



YEAR SEVEN | 2022

CURRICULUM HANDBOOK

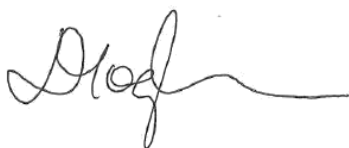


PRINCIPAL'S WELCOME TO YEAR SEVEN (2022)

I extend a warm welcome to all of our Year Seven students and their families to Mercy College in 2022. Under the kind and compassionate guidance of our staff, your child will have the opportunity to grow and achieve their full potential. I encourage you as parents/guardians to involve yourselves in the learning journey of your child, it is an exciting time for everyone.

The Year Seven students will come together as a cohort and attend a camp during Term One. Inspired by the Mercy Values of Justice, Compassion, Service, Excellence and Dignity, the students will build relationships with one another and start their faithful journey through Secondary School with their peers.

We are delighted to have you here at Mercy College and urge you to be energetic and enthusiastic about all aspects of school life. Above all – enjoy the whole experience!



Mrs Lisa Fogliani
Principal

“
An education in the fullness of humanity should be the
defining feature of Catholic schools. (Pope Francis)
”

Table of Contents

PRINCIPAL’S WELCOME TO YEAR SEVEN (2022)	2
YEAR SEVEN CONTACTS.....	4
PARENTS AS PARTNERS	5
SEQTA Engage.....	5
Reporting.....	6
Parent Teacher Interviews.....	6
Student Laptops – 1:1 Notebook Program	7
Microsoft TEAMS.....	7
Absentee Notification.....	7
Semester Academic Awards	7
Honour Club.....	7
YEAR SEVEN TEACHING AND LEARNING PROGRAM	8
RELIGIOUS EDUCATION	9
ENGLISH	10
HUMANITIES and SOCIAL SCIENCES (HASS)	10
SCIENCE	11
DIGITAL TECHNOLOGIES.....	12
JAPANESE.....	12
HEALTH and PHYSICAL EDUCATION	13
THE ARTS ELECTIVES.....	14
DANCE.....	14
DRAMA	14
MEDIA.....	14
MUSIC	14
VISUAL ART	14
DESIGN AND TECHNOLOGIES ELECTIVES.....	15
FASHION DESIGN and TECHNOLOGY.....	15
FOOD TECHNOLOGY	15
METALWORK	15
WOODWORK	15
FREQUENTLY ASKED QUESTIONS	16

YEAR SEVEN CONTACTS

Your first point of contact regarding the needs of your child is their Pastoral Care Teacher.

7 AUGUSTINE RHO (7AP)
Vincent Restifo
vincent.restifo@cewa.edu.au

7AP

Head
of
Year

HEAD OF YEAR SEVEN
Mrs Niamh Walsh
niamh-ann.walsh@cewa.edu.au

7 FLYNN RHO (7FP)
Brooke Van Beek
brookevanbeek@cewa.edu.au

7FP

7FX

7 FLYNN CHI (7FX)
Pia Hookway
pia.hookway@cewa.edu.au

7 MCADAM RHO (7MP)
Rose Palmer
rose.palmer@cewa.edu.au

7MP

7MX

7 MCADAM CHI (7MX)
Amos Chiwero
amos.chiwero@cewa.edu.au

7 O'DEA RHO (7OP)
Tegan Clarke
teganclarke@cewa.edu.au

7OP

7OX

7 O'DEA CHI (7OX)
Kathryn Corr
kathryn.corr@cewa.edu.au

PARENTS AS PARTNERS

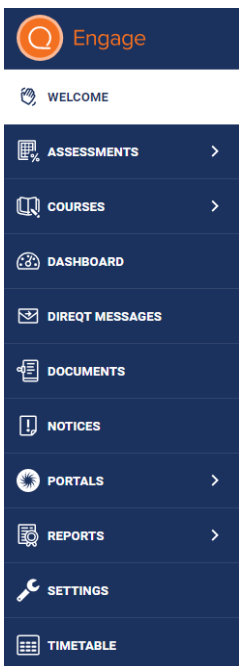
Parents as partners in education ensures a successful educational experience for children. We encourage our parents/guardians to be informed regarding their children’s classwork, homework and assessments.

SEQTA Engage

SEQTA is the schools “Learning Management System”, that makes learning more visible to parents/guardians. Learning Area programs and assessment outlines are available electronically on SEQTA. Students and parents may access SEQTA to monitor due dates for upcoming assessment tasks and assessment results. Students may also make use of SEQTA to revise tasks and prepare and plan for future tasks and assessments.

Parent Access to SEQTA Engage

SEQTA can be accessed from an internet browser or the SEQTA Engage application that is available from the App store or Google Play. Once your child commences at Mercy College you will be given access to SEQTA Engage. An email will be sent to both parents/guardians with a link to access and set up the SEQTA Engage account for the first time.



Access to your child’s TIMETABLE

- Log into SEQTA Engage.
- On the left hand panel, select timetable. The timetable will then open.

	MON 13 SEP	TUE 14 SEP	WED 15 SEP	THU 16 SEP	FRI 17 SEP
9:00	Pastoral Care Group English 08:50–09:40 Mr Stan May A07	Pastoral Care Group Humanities & Social Sciences 08:50–09:40 Mrs Lucy Reeves M01	Pastoral Care Group 08:35–09:20 Ms Mari-Anna Reiljan-Dillon	Pastoral Care Group Math Pythagoreans 08:50–09:40	Pastoral Care Group Science 08:55–09:50 Miss Eleanor Mudie L02
10:00	Humanities & Social Sciences 09:40–10:30 Mrs Lucy Reeves M01	Science 09:40–10:30 Miss Eleanor Mudie L02	Physical Education 09:20–10:10 Mr Shane Carter GYMC	English 09:40–10:30 Mr Stan May A07	Math Pythagoreans 09:50–10:45
11:00	Health 10:50–11:45 Mr Shane Carter FR10	Fashion Design & Technology 10:50–11:45 Mrs Kathryn Gilbert M03	Math Pythagoreans 11:20–12:10 Miss Jade Pereira M06	Religious Education 10:50–11:45 Mrs Maria Sansone M03	Dance 11:15–12:05
12:00	Religious Education 11:45–12:40 Mrs Maria Sansone M03	English 11:45–12:40 Mr Stan May A07	Science 12:10–13:00 Mrs Amanda Huke L02	Physical Education 11:45–12:40 Mr Shane Carter GYMC	Humanities & Social Sciences 12:05–12:55 Mrs Lucy Reeves M01
13:00	Science 13:20–14:15 Miss Eleanor Mudie L02	Math Pythagoreans 13:20–14:15 Miss Jade Pereira M06	Japanese 13:30–14:20 Ms Mari-Anna Reiljan-Dillon	Digital Technology 13:20–14:15 Mr Duan Toh O6	English 13:30–14:20 Mr Stan May A07
14:00	Math Pythagoreans 14:15–15:10 Miss Jade Pereira M06	Dance 14:15–15:10	English 14:20–15:10 Mr Stan May A07	Humanities & Social Sciences 14:15–15:10 Mrs Lucy Reeves M01	Fashion Design & Technology 14:20–15:10 Mrs Kathryn Gilbert M03
15:00					

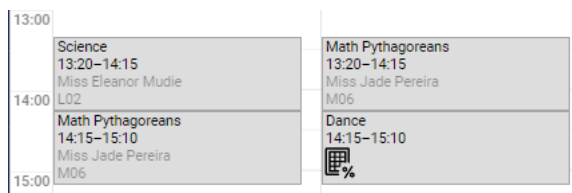
Email a Subject Teacher

- On the left hand panel, select TIMETABLE. The timetable will then open.
- Click in the box of the subject teacher you wish to email and a pop out box will appear.
- Click on the envelope, your email account will open with the subject teacher’s email in the BCC field.



	To...	<input type="text"/>
	Cc...	<input type="text"/>
	Bcc...	<input type="text" value="Maria Sansone (Mercy College - Koondoola)"/>
	Subject	<input type="text"/>

Assessments



- If your child has an assessment a calculator icon and % will show on their timetable.
- If you click in this subject a box will pop open and briefly explain the assessment.

View upcoming Assessments

On the left-hand panel, click on ASSESSMENTS, then click on UPCOMING to view your child's upcoming assessments.

Reporting

Students will receive three reports per academic year. An email notification will be sent to both parents/guardians when the reports may be viewed in SEQTA Engage.

- Term 1 - Interim Report

This report focuses on the student's attributes and academic progress.

- Term 2 - Semester One Report

A full summary of the student's academic results and attributes.

- Term 4 - Semester Two Report

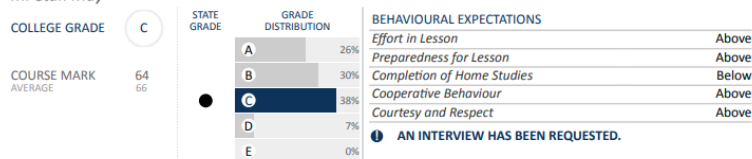
A full summary of the student's academic results and attributes.

Parent Teacher Interviews

Twice a year Mercy College will host "Parent Teacher Interviews". These will take place in Term Two after the students receive their Interim Report and in Term Three after students receive their Semester One report. Teachers will notify you via your child's report if an interview has been requested, however even if an interview has not been requested, we encourage you to make booking with your child's teachers.

English

Mr Stan May



Prior to the Parent Teacher Interviews, you will receive a login via email. All parent teacher interview bookings are made online.

Student Laptops – 1:1 Notebook Program

The 1:1 Notebook Program provides every student access to a high quality, high performance laptop for use during classes and at home. It ensures a level technological playing field for all students but recognises that students learn at their own pace and ability levels. The notebook is equipped with an extensive suite of software and full on-site servicing and support is provided as part of the program. Students use their devices to do research, homework, solve problems, complete team projects, email and academic course work. At the same time, they gain valuable 21st century skills that will be beneficial throughout their lives and careers.

Provision of 24/7 access to computers makes it possible for students to access a wider array of resources to support their learning, to communicate with peers and their teachers, and to become fluent in their use of the technological tools of the 21st century workplace. The program begins with Year Seven students receiving their own Notebook and concludes three/four years later when ownership is transferred to the student.

Microsoft TEAMS

Students will be given access to the Office 365 suite of applications. Teachers will communicate with students via Microsoft Teams. It is very important that your child familiarises themselves with Teams as it is the teachers' method of contact should remote learning be necessary.



Absentee Notification

If your child is unwell or not able to attend school (for medical or other reasons) Mercy College must be notified (please see the example message below). Please note that an absence of more than two days requires a medical certificate.

- SMS (**preferred option**) 0481 883 688
- mercystudentabsentees@cewa.edu.au
- 9247 9288

[Students Name], [PCG Class], [reason for absence], [duration of absence if it is for more than one day]

E.G. Jenny Smith 9FX will be absent today. She has a cold.

Holiday leave must be requested in advance in writing to the Principal.

Semester Academic Awards

The top performing student in each subject where there are five or more enrolments receives the Subject Award. A Growth Award is presented to the student who has shown the most progress and growth in each subject. These awards are presented at an assembly at the beginning of Term Three and again at the end of year Presentation Assembly.

Honour Club

Students who achieve excellence across a range of subjects are recognised through their induction into the Mercy Honour Club. Members are presented to the College community at the beginning of Term Three (for results achieved in Semester one) and Term One (for results achieved at the end of the previous year).

YEAR SEVEN TEACHING AND LEARNING PROGRAM

The Year Seven program provides dynamic and challenging learning experiences. Particular attention is given to the importance of maintaining a holistic view of the curriculum, and the need to integrate knowledge, skills, understandings and values across all subject areas. As part of the program;

- Students are provided with learning experiences that enable them to develop their knowledge and understanding.
- Students are encouraged to challenge their current ways of thinking and acting by making meaningful links across the curriculum.
- Students experience opportunities to engage in action and reflection.
- Testing is conducted to identify specific learning needs.
- Differences between learners are respected.
- Students are taught to learn and work independently and collaboratively.

It is important that students are able to make clear and meaningful connections across the various learning areas and demonstrate their knowledge, understandings, skills and values in a variety of ways.

In Year Seven, students are involved in a diverse curriculum that exposes them to a variety of learning areas and associated skills. Programs are designed to provide important knowledge and understanding and also to encourage enthusiasm, enjoyment and a love of learning. Academic streaming of students may occur in the subjects of English, Humanities and Social Sciences, Mathematics and Science.

COMPULSORY SUBJECTS

All students will study

- Religious Education
- English
- Humanities and Social Sciences (HASS)
- Mathematics
- Science
- Japanese
- Digital Technologies
- Health and Physical Education

ELECTIVE SUBJECTS

One of the great things about secondary school is the variety of elective courses that are available. Our Year Seven students have the opportunity to try out eight of these courses throughout their first year in high school. All Year Seven students will undertake eight of the nine available elective subjects.

All students must meet the requirement from the School Curriculum and Standards Authority (SCSA) and undertake at least one elective subject from each of the following Learning Areas:

- Performing Arts
- Visual Arts
- Design & Technology

Consequently, each student will be enrolled in two of the following elective subjects each term:

- Dance
- Drama
- Fashion Design & Technology
- Food Technology
- Media
- Metal Work
- Music
- Visual Art
- Woodwork

A Year Seven Subject Notification Form advising students and parents of the subjects they are enrolled in for Year Seven in 2022 will be forwarded to students at the end of Term Four (2021) with the 2022 booklist.



RELIGIOUS EDUCATION

At standard, students explore how people grow and learn from human experiences. They identify how people come to discover God, the Creator, and how God offers love and goodness to all. Students identify important Christian beliefs about God's Son, Jesus, who modelled love and goodness. Students identify from Scripture and Church teachings, connections between the life of Jesus and the human potential to respect life and live for the common good.

Students describe how the Church, the Body of Christ, is present and active in the world today. They identify examples of how the Church is guided by the Holy Spirit to continue the mission of Jesus and to deepen people's relationship with God. Students explain how the Church throughout history has drawn from Scripture and Tradition to hand on the teachings of Jesus. They identify diocesan structures that support the work of the Church. Students describe how the sacramental life of the Church, initiated in Baptism and nourished through the Eucharist, is a new way of living that promotes the common good. This new way of living is modelled on Jesus' teachings about reconciliation, social justice and peace.

Head of Learning Area:

Ms Cassandra Hall

Email: cassandra.hall@cewa.edu.au





ENGLISH

In Year Seven, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and virtual environments. They experience learning in familiar and unfamiliar contexts that relate to an array of contexts.

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

Literary texts that support and extend students in Years Seven as independent readers are drawn from a range of genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts, and are beginning to create literary analysis and transformations of texts.

Head of Learning Area:

Mr Stan May

Email: stan.may@cewa.edu.au



HUMANITIES and SOCIAL SCIENCES (HASS)

In Year Seven, HASS consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Students examine the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

The interdependence of consumers and producers in the market and the characteristics of successful businesses is a key focus area. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability & change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through an investigation of the liveability of their own place.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

Head of Learning Area:

Mr Matt Clarke

Email: matt.clarke@cewa.edu.au



MATHEMATICS

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

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

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

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

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

Head of Learning Area:

Mr Andy Coombs

Email: andy.coombs@cewa.edu.au



SCIENCE

In Year Seven, students explore the diversity of life on earth and develop their understanding of the role of classification in ordering and organising information.

They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They investigate and represent balanced and unbalanced forces acting on objects and relate changes in an object's motion to its mass and the magnitude and direction of forces.

They explore processes of electricity generation from renewable and non-renewable resources and consider their impact on the planet.

They investigate relationships in the Earth-Sun-Moon system and use models to predict and explain events such as eclipses and tides. Students develop investigable questions, observation-based predictions and hypotheses to explore scientific models.

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

Head of Learning Area:

Mrs Amanda Huke

Email: amanda.huke@cewa.edu.au



DIGITAL TECHNOLOGIES

This course serves as an introduction to computer systems and networks using programming to create solutions to problems. As such, the course is accessible to anyone, regardless of their experience!

Students can expect to learn about the different aspects of systems and networks and how they work together. They will also learn how to represent and manipulate data using code, designing and creating programs which complete tasks autonomously. These programs will involve students using “Design Thinking” – a rapid testing method which many programming teams use in industry – to design, produce and evaluate their programs.

Head of Learning Area:

Ms Alison Reed

Email: alison.reed@cewa.edu.au



JAPANESE

In Year Seven, students learn to communicate in Japanese about self, family and friends, and interests. Throughout the course, students become familiar with how sounds are produced and represented in the three different character-based scripts hiragana, katakana and kanji, as well as the systems of the Japanese language when encountered in simple spoken and written texts. They also learn to read all hiragana and some frequent use kanji characters.

Students generate language for a range of purposes in spoken and written texts by recognising and using context-related vocabulary and elements of the Japanese grammatical system. They build and develop a metalanguage to talk about both English and Japanese vocabulary and grammar concepts. Students reflect on their and others’ responses to interactions and intercultural experiences and use these reflections to improve intercultural communication.

In class students learn Japanese through varied language input, and the provision of experiences that are challenging, but achievable. English is predominantly used for discussion, clarification, explanation, analysis and reflection. To assist students in the language learning process, support is provided from the subject teacher in the form of scaffolding, modelling and monitoring, explicit instruction and feedback, and structured opportunities for understanding and practising new language.

Head of Learning Area:

Ms Mari-Anna Reiljan-Dillon

Email: mari-anna.reiljan@cewa.edu.au



HEALTH and PHYSICAL EDUCATION

In Year Seven, the content delivered expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Students will choose between the Physical Education program or the Soccer (Physical Education) program.

Head of Learning Area:

Mr Andreas Bouzinekis

Email: andreas.bouzinekis@cewa.edu.au



THE SOCCER ACADEMY

The Mercy College Soccer Academy was founded in 2012 and has achieved much success in its 10-year history. The senior boys were crowned State Champions in 2020. Year Seven students may nominate to join the Soccer Academy in 2022.

Soccer Academy students may expect to develop their skills through professional coaching which mirrors the National Football Curriculum as designed by Football Federation Australia. The program will develop core and advanced skills, tactics and strategies, injury management, diet and nutrition, fitness and refereeing skills and students will be taught the principles of SAQ (speed, agility, quickness).

The Soccer Academy aims to deliver an innovative and comprehensive program that meets the requirements of the School Curriculum Standards Authority (SCSA) Physical Education achievement standards. The Soccer program empowers players with a vision, inspires them to achieve personal excellence and delivers success.

Players will be streamed to allow them to develop at the appropriate rate and will be overseen by qualified and certified staff. The Soccer Academy has its own unique compulsory uniform consisting of short sleeve soccer jersey, soccer shorts, soccer socks and soccer bag which are available from the Mercy College Uniform Shop via Flexischools. Students will also need to purchase shin pads, runners/trainers and soccer boots. Lessons are taught on the outdoor soccer pitches, the Astroturf pitches and in the gym. All students in the Academy will be selected to represent the College in either the ACC, Champion Schools or NWSA soccer competitions in Terms Two, Three and Four.

Head of Soccer Academy:

Mr Trim Morgan

Email: tristram.morgan@cewa.edu.au



THE ARTS ELECTIVES

DANCE

In Year Seven, students undertake an introductory course that exposes them to different types of dance focusing on the Hip Hop genre. Students will learn the key elements to create their own group dance works. Dance provides enjoyment as well as contributing to physical fitness and coordination skills. This course also gives students the opportunity to develop social skills that will contribute to life-long learning. Students are encouraged to involve themselves in the extra-curricular opportunities available to them such as, Dance Team, Liturgical Dance, Catholic Performing Arts Festival, Dance Showcase and the College Production.

DRAMA

In Year Seven, Drama students are given the opportunity to plan, develop and present their ideas with their peers in group performances. Students will focus on developing their practical skills through Improvisation and Circus, challenging the students to trust their intuition to create humorous skits. Through group workshop techniques and rehearsal processes, students will build confidence in their vocal and movement skills. Student assessments are based upon participation in group performances, involvement in workshop activities and reflective responses. Through Drama, students will gain confidence and the skills to communicate effectively, learn to take risks and extend their creativity.

MEDIA

Year Seven Media encourages students to explore the film industry in an interactive and group-orientated manner. Using industry standard equipment and programmes, students will explore how simple choices create engaging film narratives with their classmates. This highly interactive, relevant and collaborative course provides students with a wide range of future-proof skills including creative thinking, problem solving and ensuring students are confident users of technology. Students will use Macs and Da Vinci Editing software to facilitate their learning.

MUSIC

In Music students will learn basic skills in performance, listening and responding, and will be given opportunities to create their own music. Students utilise instruments and technology to read and write music in the treble clef and understand basic rhythm symbols. The music class is designed for students to be successful whether or not they have prior experience on a musical instrument or in voice.

VISUAL ART

The Year Seven course has been developed to provide students with a range of skills (e.g. sculpture, drawing and painting). The students are given opportunities to practise personal and visual communication skills, improve their confidence and develop problem solving skills. Visual Art terminology and image analysis skills are introduced using the students' own artworks, along with the artworks of historical and contemporary artists. This course provides students with the skills beneficial to their development for Visual Art studies in years Eight and Nine.

Head of Learning Area:

Miss Eleisha Hathaway

Email: eleisha.hathaway@cewa.edu.au



DESIGN AND TECHNOLOGIES ELECTIVES

FASHION DESIGN and TECHNOLOGY

This is a creative and practical, hands-on 'Learn to Sew' course in which students use sewing machines to produce a unique carry case, decorated with their own designs. Students use the technology process to investigate, design, create and evaluate their carry case which is made from fabric with a variety of textile techniques.

FOOD TECHNOLOGY

This fun and popular practical course is designed to introduce students to basic food preparation and cooking skills. By making a variety of sweet and savoury dishes, students will learn how to read a recipe, use equipment safely and handle food hygienically. Healthy food choices are encouraged and students will learn food presentation skills throughout the course. Some of the dishes cooked are: Fresh Fruit Salad, Spicy Chicken Wrap, Apple & Cinnamon Muffins and Bacon Alfredo Pasta, all of which the students get to enjoy after the class!

METALWORK

Metalwork offers students an introduction to basic design principles, material properties, workshop procedure and safety and the use of various tools and machines used in a manufacturing environment. All projects will follow a design process that encourages creativity and sound design practice. The course is well suited to students who enjoy designing and manufacturing products using metal. Students will design and manufacture their own acrylic Key Tag as a skill project and a metal Garment Hanger.

WOODWORK

Woodwork offers students an introduction to basic design principles, material properties, workshop procedure and safety and the use of various tools and machines used in a manufacturing environment. All projects will follow a design process that encourages creativity and sound design practice. The course is well suited to students who enjoy designing and manufacturing products using wood. Students will design and manufacture their own personalised Key Tag as a skill project and a Cutting Board or Serving Platter.

Head of Learning Area:

Ms Alison Reed

Email: alison.reed@cewa.edu.au

FREQUENTLY ASKED QUESTIONS

I am worried about the leap from Year Six to Year Seven and how my child will cope. Are their strategies in place to assist my child?

Your child will have a Pastoral Care Group (PCG) class every day. The Year Seven PCG program includes lessons in organisation, studying, planning and technology management. Follow this [link](#) to Dr Jane Genovese's Shortcuts to Study Success. If you have further concerns, please contact your child's Pastoral Care teacher.

I have an issue regarding my child, who should I contact?

If your matter relates to a subject they are studying, first contact the subject teacher (an example of how to email your child's teachers is on page 4). If further assistance is needed, the subject teacher may engage the Head of Learning Area.

If your matter is of a pastoral nature, e.g. an extended absence from school or a change in family circumstances your first contact is your child's PCG Teacher. The contact details of the Year Seven Pastoral Care team are listed on page 3 (an example of how to email your child's teachers is on page 4). If further assistance is needed the Pastoral Care teacher may engage the Head of Year Seven.

Do I have to buy all the books on the booklist?

Careful consideration has been made when planning the booklist for Year Seven. It is vital to your child's successful education that you purchase all of the text books and/or digital licences for their learning and any other specific resources listed on the *Campion Booklist*.

All general stationery items required for Year Seven are listed on the *Year Seven Required Learning Resources* flyer and may be purchased from a store of your choice.

Please wait for confirmation of which Mathematics and English class your child is in, prior to purchasing any text books.

Does my child need to bring their Student Organiser home every night?

YES! The Student Organiser has been thoughtfully designed with space for the students to write their homework. As parents/guardians, you are encouraged to review and sign your child's Student Organiser each week.

How much homework should my child be completing?

It is suggested that Year Seven students should be completing 45 minutes to one hour of homework 5 days a week. If there is no set homework from the classroom teacher, students should be revising what they have learnt in class that day.

If you have concerns regarding your child's homework, contact their class teacher.

I cannot remember my SEQTA username or password?

If you cannot access your SEQTA account, please email: mercycollegeadministration@cewa.edu.au and a new link will be sent via return email.

My child is sick but has an assessment scheduled, what do they need to do?

When your child is unwell and not able to attend school, please

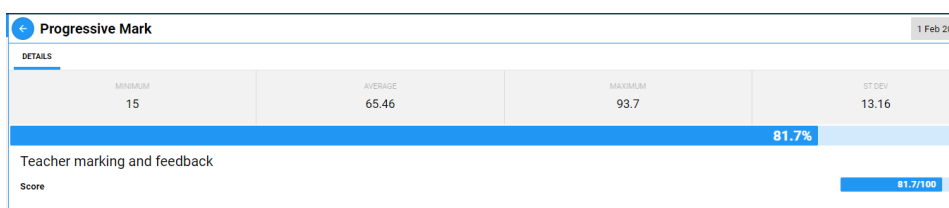
- Follow the Absentee Notification procedure on page 6.

AND if your child has a schedule assessment, please

- Email the subject teacher (an example of how to email your child's teachers is on page 4)

How can I monitor my child's academic progress?

Using your SEQTA Engage log in, select Assessments on the left hand menu. Select the course. This will then display all assessment results to date for that course, at the bottom of the list will be a progress mark. If you use the SEQTA App and allow notifications, you will receive an alert when new results are available



MINIMUM	AVERAGE	MAXIMUM	ST DEV
15	65.46	93.7	13.16

Teacher marking and feedback

Score 81.7/100

81.7%

