



CANTERBURY GIRLS' HIGH SCHOOL

**Middle School  
Handbook  
2022  
Year 7**



**Canterbury Girls'**  
SECONDARY COLLEGE



*Contents*

A letter for students.....	3
Information for Parents.....	4
Middle School Activities .....	5
2021 Term Dates.....	6
Assessment and Reporting .....	6
Learning Opportunities at Canterbury Girls' Secondary College.....	6
<b>Year 7 Subject Descriptions .....</b>	<b>7</b>
7EN English.....	8
7FT Food and Technology .....	8
7PD Personal Development.....	9
Language other than English (LOTE) .....	9
7FR French .....	9
7JP Japanese.....	9
7MA Mathematics .....	10
7MU Music .....	11
7PE Physical Education.....	11
7SC Science .....	12
7GE Geography: Water and Liveability.....	12
7HI Ancient History .....	13
7SP Sport Education .....	13
7TS Technology.....	13
7IM Instrumental Music.....	14



## *A letter for students*

Welcome to the Middle School (Years 7-9) at Canterbury Girls' Secondary College.

Beginning secondary college can be challenging for students. You come from primary school where you were the leaders in the school, and where you knew everyone and everyone knew you. Canterbury Girls' Secondary College will probably be bigger than your primary school and there will be lots of new people, and strange places to find your way around. However, there are many people who can help you as you begin an exciting journey through the next part of your education.

You will be welcomed into the Middle School where you have a Home Room Teacher and a Year Level Co-ordinator to help you. The Year Level Co-ordinator is assisted by the Head of Middle School and as a team, they will support and guide you.

During your years in the Middle School at Canterbury Girls' Secondary College, your personal journey will include developing a better understanding of yourself as an individual as well as developing your relationships with others both as individuals and as team members in a context of high expectations. It is a time when you take personal responsibility for your learning and the development of a variety of skills in academic, creative, practical and sporting pursuits with the aim, always, of achieving the best outcomes you can in all these areas. In order to do this, you need to ensure that you develop independent, focussed and consistent study habits. You need to work productively in class, you need to seek help from the teacher when you need it, you need to study effectively for tests, and you need to complete all homework by the due date.

At Canterbury Girls' Secondary College we have a strong co-curricular activities program built around our House structure. You will meet other students, make new friends and develop a sense of belonging both to your House and to the College. There will be opportunities for you to undertake leadership programs and develop your leadership and team building skills.

The Middle School at Canterbury Girls' Secondary College offers you many opportunities to succeed and develop your own potential and skills. My best wishes as you begin that journey.

Dr Mary Cannon  
Principal



### *Information for Parents*

Canterbury Girls' Secondary College has built and maintained a reputation for excellence in the provision of education for girls. Students learn in an environment that encourages high achievement in all endeavours and which values effort and diligence. The College places great emphasis on students working to achieve their very best, on students challenging themselves and on seizing all opportunities open to them. As a learning community, we set high expectations for staff and students alike and provide a learning environment which facilitates the best possible outcome for all students.

The College offers a broad dynamic curriculum which provides all students with the opportunity to develop academic, practical, creative and sporting skills. In addition, Canterbury Girls' Secondary College offers an extensive co-curricular program which includes instrumental music, associated bands, ensembles and choirs, community service programs, peer support, camps and excursions.

The school has a strong commitment to promoting leadership skills in students based on co-operation, tolerance, self-discipline and concern for others. The well-established House system fosters the development of initiative, leadership skills, teamwork and active participation in sport, dance, music, debating, drama and chorals. Involvement in House activities enables students to develop relationships with students across a variety of year levels and encourages a sense of community. Students are encouraged to be actively involved in decision making. The College Student Leadership team, the Students' Representative Council (SRC) and the House Captains are important participants in this process.

Canterbury Girls' Secondary College facilitates a strong relationship between all members of the College community. The School Council provides an opportunity for parents, teachers, students and community members to participate in whole school decisions and programs. The Parents' Association is an active group within the College, organising social and fund raising activities. The Mangarra Society, the former students' association, contributes to the life of the College by providing tangible links with our past, by keeping and articulating the history of the College, and by providing funds for College programs. It is a focal point for past students who wish to retain a link with the school. Relationships with the broader school community develop a sense of tradition and continuity for students. Such links ensure a strong sense of identity for the College provide a tangible framework through which we can focus on students learning and student outcomes.

One of the State's few government all girls' schools, Canterbury Girls' Secondary College offers an environment where girls can be themselves and can have a strong voice in the classroom and through the College's co-curricular activities.

At Canterbury Girls' Secondary College we invite young women on an educational journey where they can develop their potential in a supportive environment, challenge themselves to do and be the best they can while fostering resilience and social awareness.



## *Middle School Activities*

A team of committed and dedicated staff work to ensure that students are supported and encouraged in their education. A variety of activities and events are held throughout the course of the year to assist students with the changes they experience and to encourage parents/guardians to be involved in their daughter's schooling.

### Peer Support and Big Sister, Little Sister Programs

To assist the process of transition, trained Year 10 students act as leaders for small groups of Year 7 students, one lesson per week for the first semester in the Peer Support Program. In Semester 1, Year 7 students are matched with a Year 12 student and participate in a variety of activities to further develop their sense of belonging in the Big Sister, Little Sister Program.

### Camps

The focus of the Year 7 camp, held early in Term 1, is to know other students and their teachers. In a supportive, enjoyable and educational setting utilising co-operative group activities, students develop an understanding of how the school runs and of their individual preferred learning styles.

### Family Functions

A family evening is held early in Term 1 to provide Year 7 parents and families with an opportunity to meet Home Group teachers, other staff members and parents of girls who are in the same class in a social environment.

### Student Leadership

The College runs many programs to foster leadership skills. Students have the opportunity to apply for and take on many leadership roles such as Middle School captains, Middle School House Leaders, College Ambassadors, College Tour Guides, Home Group Captains, Student Representative Council (SRC) Members, Environmental Representatives and Social Service Representatives.

### House Activities

At the start of Year 7, students are placed in one of the four college Houses – Brennan, Cattanach, Flynn or Macdonald. Throughout the year students have the opportunity to participate in many House activities such as Chorals, Debating, Dance Drama, Year Level Sport competitions in Volleyball, Netball and Basketball and Sport Carnivals such as Swimming, Cross Country and Athletics.

### Sporting Activities

Intra and inter school sporting competitions are held. The College competes in the Boroondara Division of the School Sport Victoria competition once a term. This includes major sports such as Volleyball, Tennis, Softball, Badminton, Netball, Soccer, Football, Basketball and Hockey.

### Instrumental Music

The opportunity to study a musical instrument, including voice, is provided through the Music Department. Students are further encouraged to perform as part of the Year 7 Concert Band and the Junior Concert Band. They can also audition for vocal groups such as the SuperNovas and the Cantabella of Canterbury.



### *2022 Term Dates*

Term 1	Monday 31 January – Friday 8 April
Break	Saturday 9 April – Monday 25 April
Term 2	Tuesday 26 April – Friday 24 June
Break	Saturday 25 June – Sunday 10 July
Term 3	Monday 11 July - Friday 16 September
Break	Saturday 17 September – Sunday 2 October
Term 4	Monday 3 October – Tuesday 20 December

### *Assessment and Reporting*

Student achievement is regularly communicated to both students and their parents, in order to encourage progress. The formal aspect of the reporting process includes progress reports and Parent/Student/Teacher interviews.

All Middle School students receive progress reports every five weeks including parent teacher interviews.

Progress reports include a graph and a chart which will show progress in the areas of effort, behavior and achievement. The graph will show whether progress is well above the expected standard, above the expected standard, at the expected standard, below the expected standard or well below the expected standard.

### *Learning Opportunities at Canterbury Girls' Secondary College*

The College provides students with access to a comprehensive curriculum. In the Middle School, at Years 7 and 8, students undertake a common curriculum, with some choice introduced in Years 9 and 10 and with increasing choice in Years 11 and 12. The College runs a two week timetable cycle.

Year 7 Courses of Study	Year 8 Courses of Study	Year 9 Courses of Study
Subjects	Subjects	Subjects
English	English	English
Mathematics	Mathematics	Mathematics
Science	Science	Science
French or Japanese	French or Japanese	French or Japanese
Physical Education	Physical Education	Physical Education
Sport	Sport	Compulsory Semester-length Units: Health, Australian History & Geography: Biomes
Ancient History Geography	Medieval History Geography	
Music	Drama	Elective Semester-length Units
Food Technology	Art	Students select from a range of elective offerings See Year 9 & 10 Elective Handbooks
Electronics	Textiles	
Personal Development	Personal Development	



# Year 7 Subject Descriptions



## **7EN English**

### **Course Description**

The course aims to develop students' competencies in reading, writing, listening and speaking. A range of texts, including novels, films, and poetry will be studied for enjoyment, interpretation and reflection. Writing includes personal, imaginative pieces and informative, formal pieces. The ability to adjust the form and style of writing to suit different audiences and context purposes is developed. Listening and speaking activities require students to participate in, and contribute to, class activities, listen attentively to teacher and peers, and make presentations and actively contribute to class and group discussions. Students are required to complete tasks designed to improve syntax, broaden their vocabulary and produce greater accuracy in expression.

### **Assessment Tasks**

1. *Response to Texts.* Students complete at least two written responses to two different texts.
2. *Writing.* Students submit at least two finished pieces of creative and/or essay writing.
3. *Speaking.* Students participate in group work, practising effective listening skills, and make presentations to small groups and the class.

## **7FT Food and Technology**

### **Course Description**

During this unit students learn about the safe and hygienic handling and storage of food and the appropriate use of tools and equipment. They develop food preparation skills and prepare a range of products. Students use Food Models to make judgments and decisions about food selection. Students use the Design process to investigate, produce and evaluate a product.

In semester 2 students continue to build on all aspects of food safety and develop an understanding of food additive, labelling and the cultural influences on food selection.

They increase their range of processes and competencies while further developing their preparation skills.

### **Assessment Tasks**

#### **Semester 1**

##### **1. *Healthy Eating and Indigenous Foods Task***

Students learn about traditional indigenous ingredients and their nutritional benefits. They also complete a sensory analysis after tasting a variety of indigenous foods.

##### **2. *Design Task.***

Students undertake a design challenge to modify a basic pancake recipe. Students will investigate research and design their variation. Once produced, they present and photograph their variation. Students will analyse the properties of the food product and make appropriate work plans for the product.

#### **Semester 2**

##### **1. *Food Safety, Labelling and Recycling***

Students research food safety and labelling and use this information to answer related questions. Students look at the impact of recycling on the environment.

##### **2. *Practical Test***

Students demonstrate safe and appropriate use of tools and equipment in following a recipe and independently completing a product.



## *7PD Personal Development*

### Course Description

This course focuses on personal development for the student. The health component will include drug education, puberty and safe use of technology. The course will also focus on the development of study skills, and critical thinking skills with emphasis on the De Bono thinking tools, growth mindset and mindfulness.

### Assessment Tasks

A variety of written and oral projects and presentations.

1. Respectful Relationships Task
2. Mindfulness Task
3. Big Sister/ Little Sister Show Bags
4. Puberty board games

## *Language other than English (LOTE)*

Two Language courses are offered at Canterbury Girls' Secondary College: French and Japanese

### *7FR French*

#### Course Description

This course provides students with opportunities to understand and use French within the world of their experience, with topics drawn from other key learning areas and the media. The focus is essentially interpersonal within topics such as self, family, likes, dislikes, home, pets and pastimes. Students learn about the basic geography and history of France as well as the customs associated with major festivities and events

#### Assessment Tasks

1. *Listening.* Students demonstrate comprehension of information heard in different contexts.
2. *Speaking.* Students participate in a role play or oral presentation.
3. *Reading.* Students identify the main ideas in a text.
4. *Writing.* Students write simple sentences to convey information.

### *7JP Japanese*

#### Course Description

This course aims to broaden students' awareness of cultures other than their own understanding of tolerance for different ways of life, the unique mechanics of Japanese language and its close links to the culture of Japan itself. Students are provided with intercultural knowledge and language awareness specific to Japan, whilst helping them to become confident and effective communicators in Japanese language. The ultimate goal is to help students think globally and to provide them with the tools to act globally.

#### Assessment Tasks

1. *Listening.* Students demonstrate comprehension of information heard in different contexts.
2. *Speaking.* Students participate in a role play or oral presentation.
3. *Reading.* Students identify the main ideas in a text and read material aloud.
4. *Writing.* Students demonstrate correct stroke order for hiragana, katakana and some kanji and use models to construct novel texts.



## **7MA Mathematics**

### **Course Description**

In Level 7, students work with powers of whole numbers, use index notation, represent numbers as products of powers of prime numbers, and investigate square roots of perfect squares. They use number properties to assist with calculation and order, and to add and subtract integers. Students find equivalent fractions, represent positive and negative fractions and mixed numbers on a number line and add, subtract, multiply and divide fractions and decimals with and without the use of technology. They express one quantity as a fraction of another, round to a specified number of decimal places, and convert between fractions, decimals and percentages. They find percentages of quantities and one quantity as a percentage of another. They solve simple ratio problems and calculate best buys with and without the use of technology.

Students use variables to express relationships in real life data, and interpret and analyse corresponding graphs. They use pro-numerals to construct simple algebraic expressions and substitute numerical values into these. They solve simple linear equations and plot points on the Cartesian plane.

Students use formulas for calculating areas of triangles, rectangles and related shapes, and volumes of cubes and rectangular prisms. They form two-dimensional representations of prisms, buildings and other structures. They use simple combinations of transformations, with and without technology, to create geometric patterns and identify line and point symmetry, apply parallel line and transversal angle properties, angles sums in triangles and quadrilaterals, classify triangles and quadrilaterals, and construct them using compass and straight edge and dynamic geometry technology.

Students construct sample spaces for simple experiments involving chance, and assign probabilities to outcomes. They use data from primary and secondary sources to investigate issues of interest, and employ data displays such as dot plots and stem and leaf plots to compare data sets, and calculate measures of centre and simple measures of spread to analyse and interpret the data.

### **Assessment Tasks**

The assessment for each unit of work is a class test, the assessment may also include activities, problem solving tasks or a project.

#### **Semester 1**

1. Fractions Test
2. Cartesian and Graphs Test
3. Prism Assignment

#### **Semester 2**

1. Architects Project
2. Measurement Test
3. Statistics Project



## **7MU Music**

### **Course Description**

This course provides students with the opportunity to gain and develop skills and build an appreciation of a wide variety of musical styles and influences through inquiry, creative thinking and playing of musical instruments. Student will be actively involved in music making including compositions using many musical instruments, their voices and also technology. A Major part of any music course is performance and student will regularly perform in groups as well as solo within the classroom environment. The development and extension where applicable in the area of music literacy and theory is an important component and all students will use these skills they develop to create practical outcomes.

### **Assessment Tasks**

1. **Performance Assessment:** students will use a range of instruments in class to develop solo, ensemble and class performances.
2. **Group and Solo compositions:** composition and performance of original works using all available instrumentation.
3. **Big Sister Little Sister Project:** students will work in groups to write, record and perform an original song using either Ukulele, Guitar or Piano and Voice. The song will be written for their Year 12 Big Sister.
4. **Music Literacy:** students will work on building their music literacy skills throughout the year working on activities, group compositions and culminating in a theory test at the end of the year.

## **7PE Physical Education**

### **Course Description**

Students work towards achieving both practical and theoretical knowledge in a range of individual and team sports. The course includes Hockey, Athletics, Minor Games and Basketball in Semester 1 and Dance, Artistic Gymnastics, Softball and Fitness in Semester 2. Students are required to demonstrate the skills and their understanding of the rules related to these physical activities. Their cooperation in group work and their ability to abide by the rules of safety are observed and their organisation and time management skills are assessed.

### **Assessment Tasks**

#### **Semester 1**

1. **Physical Activity Assignment.** Students conduct an investigation into their level of physical activity in comparison to Australia's Physical Activity and Sedentary Behaviour Guidelines.
2. **Overall Practical Participation.** Students are assessed on their performance in all P.E. units by the teacher and by student/peer evaluations, and the completion of rubrics and skills check lists.

#### **Semester 2**

1. **Dance - Routine Presentation.** Working in groups, students develop their own dance incorporating a variety of modern or traditional steps.
2. **Overall Practical Participation.** Students are assessed in their performance in all P.E. units by the teacher and by student/peer evaluations, and the completion of rubrics and skills check lists.



## 7SC Science

### Course Description

This course provides an introduction to the development of scientific knowledge and skills. There is an emphasis on problem solving and practical work. Safe laboratory practice is demonstrated. The topics covered allow all students to have an introduction to all chemical, physical and biological sciences.

### Assessment Tasks Semester 1

1. *Safety/Being a Scientist*. Test, Science Bookwork – Worksheets & Homework tasks, Practical Activities.
2. *States of Matter*. Test, Science Bookwork- Worksheets & Homework tasks, Practical Activities, Assignment.
3. *Separating Mixtures*. Test, Science Bookwork – Worksheets and Homework tasks, Practical Activities
4. *Precious Resources*. Science Bookwork – Worksheets & Homework tasks, Practical Activities, Assignment.

### Assessment Tasks Semester 2

1. *Classification*. Test, Science Workbook- Worksheets & Homework tasks, Practical Activities, Assignment (Model).
2. *Ecosystems*. Test, Science Bookwork – Worksheets and Homework tasks, Assignment, Practical Activities, Food Web Assignment.
3. *Forces*. Test, Science Bookwork – Worksheets & Homework tasks, Practical Activities.
4. *The Earth in Space*. Science Bookwork – Worksheets and Homework tasks, Earth in Space Project.

## 7GE Geography: Water and Liveability

### Course Description

Geography is studied for ONE semester only. Students begin with the study of place and liveability and the changes associated with the environment and cities in which they live. The second unit of study relates to the study of water in the world and the students will investigate how water is used by humans around the globe. Students also focus on the development of their geographical skills, such as map reading, representing and interpreting data.

### Assessment Tasks

1. *Coursework*. Students complete short exercises in class or for homework.
2. *Fieldwork*. Students undertake fieldwork at different scales and create maps which reflect this work.
3. *Tests*. Students are tested on their mapping skills and on all aspects studied in both the water and place and liveability units.



## *7HI Ancient History*

### Course Description

History is studied for ONE semester only. Students study the ancient world in year 7. Their studies consist of depth studies such as “How do we know about the ancient past” and “an Ancient Society”. Students are introduced to skills such as source analysis, research and using evidence to support arguments. Students explore the concept of civilisation. They investigate questions such as; how ancient civilisations were ruled, how people lived, what were the religious ideas, how major events impacted ancient societies and significant people in these civilisations.

### Assessment Tasks

1. *Chronology Task*
2. *Research Task*
3. *Test*

## *7SP Sport Education*

### Course Description

Sport should be a positive experience in which students acquire skills and develop attitudes that can be applied to other areas of their daily lives. These include concentration, teamwork, striving for excellence, leadership, performing under pressure and respect for others.

Each term students will participate in a sport in which they develop fitness, skills and team strategies.

## *7TS Technology*

### Course Description

In Technology students learn about factors influencing design decisions, design briefs, production skills, design thinking and safety. Students create a range of practical projects and complete a workbook/folio. Students will also gain hands on experience with 3D digital designs, and coding robots.

### Assessment Tasks

1. Practical Tasks, students will follow the design process to create a range of products.
2. Written tasks, students will complete a folio workbook over the course.



## ***7IM Instrumental Music***

This course is co-curricular and not part of the elective program. It is available to all students in the school.

### **Course Description**

This course provides students with the opportunity to gain skills on a musical instrument in order to perform both as a soloist and as a member of an ensemble. The course is performance based and all students are required to participate in at least one major ensemble. Students will study a range of musical styles and work towards establishing a good reading and aural skills set on which to further develop. External examinations may be offered where it is considered appropriate to students' musical development.

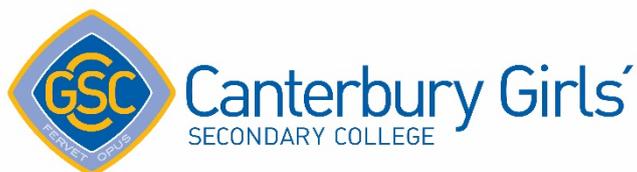
### **Assessment Tasks**

1. ***Technical Work:*** A range of appropriate technical work designed to enhance a student's ability to play with flexibility and fluency will be determined by the instrumental teacher.
2. ***Solo Performance.*** Students are required to prepare and present a program of solo works. Soirees, lunchtime concerts and in-class performances are available to students regularly throughout the year.
3. ***Sight Reading.*** Students will develop skills in unprepared performance which will support them in being able to perform more efficiently and at first sight with accuracy and fluency.
4. ***Aural Perception and Improvisation:*** Students will regularly work through a range of aural skills which may include improvisation and 'playing by ear' to support ear training.
5. ***General Knowledge.*** Students will develop an understanding and working knowledge of musical language as it applies to preparing for performance.
6. ***Ensemble Performance:*** All Instrumental Music students are required to participate in at least one Major ensemble.

Ensembles include: Wind Symphony, Concert Band, Training Band (beginners), Symphony Orchestra, Encore Strings, Cantabile Strings, Vivace Strings, Cantabella of Canterbury, SuperNovas and Guitar Ensemble.

Each of these groups rehearses weekly throughout the year and performs both at the College and at outside events.

Participation includes preparation of individual parts and regular attendance at all rehearsals and performances.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under the Student Learning tab.

<http://www.cgsc.vic.edu.au/student-learning/curriculum-resources>



**Please Note:** All handbooks are accurate at the time of printing. Year 9 & 10 Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.