



CURRICULUM

YEAR 7 2023

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Introduction



Mr Gregg Sharman

This handbook is designed to provide students and parents/guardians with information about the curriculum for Year 7. Compulsory core subjects, as defined by the Australian Curriculum are described, as well as a range of elective subjects.

In Year 7, students are mandated to experience a broad range of practical subjects offered by the College through a rotational timetable structure.

Our aim is to provide an environment where each student values and enjoys learning. Students are taught to be effective communicators, who are able to engage in high-level critical thinking, creativity, problem solving and teamwork.

Students are encouraged to be self-directed, ethical and responsible.

Finally, students are challenged to extend their knowledge and skills to be learners with a pursuit of personal excellence in every field of endeavour.

I encourage you to please read this handbook and discuss its contents with your daughter or son.

Mr Gregg Sharman
PRINCIPAL

CURRICULUM AT MARIST REGIONAL COLLEGE

Our curriculum draws on the strength of the Catholic tradition, and all members of our community are called to live by the College motto 'Love the Truth'.

The quest for knowledge, learning and teaching should occur within a community committed to the core values of hospitality, respect, compassion, justice and responsibility. We encourage each student to have a sense of self-worth, self-awareness and personal identity, and to develop academically, emotionally, socially, spiritually and physically.

Our students are taught to be effective communicators who are able to engage in high-level critical thinking, creativity, problem solving and teamwork. Students are encouraged to be self-directed, ethical and responsible. Opportunities for the development of leadership skills are considered an essential aspect of the curriculum, and students are given many opportunities to apply these skills through their academic and extra-curricular pursuits.

Staff enjoy a collaborative working environment where skills and knowledge are shared, and where a high value is placed on continued professional learning and achievement.

The Year 7 core subjects of English, Humanities and Social Sciences, Mathematics, and Science are taught by a small number of teachers who form a teaching team. Teachers in this team share teaching strategies and integrate concepts learnt by students across the curriculum. The Middle Years' Learning Area Leaders work with the teaching team to ensure student engagement and learning potential are achieved. Particular attention to literacy and numeracy development are core features of the Year 7 curriculum.



The development of the students' awareness of the Aboriginal and Torres Strait Islanders' histories and cultures is also threaded throughout our curriculum. In Term 2, Year 7 students visit Tiagarra Aboriginal Cultural Centre and Museum in Devonport, and participate in a variety of activities linked to many curriculum areas.

Year 7 teachers are guided by the Australian Curriculum in the areas of English, Humanities and Social Sciences, Mathematics, Science, Languages, Arts, Technologies, and Health and Physical Education. Parents can view the curriculum on the Australian Curriculum website (www.australiancurriculum.edu.au).



BUILDING POSITIVE PARTNERSHIPS

Year Level Coordinators, Learning Area Leaders, Student Support Coordinator, and Teachers at Marist Regional College work in partnership with parents in the education of our students. Contact and communication between the College and parents/guardians is important and will foster the growth and development of the students at school.

Teachers can be contacted by phone (03) 6432-7600, or email:

Year 7 Coordinator	Mrs Helen Cox	hcox@mrc.tas.edu.au
Middle Years Learning Area Leader (Global Connections)	Mrs Carolyn Winchcombe	cwinchcombe@mrc.tas.edu.au
Middle Years Learning Area Leader (Maths/Science)	Mrs Vanessa Wright	vwright@mrc.tas.edu.au
Student Support Coordinators	Mrs Sophia Jackson (Years 7-8) Mr Aaron Humphrey (Years 9-12)	sjackson@mrc.tas.edu.au ahumphrey@mrc.tas.edu.au

REGULAR FEEDBACK TO PARENTS

Frequent contact and communication between the College and parents/guardians is important and will foster the growth and development of the students at the College. All parents are given a login to MEL (Marist's online learning management system) where they can access information about their student's timetable, classes, due work and view feedback for all subjects each term.

FAITH LIFE OF THE COLLEGE

As a Catholic school our ethos is imbued with the Gospel values. In a practical way this is reflected in the relationships staff build with students and their families, and the meaningful way curriculum is designed to develop the whole person.



Over the course of a year there are a number of times and ways we come together to celebrate being a Catholic community. These events include celebrations of the Eucharist at Commencement Mass and Feast Day Mass; liturgies to mark Ash Wednesday, Holy Week and Christmas; and other opportunities for prayer as they arise. Each Year Level also participates in a day of retreat. Retreats are cross-curricular in their focus and encourage students to concentrate on aspects of personal development, especially spiritual development. At all of these events we are mindful that our students come from a wide variety of

backgrounds and involvement with faith, and we endeavour to provide a rich environment for discovery and exploration that utilises engaging and creative learning and presentation styles.

All students are invited to participate no matter their background, and family support of their child's participation is vital to our continued success as a Catholic College. We are grateful to the local faith community of Burnie, Fr John Girdauskas, Archbishop Julian Porteous and the wider church when they are able to join with us at these events.



MASTERING YEAR 7 PROGRAM

On the first day of Year 7, and for the first part of Week 1, Year 7 students complete the *Mastering Year 7 Program*. This program is aimed at helping our new students “master” the new and complicated world of high school. Students learn about the routines and expectations of Marist Regional College and being a Year 7 student in the Chanel Centre.

COLOUR-CODED STATIONERY AND TIMETABLE

In an effort to make the transition process from primary school to secondary school easier, the Middle Years at Marist Regional College has developed a colour-coded system for stationery and timetables.

The following colours are used for each subject:

<u>Yellow:</u> Religion	<u>Orange:</u> HPE
<u>Red:</u> Global Connections	<u>Pink:</u> LOTE
<u>Blue:</u> Maths	<u>Purple:</u> Electives
<u>Green:</u> Science	

During the *Mastering Year 7 Program*, all Year 7 students are given the opportunity to colour code their timetable using the colours above. This allows them to make connections between subjects and stationery.

LAPTOP BOOTCAMP

During the *Mastering Year 7 Program*, all Year 7 students participate in a two-day Laptop Bootcamp in the Chanel Centre. Regular timetabled lessons are cancelled, allowing students to devote their entire focus on learning how to operate their new machines more effectively.

At the end of each session, students complete an “Exit Ticket Survey” that asks for feedback on the session, and allows students a chance to reflect on what they have learnt. They are also given a chance to ask any questions they still might have from the session.

Over the two days of Laptop Bootcamp, students participate in six sessions and learn about the following:

- Digital File Management
- Navigating and Using MEL
- Using Microsoft Word
- Email Communication
- Chrome and Internet Searches
- Assistive Technologies



RELIGIOUS EDUCATION

Religious Education is organised into three interrelated strands: Knowledge and Understanding, Inquiry and Communication and Discernment and Making Connections. These strands are used to assess the learning of students from Year 7 to 10 and act as a continuum between the primary curriculum offered at Catholic schools within Tasmania and their secondary counterparts.

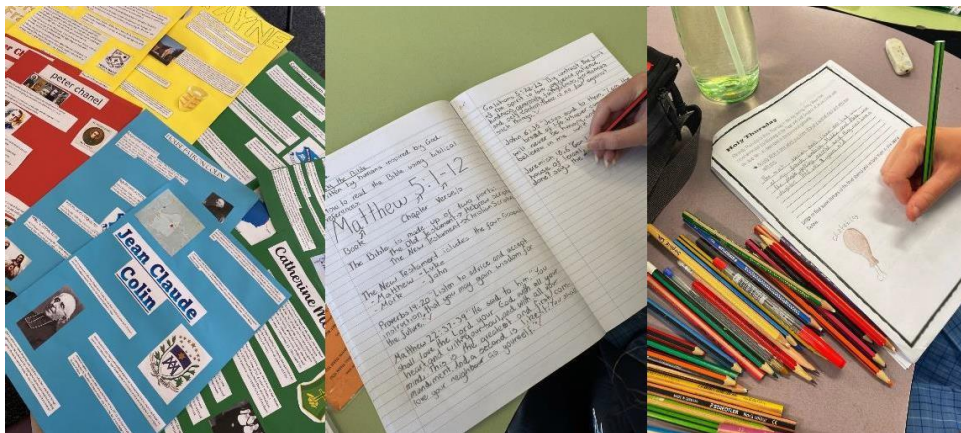
Central to Religious Education at Marist is an understanding of Jesus Christ. Over their time at the College, students explore this within the context of Catholic spirituality and how they come to understand who they are in their own beliefs and where they belong in the world. We endeavour to introduce students to a view of the world founded on scripture and the ongoing tradition of the Church, and embedded in the religious identity and culture of the school as expressed through the charisms of the Marist Fathers and Mercy Sisters.

Students have opportunities to examine other world religions and views as they compare and contrast principles, values and identities within Catholic Christianity, and investigate and shape their own thoughts and views in a considered and reflective way. In interacting with the Religious Education curriculum, students are given opportunities to express their beliefs and identify with practices of the Catholic Church and Christian spirituality through class and school prayer, meditation, liturgies, music, drama, presentations, visiting speakers, Masses and Renewal days.

They are encouraged to see Catholic teaching and Christian scriptures as a catalyst for transformation within our world through involvement in ministry, volunteering activities and an understanding of living gospel values as a member of the Marist community.

Year 7 Religious Studies units include:

- Welcome to Marist Regional College
- God, Creation, and Respect
- A Compassionate Jesus
- Story of the Hebrew People



GLOBAL CONNECTIONS (Integrated English & HASS)

LEARNING AND TEACHING VISION STATEMENT

Global Connections is our innovative approach to a combination of English and HASS. It incorporates various styles of learning about the past, present, and future of different countries, cultures, environments, languages and literature, to enhance understanding and enrich learning experiences.



In Year 7 *Global Connections*:

- We explore a variety of perspectives and experiences, celebrating and respecting diversity.
- We investigate and discuss real-world issues (here and now), responding with creativity and innovation.
- We discover how to be effective communicators, exploring how language can be used to share ideas and opinions with others.
- We find links between the past and present, to inform better decisions for the future of our society and environment.
- We question and dig-deeper, making new discoveries and connections between literature and life.
- We differentiate between fact and opinion, to make reasoned judgements and evidence-based conclusions.
- We work collaboratively and reflect on feedback, to encourage growth and development in our individual learning.

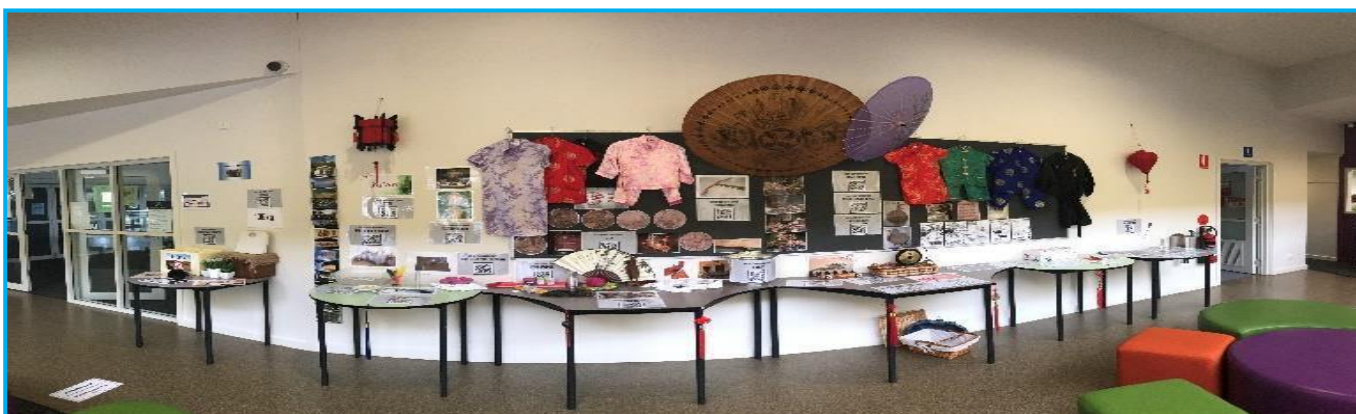
Term 1	Term 2	Term 3	Term 4
Active Citizens <i>Writing Focus: Persuasive</i>	Extra-Ordinary Places, Spaces and Objects <i>Writing Focus: Creative</i>	Stories Through Time <i>Writing Focus: Informative</i>	Water is Life <i>Writing Focus: Analytical</i>

GLOBAL CONNECTIONS (Integrated English & HASS) *continued*

REAL WORLD CONNECTIONS



Each term, students are provided with a variety of opportunities to connect in meaningful ways to the world around them. This includes: field trips, involvement in school-based, local, and national competitions, hands-on experiences, guest presenters, community investigations, and museum and cultural visits (in-person and virtual).



GLOBAL CONNECTIONS (Integrated English & HASS) *continued*

MIDDLE YEARS LITERACY PROGRAM

The Middle Years Literacy Program takes place during the first 25 minutes of every Global Connections double lesson, four times a week. In total, students will participate in 100 minutes of targeted literacy activities every week.

TERM 1

The Middle Years Literacy Program will take place during the first 25 minutes of every Global Connections double lesson, four times a week. In total, students will participate in 100 minutes of targeted literacy activities every week.

During Term 1, students will remain with their timetabled class and teacher to complete a variety of literacy activities, including The Basics Review, Reading Room and Typing Tournament.

The Basics Review	Students will review a variety of general literacy skills which will help to form a solid base for all other literacy activities this year.
Reading Room	Silent reading, with a particular emphasis on reading for pleasure. Students are encouraged to choose their own reading material. Being able to read for a solid 25 minutes allows students to become immersed in what they are reading, encourages the development of reading stamina, and shows students that reading is a valued learning activity.
Typing Tournament	An online 10-finger typing course. Adults and children who have good 10 finger typing skills are at a massive advantage at school and in life. Because they can type, they will complete their work faster and more accurately and therefore more confident and able to perform literacy tasks that daunt others.

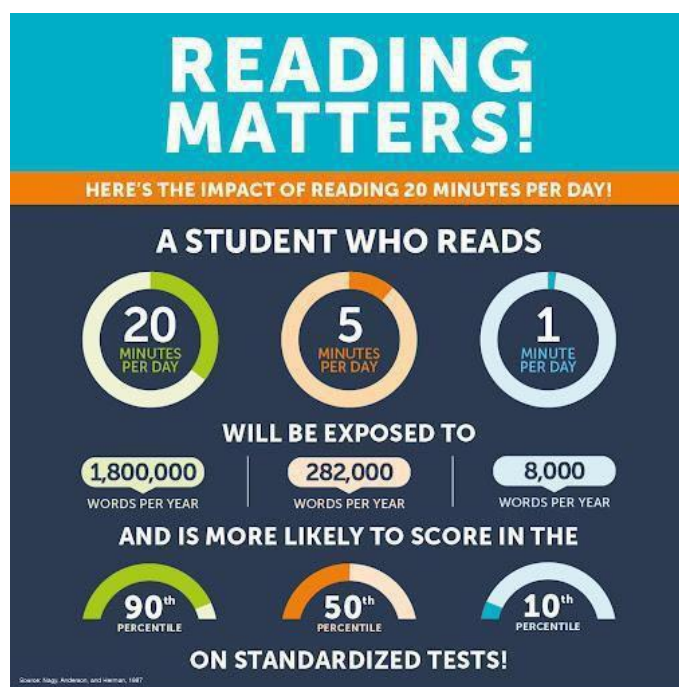
TERMS 2-4

During Terms 2,3, and 4, students are organised into several groups across three classes that are timetabled on together. PAT Test and NAPLAN data, alongside educational psychological testing, and teacher feedback, will be used to inform the organisation of literacy groups.

- **Intervention Reading (MacqLit Program) – Term 2-4**
- **Extension Literacy – Term 2-4**
- **Two levels of Spelling and Vocabulary - Term 2**
- **Two levels of Reading Fluency & Comprehension - Term 3**
- **Two levels of Grammar & Punctuation - Term 4**



Regardless of the group a student is placed in, all students will move to a different space and will work with a variety of students and staff. At the end of the 25-minute session, student will then return to their own classroom for the remainder of the Global Connections lesson.



THE READING ROOM

"I read for pleasure and that is the moment I learn the most"

- MARGARET ATWOOD-

The Reading Room will continue from Term 1 through the year, and each group listed above (except for the Intervention Reading Group) will participate in one Reading Room session every week during a literacy block.

From Term 2, Year 7 students will be offered three versions of the Reading Room:

- Group Reading - students all read from the same novel, read by audiobook or teacher/TA.
- Independent Reading - students select their own reading material and read silently to themselves.
- Challenged Reading - students regularly visit the library to update their independent reading supplies and can read in the silent reading space.

Reading habits are explicitly taught for the Reading Room. Teachers will actively observe student behaviour in each Reading Room session and provide students with feedback about how they are developing their reading habits. At the end of each Reading Room Session, they must rate their behaviour/focus and write a reflection and goal at the end of each term.

READING@HOME

Students are asked to continue reading in their own time for the Reading@Home program. The minimum requirement is 20 minutes, four times a week. The extending goal is to read for more than 20 minutes seven times a week. At the beginning of the year, students receive a "Reading Tracker" Workbook. Students are asked to track their Reading@Home and write a brief reflection and goal at the end of each term. The Reading@Home program is one way that parents can have a significant impact their child's learning.

MATHEMATICS

Year 7 Mathematics focuses on the consolidation of mathematical skills and knowledge and then builds on these. Students continue to develop their computational skills in whole numbers, using pen and paper, mental arithmetic, calculators and estimation techniques.

All students are expected to have access to a scientific calculator as calculator skills are taught, where appropriate, within the Mathematics units.

Units studied include:

- Numbers & place value
- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships
- Using units of measurement
- Shape, location and transformation
- Geometric reasoning
- Chance
- Data representation and interpretation

This year students have a print version of Jacaranda Maths Quest 7, which also provides access to the Jacarandaplus LearnOn website. This gives students access to each lesson's content by short video tutorials and aims to compliment classwork without direct access to the print version of the textbook. Teachers can set assignments or homework via the LearnOn platform.

Similarly, students have access to an additional resource online called Manga High. This resource allows students to complete tasks set by the teacher, or practice maths in their own time with this engaging platform of maths problems and game play.

Assessment of students' progress is continuous throughout the year. Assessments include:

- Bookwork
- Rich learning activities
- Homework
- Progress tests and/or assignment tasks

Mathematics competitions have always been a feature of Mathematics at the College and we encourage students to become involved in these. In Year 7, students have the opportunity to be involved in the following competitions:

- The Australian Mathematics Competition which will be held in August, 2023.
- Maths Relay will be held in August - teams of four students compete against other schools and the clock to obtain the most correct answer.
- The Computational and Algorithmic Thinking (CAT) Competition is a one-hour problem solving competition designed to encourage students' curiosity and promote multiple modes of thinking. This will be held in April/May 2023.
- The Mathematical Association of Tasmania – Problem solving competition will be held in March 2023.



Our aim is to make the study of Mathematics a rewarding and enjoyable experience, where students see the relevance in what they are studying.

SCIENCE

Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of Science as 'a way of knowing', 'a way of doing' and 'a way of organising knowledge' can help students reach deeper understandings of the world.

At Marist Regional College we believe that scientific literacy is a high priority for all students. It is developed through a number of ways:

- The Science curriculum is relevant to the student's needs, concerns and personal experiences
- The teaching and learning of Science is centered on inquiry. Students investigate, construct and test ideas and explanations about the natural and man-made worlds
- The teaching/learning environment is characterised by enjoyment, fulfillment, ownership of and engagement in learning, and mutual respect between teacher and student.

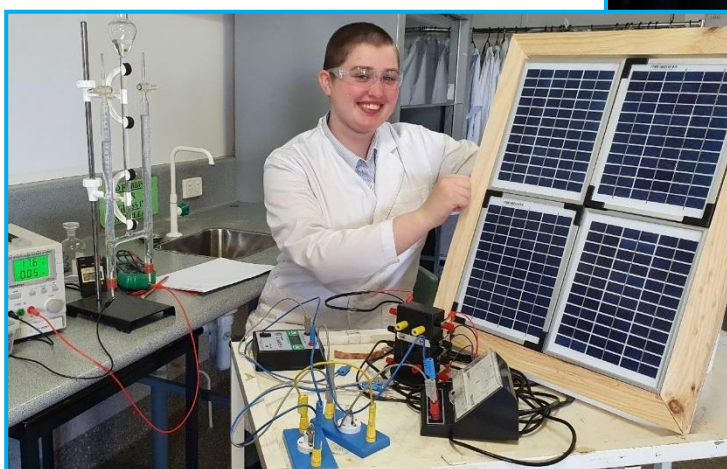


The College has excellent facilities, equipment and resources to support Science teaching and learning. Year 7 students have regular access to the Chanel Centre's very own science laboratory – the Discovery Centre.

Students have access to a Jacaranda Science Quest 7 online textbook. This provides access to the Edrolo website, and gives students access to Science content to support classroom teaching. Also, teachers can set assignments or homework via the platform.

Year 7 Science courses are assessed and taught utilising the strands and sub strands listed below:

- Science Understanding
 - Biological Sciences
 - Chemical Sciences
 - Physical Sciences
 - Earth and Spaces Sciences
- Science as a Human Endeavour
- Science Inquiry Skills



SCIENCE *continued*

Year 7 Science units include:

- Introduction to Science
- Chemical Science
- Physics: Motion and Forces
- Biology: Classification
- Earth and Space Science



Assessment is based upon practical work, assignments and end of unit common tests.

Students are encouraged to become involved in extra-curricular competitions and have the opportunity to participate in the following:

- ICAS Science Competition
- Middle Years Science Fair
- UTAS Science and Engineering Investigation Awards
- Tasmanian Science Talent Search



LOTE (Languages Other Than English)

FRENCH

During Year 7, students are provided the opportunity to study languages (LOTE), French. To provide continuity with learning into Year 8, French is studied one period per week throughout the year.

In LOTE, students begin to learn how to read, write, listen and speak in French. They do this through a range of activities, such as looking at how to describe themselves, their family, and friends. Students are also given the opportunity to develop an understanding of French culture, people, traditions and ways of life.



By learning a foreign language, students are able to develop a better understanding of how languages, including English, function as well as gain a wider worldview and appreciation. Learning a language also provides students with opportunities for unique experiences in the future, such as travel and working prospects.

One of these opportunities is the Marist Regional College France trip. Students who continue learning a language into Years 10-12 have the chance of travelling overseas with a school group and actively use their learning language!



***You live a new
life for every
language you
speak!***



HEALTH & PHYSICAL EDUCATION

Physical activity is the framework through which students are encouraged to develop and maintain health-enhancing practices and gain an understanding of how they can lead healthy and fulfilling lives.

Activities are designed to improve physical skills and fitness and promote a healthy lifestyle. The areas of study include health and fitness, sports skills development, and co-operating in both individual and team situations. Assessment is based on The National Curriculum profiling physical skills and fitness development, co-operation and understanding of health issues.

Through studying this curriculum, the student will:

- Develop a positive attitude to and appreciation of personal wellbeing and fitness;
- Cooperate and negotiate with others in carrying out group activities;
- Take part in a variety of physical activities;
- Develop an understanding of health issues;
- Develop physical fitness, manipulative skills and coordinated body movements.

Health and Physical Education emphasises the development of basic physical skills, knowledge and attitude through practical and health activities.

- **Health and fitness:** Students participate in a fitness program, which includes cardio-vascular efficiency and physical flexibility. Each class has a timetabled Health 'theory' lesson once a cycle. Areas covered include water safety, adolescence and puberty, and decision-making. Health lessons promote healthy practices through the development of basic skills, attitudes and provision of knowledge to enable students to make considered choices and informed decisions in those areas mentioned above.
- **Sports skill development:** The students will be involved in kicking, striking, catching and throwing skills/games aimed at developing hand, eye, and foot coordination, balance and team work. These include cricket, tennis, softball, football, soccer, hockey, speedball, soft lacrosse, touch football, basketball, badminton, volleyball and minor games.
- **Coordinated body movement:** Students participate in activities involving whole body movements such as aquatics, gymnastics, dance and athletics.



SPORT

EXTRA CURRICULAR SPORTS OPPORTUNITIES

Sport is an avenue for the students to participate with peers in organised activities both within and outside the school.

The main aim of school sport is to encourage maximum participation with the hope it will lead to the development of life long attitudes and practices of healthy sport and recreational involvement.

Positive developments in self-image, confidence, motivation and commitment to teamwork, along with achieving goals are some of the many benefits that sport offers.



School sport includes:

- Swimming, athletics and cross country carnivals at school, regional (NSATIS) and state (SATIS/ALL Schools levels).
- Rosters in all grades for hockey, Australian Rules, netball, soccer, basketball and school-based futsal and SRC run the prestigious Thurgood Cup tournament in Term 3.
- NSATIS sports - rosters against other independent schools in the North (boys and girls) in tennis, soccer, basketball, Australian Rules, netball, hockey and rowing.
- Opportunities to participate in other recreational pursuits including, but not limited to, triathlon, surfing, surf lifesaving, gymnastics, equestrian, rugby etc.



TECHNOLOGIES

Design Technologies

Design Technology is divided into 4 contexts:

- Wood
- Metal
- Food
- Fibres

Students have exposure to all four contexts throughout year 7. This is currently per term, but we are working on ways this can provide greater continuity with learning.



All four contexts focus upon teaching students about the Design Process (Design, Make and Appraise) so that students may learn to become innovative and critical thinkers. Students learn through play and experimentation with a range of materials whilst adhering to safety guidelines.

The Year 7 program equips students with basic skills that they may take with them into their Year 8 electives within the Technology curriculum.

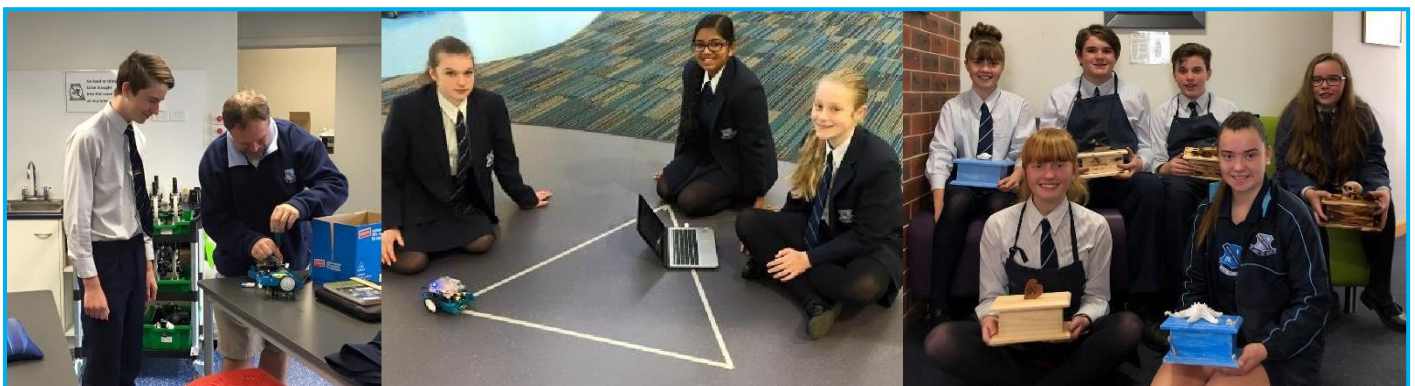
Literacy and numeracy are considered in student assessment with particular emphasis upon measurement and estimation, critical analysis, research, report writing, comprehension and reading.

Emphasis is also placed upon social and employability skills such as communication, team work, resilience and time management.

As students move through the four contexts they will establish a portfolio as evidence of their achievements.

Digital Technologies

Digital Technologies involves learning about how we can create new technologies, as well as use them. It provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.



THE ARTS

The Arts at Marist Regional College is an integral area of individual student growth and development. Through the Arts, students develop skills in decision making and independent thinking whilst learning about themselves through the creative process of making works of Art. By pursuing opportunities through Music, Art and Drama, students build creative, flexible thinking essential to imagining and building a future in an ever changing, uncertain world. The Arts are assessed through making – creating works of Art and responding – reacting to and analysing artworks.

Visual Arts

The Visual Arts program has been developed to provide students with the opportunity to gain experience in viewing and making works of art in the studio areas of:

- Painting/Drawing
- Printmaking
- Sculpture/Ceramics

Visual Arts provide opportunities to:

- Develop visual perception
- Learn artistic conventions
- Acquire technical skills
- Make aesthetic judgments
- Understand art and culture
- Use elements and principles of design
- Be committed and involved
- Develop material to support work processes
- Produce an appropriate quantity of work
- Communicate and express ideas and feelings



Units of work are specifically designed to introduce the elements and principles of design. Students will also expand their knowledge of technical terminology within the context of each studio area.

Students are encouraged to keep a detailed Visual Art Journal with evidence of research, designing, practical experimentation and review of finished works. This is an ongoing journal representing skills and knowledge acquired each year and continues through to Senior College.

THE ARTS *continued*

Drama

The main objectives of Drama in Year 7 are to develop self-confidence, friendships and interactive skills. An awareness of the fundamentals of drama, coupled with enjoyment and appreciation are the keys to development in this subject.

Year 7 students develop skills in Drama through the following: speech, improvisation, movement, interpretation of script, prose and poetry, and reflection.



Music

All students learn to play musical instruments from the following list: flute, clarinet, saxophone, trombone, trumpet, guitar, bass guitar, or drums. There is an opportunity for students to increase their music reading skills by practicing as a class band. Some time is allocated to keyboards.

- Notational skills and reading music are expanded through practical experience.
- Music appreciation and audience behaviour are learned through listening and performing.
- Recognition of pitch, time, rhythm, beat and style is developed through listening.
- Music computer programs are used to enhance reading and listening skills.
- Students compose melodies for their instrument.

EXTRA CURRICULAR ARTS OPPORTUNITIES

(a) College Productions

Either a 'Musical' or an 'Arts Festival' occurs annually.

Opportunities to be involved include:

- | | | |
|--------------------------|---------------------------------------|-------------------|
| • Acting | • Lighting | • Making costumes |
| • Singing – solo, chorus | • Make-up, painting sets, props, etc. | • Ushers |
| • Dancing | • Publicity, eg. designing posters | • Catering |
| • Band | • Drama performances | • Art displays |



(b) Bands, groups, singing, Eisteddfod

Students are able to participate in:

- | | |
|--|--|
| • School Band or Orchestra | • Middle School Vocal Group |
| • Rock Bands for MRC Battle of the Bands | • Senior Vocal Ensemble |
| • Arts Festival | • Music Ministry |
| | • Burnie Eisteddfod (Dance, Music and Drama) |

(c) Music Tours: Interstate and overseas every second year.



STUDENT SUPPORT CENTRE

In the Student Support Centre, the Student Support teams work together to create shared goals to plan education adjustments for students to ensure they can participate and access the curriculum in an inclusive environment. Through collaboration with parents, teachers, students, and allied health professionals, the Student Support team identifies students' needs and puts strategies to support them with their learning. The team then works with the Learning and Teaching team to determine any adjustment to the curriculum to best support the student's needs. The team implements an appropriate educational program that includes a personalized Learning Plan. Once the Student Support team teachers develop the Learning Plans, they provide feedback to assist in the implementation ready to review and emulate each student.

Learning Plan review meetings are scheduled for parents to have input to support their child's learning. Student Support also provides support to the Deputy Principals concerning students' additional education and support to meet students' needs. The Student Support team is also responsible for ensuring that students eligible for funding through the National Consistent Collection Data (NCCD) meet all requirements, procedures, and deadlines. The Student Support team collaborates with our Deputy Principals to identify the additional needs for additional support staff and act on strategic plans to employ the required staff.

The team also collaborates with parents, students, and teachers to support the student as they go through choosing programs such as Curriculum Support. The team also ensures parents and teachers understand the Non-Grade or Negotiated report process. Through the Student Support team, teachers have support in the classroom which helps to implement the curriculum content more effectively and parents can communicate the needs of their children in an inclusive environment, thus allowing students to have a voice in their learning and experience success according to their abilities.

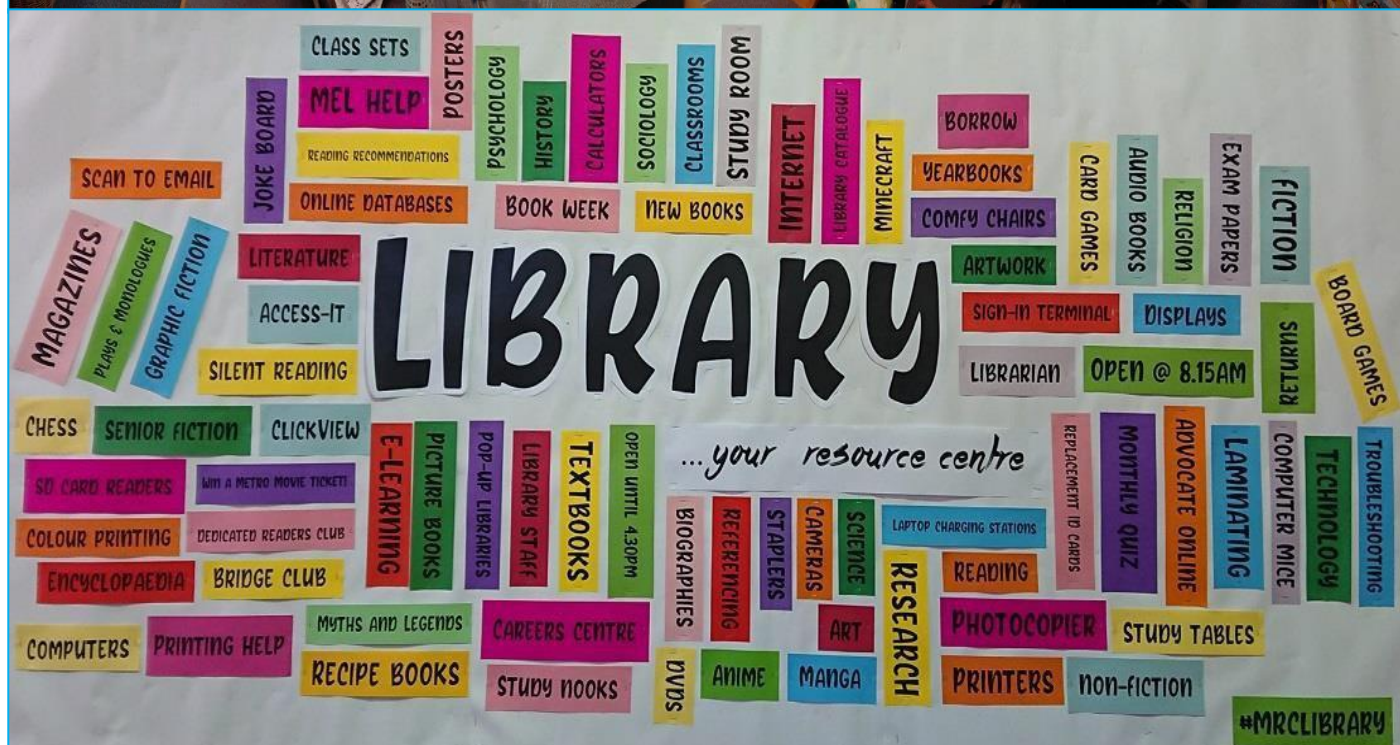


LIBRARY

The library is a bustling hub of activity at the College.

Although catering for all Year groups, the library staff have an especially close relationship with the Year 7s. Working with their teachers and integrating within the curriculum, library staff enable students to develop skills to become effective and efficient users of the library and other information resources. The library is also actively involved in providing a huge range of awesome books for students to choose from for their weekly Reading Room, either from the main library or from the 'Pop-Up Library' which opens twice weekly in the Chanel Atrium during Pastoral Care.

The library is a safe and popular space at recess and lunch where students can participate in group activities such as Minecraft, as well as various board and card games.



NOTES:





Key School Contacts:

Principal:	Mr Gregg Sharman	03 6432 7600	principal@mrc.tas.edu.au
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Deputy Principal: Learning and Teaching	Mrs Emily Sass	03 6432 7600	esass@mrc.tas.edu.au
Enrolments:	Mrs Jennine Williams	03 6432 7612	jwilliams@mrc.tas.edu.au
Year 7 Year Level Coordinator:	Mrs Helen Cox	03 6432 7646	hcox@mrc.tas.edu.au
Front Office:		03 6432 7600	office@mrc.tas.edu.au



Chanel Centre

— YEAR 7 —

