



PARENT INFO

# Secondary at DCS

[www.dcs.tas.edu.au](http://www.dcs.tas.edu.au)

Together we're  
building the future



# Our Vision

**WE WELCOME YOU TO DCS SECONDARY, CONTINUING THE YEARS OF LEARNING IN THE SAME COMMUNITY AND CULTURE TRUE TO DCS.**

**Together we are building the future, our next generation of history makers.**

We often celebrate people in history who were trailblazers and people who stepped out with courageous faith and made a difference in the world. For us at DCS this is a time where, together, we are building the future and providing for our current students. We will be continuing the already known and trusted DCS culture and community by continuing to develop faith and learning in a Christian learning community into the secondary years of education. We know that as a partner in building your child's education this is the beginning of a new chapter in their story and ours. We look forward to the many opportunities for innovation, creativity, growth, and discovery that we will have the privilege to engage with your child over their secondary school years.

Our vision, to be a leading, truly Christ-centred school community, where students learn to love God, pursue excellence and flourish to reach their full potential, lies at the heart of our school and has guided us to provide this opportunity in partnership with you and your family.

The move from Primary to Secondary schooling marks a significant milestone for both your child and you. At DCS Secondary we look forward to continuing to build the culture and community that is demonstrated through all that we do at DCS as your child develops into a young adult. Providing a holistic education that focusses on enabling students to develop physically, socially, emotionally, academically, and spiritually.

Across Year 7 we will be using an integrated approach when design learning experiences around four main spheres: Identity, Relationship, Community and Reaching Beyond.

**Identity:** Learning experiences in the first term are designed to help students develop a greater sense of who they are and who God says that they are. They learn to understand their unique gifts, talents and abilities and how to work to continue to develop themselves.

**Relationship:** Learning experiences in the second term are focused on the immediate community that God has placed us in. Students learn that we are designed for relationship, and it is through relationships that we can grow, learn and encourage one another.

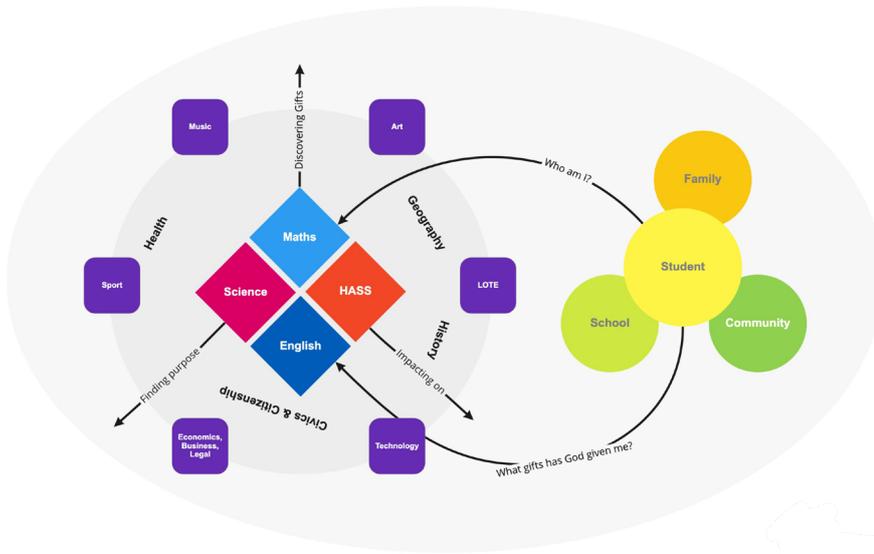
**Community:** Learning experiences in the third term are designed to give students opportunities to further discover the local community that they have been placed in. Students will be afforded the opportunity to serve in the community.

**Reaching Beyond:** Learning experiences in the fourth term are focused on looking beyond our borders to the global community. Where do we fit into the broader context that God has placed us in, at this point in history. How can we relate to, serve and learn from our global brothers and sisters.

# Our DNA

The diagram below represents some of the fundamental beliefs and the curriculum framework that guides the experience that students will participate in at DCS Secondary.

## God's Plans, Purpose and Creation



1. In all that we do, we give honour to God and understand it is through knowing Him and understanding His way that students can know and understand their individual traits.
2. Students are all unique individuals and have been designed by God with a set of gifts, abilities and talents.
3. Students are leaders for today.
4. Students are surrounded by a network of family, friends and community. As a school we build authentic links into community to help students understand who they are and the influences in their life.
5. Students have a voice, and we desire to listen to and build programs that align with students' interests, desires and convictions
6. To be prepared for today and their future, students need to develop their knowledge, understanding and ability to solve problems creatively and collaboratively.
7. Relentless focus on the core subjects of Mathematics and English.



# Our Curriculum Framework

In Year 7, all students undertake a Christ-centred, Biblically based, broad, rigorous and engaging curriculum. DCS provides students with a safe and supportive learning environment designed to excite and encourage them to transition to the secondary context and experiment, discover, create, grow and thrive. Our students are provided with opportunities to develop their academic skills within a robust curriculum, aligned with the Australian Curriculum, while developing their friendships, leadership abilities and experiencing personal growth and challenge.

Our Year 7 students engage in core subjects of – Maths, English, HASS and Science which provide them with breadth and scope. Where possible, integrated units are designed to help students see and appreciate the links between different curriculum areas. This approach helps students to form a complete picture of the world that God has created, rather than viewing the world in specific subjects isolated from each other.



At this stage in their learning journey, we focus on developing higher order skills through formative thinking, enabling students to be critical and creative thinkers, and problem solvers who are able to work both collaboratively and independently.

## Draft Timetable

As can be seen below the draft timetable outlines what a typical term in Year 7 could look like.

Weeks 1 - 7	Monday		Tuesday		Wednesday		Thursday		Friday	
	7A	7B	7A	7B	7A	7B	7A	7B	7A	7B
8:30 - 8:50	Devotions	Devotions	Devotions	Devotions	Devotions	Devotions	Devotions	Devotions	Worship Friday	
8:50 - 9:35	Maths	English	English	Maths	Maths	English	English	Maths		
9:35 - 10:15	English	Maths	Maths	English	English	Maths	Maths	English	Formative Design	
10:15 - 10:55	HASS	Formative Design							HASS	Formative Design
10:55 - 11:25	Recess									
11:25 - 11:50	Targeted Growth		Targeted Growth		Targeted Growth		Targeted Growth		English	Maths
11:50 - 12:10	Science	HASS	Option Line 1		HASS	Science	Option Line 1		Maths	English
12:10 - 12:50	Lunch									
12:50 - 1:40	STEM	Science	Science	STEM	HPE		Health	CL	Option Line 2	
2:25 - 3:05	STEM	Science	Science	STEM	HPE		CL	Health	Option Line 2	
Weeks 8 - 10	Monday		Tuesday		Wednesday		Thursday		Friday	
	7A	7B	7A	7B	7A	7B	7A	7B	7A	7B
8:30 - 8:50	Devotions	Devotions	Devotions	Devotions	Devotions	Devotions	Devotions	Devotions	Church	
8:50 - 9:35	Maths	English	English	Maths	Maths	English	English	Maths		
9:35 - 10:15	English	Maths	Maths	English	English	Maths	Maths	English	Formative Design	
10:15 - 10:55	HASS	Formative Design	Formative Design		Formative Design		Formative Design	HASS	Formative Design	
10:55 - 11:25	Recess									
11:25 - 11:50	Targeted Growth		Targeted Growth		Targeted Growth		Targeted Growth		Formative Design	
11:50 - 12:10	Science	HASS	Option Line 1		HASS	Science	Option Line 1		Formative Design	
12:10 - 12:50	Lunch									
12:50 - 1:40	STEM	Science	Science	STEM	HPE		Health	CL	Option Line 2	
2:25 - 3:05	STEM	Science	Science	STEM	HPE		CL	Health	Option Line 2	

The timetable is split into two blocks: Weeks 1 – 7 and Weeks 8 – 10. This is to facilitate two different focuses across a term.

### Weeks 1 – 7

During the start of each term students will have a stronger focus on Mathematics and English. This is to enable teachers to use a wide range of strategies and allow students to delve deeply into content material, developing a rich understanding of foundational concepts. Students will also participate in Formative Design lessons that will help them build the skills required to solve rich problems, develop creative solutions, work collaboratively and lead innovative projects.



### Weeks 8 – 10

During the last three weeks of term, whilst there is still time set aside to ensure the core curriculum, students will be given greater opportunities to engage in Formative Design. See below for further information regarding what this time will look like.

## Devotions, Worship Friday and Christian Living (CL)

Time spent in these areas underpin the cultural development within our school, helping students to understand and live out the Good News of the Bible and the plans that God has for each one of them.

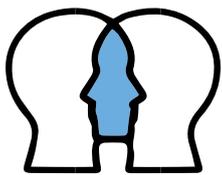
- Students will begin each day in Devotions. During this time a teacher will connect with a smaller group of students, providing:
  - » The sharing of faith stories and thinking to continually connect students to God's Story.
  - » Pastoral care
  - » Discipleship
  - » Prayer
  - » Connection point for the school community notices, events, attendance etc.
- The **Christian Living Curriculum** will develop their understanding and knowledge of God, through understanding His word, unpacking His promises and providing opportunities for students to discuss a range of current issues through a biblical world view.
- On Friday morning each week students will lead and participate in **Worship Friday**. During this time, the school will partner with the local churches, youth groups, missionaries, and other Christian organisations to inspire, teach, connect, disciple, worship and engage with God's message. Students will have opportunities to play in the band, lead prayer, speak, read from the Bible, and give testimonies, to name but a few included in this time. **Worship Friday** will also be used as times to reach out into the local community to meet needs and connect in meaningful ways.



## Formative Design (Head, Heart and Hands)

At DCS Secondary one of our main goals is to help students become active problem-solvers and positive contributors in society, not just for future successes, but to start building a foundation for them to thrive right where they are while at school. As part of this we have designed a Formative Design course that will equip them with higher level thinking tools specifically in the areas of Design Thinking, metacognition, leadership skills and academic behaviours.

During the first seven weeks of Term One, and indeed throughout Year 7, there will be an intensive focus on developing the understanding, skills and dispositions that are required to work collaboratively with peers. During the last three weeks of Term One students will be given the opportunity to opt into one of three design projects. These projects will be determined by the staff using a collaborative process with the students. As students advance through Year 7, they will be given greater scope to undertake individual projects or develop a greater understanding of a problem that they have identified and want to solve.



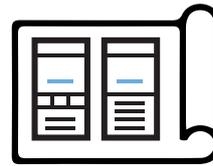
**Empathise**



**Define**



**Ideate**



**Prototype**



**Test**

The design process that students will develop the ability to understand and use, is:

- **Empathise:** Students are challenged to think deeply about problems and projects to develop their understanding of what the needs of the client, community, or people in need are.
- **Define:** Students gain clarity on the project or problem and turn it into a “How might we...?” question.
- **Ideate:** Students develop ideas, share thoughts and collaborate to develop a solution.
- **Prototype:** Students turn their thoughts into tangible real-world concepts, get feedback and refine.
- **Test:** Students present their ideas into the real world and decide on what success and failure look like, testing parts of the idea until they have a viable solution.

Skills and attitudes that students will develop during these times include:

- **Leadership**

Students will develop their understanding of how to lead themselves as well as groups. Opportunities like NextGEN Global Leadership Summit will be used to further inspire and provide students with a solid basis to build their leadership understanding.

- **Metacognition**

During formative design time students will be given opportunities to develop their understanding of who they are as individuals. They will then utilise this to enhance their capacity to work successfully with others as well as independently. Examples of metacognitive tools that students will be exposed to are:

- » Enneagram motivation styles
- » Working Genius
- » Emotional Intelligence

- **Higher level thinking skills**

- » Analytical reading and discussion
- » Persuasive writing
- » Drawing inferences and conclusions from text
- » Analysing conflicting source documents
- » Supporting arguments with evidence
- » Solving complex problems with no obvious answer

- **Academic Behaviours**

- » Self-monitoring
- » Strategy
- » Motivation



## Mathematics

In Mathematics students will be enabled to, and encouraged to consolidate and extend their knowledge, skills and abilities in the three strands within the Australian Curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. Students will engage with the curriculum using all four proficiencies – Fluency, Understanding, Problem Solving and Reasoning – through explicit teaching, intentional practice, rich challenging tasks and open-ended investigations. Students will be given opportunities to be independent learners, responsible for their learning and to contribute positively to collaborative group work.

Students will be assessed using a variety of methods such as diagnostic assessments, project work, rich problem-solving assignments and end of unit assessments. Teachers will use this information to provide students with feedback to help guide next steps as they further develop their mathematical ability.

## English

In English, students develop confidence and competence in writing, reading, speaking and listening. They will explore how communication is varied for a range of purposes and audiences, using a wide variety of forms. Students will engage with opportunities and experiences to help them enjoy, comprehend and develop critical appreciation for a range of texts, including persuasive, narrative, creative and expository. Across the year, students will have opportunities to work individually as well as in groups on their tasks, utilising a range of materials and class discussions. Taking on personal and public matters of interest, students will demonstrate the ability to critically analyse and communicate about a broad range of topics.

Students will be assessed using a variety of methods such as Diagnostic Assessments, written and oral assignments, presentations and debates, as well as end of unit assessments. Teachers will use this information to provide students with truly formative feedback to help guide next steps as they further develop their ability in English.

## Targeted Growth

During Targeted Growth lessons extra staff are assigned to the grade to ensure students can access more individualised, specifically focused to prioritise English and Mathematics concepts. During this time students will not be presented with new core content, but will have opportunities for:

1. Teaching and re-teaching core skills and strategies necessary for students to succeed academically, organisationally, and socially.
2. Allowing greater time to master core skills, knowledge and understanding.
3. Extending and enriching students that have already demonstrated mastery of the core skills, knowledge and understanding.

## Humanities and Social Sciences (HASS)

In HASS students will develop historical and geographic skills to help them investigate the world around them, learning from our past to help shape our future. HASS is an integrated subject and will draw on skills developed in other curriculum areas to support student learning. More specifically students will:

- Develop skills, tools and understanding in how to research current and historical societies, environments, and events.
- Examine current and historical environmental issues.
- Develop awareness of how historians, archaeologists, anthropologists, and sociologists seek an understanding of human activity.
- Increase knowledge of how present and past societies have functioned and how they have shaped the lives of individuals.

## Science

In Science students will be given opportunities to develop curiosity regarding God's creation. They will develop their understanding and skills to select and integrate appropriate science knowledge to explain and predict phenomena and apply that knowledge to new situations. Students will study the four sub-strands from the Australian Curriculum of Biological Sciences, Earth and Space Sciences, Physical Sciences and Chemical Sciences. Science will be taught in an integrated way at DCS, helping students understand how to critically view scientific knowledge when applying this to human endeavours.

## STEM (Science, Technology, Engineering, Mathematics)

STEM is a cross-disciplinary subject where students use design thinking to solve problems and engage in critical thinking. It aims to improve the confidence, capacity and ability of students to engage in Science, Technology, Engineering and Mathematics (STEM) by fostering a sense of wonder and curiosity about the world around them and how it works. Students will also develop their understanding of computational thinking and information systems to define, design and implement digital solutions for authentic problems.



## Health and Physical Education (HPE)

DCS Secondary students will be given a choice of three options to undertake in relation to physical education.

### Option 1: Personal Fitness

During this option students will have the time to identify and set personal fitness goals that they would like to achieve. Students will be given the opportunity to work in a gym and use the surrounding environment to monitor and achieve these goals under the guidance of trained instructors and teachers.

### Option 2: Team Sports

During this option students will be given the opportunity to work with coaches from different sporting areas to enhance their teamwork and sporting skills in particular team sports areas. Within this time there will be aspects of teamwork, physical fitness, strategy, and general game play.

### Option 3: Recreational Fitness

During this option students will be given the opportunity to engage in recreational activities aimed at living a healthy lifestyle. This will include individual activities such as walking, riding, dancing, swimming, and group-based activities such as touch football, basketball, volleyball, to name a few.

## Options

In Year 7, there are two option lines that will be offered. The timetables and description below are draft examples, as the actual mix of subjects will be further determined as staff are identified and we continue to workshop with students.

### Option Line 1 – The Arts and Technologies

During Term 1, 2, 3 and 4 students will be given the opportunity to choose a line of options as indicated below. Once in a subject, students will then work with the teacher to develop projects and understanding so that they are able to investigate the different possibilities that these subjects have to offer. Students will participate in the option for one term and then have an opportunity to choose a different option in the following terms. Teachers will discuss option choices with students and parents to ensure that a range of opportunities are being explored.

	Term 1	Term 2	Term 3	Term 4
<b>Art / Drama</b>	Art	Drama	Art	Drama
<b>LOTE / Dance</b>	LOTE	LOTE	Dance	Dance
<b>Food / Fibre</b>	Food	Fibre	Fibre	Food
<b>Music / Digital</b>	Music	Digital	Music	Digital

### Example student options

Student 1: Term 1 - Art, Term 2 - Drama, Term 3 - Dance, Term 4 - Food

Student 2: Term 1 - LOTE, Term 2 - LOTE, Term 3 - Dance, Term 4 - Dance

Student 3: Term 1 - Music, Term 2 - Fibre, Term 3 - Music, Term 4 - Food

## Option Line 2

During option line 2, students will be given the choice to participate in subjects that have a greater focus on utilising Formative Design and incorporating engagement with the community. Opportunities will be provided for students, especially in Weeks 8 – 10 to engage in broader learning opportunities and community engagement projects. Students will also have opportunities to work with others from different option lines during this time to provide genuine collaborative connections. Each term, students will be given the opportunity to choose a different option or choose a similar option to the previous term to further develop understanding.

- **Food and Fibre Production:** Students who choose this option will engage in examining food and fibre production. They will develop skills, knowledge and abilities in not just the production process, but how to utilise space, environmental constraints, sustainability, developing business models, planning, safety, ethics, as well as many other aspects related to the area of food and fibre production.
- **Business, Economics, Civics and Citizenship:** Students who choose this option will engage in developing their understanding, knowledge and abilities ideas such as economics, business or legal studies.
- **Product Design:** Students who choose this option will develop their knowledge, skills and abilities through the investigation and selection of a range of technologies, processes, materials and systems. They will use design thinking to design, develop, model, market and produce products utilising a range of different materials.

	Term 1	Term 2	Term 3	Term 4
<b>Food and Fibre Production</b>	Backyard Farming	Horticulture	Backyard Farming	Permaculture
<b>Business, Economics, Civics and Citizenship</b>	Business Design	Legal Studies	Commerce	Economics
<b>Product Design</b>	Wood	Acrylics	Metal	Engineering

### Example student options

Student 1: Term 1 - Backyard Farming, Term 2 - Legal Studies, Term 3 - Backyard Farming, Term 4 - Engineering

Student 2: Term 1 - Wood, Term 2 - Acrylics, Term 3 -Metal, Term 4 - Engineering

Student 3: Term 1 - Business Design, Term 2 - Horticulture, Term 3 - Metal, Term 4 - Permaculture





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