

# Parents' Guide to Year 7 2025

This booklet is also available from the Cheltenham Girls' High School website



**Cheltenham Girls High**  
Welcomes the class of 2030.

**17<sup>th</sup> February 2025**

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# A Message from the Principal

Dear Parents,

This booklet has been prepared to assist you and your daughter in the transition from Primary school to Secondary school. In it you will find information about each of the Key Learning Areas studied in Secondary School. You will also find the contact details for each of these areas, including subject classroom teacher's names. I encourage you to take the time to read the booklet through from cover to cover and to discuss its contents with your daughter.

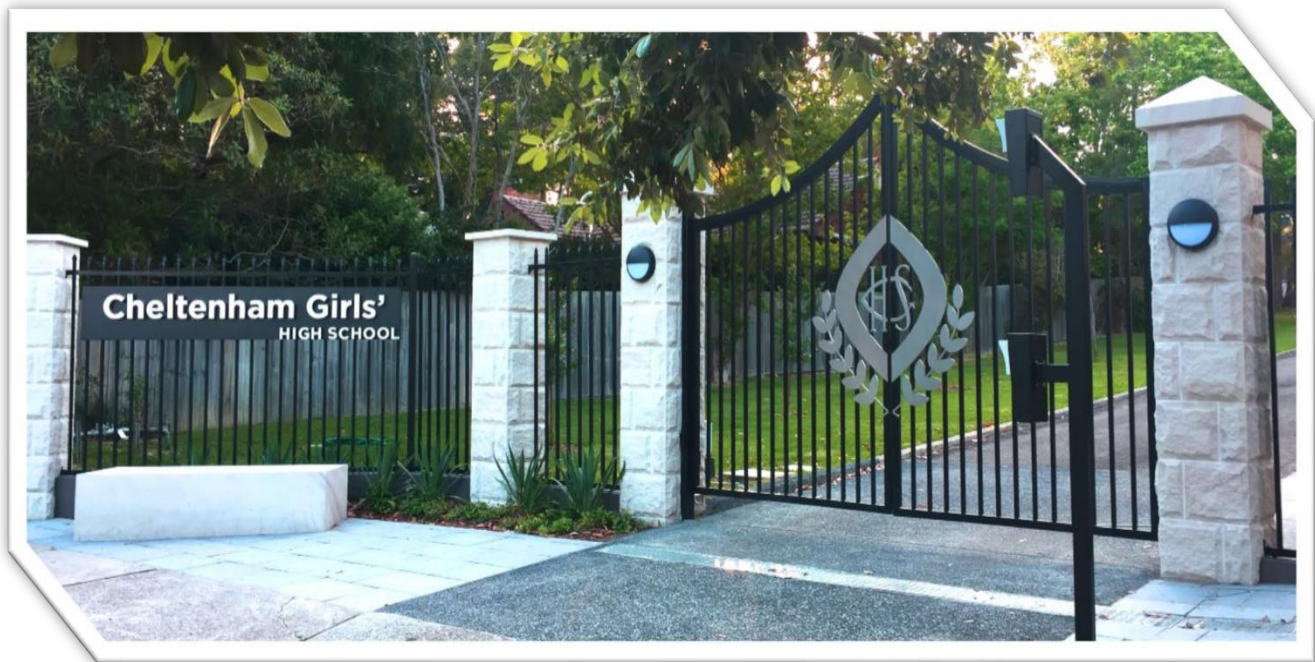
Should you have questions about assessment and reporting in the junior school, you are invited in the first instance to make contact with the Head Teacher of the subject. Contact may be made via mail, email ([cheltenham-h.school@det.nsw.edu.au](mailto:cheltenham-h.school@det.nsw.edu.au)) or a telephone call (9876 4481). Parents do need to be aware however, that immediate access to Head Teachers and classroom teachers may not always be possible, due to teaching duties. Often it is best to contact the school and set up a mutually convenient time to discuss any issues.

The change to secondary school can present many challenges to students and their families; by providing information about assessment tasks and processes and each faculty's perspective on homework, I hope we can all work together to ensure a smooth transition.

My thanks go to each of the KLA Head Teachers for their assistance in preparing this booklet. Yours truly,



Mrs Suellen Lawrence Principal



# Meet The Teacher

The table below summarises the teachers from each faculty that currently teaches a Year 7 class. Sometimes, the whole school timetable may need to change, resulting in a new teacher taking a class. The number in brackets is how many lessons in that KLA per cycle (per fortnight).

Class	English (7) Head Teacher <b>Mrs. K Nelson</b>	Mathematics (7) Head Teacher <b>Mrs. S Hamper</b>	Science (7) Head Teacher <b>Mr L Tsui</b>	History (5) Head Teacher <b>Ms A Inman</b>	PDHPE (4) Head Teacher <b>Mr. S Smith</b>
<b>C</b>	Ms H Atkinson	Mrs J Bates/Mrs T Chung	Ms P Lakshmi	Ms J Jablonowska	Ms J Lee
<b>H</b>	Ms C Ho	UVMAT/Mrs A Vancuylenburg	Mr MP Lam	Ms P Kshetrapal	Mrs J McInerney
<b>E</b>	Ms J Bendt	UVMAT/Mrs K Lysaght	Ms J O'Connor	Ms S Lucas	Ms R McLachlan
<b>L</b>	Ms I Tomlin	Mrs K Lysaght	Ms S Roy	Ms N Hawton	Ms R Marangon
<b>T</b>	Mr L Lim	Ms S McKenzie/Mrs K Parkinson	Mr M Lin/Ms U Sivaraman	Ms S Lucas	XPE/MS J Nah
<b>N</b>	Ms J Kitching	Mrs A Vancuylenburg	Ms S Bernardi/Mr MP Lam	Ms A Dunkerley	Mrs S Houghton
<b>A</b>	Mr J Attard /Ms A Illinskovska	Mrs T Chung	Ms A Townsend	Ms C Watson	Ms B Foley
<b>M</b>	Ms G Wong	Mr M Li	Ms A Daniel	Ms A Inman	Mrs E Muggleton
<b>G</b>	Ms M Abram	Ms A Kim	Mrs R Agnihotri	Ms N Hawton	Mrs J Nah
	Technology (6) Head Teacher <b>Mrs. L Goodhue</b>	Visual Arts (3) Head Teacher <b>Ms K Vine</b>	Music (3) Head Teacher <b>Ms K Vine</b>	Language (2) Head Teacher <b>Mr. A. Tsambouniaris</b>	Sport (3) Head Teacher <b>Mr. S Smith</b>
<b>1</b>	Mrs L Goodhue/Mrs M McNamee	Mr J Beerden	<b>C</b> Mrs S Widmer	Ms Y Wang	Ms J Lee
<b>2</b>	Mrs S Best/Mrs V Sethi	Mr J Fraser	<b>H</b> Ms V Kennedy	Ms J Bhoyroo	Mrs J McInerney
<b>3</b>	Mr J Heinrich	UVART	<b>E</b> Mrs S Katz	Ms M Chen	Ms R McLachlan
<b>4</b>	Mrs S Glanville	Ms K Larson	<b>L</b> Ms K Vine/Ms Z Hartshorne	Ms J Bhoyroo	Ms R Marangon
<b>5</b>	Mrs K Murray/Mrs S Best	Mrs L Latty/Ms Zoey Hartshorne	<b>T</b> Mrs S Katz	Ms Y Wang	XPE
<b>6</b>	Mrs M McNamee/Ms Z Hartshorne	UVART	<b>N</b> Ms K Vine	Ms J Bhoyroo	Ms J Lee
<b>7</b>	Mr P Wilson/Mrs M McNamee	Mrs L Latty/Ms K Larson	<b>A</b> Ms K Vine	Ms M Chen	Ms B Foley/XPE
<b>8</b>	Mrs V Sethi	Mr J Fraser	<b>M</b> Mrs S Widmer	Ms J Bhoyroo	Mrs E Muggleton
<b>9</b>	Mrs M McNamee/Ms Z Hartshorne	UVART	<b>G</b> Ms K Vine	Mrs E Truong	Ms H Ingham
<b>10</b>	Mrs K Murray/Mrs S Best	Mr J Beerden	<b>Boost Our Potential (BOP)</b>		
<b>11</b>	Mrs V Sethi/Mrs M McNamee	UVART	<b>C</b> Jane McInerney	<b>T</b> Angela Inman	<b>G</b> Persis Kshetrapal
<b>12</b>	Ms M Parnell	Mr J Fraser	<b>H</b> Kim Vanden Hogen	<b>N</b> Jane McInerney	
<b>13</b>		Mrs L Latty	<b>E</b> Amelia Dunkerley	<b>A</b> Jennifer Bendt	
<b>14</b>		Ms J Page/Ms K Larson	<b>L</b> Amelia Dunkerley	<b>M</b> Kim Vanden Hogen	

# Curriculum in the Junior School

All students in secondary schools in NSW follow the syllabuses set by the NSW Education Standards Authority (NESA). These syllabuses have been written to ensure that students have access to a high-quality modern curriculum that prepares them for life, the world of work and further study. All the NSW syllabuses facilitate the transition between each stage of schooling by continually building on the knowledge and skills that students develop. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate, TAFE, further study and work.

The Years 7–10 curriculum is organised in eight Key Learning Areas (KLAs): English; Mathematics; Science; Human Society and Its Environment; Personal Development, Health, and Physical Education; Creative Arts; Technology; and Languages. A learning period, typically two years in duration, is referred to as a stage. Stage 4 refers to Years 7 and 8. Stage 5 refers to Years 9 and 10.

NESA's mandatory curriculum requirements for a Record of School Achievement and the related elective courses are listed below. All time allocations indicate the time expected for a typical student to achieve the objectives and outcomes of the course.

The Parents and Carers Page on the [NESA website](#) contains information that might be useful to you. It has links to all the syllabuses, support documents, and requirements for each phase of schooling. A comprehensive reform of the NSW curriculum is underway; details are available from the [government website](#). English and Mathematics 7-10 will be implemented in schools in 2024.

Key Learning Area	Mandatory Courses	Possible Elective Courses in Year 9 & 10
English	All students study English, Mathematics and Science in Years 7, 8, 9 and 10. By the end of Year 10, all students must complete 400 hours in each subject.	
Mathematics		
Science		
Creative Arts	All students study 100-hour courses in each of Visual Arts and Music. At CGHS, all students study Non-Elective Music in Year 9.	Photographic and Digital Media Dance Drama Visual Arts Visual Design Music
Human Society and Its Environment (HSIE)	In Stage 4 (Years 7–8) all students study 100-hour courses in History and Geography. At CGHS, Year 7 students study History, and Year 8 students study Geography. In Stage 5 (Years 9–10), all students study 100-hours each of Australian History and Geography. By the end of Year 10, all students must complete 400 hours of History and Geography combined.	Aboriginal Studies Commerce International Studies Elective History Elective Geography
Languages	All students must study 100 hours in one language over one continuous 12-month period at some stage during Years 7–10. At CGHS this is covered in Year 8.	French Japanese Chinese
Personal Development, Health, and Physical Education (PDHPE)	All students study PDHPE in Years 7, 8, 9 and 10. By the end of Year 10, all students must complete 300 hours of PDHPE. Students in Years K-10 participate in a minimum of 150 minutes of planned moderate activity with some vigorous physical activity across the school week. This time includes planned weekly sports.	Physical Activity and Sports Studies (PASS) Child Studies
Technology	All students study Technology (mandatory) for 200 hours, usually in Stage 4 (Years 7–8.)	Design and Technology Food Technology Graphics Technology Industrial Technology Computing Technology Textiles Technology

# Subjects

This schedule is a guide only. Please note that topics may be substituted or re-sequenced depending on the course and specific needs.

## ENGLISH

### English Course description

- Students of English in Years 7–10 learn to read, enjoy, understand, appreciate, and reflect on the English language through a variety of texts.
- They learn to write texts that are imaginative, interpretive, critical, and persuasive.
- There was a new syllabus in 2024 that modified the amount of outcomes needed to be met allowing for a deeper understanding of texts.

### What will students learn about?

- Students study poetry, fiction, non-fiction, multimedia, audio and film.
- The texts studied allow students to engage with Australian literature and literature from other countries and times.
- The texts offer insights into the following experiences in Australia:
  - First Nations Australians
  - The peoples and cultures of Asia
  - Multicultural perspectives
- Students study texts from a wide range of cultural, social, and gender perspectives.
- Students experience Shakespearean drama in Stage 4 (Years 7 and 8) and further this study in Stage 5 (Years 9 and 10).

### What will students learn to do?

- Use language to communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts.
- To think in ways that are imaginative, interpretive, and critical.
- To express themselves and their relationships with others and the world.
- To reflect on their learning in English.

Term 1 Unit of study: “Heroes Don’t Wear Capes” - This unit is a study of Joseph Campbell’s hero’s journey theory that links a philosophy to real-world application by studying representations of heroes that are not stereotypical. Students study a range of short texts, including biographies, short stories, feature articles, and chapter extracts about fictional and real-world heroes.

## HISTORY

History is studied by all students in NSW schools from Year 7 to Year 10.

- 100 hours of history is studied in Stage 4
- 100 hours of history are studied in Stage 5.

Students learn about how historians investigate the past and the challenges of using sources as evidence to recreate the past. They study the life of peoples from different places and times and how their discoveries, inventions and legacy are relevant today. Students develop an understanding of how individuals can bring about change in society and the world and learn how to critically analyse sources and use different techniques to communicate this. In Stage 4, they achieve this by investigating the nature of History, evidence and time, by studying an ancient society and a medieval society and by understanding the contact and colonisation experiences of different groups of peoples in History,

Semester One: Ancient Studies		Semester Two: Medieval & Modern Studies	
1	Investigating the Ancient Past	5	Overview ‘The Ancient to Modern World’
2	Overview ‘The Ancient World’	6	Medieval Europe
3	Ancient Egypt	7	Expanding Contact
4	Ancient China	8	Japan Under the Shoguns



## LANGUAGES

Year 7 languages is a ‘taster’ course where students will develop skills in communicating and problem solving by studying introductory Chinese, French and Japanese. This introduction is designed to immerse students in the diverse sounds, structures, and cultural contexts of each language, preparing them for Year 8 where they will need to study a language of their choice in greater depth.

Language learning provides students with skills that foster their problem-solving abilities, critical thinking, and intercultural understanding, equipping students with the tools to connect and engage in our modern global community. As students progress through the course, they can explore how languages shape identity, history, and ways of thinking, gaining insights into their communication skills and the broader world.

Throughout the year, students will:

- Learn to introduce themselves and communicate in everyday situations.
- Develop an understanding of pronunciation, sentence structures, and their basic grammar.
- Explore the rich traditions, customs, and celebrations that bring communities together.
- Engage in interactive activities such as role-playing, class activities and creative projects.

In Term 4, students will deepen their appreciation of global cultures through hands-on activities, where they will refine their reading, writing, listening and speaking skills with lessons that embrace aspects of culture from each language.

## MATHEMATICS

Mathematics is a mandatory course that is studied in each of Years 7–10. In Year 7 Mathematics at Cheltenham Girls’ High School, we have an interesting and engaging program for our students in which we differentiate and extend, where appropriate, within the continuum of the syllabus. All students study Number and Algebra, Measurement and Space, Statistics and Probability. Within each of these focus areas Year 7 will cover a range of topics including (not listed sequentially):

Algebraic techniques and Indices	Fractions	Decimals
Percentages	Working mathematically	Integers
Number plane and linear relationships	Data incl. graphical representations	Measurement
Equations	Probability	Geometry

All content areas studied are underpinned by Working mathematically, which strengthens connections between concepts studied and is embedded in all topics studied. There is also a strong literacy focus in Stage 4 Mathematics, requiring students to effectively utilise mathematical terminology, notation, diagrams and text to communicate ideas and the Working mathematically processes involve building students’ capacity in:

- Communicating
- understanding and fluency
- reasoning
- problem solving

Students in Year 7 learn to work in relation to mathematical situations and their mathematical experiences; to develop, select and use a range of strategies, including the use of technology, to explore and solve problems and use processes for exploring relationships, giving reasons to support their conclusions; and to make connections between their existing knowledge and apply the use of mathematics in the real world. In summary, there is a requirement in Stage 4 that students work beyond basic rote learning of concepts and become deep thinkers such that:

“When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop ‘mathematical habits of mind’” (Taken from 2024 Stage 4 Mathematics NSW Syllabus, Cuoco et al. 2010)

## MUSIC

The Music Course for Year 7 and Year 8 is a mandatory course of 100 hours. In the mandatory courses, students will study music concepts (duration, pitch, dynamics and expression, tone colour, performing media, timbre texture and structure) through the learning experiences of performing, composing and listening in various styles, periods and genres. The mandatory course requires students to work in a broad range of musical contexts, including exposure to art music and music that represents the diversity of Australian culture.

Students will learn to perform music in a range of musical contexts, to compose music that represents the topics they have studied and to listen with discrimination, meaning and appreciation to a broad range of musical styles. Students will be taught to understand these concepts and apply their knowledge to the areas of performance, Composition and Listening.

In year 7, Semester One we focus on some of the main concepts of music: Introduction to Duration, Performing Media and Timbre, Dynamics and expression. Activities to support these concepts are derived from Listening Tasks, Composition and Performance activities.

## PDHPE

PDHPE develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

In semester 1 Year 7 participate in a practical unit called 'Smash'. Through a variety of modified games, they will develop their fundamental movement skills of throwing, catching, kicking, striking and running. During health lessons, students complete a unit called 'The Real Me' where they engage in a variety of activities to boost self-esteem and explore their self identity. Students complete a self portrait and reflection to express how positive emotions, relationships, personal strengths, interests and accomplishments all contribute to them being the best version of themselves. The other theory unit completed will be 'Body, Mind & Soul' They also participate in a practical unit called 'Invent a Game'. Students work in small groups, using various pieces of sporting equipment to create their own sporting games with rules.

In Semester 2 Year 7 participate in a practical unit called 'On the Move'. As classes, students choreograph a dance and perform this using the elements of composition. Students also participate in a practical unit called Let's Get Fit in Term 4. Students are taught about health and skill related components of fitness and apply these in a range of practical settings to explore opportunities to develop physical fitness. During health lessons, students' complete units on 'Puberty' and 'Risky Business' where they engaged in a variety of activities learning about how to manage a balanced lifestyle and boost their wellbeing and explore the changes that occur during adolescence and how to develop strategies to manage their health effectively.

## SCIENCE

Science is a mandatory course that is to be studied substantially in each of Years 7 – 10 with at least 400 hours to be completed by the end of Year 10.

Through their science study, students develop knowledge and understanding about the Physical, Chemical, Living world and Earth and Space. Students examine the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students understand the relationships between science and technology and its importance in science's current and future practice. Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidence-based conclusions from their investigations. Through this problem-solving process, they develop their critical thinking skills and creativity. They gain experience in making informed decisions about the environment and the natural and technological world and in communicating their understanding and viewpoints.

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students must undertake at least one research project during Stage 4 and Stage 5. At least one project will involve a 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

Topic	Subject Context
Intro to Science	Skills
7.1 Matter	Chemistry
7.2 Mixtures	Chemistry
7.3 Classification	Biology
7.4 The Sky +Project	Earth Science
7.5 Forces in Nature	Physics
7.6 Ecosystem	Biology

## TECHNOLOGY MANDATORY

Technology Mandatory allows students to become technologically literate individuals capable of developing creative solutions to identified problems and situations. The 200 hour course is studied across Years 7 and 8. Throughout the year, they will develop skills, knowledge and understanding in four context areas. These include Digital Technologies, Agriculture and Food Technologies, Engineered Systems and Material Technologies. The design projects will involve designing, producing, and evaluating quality solutions that are functional and meet identified needs. Students will develop design and production folios documenting evidence of the application of a design process and the specific technologies used in production. Practical experiences will occupy the majority of class time as students gain skills in using a range of hand and machine tools.

## VISUAL ARTS

Visual Arts is a mandatory course of 100 hours that is studied across Years 7 and 8. It provides opportunities for students to enjoy making (70%) and studying art (30%). It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world. It enables students to represent their ideas and interests in artwork. Students learn about the pleasure and enjoyment of making different kinds of artworks in various forms. They learn how and why artists make artworks, including painters, sculptors, architects, designers, photographers, and ceramic artists. They learn how different beliefs, values and meanings shape art by exploring artists and artworks from different times and places and relationships between the artist – artwork – world – audience. They also explore how their lives and experiences influence artmaking and critical and historical studies. They make artworks using various materials and techniques, including traditional, contemporary, and ICT forms, to build a body of work over time.

They learn to develop their research skills, how to approach experimentation and how to make informed personal choices and judgments. They learn to document procedures and activities about their artmaking practices in their Visual Arts diary- usually referred to by the class and teacher as the VAPD.

Students must produce a range of artworks, both in the classwork and at home, and keep a Visual Arts Diary.

## BOOST OUR POTENTIAL (BOP)

Boost Our Potential is a program introduced this year that teaches executive functioning skills such as Time Management, Goal Setting, and Effective Planning and Organisation. As well as evidence based retrieval practice study techniques.



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# Assessment

Formative assessment is integral to learning and is built into daily classroom practice. Teachers monitor students' responses during activities to determine what students know and can do. This may include a mini-class quiz, a survey or submitting class work completed in a set lesson. These activities also provide opportunities for feedback on what has been achieved and what needs to be done for students to progress in their learning. It is also important that students develop positive learning dispositions or behaviours, such as perseverance, self-control, attentiveness, resilience to adversity, openness to experience, empathy, and tolerance to diverse options to reach higher levels of achievement. Students must also complete the summative assessment tasks for each subject; details of tasks for each subject are available on the [CGHS Assessment Hub](#). Your daughter will be notified in writing of the requirements of these summative assessment tasks in each subject.

A diary and a wall planner may be useful to support your daughter in managing her assessment tasks. If an assessment task is not handed in at the nominated time on the scheduled date without a valid reason from a parent, such as illness or misadventure, your daughter will:

- be issued with afterschool detention on a Tuesday afternoon in B4 until 4 pm
  - receive a statement in the comment section of your daughters next report indicating failure to submit the task.
  - be ineligible to be awarded first in a course at the Annual Presentation Day awards ceremony.
- Please note that sporting or tutoring commitments or computer failure are not considered valid reasons for late submissions.

## Study

### "Empower Your Child's Academic Success: Proven Study Habits Every Parent Should Know!"

The traditional and widely used study techniques, such as continuous re-reading of notes and cramming for exams at the last minute, have been proven by cognitive and neuroscientists to be ineffective in building long-term memory retention. Introducing more effective and research-based study techniques is crucial to improve learning outcomes and academic performance.

For learning to occur, the information must be stored in memory to be retrieved later, but the challenge is deciding whether you have learned the material. Assigned work: class activities, videos, worksheets, discussions, and assignments are set by the classroom teacher to build an understanding of the course material; however, **this is not studying**; they are two separate but necessary activities. **Studying** involves working with the course material **independently** by being aware of your cognitive/thinking processes during learning. Studying is essential to improve one's understanding of the course material, which will be different for everybody. Studying requires a student to take control of their learning. It involves two phases:

1. assessing your knowledge and identifying what you know and what you do not know, and
2. the decision to apply a particular strategy to help close your identified knowledge gaps.

We need our students to develop skills using evidenced-based strategies and apply these consistently throughout the learning journey in addition to completing assigned tasks. Some activities that can be included in a study regime include creating and completing practice quizzes, forming, or joining study groups, researching other examples and material related to classroom learning, and making and using flashcards and mind maps. When any new learning occurs, it will be challenging, and progress seems slow, but it is essential to persevere using strategies that work.

Of course, good nutrition, a healthy exercise program and a sleep routine work in tandem with an effective study program.

### The Importance of Retrieval Practice

Retrieval practice helps you determine what you already know and don't know. Regularly trying to recall information from your memory and remembering what you have learned is an integral part of the learning process. It helps to build links in your locker, i.e., neural pathways in the brain. These neural pathways continue to develop as we learn new information. Repeated recall of information from memory helps us build neural networks, but when we stop, the brain will prune the connecting cells to make room for other information. This is problematic when you are preparing for exams that test knowledge delivered over the last year or two, and why

cramming wastes precious time and has no long-term benefit. Doctor Agarwal explains the concept of retrieval practice and spacing this over time in this [short video](#).

If you are interested in learning more, check out this website: [Retrieval Practice](#)

All Year 7 classes, commencing in Science Term 1 will learn these study techniques.

# National Assessment Program Literacy and Numeracy (NAPLAN) 2025

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a point-in-time assessment of literacy and numeracy skills that are essential for every child to progress through school and life. Each year, students in Years 3, 5, 7 and 9 participate in tests for writing, reading, conventions of language (spelling, grammar, and punctuation) and numeracy.

NAPLAN assessments will take place from **Wednesday, 12 March to Monday, 24 March 2025**.

NAPLAN tests are just one part of our school learning assessment program, and questions are primarily based on knowledge, understanding and skills gained from the prior year of schooling.

Students and parents can access the [public demonstration site](#) to familiarise themselves with NAPLAN and the types of questions and tools available. Excessive preparation for NAPLAN is not required nor recommended.

Students may be considered for exemption from the tests if they are newly arrived in Australia (less than one year before the test) and with a language background other than English, or if they have significant intellectual delay.

Students with confirmed disabilities or difficulties in learning are expected to participate in the tests. Disability provisions which reflect the student's normal level of support in the classroom will be provided for students by the school. Access to disability provisions and exemption from the tests must be discussed with your school's Learning Support Team and the school Principal, and a parent consent form must be signed. Parents also have the right to withdraw their child from the tests. If you wish to withdraw your child from the tests you must sign a parent consent form. Consent forms are available through the school.

Resources include:

- [Public demonstration site](#)
  - [NESA NAPLAN website](#)
  - [NAP parent/carer support page](#)
  - [Watch a video that explains tailored testing](#)
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# Reporting to Parents

Each year you will receive two written reports on your daughter's achievements at school. The Half Yearly Report is cumulative (and may not include all assessment tasks from Semester 1), whilst the Yearly Report covers the whole year's work. The information in this report summarises your child's achievement and is one of several ways Cheltenham Girls High School communicates with you about your child's progress.

We will provide opportunities for you to meet with your child's teachers to discuss ways to work together to provide support. Each Faculty has its junior assessment policy, which specifies the areas to be assessed for each reporting period. Parent-teacher meetings are advertised in the Calendar section of the school website: <http://www.cheltenham-h.schools.nsw.edu.au> and on Sentral. Parents should contact the Head Teacher of the subject in the first instance if support or clarification is required.

We report your daughter's progress to you using the following five-point scale:

A	Outstanding Achievement	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	High Achievement	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 can apply this knowledge and these skills to most situations.
C	Sound Achievement	The student has a sound knowledge and understanding of the main content areas and has achieved adequate competence in the processes and skills.
D	Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved limited competence in the processes and skills.
E	Limited Achievement	The student has an elementary knowledge and understanding in a few content areas and has achieved very limited competence in some of the processes and skills.

In addition to assessing your child's academic learning in each subject, Cheltenham has introduced the teaching-learning and assessment of industry-recognised 21st-century learning dispositions. This year, Year 7 students will also be assessed on their skills in collaboration to complete tasks. The school believes that learning collaboration skills is important for several reasons; it enhances learning, develops social skills, prepares students for the future workplace and University, encourages diversity of thought, builds self-esteem and responsibility, improves problem-solving skills, and teaches adaptability. In 2025, the school will focus on two aspects of collaboration: mutual respect and responsibility. Each subject will determine which elements they will teach and assess, indicated by the rows in the following table. The following rubric will be used in all Year 7 classes to help guide students on what success looks like.

	Emerging	Practising	Refining	Exceeding
	Inattentive	Reactive	Attentive	Empathetic
<b>Mutual respect</b>	<ul style="list-style-type: none"> <li>Is inattentive when others speak and can be easily distracted.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes listens but is more focused on their own contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens most of the time, showing genuine interest in others' contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Always listens intently, ensuring each member feels heard and validated.</li> </ul>
	<ul style="list-style-type: none"> <li>Is often negative and critical of the task(s) or the work of other group members.</li> </ul>	<ul style="list-style-type: none"> <li>Is sometimes critical of the task(s) or the work of other group members.</li> </ul>	<ul style="list-style-type: none"> <li>Usually has a positive attitude about the task(s) and the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>Always has a positive attitude about the task(s) and the work of others.</li> </ul>
	<ul style="list-style-type: none"> <li>Ignores or dismisses the ideas of others without consideration.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes considers others' ideas but might often stick to their own perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Considers and builds upon the ideas of others, even if they differ from their own.</li> </ul>	<ul style="list-style-type: none"> <li>Values and validates the contributions of all team members, recognising the importance of diverse viewpoints.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes makes compromises to accomplish a common goal.</li> </ul>	<ul style="list-style-type: none"> <li>Usually makes necessary compromises to accomplish a common goal.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently makes necessary compromises to accomplish a common goal.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Did not perform any duties of the assigned team role</li> </ul>	<ul style="list-style-type: none"> <li>Performed a few duties of assigned team roles.</li> </ul>	<ul style="list-style-type: none"> <li>Performed nearly all duties of the assigned team role</li> </ul>	<ul style="list-style-type: none"> <li>Performed all duties of assigned team roles</li> </ul>
	<ul style="list-style-type: none"> <li>Relied on others to do the tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Often leaned on others to complete their assigned tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Needed occasional support from team members.</li> </ul>	<ul style="list-style-type: none"> <li>Relied on team collaboration to enhance work outcomes.</li> </ul>
	<ul style="list-style-type: none"> <li>Made minimal contributions regarding ideas, knowledge, opinions, or skills that helped the group succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent in contributing knowledge, opinions, ideas, or skills to the team. Some ideas lack detail and support.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly contributes ideas, knowledge and skills to the group and has strong reasoning and support to justify using those ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently contributed valuable ideas, knowledge, opinions, and skills, building on others' ideas and incorporating them into the final product.</li> </ul>

# Reminder!

## Key Wellbeing People

All teachers at Cheltenham will help and support your daughter in her transition to high school. However, if your daughter needs additional support, then she has three Year 7 Advisers, Mrs. Ellise Muggleton, Ms. Amelia Dunkerley and Mrs E McMunnigall, who are happy to help. In addition, the Year 7 Head Teacher Wellbeing is Ms. Maria Abram, and the Year 7 Deputy Principal is Ms. Macmillan, who will work closely with the Year Advisors to ensure a smooth transition.

## Curriculum Questions

If you have a question concerning subjects, classwork, homework, or assessments, please contact the Head Teacher of that subject. Details can be found on the Meet the Teacher page.

## Homework Centre

The Homework Centre is in the library on Wednesday afternoons (except the first and last week of term) from 3:00-4:30 pm (students do not have to stay until 4:30 pm). Students who attend can receive assistance with homework and assessments across all Key Learning Areas from various teachers who volunteer their time to assist the students. Alternatively, students may use the facility to access a quiet space with computers and printing to complete their work/study. A light afternoon tea will also be provided.

# Bell Times

## THE SCHOOL DAY - Bell Times

School Hours: 8:30AM - 2:55PM

BELL TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD 1	8:30-9:35	8:30-9:35	8:30-9:35	<b>SCRIPTURE</b> 8:30-9:10	8:30-9:35
PERIOD 2	9:35-10:35	9:35-10:35	9:35-10:35	9:10-10:15	9:35-10:35
READ	10:35-10:55	10:35-10:55	10:35-10:55	10:15-10:35	10:35-10:55
RECESS	10:55-11:15	10:55-11:15	10:55-11:15	10:35-10:55	10:55-11:15
PERIOD 3	11:15-12:15	11:15-12:15	11:15-12:15	10:55-11:55	11:15-12:15
PERIOD 4	<b>LUNCH 1</b> 12:15-12:35 <b>LUNCH 2</b> 12:35-12:55	12:15-1:15	12:15-1:15	11:55-12:55	12:15-1:15
LUNCH1 LUNCH2	<b>PERIOD 4</b> 12:55-1:55	1:15-1:35 1:35-1:55	1:15-1:35 1:35-1:55	12:55-1:15 1:15-1:35	1:15-1:35 1:35-1:55
PERIOD 5	1:55-2:55	1:55-2:55	1:55-2:55	1:35-2:35	1:55-2:55
				<b>STAFF PL</b> 2:45-3:45	

Students should arrive early enough to go to lockers and be punctual to class. There are five lesson periods each day. There are ten school days in each cycle of the timetable. Each week is either Week A or Week B.