



TRINITY COLLEGE

# Year 7

# Handbook

# 2021



TRINITY AVENUE, EAST PERTH, WESTERN AUSTRALIA

[www.trinity.wa.edu.au](http://www.trinity.wa.edu.au)

## INTRODUCTION

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Trinity College has its origins in Christian Brothers' College, St George's Terrace, Perth founded by Bishop Mathew Gibney and Brother Ambrose Treacy in 1894. From the beginning, both boarders and day students were enrolled, but as the business section of the city expanded, the site became increasingly unsuitable for a boarding school. In 1938, the boarders were transferred to Mount Henry, Manning, to found Aquinas College.

Christian Brothers' College continued as a day school until 1961 when the buildings and land were purchased by the Perth City Council. The College was then transferred to its present location in 1962, and renamed Trinity College.

In 1968 Trinity became a member of the Public Schools' Association of Western Australia.

Trinity College endeavours to provide a distinctly Catholic environment where the students can form a truly Christian character and where students, parents and teachers can meet in an atmosphere of mutual concern and respect.

## CURRICULUM OVERVIEW

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The College's aim is to provide a transition structure enabling students to quickly adapt to a secondary school environment.

As well as studying the 7 compulsory subjects for a significant part of the week, students will experience some typical option subjects on a rotational basis that will assist them to make informed subject choices in later years.

CORE SUBJECTS	ELECTIVE SUBJECTS - ROTATIONAL
Religious Education	Design Technologies: Materials
English	Design Technologies: Design
Health	Digital Technologies: Programming
Humanities	Digital Technologies: Game Design
Mathematics	Italian
Physical Education	Performing Arts: Music
Science	Performing Arts: Drama
	Transition
	Visual Arts: Art
	Visual Arts: Media Arts

## COMPULSORY SUBJECTS

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### RELIGIOUS EDUCATION

Religious Education in Year 7 aims to encourage students to find a personal connection with God by enriching their religious knowledge and understanding of the Catholic faith tradition in the spirit of the Edmund Rice charism.

The College follows the Archdiocesan Religious Education programmes as mandated by the Bishops. The four units studied over the course of the year are:

- Unit 1: Christians are Followers of Jesus
- Unit 2: Living as Church
- Unit 3: The Love and Goodness of God
- Unit 4: Living in God's Love

The Religious Education learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives.

In Year 7 students are introduced to the person of Jesus and beliefs and practices of the Catholic Church. Through a basic study of the Sacraments of Initiation, the Liturgical Seasons, Prayer, Christian Morality and Social Justice, students learn what it means to live the Christian life. They will also receive a brief introduction to Church history.

Assessment is on content and application of this content in the students' context. Reporting is in grades as directed by the Catholic Education Office. Faith is personal and cannot be extrinsically tested, but the content taught in the Religious Education class is supported by retreats and the Christian Service Programme. Students attend Mass at regular intervals in the school year.

## ENGLISH

Within the English subject there are two English courses offered in Year 7.

### English

The Year Seven Programme will focus broadly on several key areas: reading and comprehension, functional literacy and critical literacy. The focus on reading will be addressed through structured personal reading and the class-based study of a range of print texts including novels, short stories and articles. Through reading journals, library activities, reading aloud, comprehension tasks and creative work, students will be encouraged to enjoy their reading and engage thoughtfully with the opportunities for learning and escapism that books can provide.

Functional literacy is a vital component of all Middle School English programmes, and in Year Seven it will be addressed regularly and thoroughly. All students need to understand that their ability to use correct spelling, grammar and punctuation, as well as interesting and appropriately selected vocabulary, are core components of written communication, and cannot simply be prioritised intermittently. As such, regular spelling and grammatical tasks will be interspersed with extended and short answer written work – both comprehension and creative based – where the expression of ideas is treated as comparably important to the content.

In Year Seven, the critical literacy emphasis is on encouraging students to think more deeply about the meaning conveyed in familiar text types, and exploring the possibilities for thought and understanding conveyed in less familiar text types. In order to encourage this, a range of interesting texts will be selected for students to explore in a manner easily relatable to their own lives, whilst giving them the chance to explore new and challenging ideas in a supported and nurturing environment.

### English Course 3

This course is specially designed for boys identified as needing extra assistance in English.

This supportive and stimulating classroom environment fashions a fully differentiated programme. In any one lesson, students will complete different activities that focus on their individual point of need, their independence and motivation and skill level throughout the year. A student in this programme will gain extra one on one attention to ensure that their development is assured.

Each student's progress is monitored throughout their enrolment in this course and their potential in rejoining mainstream English will be revised. Overall, it will seek to provide all of its students with the

skills necessary to eventually move into a senior school course appropriate to the abilities and ambitions of the student.

### Literacy Support Classes

For those students who require extra support for reading, writing and organisation the College offers a class twice a week with a specialised teacher. Students are identified by the College and placed in this course to improve and raise literacy levels. Parents will be notified if their son has been placed in this course.

## HEALTH

In Year 7, the content 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. Outdoor pursuits such as canoeing, Trangia cooking and fishing are used as a practical setting to allow students to demonstrate their understanding of theoretical concepts covered in the program.

## HUMANITIES

Year 7 Humanities is delivered within two courses, i.e. Humanities Course 1 / 2 (mainstream), and Humanities Course 3. Students are directed into the appropriate course as a result of past performance.

Year 7 students in Humanities during first semester will study the ancient world, with a focus on Rome, and then be introduced to Australia's political and legal system. In second semester, students will investigate issues of water and the Perth environment, including exploring the economics of retirement in Perth. In doing so, they will be introduced to the main Humanities areas of History, Politics and Law, Geography and Economics.

The teaching of each topic will incorporate Information Technology in class exercises and research, and there will be a variety of assessment styles used, including written assessments, exams, oral presentations and research assignments.

## MATHEMATICS

The Year 7 Mathematics course is designed to develop a rigorous foundation of the fundamental concepts underlying mathematics. The emphasis will be on core number skills and the development of mental strategies.

We will cover topics specified in the Western Australian Curriculum, namely: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Problem solving will be interwoven within each of the above mentioned areas of mathematics. Technology will be utilised at every opportunity to enhance student understanding and learning. Students will also develop skills in calculator usage, preparing mathematical projects and mathematics competitions.

Year 7 students will be ability grouped for their mathematics classes however all Year 7 students will do the same course.

***Some students may also be identified for the Quicksmart Numeracy program at the end of Term One. See below for details of this program.***

*See Appendix A: Senior Secondary Mathematics Pathways.*

## QUICKSMART NUMERACY PROGRAMME

*This is an intensive numeracy programme designed to enhance basic mathematical ability. At the end of Term 1, Year 7 students that have been identified as requiring extra assistance with numeracy will be placed in this 30 week program.*

Trinity College strives to enable all students to reach their full potential. Various programmes have been established, within the College to help achieve this. One new initiative is the Quicksmart programme which will assist boys in Year 7 Mathematics to improve their numeracy skills. The Quicksmart programme was developed through the National Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia (SiMERR) at the University of New England, NSW.

The Quicksmart programme has been implemented in a number of schools in New South Wales and the results are showing significant improvement in students' numeracy levels. The Catholic Education Office of Western Australia is supporting the programme, encouraging schools to implement the programme and providing assistance with funding.

Quicksmart is a theory-based educational intervention programme for middle school students. The programme is designed to enhance students' fluency in numeracy by improving their information retrieval times. Students work in pairs, with a facilitator, for three 30-minute lessons per week for approximately 30 weeks. Students will spend time on improving recall of number facts and basic computation. Improvement in these crucial building blocks for numeracy will allow students to spend more time on the more complex components of a mathematical problem.

*NB. Parents will be notified of their son's participation in this course.*

## PHYSICAL EDUCATION

In Year 7, the content 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 Year 7 curriculum exposes students to an aquatic unit combining survival skills and stroke development, athletics, basketball, fundamental movement skills and strength and conditioning.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. The health component is predominantly addressed in the Year 7 elective rotation where students study health for one period each week for the duration of the year.

## SCIENCE

Year 7 is a very exciting time for students as, for some, it will be their first time in a science laboratory. To study Science, it is necessary to learn many skills so that they can embark on the processes of science inquiry and science investigation. The emphasis, therefore, of the Year 7 course is to learn how to conduct experiments. An interest in Science is progressively built as a means of expanding

their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.

After a short introductory course by which students are familiarised with laboratory safety and procedures, they are exposed to the processes of scientific inquiry and science investigation through a series of activities. These activities build from simple concepts such as observing to more sophisticated skills such as inferring. Emphasis is on the scientific method which engages students through problem solving and teamwork. During Semester Two further content is introduced to students through conceptual areas of Biological, Physical and Earth Science which are explored through familiar and relevant real-world experiences. In Course 3, students cover the same curriculum as the other courses, however, the pace of delivery of content is slower and more time is allowed for learning of key concepts. This course also adjusts the curriculum to allow more practise with literacy.

## ELECTIVE SUBJECTS - ROTATIONAL

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Trinity College in its elective rotation addresses the Western Australian Curriculum through presenting courses in, Digital Technologies & Design Technologies, Performing Arts, Visual Arts. In addition students will study Italian and will have a Transition class to help them adjust to life at Trinity.

### DESIGN TECHNOLOGIES

Design and Technology is taught as two separate units in Year 7:

- Materials Technology
- Design.

The aim of the **Materials** course is to give students an insight into the fundamentals associated with working with a broad range of materials and their impact on the environment. There is a focus on creating a safe work environment, where all students can demonstrate creativity and develop some basic hand skills. They are encouraged to design, make and evaluate aspects of their project which gives them a valuable insight into the design process.

The **Design** elective provides students with the opportunity to study different types of graphic communication techniques used in our modern technological world using the latest CAD software. We have also incorporated an Engineering component into the experience, looking at electronic circuits and associated technical skills.

Both these units give the students a basic understanding of Design and Technology in the modern world and create an opportunity for further study in future years.

### DIGITAL TECHNOLOGIES

In digital technologies there are two main areas of focus:

- Programming with Robotics
- Gamed Design

**Programming with Robotics** focuses on developing understanding and skills in computational thinking, such as decomposing problems and engaging students with a wider range of information systems as they broaden their experiences and involvement with digital technologies. They follow sequenced steps to a problem-solving plan. Students have opportunities to create a range of solutions, and simulations while learning how to program a robot.

In **Game Design**, students use a range of digital sources to explore how to create innovative games. They develop games using relevant software, and create data to model objects and/or events. Students create digital solutions considering the user experience that allows for choices to be made

within a user interface. Students work independently, and collaboratively, to plan, develop and communicate ideas and information, when using digital technologies.

## ITALIAN

In Year 7 Italian students will cover topics such as Greetings, Introductions, Birthdays, People and Sport. On a cultural note they will briefly study the Regions of Italy and also learn about Italian customs and traditions. They will learn basic grammatical concepts within the context of topics covered throughout the course.

## PERFORMING ARTS - MUSIC

The Year 7 Music course is a fun and practical course designed to cater for the general student and to provide the background necessary for the Year 8 music elective. The course is aimed at exploring the different elements of music through the teaching methods of the Kodaly concept.

Through singing and rhythm games students will develop their understanding of rhythm, pitch and notation and be given the opportunity to write and perform their own compositions.

## MUSIC ADVANCED- YEAR LONG (By selection)

A group of 20 boys will be selected to take part in the advanced year long music program. Selection will be on the basis of their musical aptitude as determined by a test administered to all incoming Year 7 students in November of this year. Selected boys will all need to be play an instrument to be considered for the class.

## PERFORMING ARTS - DRAMA

Students will be given the opportunity to plan, develop and present performance to their peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published scripts, using selected drama forms and styles. In Year 7, students will be covering the form of circus and restoration comedy. Student work in devised and/or scripted drama is the focus of informal reflective processes using generalised drama terminology and language.

## TRANSITION

As the title suggests this elective aims to make the transition from primary to secondary at Trinity College a little easier. The elective runs in first term for all Year 7 students. In addition to assisting with the initial changes such as lockers, locks timetables and changing classrooms the program endeavours to address the following:

- BUILDING RESILIENCE
- LEADERSHIP (This is done in the light of Council voting and the College mantra of 'Men for Others')
- BULLYING (Types & prevention – building links with the Year 7 Health curriculum)
- TIME MANAGEMENT

Time is also devoted to preparation for the Year 7 camp which is conducted in term one at Dwellingup.

## VISUAL ARTS - ART

This is a course that effectively provides opportunities for students to express their own identities and ideas using a variety of materials and processes. Students will develop an appreciation of their own artwork and that of other artists and cultures. The projects will be developed from Painting, Sculpture, Ceramics, Printmaking or Graphic Design, or a combination of these.

Students will be guided through a skills-based process to enable them to achieve confidence and expertise with the materials and techniques. They will be encouraged to develop ideas from small original sketches in personal Visual Diaries and take these ideas through to high quality final studio pieces.

## **VISUAL ARTS - MEDIA ARTS**

In Year 7, students are provided with opportunities to view media work within the context of the selected focus. They are introduced to the basic communication model, explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others. Students will have an opportunity to engage in practical learning by creating their own photo-stories and animations. They will engage in peer review and be able to share their ideas and final productions with their classmates.

Students work as a team, follow timelines, and use processes and strategies to ensure safe and responsible use of media equipment.

## SENIOR SECONDARY MATHEMATICS

