



MANSFIELD SECONDARY COLLEGE

2025 Year 7 Curriculum Handbook

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INTRODUCTION

Mansfield Secondary College (MSC) is an isolated rural Secondary College with approximately 490 students across years 7-12. We are committed to all students achieving excellence in both academic and vocational streams of education and have achieved consistently strong academic outcomes.

At Mansfield Secondary College we value:

- Respect: for self, others and the environment
- Persistence: doing your best all the time
- Curiosity: an interest in the world and our learning

Year 7 is a time for consolidation, development and preparation for Year 8. The curriculum structure at this level ensures that all students are exposed to a broad range of subjects. Students will have one teacher for English and Humanities and one teacher for Mathematics and Science so that there is a smooth transition into the secondary school environment.

This booklet includes details of the subjects Year 7 students will undertake in 2025.

ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.



STUDENT ASSESSMENT AND REPORTING

The 'progressive reporting' structure builds throughout the year and provides students and parents with ongoing assessment of student learning. Parents are able to access results and feedback throughout the semester rather than waiting for a 'Semester Report' for indications on how their child is progressing.

Progressive Reporting

Progressive Reporting allows parents and the students to see:

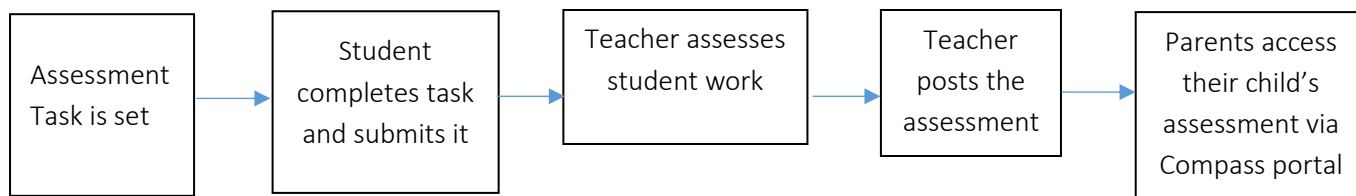
- What they have achieved
- What they need to improve and
- Suggested paths for improvement

Learning Tasks - posted throughout the semester (Years 7-10)

Each semester parents will receive a minimum of two 'learning task' assessments per subject. The 'report' is an assessment of a particular task against the Victorian Curriculum. A comment outlines what the student did well, areas for improvement, and how to achieve that improvement.

Learning tasks will be posted on the Compass parent portal.

The Assessment and Feedback Process



Progress Report - twice a term

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

Semester Report - end of each semester

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

Parent Teacher interview sessions each semester

Parent Teacher Interviews will be held twice a year for all students.



STUDENT SUPPORT

Wellbeing

Mansfield Secondary College is committed to building a learning environment where all students feel safe and supported. MSC recognises the importance of developing students' resilience and social and emotional capabilities so that they can achieve their full academic potential. The College values of Respect, Persistence, and Curiosity provide a basis upon which appropriate programs and procedures are developed across the College.

The College has a team of staff who support students in their learning and participation in school life, these include:

- A team of **Year Level Coordinators** who monitor overall student progress and provide support to students when required
- A **Wellbeing Coordinator** who is responsible for overseeing the wellbeing of MSC students, providing support, developing programs and referring to external services where required
- An **Adolescent Health Nurse** (School Nursing Program) who offers general health-related information and advice to students and is available by appointment
- A **Mental Health Practitioner** (MHP) who provides mental health support to students. The MHP is accessed via the Wellbeing Coordinator
- Two **Student Wellbeing Officers** who provide counselling and support to students and assist with whole-school initiatives

At MSC we want to ensure that every student feels known and valued. Our **homegroup program** gives students the opportunity to build a positive and supportive relationship with a teacher who they will see every day. Homegroup teachers play a vital role in understanding their students; their needs, goals and aspirations. The home group curriculum addresses a range of wellbeing topics throughout the year.

At times students might require additional wellbeing support. MSC student support team members can make referrals to appropriate external support services. These may include, but are not limited to: psychologists, DET student support services, NESAY, North East Child & Adolescent Mental Health Service, Junction Support Services and Headspace. In all instances, MSC staff will aim to work collaboratively with families to achieve the best outcomes for students.

As a 'respectful relationships' school, MSC explicitly seeks to promote and model respect, positive attitudes and behaviours and teach students how to build healthy relationships, resilience and confidence.



Specialist Services

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

JUNIOR SECONDARY CURRICULUM

Mansfield Secondary College's Year 7 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. All subjects are aligned with the Victorian Curriculum.

Students will participate in mandated subjects (i.e. there are no elective subjects) and will participate in learning experiences in the core areas of Mathematics, English, Science, Humanities, Health, Physical Education and Indonesian as well as completing subjects from Arts & Technology areas.

CO-CURRICULA ACTIVITIES

Mansfield Secondary College provides a number of different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Year 7-10 Snowsports Program, term 3
- Year 7 Howqua Camp
- Year 8 Rubicon Camp
- Year 8 Surf Camp
- Year 9 School for Student Leadership Program
- Year 9 Humanities Program
- Year 9 and 10 Indonesian Melbourne Trip
- Year 9 and 10 Agribusiness Seymour Alternative Farming Expo
- Year 9 and 10 Adventure Challenge camps and day trips throughout the year
- Year 9 and 10 Philosophy Camp
- Year 11 and 12 Outdoor Education camps and day trips throughout the year
- Year 11 Camp
- Year 12 VCEVM Camp
- Senior School Retreat Days
- Senior School Melbourne Careers Expo



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We have embedded programs that utilize community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a large farm placement component
- Year 10 Work Experience program
- Year 10 mock interviews with local employers

Our strong sporting tradition is supported by our involvement in:

- Mt Buller Annex - Term 3
- Snowsports program - Term 3
- Interschool Snowsports competition -Term 3
- Round Robin sports during Terms 1, 2 & 3
- Interschool Sports throughout the year
- Adventure Challenge (Years 9 & 10) & Outdoor & Environment Studies (Years 11 & 12)



SUBJECT INFORMATION

ENGLISH

Brief Description/Outline: The Year 7 English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

The students read texts that explore the challenges of being a teenager in different social and historical contexts. They compile personal responses that reflect their level of understanding. Students complete oral tasks designed to develop confidence when speaking in front of an audience. In the compilation of their writing folio, students continue to develop the mechanics of writing such as structure and word use.

The key skills covered in this unit are: reading, writing, listening and speaking.

MATHEMATICS

Brief Description/Outline: The Year 7 Mathematics program has been developed to take into account that different students develop at different rates. The provided written work and activities cover a wide range of abilities, enabling extension opportunities for students as well as ensuring all students acquire the basic skills and concepts involved.

At the beginning of a topic, students will sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the student.

Homework Program: Weekly homework sheets are assigned in Year 7 that consolidate work covered in class as well as revising skills from past topics. The homework sheets are designed so that questions involve the same topic area every week (eg. Question 1 might always be about rounding decimals). Progress sheets indicate questions that are areas of concern and students are encouraged to seek help for these questions in class or at Maths Help.

There are three levels of homework sheets:

- Level A provides questions at a basic level
- Level B sheets would be completed by the majority of students, with questions being set at Year 7 standard
- Level C sheets contain extension topics as well as challenging questions and is designed for students with strong maths skills

MATHEMATICS EXTENSION & SUPPORT

Numeracy Tutor

At Mansfield Secondary College we have a Numeracy Support Program to assist Year 7 students who are below the expected learning level. Students with Numeracy needs are identified at the beginning of the year through targeted testing. The program includes in-class support and withdrawal sessions once a week that focus on developing skills and confidence. We have a dedicated Numeracy Tutor and a Numeracy Co-ordinator who deliver this personalised program and monitor student progress.



Maths Help

Once a week, teachers volunteer their time to run Maths Help, a 1 hour session available to all students from Years 7 to 12. Students are encouraged to ask questions about work from class, get assistance with their weekly homework sheets or just use the productive environment to work on tasks.

Australian Mathematics Competition

The AMC is for students of all standards and year levels and is conducted in Term 3. Students are asked to solve thirty problems in 75 minutes. The problems get progressively more difficult and the last few are challenging to the most gifted student.

The aims of the competition are threefold:

- To highlight the importance of mathematics as a curriculum subject
- To give students an opportunity to discover talent in mathematics, by applying their problem solving skills
- To provide resources for the classroom and to stimulate discussion about methods of solution

Mathematics Challenge for Young Australians

The Maths Challenge targets the top 20% of secondary students and Mansfield Secondary College has been involved in this problem solving task for the last 15 years, with students achieving consistent excellent results. The Challenge (held during a consecutive 3-week period in Term 2) comprises six challenging problems.

The aims of the Challenge include:

- Encouraging students to attempt interesting and unfamiliar problems
- Fostering a greater interest in and awareness of the power of mathematics
- Allowing the discovery of the joy of solving problems in mathematics
- Identifying talented young Australians, recognising their achievements and providing support that will enable them to reach their own levels of excellence

Enrichment Program for Young Australians

The Enrichment Program, written and organised by the Australian Maths Trust, is a six-month program that commences in April. It comprises comprehensive student and teacher support notes. The materials are designed to be a systematic structured course over the duration of the program and which students are intended to keep for on-going reference.

The Enrichment Program is not run in formal classes but is available to interested students who wish to study areas of mathematics outside the normal curriculum.



SCIENCE

Brief Description/Outline: Year 7s investigate the biological areas of habitats and interactions between living things in addition to classification. Fieldwork is conducted with a focus on macro invertebrates and data collection. Chemistry and properties of substances and mixtures, using particular techniques to separate mixtures, is also studied. Laboratory safety and the use of specialised equipment is integrated within the content of the course. The physical science areas of forces and simple machines is explored including the six simple machines. Critical thinking and problem solving is incorporated through a 4 week robotics program where students construct and program simple robots. Students also explore how the relative positions of the Earth, sun and moon affect daily life on Earth.

Assessment is based on key criteria and progression through these criteria can be tracked from year to year. Knowledge and skills are demonstrated across a range of differentiated tasks. These include topic tests, maintaining a practical logbook, scientific posters, extended investigations and oral presentations.

SCIENCE EXTENSION

Big Science Competition: This international competition tests critical thinking and problem-solving skills as well as science knowledge. The competition is organised by Australian Science Innovations, a not-for-profit organisation committed to providing high quality science extension programs that inspire, challenge and raise the aspirations of students in science. Website: <https://www.asi.edu.au/programs/big-science-competition/>

HUMANITIES

Brief Description/Outline: The Year 7 Humanities curriculum is based around the History and Geography Victorian Curriculum. Change over time is examined, along with how this concept shapes communities and ways in which people interact with their environment. The unit seeks to explain the physical character of different environments and how these impact on the distribution of people. The focus topic is the study of water resources.

Students investigate the ancient past looking at civilisations from the Asian and Mediterranean world. They develop research questions about the past to inform an historical inquiry and in doing this they study physical features of a country, the social structure of its communities and the timeframe of significant events.

HUMANITIES EXTENSION

National History Challenge, a research-based competition that requires students to engage with primary sources and challenge themselves, with a particular focus on sources and stories that are directly connected to their lives.

All assessment tasks for Humanities are differentiated, meaning that students will always have an option available to them that is appropriately challenging without being overwhelming. The curriculum and content are also differentiated, such as having the opportunity to extend the core requirements of the curriculum to a level that is suited to them, such as creating physical models of a topic.



HEALTH

Brief Description/Outline: Students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan, and the factors that influence their own health development. They take part in activities to develop personal identity and values, and are able to identify risk-taking behaviours and harm-minimisation strategies. Students identify the health concerns of young people and the strategies and health resources that are designed to improve their health. They also analyse influences on personal and family food selection, and identify major nutritional needs for growth and activity.

PHYSICAL EDUCATION

Brief Description/Outline: In this unit, the following skills and knowledge are covered –

- Development of fundamental skills through sport
- Students perform complex movement and manipulative skills, measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active.
- Students combine the use of skills, strategies and tactics to improve sports performance.

INDONESIAN

Brief Description/Outline: Students learn greetings, numbers, colours, terms of address, how to introduce themselves, say where they live and general knowledge about Indonesia. Classroom activities included songs, games, listening comprehensions, written exercises, role-plays, short story writing and tests. Cultural understanding is taught through these activities as well as traditional Indonesian children's stories.

INDONESIAN EXTENSION

- Time permitting, students undertake a research project on an Indonesian animal of their choice.
- Participation in on-line language learning activities and competitions.

Assessment tasks for Indonesian are differentiated, so students have appropriately challenging tasks.



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The following Arts & Technology subjects are run on a rotational basis and students will complete 2 units each semester.

GRAPHICS

Brief Description/Outline: In this unit students are introduced to basic visual communication language and the design elements. They apply this knowledge when exploring and responding to designs in class discussions and written activities. Students also respond to design briefs, using appropriate skills and techniques to communicate a number of ideas for a specific purpose or audience. Each design task requires students to follow a design process of brainstorming, exploring and refining in order to produce final designs. There is a particular focus on media such as pencil and fine liner, and competent use of rulers and compasses.

VISUAL ARTS

Brief Description/Outline: In Year 7 Art, students learn basic Art terminology and apply this knowledge when exploring and responding to artworks from different times, places and cultures.

Students participate in a variety of practical tasks aimed at exploring the art elements and how they can be applied to their own artworks. There is a particular focus on tone, line, shape and colour, explored through a variety of mediums and techniques. Students use annotation to show their understanding of the processes they use to manipulate the art elements in their work, with a focus on constructive self-critiquing as a motivator for continual artistic development.

MUSIC

Brief Description/Outline: In Year 7 music students learn a wide range of skills through the following:

- music theory and aural development,
- keyboard and guitar performances
- listening and analysis of varying music styles and instruments
- exploration of music cultural/historical features
- creative sound composition
- creating & making own instrument

DRAMA

Brief Description/Outline: In Year 7 Drama, students learn basic Drama skills and apply this knowledge in the creation and performance of their own work.

Students participate in a variety of class and practical performance tasks, which are aimed at giving them an understanding of Drama, but also to instil confidence and participation in the individual and encourage cooperative group-work practices. They also learn how to reflect and constructively evaluate their work and that of others.



MATERIALS TECHNOLOGY

Brief Description/Outline: In this unit students develop a range of ideas in response to a design brief for a 'Crazy Critter' developed from a variety of inspirational sources. They follow a design process involving brainstorming ideas, exploring possibilities and refining, to arrive at a final solution for this textile's product. Students learn pattern making and enrichment techniques including fabric painting and printmaking. They learn how to use a sewing machine to construct their product and they negotiate criteria for evaluation. Bookwork records their journey and also includes topics involving fibres and fabrics.

FOOD TECHNOLOGY

Brief Description/Outline: Students are introduced to working in the kitchen while following strict hygiene and safety regulations. The concepts of healthy eating and good food choices are explored and put into practice during cooking sessions. Basic preparation and cooking techniques are introduced, as well as tools and utensils used in the kitchen. Students are encouraged to develop time management, organisational and teamwork skills during their semester in the hospitality centre.

WOOD TECHNOLOGY

Brief Description/Outline: Students are introduced to workshop safety and organisation. They use a range of measuring and marking out tools in the construction of basic joints and small projects. The emphasis is on attention to detail and an understanding of basic woodworking practices and design skills.