

# Year 7

Tuesday, 4 December 2012

3:16 PM



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**Junior Secondary**

*"Distinctive Education and Training in the Wet Tropics"*

# **“Getting ready for secondary school”**

**Year 7 in the Canecutter Cluster  
from 2015**

**At Innisfail State College we are guided by  
our school values:**

**We are Learners**

**We take Responsibility**

**We show Respect**

**We are Safe**

**We strive to achieve the FNQ Region's goals of:**

**1. Improving teaching:**

- a. Explicit teaching practices in all classrooms**
- b. The teaching of reading, writing and numeracy**
- c. Teachers implementing the C2C curriculum and foundational learning programs**
- d. Leaders coaching teachers and giving relevant feedback.**

**2. Refining and embedding data based decision making:**

Innisfail State College will offer a full Junior Secondary School, comprising Years 7 – 9 from 2015.

We have the requisite:

- Facilities

We have identified classroom space to accommodate Year 7 from 2015. Constructed as one of Queensland's "State Schools of Tomorrow", our school was opened in 2010 and is proud of the state-of-the-art facilities including industry-standard commercial kitchens, engineering and automotive workshops in addition to modern General Learning Areas (classrooms), art, music, drama and dance spaces and a 300-seat capacity auditorium. Our grounds are well-maintained, spacious and attractive, with award-winning gardens, and will comfortably accommodate Year 7 – 12 students at break times without overcrowding. Innisfail State College has outstanding ICT resources and facilities. Students enjoy a computer to student ratio of 1:1, comprising a mixture of 184 desk top computers arranged in full computer laboratories, computer pods in classrooms and 500 laptops for student use. Other ICTs include data logging and robotics resources, a "green room" for media specialist studies and video-conferencing facilities.

- Curriculum Plan

Innisfail State College adheres to the Charter of Expectations of all FNQ State Schools and strives to achieve the FNQ EQ Service Commitment.

Students enrolling at Innisfail State College from our partner primary schools will enjoy a seamless transition in terms of curriculum as the Canecutter Cluster schools are guided by Education Queensland's Essential Learnings and Standards generally and, where available, by the National Curriculum from ACARA, supported by the Queensland Studies Authority's Curriculum into the Classroom (C2C).

Our School will adopt the Canecutter Cluster Explicit Teaching Model, recently developed, which complements perfectly Education Queensland's focus on Explicit Teaching in a disciplined environment. Students progressing from FNQ State Schools will be very comfortable as our curriculum and pedagogical language at Innisfail State College is the same as that used at Canecutter Cluster Schools. Our lessons will have the same components and some of our methodology will be shared.

Innisfail State College will continue to offer curriculum programs specifically designed to

- parents and carers including but not limited to our own P&C Association
  - the community of Innisfail, including police, ambulance, chamber of commerce
  - Ma:Mu Organisation
  - local, state and federal governments through elected representatives
  - school-to-work transition agencies including VPG, Skills 360, Direct Employment Services, Cassowary Coast Employment, Business Liaison Association, Advanced Personnel Management
  - education service providers who offer courses of study or assessment through our school, including Tropical North Queensland Institute of TAFE, Brisbane School of Distance Education, Cairns School of Distance Education, AMEB, Griffith University, USQ and UQ. We are a James Cook University partner school.
- Vision & Values

Key to driving our success at Innisfail State College is a shared direction. Our school subscribes to the FNQ Education Queensland Service Commitment, which pledges that we will achieve, for every student, a real life pathway after secondary school. Our school vision supports this, as do the school values which we embed into all that we undertake. The Service Commitment, School Vision and School Values are the filter through which we pass all school projects and ideas, to ensure that all our actions are aligned to delivering our goals.
  - Student Support Structure

Wellbeing of our students is of the greatest importance at Innisfail State College. We have multiple systems and structures in place to provide support for students and families as these needs arise. Our Student Support Team meets fortnightly to consider referrals by teachers concerned about any aspect of student wellbeing: academic or personal. Referrals may be made when a teacher or staff member notices a worrying academic change, apparent personality concerns, family or stability issues, friendship group anxieties or conflict issues. The SST will gather data, interview students and carers where appropriate and where a need is identified, nominate a Case Manager for the student. The Case Manager constructs a Student Welfare Plan and works with student and relevant external agencies, school support personnel, staff and family to action the plan.

Student Opportunity is also an important element of our Student Support Structure. Student Leadership opportunities are provided through our Leadership Structure. Student

**Years 7 - 12 will be offered at Innisfail State College commencing 2015.**

We anticipate a 2015 student enrolment as follows:

Year 7	125
Year 8	80
Year 9	115
Year 10	140
Year 11	125
Year 12	130
Total Enrolment:	705 students

Our school leadership structure will be as follows: ***Model to be determined in 2012 by Leadership Team***

Principal  
Deputy Principal  
Deputy Principal  
Associate Principal – Diverse Learning Centre  
Head of Special Education Services – Innisfail State College  
Manager of TAFE Services - TNQIT  
Head of Senior Secondary – Years 10 - 12  
Head of Junior Secondary – Years 7 - 9  
Head of Department – English & Reading  
Head of Department – Maths & Numeracy  
Head of Department – Sciences & HPE  
Head of Department – Creative & Industrial Arts  
Head of Department – Social Sciences & Languages  
*750 students will realise 8<sup>th</sup> HOD position*

Our student support team will include:

Guidance Officer

Deputy Principal

Deputy Principal

Head of Senior Secondary

Staff working directly with students:

Year Co-ordinator Year 7

Year Co-ordinator Year 8

Year Co-ordinator Year 9

Deputy Principal

Deputy Principal

Our timetable will provide the following structure and learning opportunities:

Our school day:

	Minutes	Start	Finish
Form	10	<b>8:55 am</b>	9:05 am
Lesson 1	60	<b>9:05 am</b>	10:05 am
Lesson 2	55	<b>10:05 am</b>	11:00 am
1 <sup>st</sup> Break	45	<b>11:00 am</b>	11:45 am
Lesson 3	55	<b>11:45 am</b>	12:40 pm
Lesson 4	55	<b>12:40 pm</b>	1:35 pm
2 <sup>nd</sup> Break	20	<b>1:35 pm</b>	1:55 pm
Lesson 5	55	<b>1:55 pm</b>	<b>2:50 pm</b>

Our curriculum distribution of lessons per week:

Areas of Study	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics & Numeracy	6	4	4	4	5	4
English & Reading	6	4/5	4	4	4	5
Science	4	4	4	4	In Years 11 & 12 students study six subjects, four of which are free choice. These may be a mixture of ISC courses, TAFE courses or eLearning courses	
History, Economics & Civics	2	2	2	2		
Geography	0	2	2	4/0		
Physical Education	2	2	3	2		
The Arts	2	4	major 4 and	2 majors 4 each		

### Year 7 at Innisfail State College in 2015

Students currently enrolling into Year 8 at Innisfail State College turn 13 years of age at any time in the first year of enrolment. Students enrolling into Year 7 at ISC in 2015 will turn 12 years of age in the six months before enrolling or in the first six months after enrolling. Half of the cohort will turn 13 years of age in the second semester of Year 8, so they are the same age as current Year 8 students. Half of the cohort will be six months younger than current Year 8 students. The 2015 Year 7 students will be in their eighth year of formal schooling.

Year 7 students will wear the same **uniform** as other Innisfail State College students. It consists of school shorts and a school polo shirt, white socks and shoes with covered uppers (joggers are best). Students must have a hat to wear outdoors during lessons (eg physical education) and at breaks.

Students will participate in a **set course of study**, covering all learning areas of the national curriculum and compulsory Key Learning Areas set by Education Queensland. This includes English, Mathematics, Science, Health & Physical Education, History, Geography, Technology (Hospitality and Manual Arts), The Arts (Art, Music, Drama and Dance). Students who are comfortably above the National Minimum Standard benchmark measure by Year 5 NAPLAN testing may also study Italian language. Different disciplines will have different time allocations, dependent on recommendations of QSA to meet ACARA syllabus requirements (refer table on previous page). Some students with learning disabilities or learning difficulties will also have Special Education or Learning Support intervention. For these students, Individual Learning Plans, Individual Student Plans or Individual Curriculum Plans, depending on the situation, will be negotiated with parents/carers.

**Daily routine** for Year 7 students will mirror the College's routine. Students will experience 5 lessons per day with two breaks. Students will have eight different subjects at any time. The most obvious differences in moving from primary to secondary for Year 7 students are identified and explained in the table below.

	Primary	Secondary	Rationale
	In primary school, students are accustomed to having a general classroom teacher, a music specialist teacher, a physical specialist teacher	In secondary school, Year 7 students will have a different teacher for each of their eight subjects. However, Year 7s will be taught by a select group of teachers, who will specialise in Year 7 instruction. Each	Students will be taught all disciplines by specialist teachers with deep content knowledge and skills. This will provide greatest opportunity for differentiation of curriculum to meet



Class groups	<p>In primary school, students usually spend all of their time with a constant core class group.</p>	<p>At Innisfail State College, Year 7 students will have a constant core class (English, maths, science, history) for the year. As most classes will be taking place in classrooms attached to our ICC (library), Year 7s will almost always be in very close proximity to one another. Class composition for non-core subjects of HPE, Italian, Arts and Technology will vary from the core class. Year 7s will have whole-group assemblies in the ICC at least once per week.</p>	<p>A core class enables students to bond closely with a single group and develop strong relationships, allowing a variety of learning strategies to be employed. This is balanced by opportunities for students to mix with different peers, establish more friendships and develop a year-group-identity. At times, classes will be altered strategically to deliver specific goals; eg ability grouped classes for set time and specific programs.</p>
Rooms	<p>In primary school, students typically spend most of their week in their base classroom, with weekly visits to other specialist rooms for lessons in music, LOTE and library.</p>	<p>In secondary school, our Year 7 students will be allocated base rooms in the ICC (library). Year 7s will spend the majority of their time in rooms CG11-14. Classes will have a base room and will only be as far away as a neighbouring room for any of the following subjects: mathematics, English, history, physical education theory. Specialist rooms will be timetabled for science, the arts, Italian and technology. Year 7s will move considerably less in the school day than other high school students. Year 7s will only be required to move between the ICC (library) and three or four other rooms, rather than the eight different learning areas used weekly by Year 8 students. Teachers will be based in the Year 7 designated subject rooms.</p>	<p>Fewer movements will result in fewer opportunities for students to become lost or distracted. Minimising movement will eliminate truancy and prevent anxiety. Students will be confident about being on time for class and having all their required equipment – two of our school’s non-negotiable requirements which define “We are Learners”. Provision for storage of student equipment will be made at the base precinct, removing the need for students to carry all their personal belongings for the whole school day. Only select Year 11 classes will be timetabled into Year 7 classrooms when they are free, promoting positive opportunities for interaction</p>

<b>Lunch times</b>	<p>At primary school, often lunch times are regulated to assist students to plan their time effectively. Eg eating vs playing time. At larger primary schools, students may be required to stay in designated upper-school areas; in smaller schools students mix with all year levels. Students are encouraged to play sports (handball, soccer etc) or may choose to spend time in the library.</p>	<p>At Innisfail State College, we will have a playground space set aside for the exclusive use of Year 7 students. This will be the area around the ICC (library), including the covered area between the ICC and the School Office. This incorporates toilets and easy access to the canteen. Year 7 students will not be confined to this area, but other students will not be permitted there. The ICC will be an indoor space available to the students at break times for reading, computer use, chess and other board games and individual and small-group study.</p>	<p>Year 7 students will be able to move about the school to participate in lunch time activities with friends and family from other year levels, strengthening our existing sense of school community. Year 7 students who do not feel comfortable moving about in a large school with older students may choose to remain with their same-age friends in a designated space, enhancing their comfort level and sense of belonging. This space will provide avenues of entertainment for individuals and groups with all interests.</p>
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<b>Personal Development</b>	<p>Personal Development at ISC incorporates the following programs and these are delivered through a combination of curriculum and stand-alone courses:</p> <p>Year 7: Resilience, Values, Getting Along, Cyber-Safety, Year 7 Camp</p> <p>Year 8: Values, Getting Along, Cyber-Safety, Decision-Making, Self-Esteem, Resilience</p> <p>Year 9: Year 9 Camp, Anti-Bullying, Cyber-Safety, Safe Behaviours</p> <p>Year 10: Certificate I in ICT, industry rep guest speakers, SET planning, Employability Skills</p> <p>Year 11: QCE checking, QCS skilling and practice, Study Skills, "Helping Friends" peer assistance program, Mentor Program (skilling mentors for junior students)</p> <p>Year 12: QCE checking, QCS skilling and practice, QTAC and Uni prep, Study Skills, Safe Driving, CPR training</p>		
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Year 7 English	Teachers 1, 2, 3 (incl HOD)	5 classes x 6 lessons = 30 lessons total HOD: 1 class @ 6 lessons Teachers 2 & 3: 2 classes each @ 6 lessons	CG11 & CG12
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Year 7 Maths	Teachers 4, 5, 6	5 classes x 6 lessons = 30 lessons total	CG12 & CG13
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Maths, Science and English will each be taught by HOD plus a selected expert teacher/s.

Year 7 Teachers will be allocated a senior secondary class to maintain their professional expertise in senior secondary; to continue professional growth and to develop deeper understanding of the sequence of learning and teaching across the complete secondary experience ie how the Year 7 science curriculum builds to senior biology, chemistry etc.

#### **Year 6 & 7 in Canecutter Cluster Primary Schools in 2014**

Year 6 and 7 students will exit Canecutter Cluster primary schools together at the close of the 2014 school year. The 2014 Year 5 students will become their schools' leaders in 2015 when the 6s & 7s are no longer present. This presents a unique situation for primary schools.

Typically, Year 7 students in our schools enjoy opportunities for leadership within the school and community, available only to Year 7s. Also, in many of our schools, Year 7 students participate in leadership camps and workshops, which contribute to developing these skills prior to embarking on secondary education. The 2014 Year 6 students could therefore miss out on the important skill- and character-building opportunities afforded by leading their schools. Our primary schools are aware of the importance of providing leadership-development opportunities for Year 6 students in 2014. They are also acutely aware of balancing this need of Year 6 students with preserving the "specialness" of Year 7 for the 2014 Year 7 students.

Finally, it is usual for the exiting Year 7 students to feature at the primary schools' end-of-year functions, variously known as Presentation Ceremonies or Graduation Ceremonies. These are steeped in community value and it must be carefully considered how to approach this for the exiting Year 6 and Year 7 cohorts in 2014.

Distinctively different programs to assist students in Year 6 transition to Year 7 and in Year 7 transition to Year 8 will need to be devised through collaboration between ISC and the Primary Partner Schools. It will be necessary to treat the groups as separate cohorts with distinct identities embarking on different programs in 2015.

