Year 7 Information Evening
2014
Introduction Subjects & Study

What is ahead?
How can you achieve your goals?
Subjects

• Stage 4
  – Years 7 & 8

• Meeting compulsory Board of Studies requirements

• 2 Electives in Years 9 & 10

• RoSA – Record of School Achievement
Satisfactory Course Completion Requirements

- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- Substantial completion of homework
- Bring books/materials to class
- Participation in the lesson
- Substantial effort evident in assignments
- Not disturbing the teaching and learning in the classroom
Semester Report Information

Given to students for all subjects each semester.

English

Areas of Study

Unit 1: "Me, Myself and I" (Autobiography study)
Unit 2: Fiction Study
Unit 3: Non-Fiction (Newspapers)
Unit 4: Public Speaking and Debating

Outcomes to be Assessed

1. Responds to and composes texts for understanding, interpretation, critical analysis and pleasure.
2. Responds to and composes texts in different technologies.
3. Recognises and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.
4. Makes informed language choices to shape meaning with accuracy, clarity and coherence.
5. Draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.
6. Analyzes critically and interpretively about information, ideas and arguments to respond to and compose texts.
7. Makes connections between and among texts.
8. Demonstrates understanding that texts express views of their broadening world and their relationships within it.
9. Identifies, considers and appreciates cultural expression in texts.
10. Reflects on and assesses individual and collaborative skills for learning.

Reporting Descriptors

A The student has an extensive knowledge and understanding of the content and can apply this knowledge in new situations.
B The student has a thorough knowledge and understanding of the content and a high level of competence in responding to and composing texts, as well as in using and describing language forms and features. In addition, the student is able to apply this knowledge and these skills to most situations.
C The student has a sound knowledge and understanding of the main areas of the content. In addition, the student has achieved an adequate level of competence in responding to and composing texts, as well as in using and describing language forms and features.
D The student has a basic knowledge and understanding of a few areas of the content. In addition, the student has achieved a limited level of competence in responding to and composing texts, as well as in using and describing language forms and features.
E The student has an elementary knowledge and understanding in few areas of the content. In addition, the student has achieved very limited competence in responding to and composing texts, as well as in using and describing language forms and features.

Assessment

Formal Assessment
- Task 1: Autobiography Task - Oral Task
- Task 2: Fiction Task - Creative Writing
- Task 3: Semester 1 Exam (Units 2,3)

Informal Assessment
- Bookwork
- Classwork
- Class tests/assignments (eg Fiction)
- Public Speaking/Debating

Assessment dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Study area</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Task 1: Autobiography Task - Oral Task</td>
</tr>
<tr>
<td>1</td>
<td>11</td>
<td>Task 2: Fiction Task - Creative Writing</td>
</tr>
<tr>
<td>2</td>
<td>Semi Exam Period</td>
<td>Task 3: Semester 1 Exam (Units 2,3)</td>
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</tbody>
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Reporting Descriptors

The general performance descriptors describe performance at each of five grade levels:

A. The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B. The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C. The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D. The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E. The student has an **elementary** knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
Homework

- Nightly classwork.
- Work on assignments.
- Review your class notes.
- Study for tests.

“Oh no, not homework again”
Work Habits & Study

Work Distracters
Doing work at home

• Have a set workplace.
  – No distracters.

• Complete your work in order of due date
  – Finish what’s due tomorrow first.
  – Start assignments early.

• Use your time effectively.

• Develop a routine.

• Find a system of organising that works for you
  – Pinboard
  – Whiteboard
  – Planners
The process is more important than the result.

"I got detention today because I refused to reveal you and Dad as my confidential homework source."
Plagiarism

- Copying, buying, stealing or borrowing another person’s work in part or whole
- Using material directly from books, CDs, internet etc without acknowledgement
- Submitting work that contains a large contribution from another person eg tutor, parent without acknowledgement
Be Prepared

- Pack your bag the night before.

- Check your diary.
  - Mark off completed work in your diary
Good Practices

College Diary

- Communication
  - School Policies
  - Rules & expectations

- Planning & Organisation
  - Daily Homework
  - Assessments / assignments
  - Revision planning

- Prayer and Liturgy
Good Practices

Punctuality

• School Starts at 8.35 am
• All students to be in the school yard by 8.20 am
• This is the boy’s responsibility not yours.
• Lateness has consequences – that’s the real world!
Good Practices

- Uniform
- Grooming
- Behaviour
  - Discipline expected and followed up
  - Pastoral Care founded on Gospel values
- Here and outside school
- You are our ambassadors
Good Practices

• Organisation

• Time

• Goals (PB)

• Seek Help
Have you considered

Canteen

- Once a month!
- Great social interaction & you meet parents with students in all years

P&F

- 1st Meeting next Monday 23rd February, 7.30pm in LC
- We don’t do fundraising!! Forum for discussion & learning
Reminders

Swimming Carnival

- Next Monday 23rd February @ Parramatta Pools

Blazers

- Last fitting at the College was today.
- You now have to go to the factory – contact details p19 diary
- All students must have a blazer ready to wear 1st day of Term 2
Reminders

Skoolbag App

- You haven’t installed it! – Why not?
- Subscribe to Year 7
Open Day

Date: Sunday 15th March 2015
Time: 11.30am to 2.30pm
Address: 198 Old Prospect Road, Greystanes

St Pauls Catholic College invites you to come along to our Open Day to experience what we can offer boys during their secondary schooling years. We will have open class rooms and school tours available so that you can see our facilities and current teachers and students will be available to answer any questions you may have.

Phone: 02 8888 3700 Fax: 02 8888 3799
Email: stpaulsgreystanes@parra.catholic.edu.au Web: www.stpaulsgreystanes.catholic.edu.au

Sunday 15th March, 11.30am to 2.30pm