Teacher
Ms Anne Barratt - Senior student mentoring
Ms Kristin French - Year 12 Student Adviser, Learning Support Teacher
Ms Emma Cox - Teacher Librarian
Ms Madie Russell - Aboriginal Education Officer
Mrs Lorraine Ebert - Librarian Assistant
Ms Petah Stewart - Learning Support Administration Assistant
School Liaison Support Officers (SLSOs)

What will I do in the Learning Centre in Year 7?

- Activate sessions (1-on-1 or small group support for assessments or classwork)
- EALD withdrawal lessons (EALD-identified students only)
- Borrow books/DVDs/magazines from the library
- Visit the ALC
- Speak to learning and support teachers if I need help learning in the classroom
- Attend the library at breaks to socialise with friends, use laptops, play games or join in lunchtime activities.

What does a good learner look like in the Learning Centre?

Someone who is respectful, uses the equipment in a responsible manner, wants to learn and tries their best.



Head Teacher

SUPPORT

Location: The Support Faculty Staff room is on D Block lawns and most Support classes are in G Block.

Subjects: English, Mathematics, HSIE (History & Geography), Science, PDHPE, Visual Arts, Food Technology, Work Education, LOTE and Music

Required Equipment:

Students will need a separate workbook for each subject, pens, pencils, scissors, glue, and a ruler. (These are all available in the Support book pack.)

Ms Naomi Feeney

What will I learn in Year 7?

Students experience a range of subjects, many of which they will have studied in primary school. Student may study these subjects using mainstream or life skills outcomes. Our focus in all subjects is to develop and improve students' literacy and numeracy skills and to assist students to develop greater independence in their learning. The faculty also has a strong focus on social and emotional wellbeing.



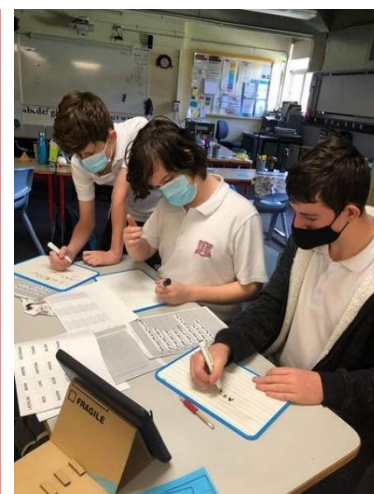
What does a good learner look like?

A good learner in Support is someone who follows the Respectful, Responsible Learner ethos of the school. This includes engagement in class activities, completion of set work, treating all staff and students with respect, and being prepared for the lessons by bringing correct equipment.



Other information about the Support Faculty.

All classes have a 'home teacher' who teach the students for about 50% of their lessons. Each class is smaller and has an SLSO; this ensures students receive extra help and support. Students remain in their own classroom for most lessons and leave their books and other equipment in the room. The only exceptions are for practical subjects such as PE, Art, Science and Food Technology. All students have an **Individual Education Plan (IEP)** which is developed in collaboration with parents/carers, teachers, and the student, that identifies goals for each student.



Frequently Asked Questions

General information

1. Why do we need to complete assessment tasks?

Assessment tasks are used by teachers to determine your areas of strength and provide you feedback to achieve higher results. Teachers use the information gained through assessment tasks to write your reports each semester.

2. What information will I be given about assessment tasks?

Teachers will provide you with an assessment schedule for each course you study which will outline when each task is due, the type of task and the specific weighting of each task. Teachers will also provide you with a written notification at least two weeks prior to the due date. This notification will contain the specific information and requirements pertaining to each individual assessment task.

3. How much time will I have to complete an assessment task?

Teachers will give you at least two weeks notification of any assessment tasks. For some tasks, you may be given class time to work on the task, but this is not provided for every assessment task.

Support to complete tasks

4. Where can I get extra support with assessments?

Students are encouraged to talk to their classroom teacher first. The classroom teacher can provide extra advice and support to complete the task. If extensive support is required, the classroom teacher may be able to refer you to the Learning Support Team for individual assistance.

5. How can I get booked into ACTIVATE to get some extra help?

Teachers can book students into ACTIVATE for help with current assessment tasks. If you think you will need help getting started and would like to be booked into ACTIVATE you need to discuss this with your class teacher. Students are unable to self-refer to ACTIVATE as it operates during class time.

6. Are there any other ways I can get help with assessment tasks?

Always talk to your classroom teacher first as they may be able to sit with you during recess or lunch to provide extra support. The Learning Centre is open before school, and during most recesses and lunches. \

Absences

7. What should I do if I know I am going to be away on the day of an assessment task?

Speak to your teacher before your absence to organise submitting the task before your absence. If this is not possible, you will need to ask for a misadventure form and complete it with all relevant information.

8. What do I do if I am sick on the day of an assessment task?

If you are sick on the day an assessment task is due OR the day of an in-class test, you will need to submit a misadventure form to your teacher upon your return to school. This will need to be signed by your parents. You will still need to submit the assessment task or complete the test (within two days of returning).

9. What happens if I am away on school business (eg. playing sport for the school) the day a task is due?

Representing the school on school business will be counted as a valid reason for non-submission of a task or missing an in-class task. In these circumstances you do not need to fill out a misadventure form. You will need to submit/complete the task in the next lesson. Should you be away that day, or not have the task to submit, you will be referred to lunchtime sessions to complete the task.

10. I was away when the assessment notification was handed out, does this mean I get an extension?

No. Any time you are absent, it is your responsibility to ask your teacher for any missed work. Being away on the day of a notification being handed out does not mean you will be given an extension. Students who are away for a considerable amount of time during the assessment period can apply for an extension using the misadventure form.

11. I have been away for a large amount of time this term and have missed most of the course work. I feel I will struggle to complete the assessment task. What do I do?

Talk to your teacher to discuss this and complete a misadventure form. If the teacher and Head Teacher support your application you will either receive a negotiated due date, a substitute task or an estimate.

Failure to submit tasks

12. What should I do if I lose my copy of the assessment task notification?

See your teacher as soon as possible for a replacement copy – sometimes this may be uploaded onto Google Classroom or emailed to students. If teachers have provided students with access to an electronic version, students will be expected to access those for replacements.

13. What happens if I don't submit an assessment task on the due date?

Students who submit a task late will have a 10% penalty deducted for each day late. This is up to a maximum of five (5) days late which would be a 50% reduction in your mark. If you submit a task more than 5 days late you will receive a zero mark. Students will still be expected to submit every assessment task. If you don't submit the task on time, you may be required to complete lunchtime detention sessions with your teacher/Head Teacher to support you in completing and submitting the task.

14. What happens if I don't turn up for the lunchtime reflections?

If a teacher or Head Teacher has requested you attend lunchtime sessions to work on your overdue task it is expected that you will attend these. If you refuse to attend the lunchtime sessions, you will be referred to the Faculty Head Teacher for placement on the monitoring card system. Failure to complete these reflections will result in you moving through the discipline system.

15. Does the late submission of a task affect the grade I get for the task or my reports?

Not directly, grades are based on the standard of work achieved. However, students who submit work late may not be able to achieved as highly against the standards as they have not given themselves enough time to complete tasks to the best of their ability.

16. My computer stopped working the day before a task is due. Is this a valid reason for an extension?

No. Extensions need to be applied for at least two-days in advance of the due date. Technical failure is not a valid reason for late or non-submission. You need to ensure you back up your files on a regular basis. Email the file to yourself as you then will have access to the file on multiple computers.

Misadventure Processes

17. Where do I get a copy of the misadventure form?

You can ask any teacher for a copy of the misadventure form. There should be hard copies in all staffrooms and also with the Deputy and the front office staff. An electronic copy of the misadventure form is also available on our school website for downloading.

18. Who do I hand the misadventure form to?

Your class teacher. Make sure that you have completed Step One entirely and provided as much information as possible. You also need to make sure that the application is signed by a parent.

19. When do I need to hand the misadventure form in by?

If you are seeking an extension the misadventure form needs to be handed in TWO days before the due date. If you are applying for misadventure for illness/special circumstances, it must be submitted within one week of the due date.

20. I think I have a valid reason for not submitting the task on time but haven't yet filled out the misadventure form. Do I still need to attend the mandatory lunchtime catchup sessions?

Yes. If you have not submitted the task on the due date you will be expected to attend the lunchtime

sessions until the misadventure form is submitted and approved. It is recommended to submit the misadventure form the day you return to school.

21. I submitted a misadventure form and it has been approved. What happens now?

The classroom teacher or Head Teacher will let you know what the resolution outcome is. This may mean you need to hand the task in on a different day or your teacher may give you an estimate.

22. What do I do if I don't agree with the Head Teacher's decision about my misadventure/extension application?

If the Head Teacher has not approved your application for misadventure/extension you may make an appeal directly to the Principal. You will need to make an appointment to see the Principal within one week of receiving the Head Teacher's decision. The Principal's decision is final.

Other

23. The assessment task requires access to the internet. What do I do if I don't have internet at home?

Talk to your teacher. They may be able to provide you with a hard copy of any information needed. Your teacher may also be able to organise some time for you to use computers during class time to work on the task. The school library is open before school and during recess and lunch every day for students to use the internet and work on assessment tasks.

24. Who do I contact for more information about assessment tasks?

You should always talk to your classroom teacher first – they have the best understanding of the task and its requirements. You can also contact the Head Teacher of the faculty. Refer to the back of this booklet for a list of the Head Teachers of each faculty.



Queanbeyan High School

Principal

Ms Jennifer GREEN

Year 7 Deputy Principal

Mrs Vanessa Willetts

Head Teachers

ENGLISH/MUSIC

Mr Phillip NIMMO

MATHEMATICS

Ms Kerrie JENKINS

SCIENCE

Ms Simone NORRISH

HSIE/LOTE

Mr Ross MACKAY

PDHPE

Mr Kyle BRAY

TAS / VISUAL ARTS

Mr Luke WARWICK

LEARNING CENTRE

Ms Trisha LONG

SUPPORT

Year 7 Student Advisor

Mr Rion McCLURE

