



KILDARE
COLLEGE



2024 Middle Years Curriculum Handbook

STRENGTH AND GENTLENESS



A KILDARE EDUCATION MINISTRIES CATHOLIC COLLEGE IN THE BRIGIDINE TRADITION.

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Welcome



The Middle Years Curriculum Handbook provides information about the exciting range of learning opportunities and subjects available to students in Year 7, Year 8 and Year 9 at Kildare College. In the Middle Years, adolescents need to be engaged and challenged academically in an environment that both nurtures and encourages excellence.

All learning in the Middle Years at Kildare College is based on the Australian Curriculum. It recognises the importance of disciplinary knowledge, skills and understanding, the General Capabilities and Cross-Curriculum Priorities of; literacy, numeracy, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding and ICT capability.

In addition to this, our student-centred approach responds to the changing world and the challenges, needs and developing maturity of emerging adolescents. We provide a broad, connected teaching and learning program which engenders a spirit of inquiry and fosters creative and critical thinking. Throughout all subjects students acquire in-depth knowledge, critical thinking, and communication skills whilst working in collaboration with others.

We are proud of the teaching and learning at Kildare that engages students through the core curriculum, a diverse range of elective subjects, and the numerous co-curricular and extra-curricular activities available.

We value the support from families as partners in the education of their daughter. We look forward to working in partnership with you to encourage success and enjoyment of your daughter’s learning journey at Kildare, so that she can be the best she can be.

Please read through the handbook carefully. If you have any questions or require additional information, please do not hesitate to contact me.

In a girls’ school learning environment, young women stop being the audience and become the players.
(D and M Sadler)

Raymond Kropinski
Director of Teaching and Learning

College Crest

Our College crest is a means of telling and retelling the origins and tradition of our College.

The two crosses on our crest are the Cross of St Brigid, found in the top section of the crest, and a large cross of diamonds taken from the crest of Bishop Daniel Delany who founded the Brigidine Sisters. The cross of St Brigid is based on the simple cross of reeds which, tradition says, St Brigid used when teaching the truths of the Christian faith.

The small lamp on fire in the centre of the crest, represents the light of the Christian faith and the light of learning. The light of this lamp is a powerful symbol for us as a learning community. It encourages us to see learning as a worthwhile, enjoyable and life-long challenge that links us to the learning community which St Brigid established in Ireland, over 1500 years ago.



College History

We take our name from Kildare (Church of the Oak) in Ireland, the site of St Brigid’s famous monastery. Inspired by the Gospels from an early age, this fifth century woman responded to the hardship she saw around her. Eventually she founded her abbey as a place of hospitality and learning where she nurtured and educated young women to break the cycle of poverty that entrapped them. It is with this in mind that Kildare College embraces the community of Holden Hill and its surrounding suburbs. As a community we are very proud of our college, our Brigidine identity and the Brigidine ethos which champions women, justice and peace in contemporary Australia.

Kildare College commenced in 1966 when the Brigidine Sisters accepted an invitation from the Archbishop of Adelaide, Dr Matthew Beovich, to open a school for girls in the then newly growing north-eastern suburbs. The Brigidine Sisters lived continuously in the convent until the end of 1990. The Brigidine Congregation has had responsibility for the wellbeing and governance of Kildare College since then. In 2014, Kildare Ministries assumed canonical and civil responsibility for Brigidine Colleges in Australia, following approval of a new Public Juridic Person, Kildare Ministries, by the Vatican. Kildare Ministries govern the responsibility for the educational services and community works sponsored by the Brigidine Sisters.

College Motto

As a Kildare Education Ministries College, Kildare has the motto, “Fortiter Et Suaviter, Strength and Gentleness”. We believe that it is possible for all members of the College community to develop the qualities of strength and gentleness.

FORTITER ET SUAVITER
STRENGTH AND GENTLENESS

Core Values

Kildare College is a student centred learning community seeking to live out the message of Jesus Christ and the Gospels. With the other Kildare Education Ministries schools, we share the core values of a Brigidine Education.

Wonder | Celebrate all that is good with joy and gratitude

Courage | Speaking and acting with integrity

Hospitality | Welcoming all

Hope | Bringing a sense of purpose

Compassion | Walking with and having empathy for all

Justice | Making the needs of the vulnerable paramount.

Acknowledgement of Country

Today we stand in footsteps millenia old.

We acknowledge the traditional owners, the Kaurna people, whose cultures and customs continue to nurture this land since people have walked this country.

We honour the presence of these ancestors whose irrepressible spirituality flows through all creation.

Kildare Ministries Vision and Mission

Our Vision

A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.

Kildare MINISTRIES

Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.

Our Mission

Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.

Justice

Making the needs of the vulnerable paramount

Wonder

Celebrating all that is good with joy and gratitude

Courage

Speaking and acting with integrity

Compassion

Walking with and having empathy for all

Hope

Bringing a sense of purpose

Hospitality

Welcoming all

Our Values

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Curriculum and Subject Overview



Middle Years Pedagogy

Our student-centred approach responds to the changing world and the challenges, needs and developing maturity of emerging adolescents. It provides a broad, connected teaching and learning program which engenders a spirit of inquiry and fosters creative and critical thinking.

The professional practice of our Middle Years teachers includes rigorous planning and preparation to produce engaging and authentic lessons. The General Capabilities of the Australian Curriculum play a significant role in our teaching and learning program, which is relevant, dynamic, and challenging. To enrich our student-centred pedagogy, students also engage in project-based learning, encouraging them to acquire a deeper knowledge through the active exploration of real-world challenges and problems. We want to inspire our students to take responsibility for their learning, become global citizens, be positive risk takers, and achieve personal excellence

As a Kildare Ministries College, our Core Values provide the foundation on which we base all teaching and learning. Wellbeing for learning is at the core and underpins everything that happens at Kildare College. Our focus on pastoral care is explicit, implicit, and embedded in all learning experiences. Additionally, we strive to offer students educational opportunities outside of the traditional classroom context via extra-curricular activities and acts of service. Giving back to the community is integral to our mission as a Kildare Ministries College.

Through our learning, we instil in our students the importance of social responsibility. We hope to instil in our Middle Years Leaders the value of welcome and service whilst also building leadership skills, teamwork and assisting with their holistic personal development.

We believe this equips young women to act with a strong sense of justice, integrity and compassion.



Years 7 and 8

In Years 7 and 8, we focus on students experiencing a positive school environment and being provided with a range of opportunities to learn, grow and inspire, across a range of curriculum areas. Key capabilities such as critical thinking, collaboration and communication are evident in project based learning tasks that ask students to actively search and question their surrounds whilst we inspire creativity and skill-based learning through a range of practical subjects that include visual and performing arts, hospitality and textiles.

Furthermore, in Year 8, we encourage innovation in material solutions allowing students to build on STEM skills and broaden their practical skills. By undertaking timber construction, we ask students to explore non-traditional subjects in the inclusive environment of an all-girls school and clearly establish that our students know no boundaries when it comes to their learning.

YEARS 7 and 8 SUBJECTS	
Core Subjects	Elective Subjects
<ul style="list-style-type: none">EnglishDance<ul style="list-style-type: none">Special Entry Dance (Entry via Audition)Girls’ Achieve Program (GAP)Health and Physical EducationHASS (Humanities and Social Sciences)ItalianMathematicsReligious EducationScienceSTEM	<ul style="list-style-type: none">ArtDramaFabric TechnologyFood TechnologyMaterial Solutions - Timber (Year 8)MusicOutdoor Education (Year 7)

Year 9

Whilst the Middle Years are a time for building knowledge and developing skills for the future, it is also a time for students to experiment with a range of subjects and skills so that they can be inspired and ignite their learning passions. The Year 9 curriculum has been designed so that students can experience a range of subjects and recognise their strengths and interests in an environment that promotes risk taking, innovation and creativity.

Year 9 electives encourage further skills development offering students a combination of recognisable subjects such as Art and Music but also promoting new skill development in STEM areas such Design, Photography, Metalsmithing and Jewellery Design. Students also participate in RISE (Rights, Innovation, Sustainability, Engagement) as a core subject, focussing on critical thinking and entrepreneurship and offering our students a head start in a future orientated society.

YEAR 9 SUBJECTS		
Core Subjects	Elective Subjects	
<ul style="list-style-type: none">EnglishGirls’ Achieve Program (GAP)HASS (Humanities and Social Sciences)Health and Physical EducationMathematicsReligious EducationRISEScienceSTEM	<ul style="list-style-type: none">ArtGeneral DanceSpecialist DanceDesignDramaPhotographyFabric TechnologyFood TechnologyInformation Technology	<ul style="list-style-type: none">ItalianMetalsmithing and Jewellery DesignMusicOutdoor EducationSpecialist NetballSpecialist Soccer

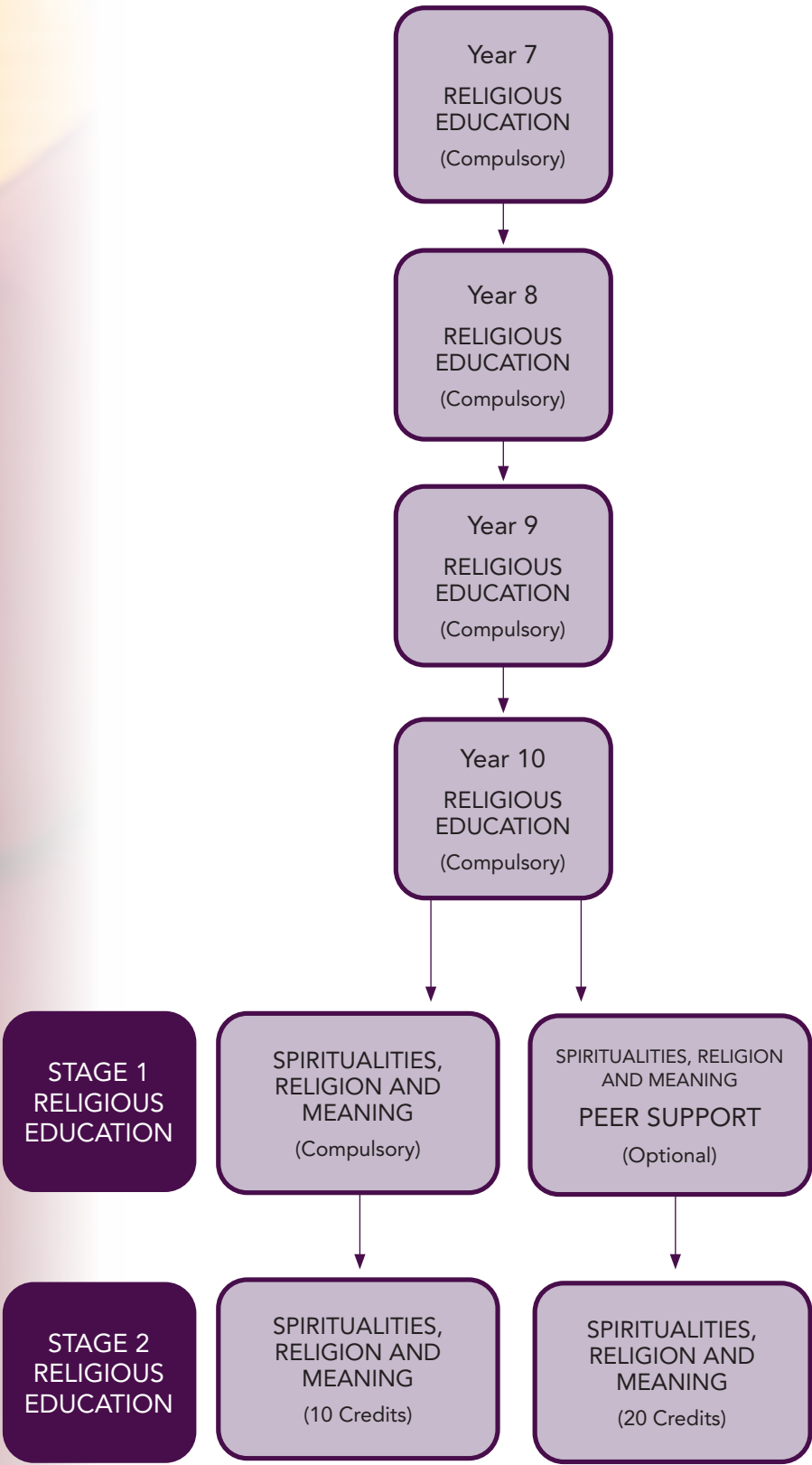


Subject Information



Religious Education

Subject Flowchart



Year 7 Religion

RELIGIOUS EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Year 7 Religion begins with a focus on Kildare College’s Core Values. Year 7 students have a variety of Religious Education knowledge and the purpose of this course is to build skills and knowledge of our Catholic Tradition.

- Topics Include:
- Core Values - Students learn about the Core Values that is the key focus for the year.
 - Jesus – A study of the Catholic understanding of Jesus and his message.
 - Understanding the Bible – Students develop an understanding of the format of the Bible.
 - Creation – Using the two creation stories from the Book of Genesis, students develop skills through the interpreting stories.
 - St Brigid – Students research and discover St Brigid; her life, history and how she followed Jesus.
 - Christianity – Students engage in reflective practices to further develop their understanding of Christianity.
 - Advent and Christmas – Students learn about these 2 liturgical seasons and their importance in the liturgical calendar.

All students are expected to attend a full day retreat.

- Learning activities include:
- Short answer responses
 - Research based assignments
 - Group presentations
 - Reflective tasks

Year 8 Religion

RELIGIOUS EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Year 8 Religion continues to develop students’ knowledge about our Core Values and begins to investigate how history has shaped our community and beliefs.

- Topics Include:
- Core Values - Students deepen their understanding of the Core Value focus of the year.
 - Why are we Catholic? – Students develop an understanding of the origins of Catholicism and what makes Catholics different to other Christian groups.
 - Church in the Middle Ages – Students investigate the Christian church and the role of the Reformation.
 - Indigenous Spirituality – Students develop an appreciation of the key elements of Indigenous culture, spirituality and their strong connection to Country.
 - Scripture -Students further develop their understanding and interpretation of the Bible through the Emmaus Story.

All students are expected to attend a full day retreat.

- Learning activities include:
- Short answer responses
 - Research based assignments
 - Group presentations
 - PowerPoint presentation
 - Reflective tasks

Year 9 Religion

RELIGIOUS EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Year 9 Religion deepens students’ knowledge and skills about the Gospels, and the role of the Church in Australia as well as encouraging students to work for justice in our ethical and moral framework.

- Topics Include:
- Synoptic Gospels – Students develop an understanding of the message of the Gospels of Mark, Matthew and Luke, comparing their similarities while understanding their specific communities.
 - Different representations of Mary as the first Disciple and how she can be a beacon of hope and comfort in modern times of uncertainty.
 - The Church in Australia – Students use their knowledge of the Reformation of the 1500s and the Counter Reformation of the 1600s to investigate how Catholics struggled under English rule when white settlement occurred in Australia.
 - Working for Justice – Students engage in learning related to Justice and its connection to Jesus.
 - Ethics and Morals – Students investigate how Christians are called to prioritise the poor and marginalised and to work in solidarity for justice.

All students are expected to attend a full day retreat.

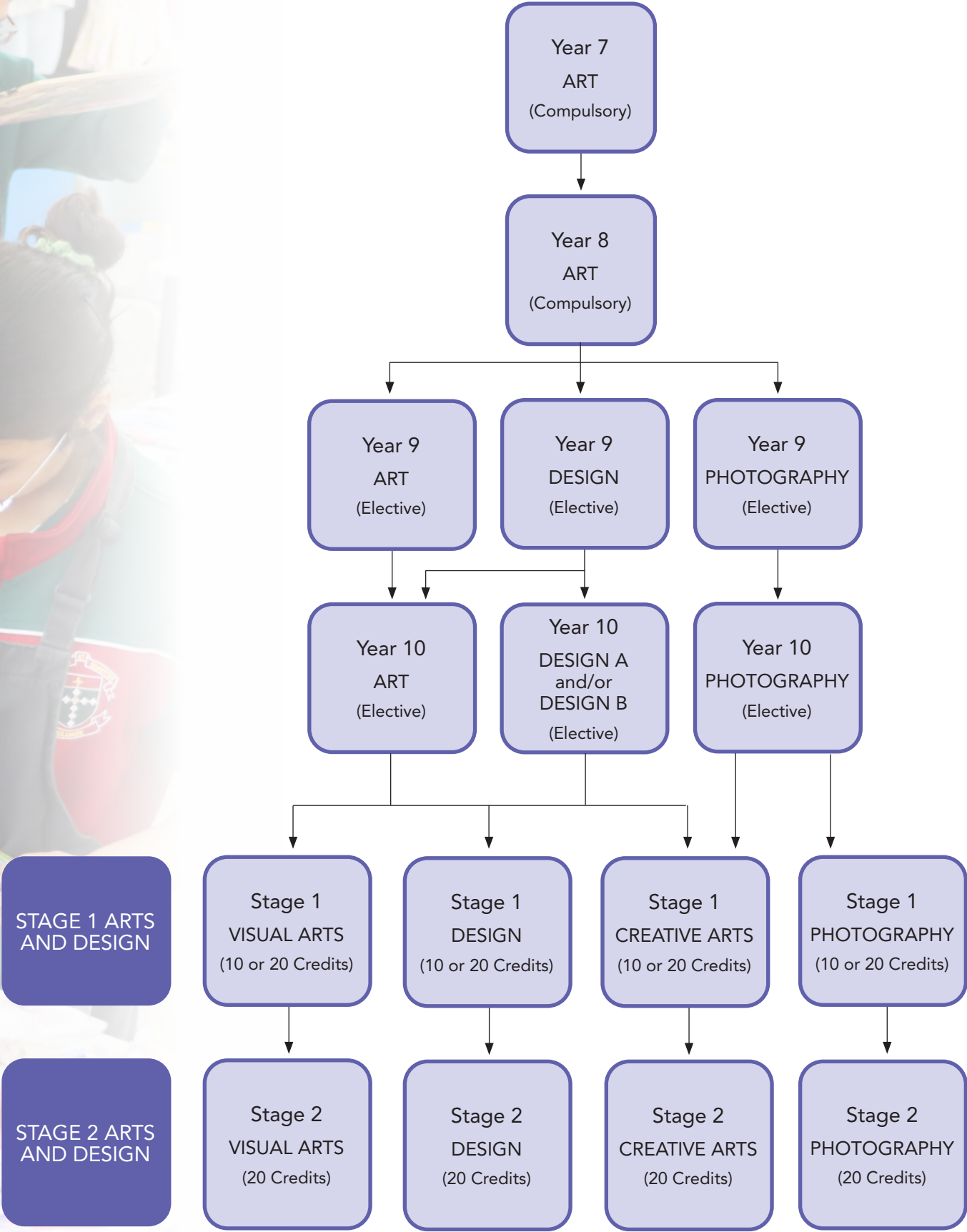
- Learning activities include:
- Debate
 - Interview and reporting
 - Research based assignments
 - Creative arts tasks
 - Reflective tasks





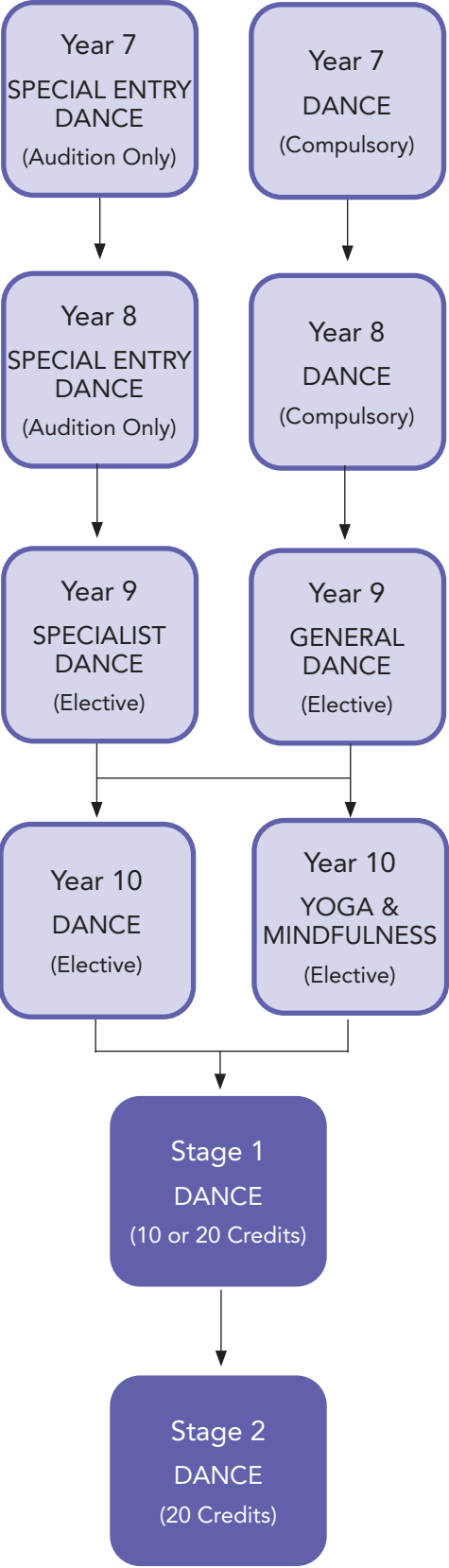
Arts and Design

Subject Flowchart



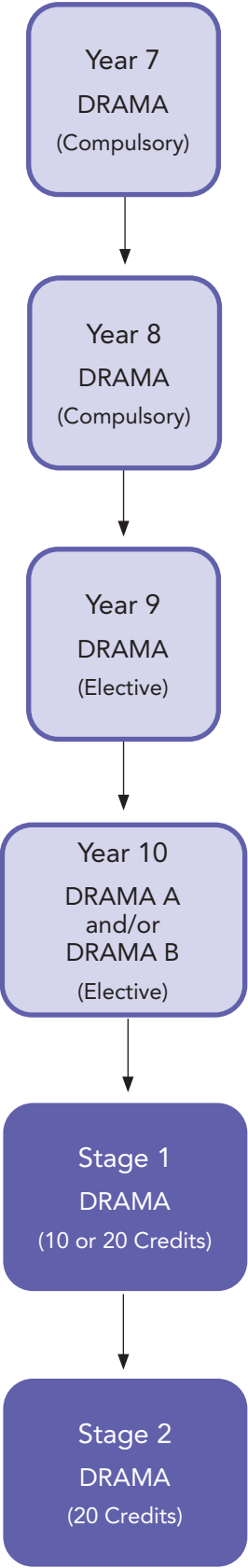
Dance

Subject Flowchart



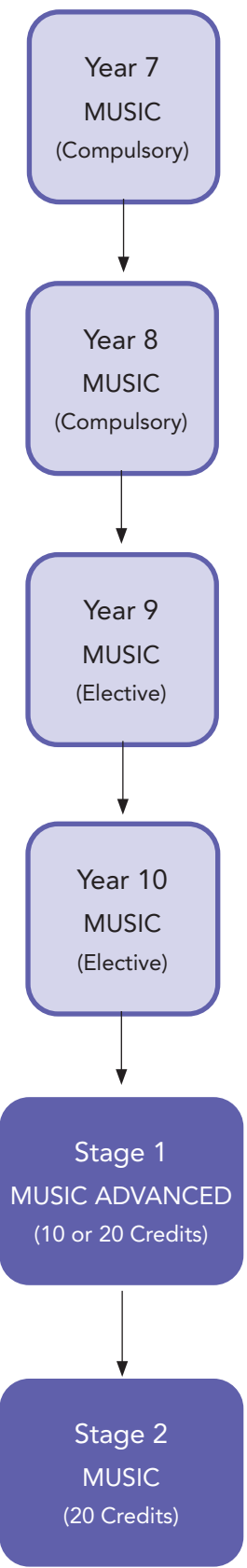
Drama

Subject Flowchart



Music

Subject Flowchart



Year 7 - The Arts

VISUAL ARTS

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Visual Art in Year 7 allows students to develop the fundamental skills to explore, respond, develop skills, make and present works of art.

Students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They will generate, document, and develop ideas for artworks while also considering the representation of ideas, perspectives and meaning.

Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical (2D and 3D)
- Study (Theory)

COURSE DESCRIPTION

Students identify and analyse how the elements of drama are used, combined and manipulated in different styles. Students apply this knowledge in drama when they perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. Students apply different performance styles and conventions to convey status, relationships and intentions.

Topics include:

- Stagecraft
- Improvisation
- Tableaux
- Character creation and development
- Performance

Assessment will consist of journal entries as well as a range of performance tasks.

DANCE

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Dance in Year 7 provides a broad, introductory curriculum catering for all students regardless of their previous dance experience.

Course content is designed to establish students’ basic skills in practical and theory work that will be expanded on in future years, leading to advanced skills in senior year levels. Introductory years aim to expand students’ awareness and appreciation of dance as a creative art form and further their physical and mental awareness.

Students learn dance movement through practical, fun and energetic classes. Genres of dance studied vary through the semester including a wide range of styles and techniques such as: Jazz Dance, Modern/Contemporary, Hip Hop and Cultural Dance. Specialised fitness and dance training lessons may combine facets of Yoga, Pilates, Aerobics and Strength conditioning.

As part of the program students also learn how to create their own dance pieces, exploring various themes, choreographic structures and devices.

Students are assessed through their abilities in:

- Technique
- Choreography and Composition
- Performance
- Appreciation (Dance Theory)

Subject Requirements: Students must wear their PE uniform and/ or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior to and after dance class. A note from families is required for students who are unable to participate in practical work.

SPECIAL ENTRY DANCE PROGRAM

LENGTH OF COURSE: Full year
MINIMUM REQUIREMENTS: Application and Audition
COURSE LEADS TO: Year 9 Specialist Dance

COURSE DESCRIPTION

The Special Entry Dance Program (SEDP) at Kildare College offers students the opportunity to develop their skills and passion for dance performance. Developing creative, technical and physical understanding and an appreciation of dance as an art form.

Special Entry Dance is offered in Years 7 and 8 to students who have successfully auditioned for the program. Dance styles studied as part of course work include jazz, contemporary, lyrical, hip hop, classical ballet, musical theatre and cultural dance. Students study theoretical topics including safe dance practices, anatomy, dance in historical and contemporary contexts and choreographic processes.

The program is designed to meet the needs of students identified as having strong potential in the field of Dance, offering unique educational opportunities in performance and creative endeavours. As such, participation in performances (both live & on film) is compulsory in SED as it an integral part of course work.

Students are also taught specialised dance training, including fitness disciplines such as pilates/yoga, nutrition, anatomy and technique associated with dance performance.

Entry is by application and audition only.

A completed application form is required, prior to booking into the audition, which can be found on the Kildare College website.

MUSIC

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Music in Year 8 gives students a positive experience through a very practical based approach.

The course is designed to offer students basic skills and techniques on the drum kit, bass guitar, guitar, keyboard and voice. Once students have experienced all of these instruments and developed some basic skills, a class band is formed. The class band develops knowledge of working collaboratively in a band situation as well as providing performance opportunities.

Students who have experience playing another instrument are invited to play their chosen instrument in the band in addition to those covered in class.

Music theory is covered and students learn how to practically apply key concepts and ideas.

Topics include:

- Rhythmic dictation
- Score analysis
- Drum kit
- Guitar / Bass guitar
- Piano
- Ensemble Performance
- Notes on the treble and bass clef
- Note and rest values
- Simple time signatures
- Structure and form

Opportunities exist to extend and challenge students that have a music theory background.

Year 8 - The Arts

VISUAL ART

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Visual Art in Year 8 allows students to expand upon the knowledge acquired in Year 7.

Students focus on enhancing the generation and development of ideas. Through the introduction of different art techniques, mediums, styles of art and artists, students will be able to grow perceptive of the artistic world around them, naturally enhancing their thought processes and creativity.

Learning activities include:

- Folio
- Practical (2D and 3D)
- Study (Theory)

DRAMA

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Students work in small groups, individually and as an ensemble. They have the opportunity to learn improvisation and mime skills that are vital for performance. Students study a range of performance styles and techniques and they demonstrate their understanding and development of their performance skills in a range of class based performance excercises and workshops. They participate in a class performance to another class within their year level.

Within this subject, students also learn the skills needed for setting up sets, props, lighting and smoke machines, as well as costumes and makeup.

Topics include:

- Stagecraft
- Improvisation
- Tableaux
- Character creation and development
- Performance

Assessment will consist of journal entries as well as a range of performance tasks.

DANCE

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Students continue to develop an awareness of the safe practice and discipline involved in dance by studying a range of dance styles to further deepen their understanding of performance, choreography and appreciation. Technique and movement sequences become more complex, expanding practical skills and broadening movement capabilities.

Students choreograph, evaluate and present short dance works and learn about the intricacies of dance, and its place in society.

Dance techniques taught include; correct posture, body alignment and deportment. These enhance students’ ability in coordination, flexibility, control and balance. Through dance, students begin to appreciate spatial awareness, time, energy, movement dynamics and self motivation.

Students are assessed through their abilities in:

- Technique
- Choreography and Composition
- Performance
- Appreciation (Dance Theory)

Subject Requirements: Students must wear their PE uniform and/ or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior to and after dance class. A note from families is required for students who are unable to participate in practical work.

SPECIAL ENTRY DANCE PROGRAM

LENGTH OF COURSE: Full year
MINIMUM REQUIREMENTS: Application and Audition
COURSE LEADS TO: Year 9 Specialist Dance

COURSE DESCRIPTION

The Special Entry Dance Program (SEDP) at Kildare College offers students the opportunity to develop their skills and passion for dance performance. Developing creative, technical and physical understanding and an appreciation of dance as an art form.

Special Entry Dance is offered in Years 7 and 8 to students who have successfully auditioned for the program. Dance styles studied as part of course work include jazz, contemporary, lyrical, hip hop, classical ballet, musical theatre and cultural dance. Students study theoretical topics including safe dance practices, anatomy, dance in historical and contemporary contexts and choreographic processes.

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Students are also taught specialised dance training, including fitness disciplines such as pilates/yoga, nutrition, anatomy and technique associated with dance performance.

Entry is by application and audition only.

A completed application form is required, prior to booking into the audition, which can be found on the Kildare College website.

MUSIC

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Music in Year 8 gives students the opportunity to expand skills and techniques on the drum kit, bass guitar, guitar, keyboard and voice. These skills are used in a variety of performance settings.

Students who have experience playing another instrument are invited to play their chosen instrument.

Music theory is covered and students learn how to practically apply key concepts and ideas.

Topics include:

- Rhythmic dictation
- Score analysis
- Drum kit
- Guitar / Bass guitar
- Piano
- Ensemble Performance
- Notes on the treble and bass clef
- Note and rest values
- Simple time signatures
- Structure and form

Opportunities exist to extend and challenge students that have a music theory background.

Year 9 - The Arts

VISUAL ART

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

Visual Art in Year 9 builds on the skills and knowledge acquired in previous years. Students are challenged to develop new skills and expand upon their visual arts language.

Students will explore, experiment, analyse and evaluate with a range of media, ideas and themes. They will do this whilst developing a variety of skills and techniques.

Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical (2D and 3D)
- Study (Theory)

DESIGN

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

Design in Year 9 introduces students to the fundamentals of design, developing their visual literacy and problem-solving skills.

Students are introduced to the principles and disciplines of design. They explore a variety of media to produce work following the design process. Students develop and expand their problem-solving skills and idea development through planning and constructing design briefs.

Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical (2D and 3D)
- Study (Theory)

DANCE (Specialist and General)

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Elective
PRE-REQUISITES: Year 8 Dance

COURSE DESCRIPTION

The Year 9 Dance course explores elements, skills and processes of dance through the intergrated practices of technique, choreography, performance and appreciation.

Students are expected to extend their range in working with the fundamental elements and techniques used to create dance and are given opportunities to choreograph, evaluate and present class work.

Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Making
- Dance Technique
 - Choreography and Composition
- Assessment Type 2: Responding
- Performance
 - Appreciation (Dance Theory)

Subject Requirements: Students must wear their PE uniform and/ or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior to and after dance class. A note from families is required for students who are unable to participate in practical work.

Please note that Specialist Dance will perform in the annual production and General Dance will have a smaller production in Semester 2.

PHOTOGRAPHY

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

In Photography, students engage with a range of visual language techniques. Students use photography, primarily, to create products using a range of techniques and strategies to express their ideas to others. The practical nature of the course encourages students to develop their creativity and explore ways to express their understanding of the world we live in.

Learning and assessment activities may include:

- Product
- Analysis
- Evaluation

DRAMA

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

Drama helps explore the students’ lives and the worlds in which they live, think, feel and communicate. It teaches students to understand themselves and other people more clearly. Drama allows the students to experience what it is like to be another person and to perceive the world through someone else’s eyes.

The course offers students a diverse range of experiences in creating and making performance. Students are able to study a range of units within semester length courses which involve them in the various techniques of improvisation, design (costumes, make-up and sets), media studies and play building.

Course consists of:

- Improvisation Skills
- Solo Performance
- Ensemble Performance
- Primary School Performance

MUSIC

LENGTH OF COURSE: One semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

Ensemble Performance

Ensemble performance forms a large part of the practical component of Music. Students rehearse and perform together on their chosen instruments and are expected to rehearse their parts privately as well as during class.

Students revise Year 8 theory before building on their knowledge of key elements of music, such as pitch, rhythm, duration, dynamics and analysis while learning to use correct music terminology and vocabulary. Students learn to construct major scales and major and minor triads.

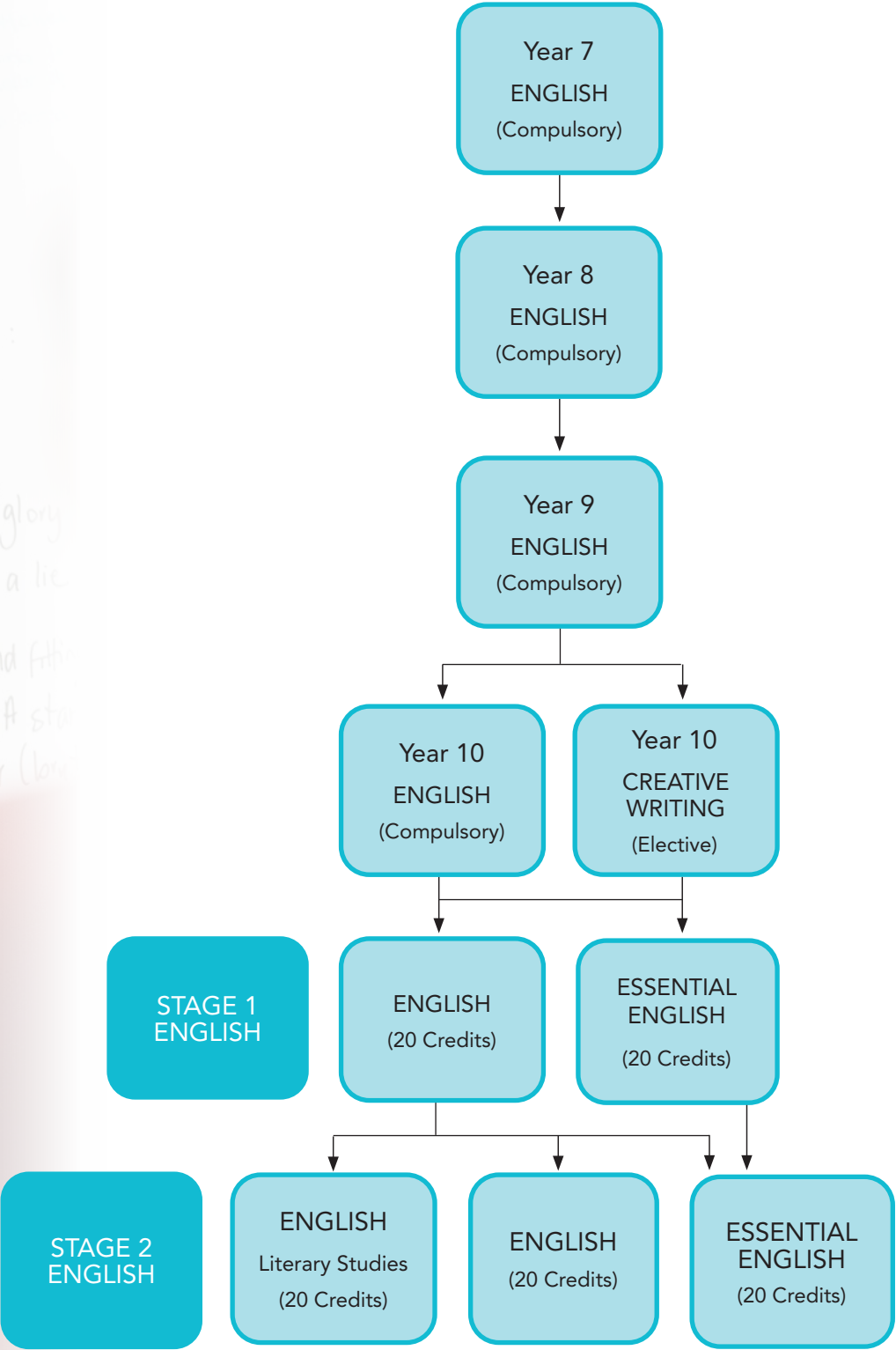
With limited places in Year 9 Music, priority will go to students learning an instrument. It is strongly encouraged that all students planning on continuing with music in Year 10 will learn an instrument privately as part of their studies in Year 9.





English

Subject Flowchart



Students exploring and taking photos of Carrick Hill for their English assessment



Year 7 English

ENGLISH

LENGTH OF COURSE: Full year

COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy which focus on developing students’ knowledge, understanding and skills.

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They develop their own responses, recognising that texts reflect different viewpoints and listen for and explain different perspectives in texts.

Students understand how the selection of a variety of language features can influence an audience. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

This course will also include an integrated topic in collaboration with STEM based on the Project Based Learning (PBL) pedagogy.

- Study portfolios include:
- Shared Novel
 - Independent Reading
 - Reading Comprehension
 - Critical Reading
 - Narrative Writing
 - Poetry Study
 - Text Production (written and oral)
 - Language and Usage

Year 8 English

ENGLISH

LENGTH OF COURSE: Full year

COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In English, students develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating text. They build on concepts, skills and processes developed in Year 7. Knowledge of text structure and language features are further developed along with literary analyses and transformations of texts.

A range of texts are explored - novel, short stories, film, poetry and media texts. These texts present different cultural viewpoints so that students have the opportunity to interpret, evaluate and perform a range of responses in spoken, written and multimodal form. These studies also provide students with opportunities to explore ideas about themselves, their community and globally. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts explored comprise Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. There is a focus on continuing to develop independent readers and a range of realistic, fantasy, speculative fiction and historical genres are used that involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

This course will also include an integrated topic in collaboration with HASS based on the Project Based Learning (PBL) pedagogy.

- Study portfolios include:
- Shared Novel
 - Short Story
 - Poetry Study
 - Film Study
 - Critical Reading
 - Reading Comprehension
 - Text Production (written and oral)
 - Language and Usage

Year 9 English

ENGLISH

LENGTH OF COURSE: Full year

COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

The study of English at Year 9 builds on the language skills taught in Year 8 and on the students’ previous language experiences. Students learn how language works and how to use it effectively in a variety of situations.

Students are actively involved in using a range of texts. They are required to read, view and listen to novel, short story, film, poetry and media texts from different viewpoints. As they study these texts, students are encouraged to explore ideas about themselves and their community. Students also use these texts as resources for creating their own texts.

As students learn about English language, they learn that there are different ways of using language and that particular choices may be more appropriate for specific contexts, purposes and audiences. Students learn about appropriate text structures and language features as they compose a range of written, oral and media texts.

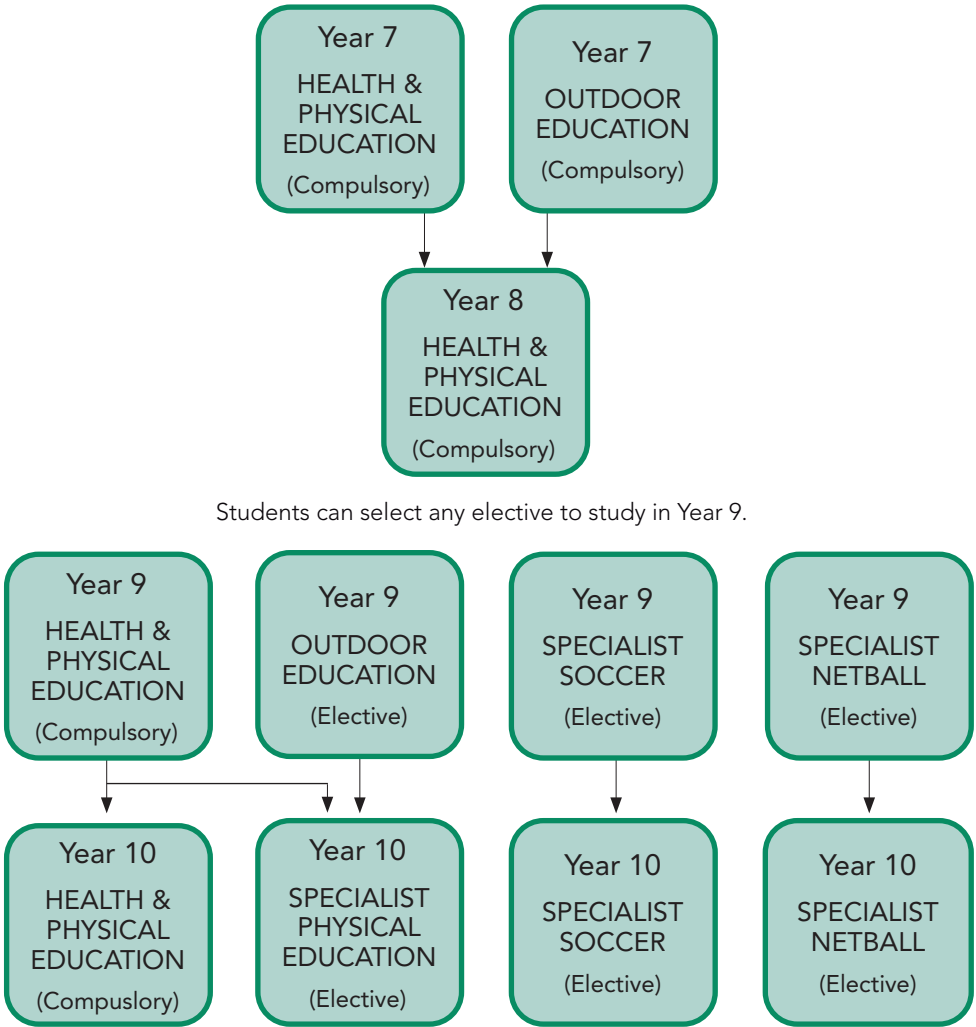
The aim is that students develop an extensive language repertoire for personal and public use.

- Study portfolios include:
- Poetry Study
 - Film Study
 - Text Production (written and oral)
 - Language and usage
 - Shared Novel
 - Drama Study
 - Independent Reading
 - Short Story
 - Close reading
 - Media texts



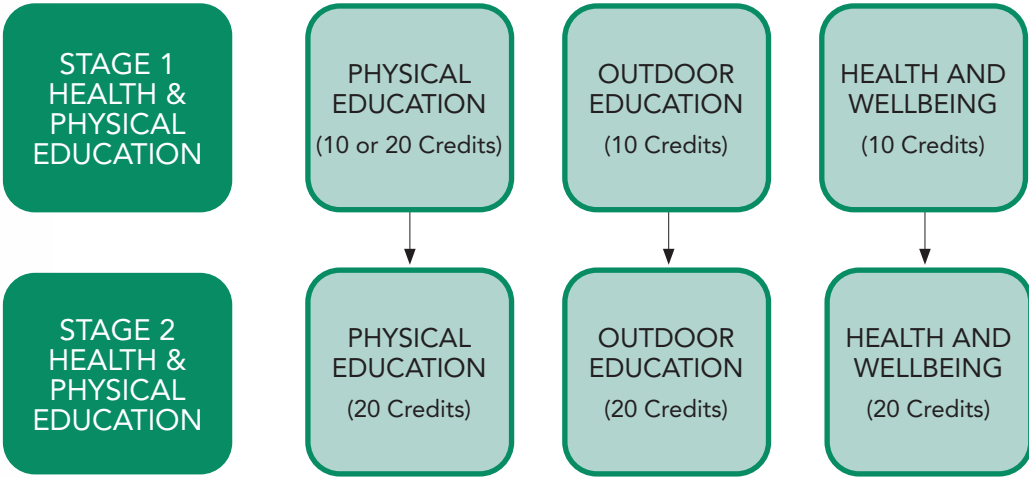
Health & Physical Education

Subject Flowchart



Students can select any elective to study in Year 9.

Studying any Health and Physical Education subject in Year 10 allows students to choose any Stage 1 subject to study in Year 11.



Year 7

Health & PE

HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE: Semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Year 7 Health and Physical Education is comprised of two lessons of PE and one Health lesson per week.

In Health and Physical Education, students develop their knowledge, understanding and skills to help them achieve successful outcomes in leisure, social and online situations. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.

In Physical Education, students develop specialised movement skills and understanding in a range of physical activity settings.

Health topics may include:

- Managing transition
- Fair play
- Inclusivity

Practical units may include:

- Athletics
- Invasion Games
- Target Games

OUTDOOR EDUCATION

LENGTH OF COURSE: Semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Outdoor Education is a challenging and rewarding subject that is designed to give students a safe introduction to outdoor adventure activities in an environment that fosters teamwork and challenges their personal boundaries. Students explore their understanding of outdoor pursuits, with the view to develop their knowledge and skills.

Activities may include:

- Teamwork
- Bushwalking
- Equipment
- Orienteering
- Rock Climbing

Year 8

Health & PE

HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE: Semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Year 8 Health and Physical Education is comprised of two lessons of PE and one Health lesson per week. In Physical Education lessons students participate in a variety of health-related and skill-related physical activities and sports. In Health lessons, students will learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Practical activities may include:

- Invasion Games
- Athletics
- Striking and fielding
- Net Games

Health topics may include:

- Performance Improvement
- Device Usage
- Sleep

Year 9

Health & PE

HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Year 9 Health and Physical Education is comprised of two lessons of PE and one Health lesson per week. In Physical Education lessons students participate in a variety of health-related and skill-related physical activities and sports. In Health lessons, students will learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Practical may activities may include:

- Invasion Games
- Striking and fielding
- Net games
- Fitness
- Target games
- Athletics

Health topics may include:

- Resilience
- Fitness
- Nutrition in Sport
- Human Anatomy

OUTDOOR EDUCATION

LENGTH OF COURSE: Semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

Year 9 Outdoor Education is an exciting and challenging course that provides students with the opportunity to develop their skills in kayaking, first aid, and camp preparation.

Students will participate in a bushwalking camp where they will learn about the planning and implementation of outdoor activities, and lightweight journeys. Through kayaking, students will explore the beauty of the natural world while developing their physical fitness and teamwork skills. This course is perfect for students who love the outdoors and want to challenge themselves in a supportive and fun environment.

Practical outdoor activities may include:

- Kayaking
- First aid
- Bushwalking (Camp)

SPECIALIST SOCCER

LENGTH OF COURSE: Semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

The program provides students with a strong 'Sport Science' focus and draws on the disciplines of Physical Education and Science.

The design of the program will be based around:

- Individual ball skills training
- Speed, Agility and Quickness training (SAQ) (Quick feet movement, improved coordination and fast twitch training)
- Finishing drills Improve awareness and technique in the penalty box
- Team related tactical knowledge, group plays and small-sided games
- Fitness, strength and stamina testings
- Pre-match preparation skills including dietary requirements and post-match recovery techniques
- Football Sports Science
- Player self assessment manuals

SPECIALIST NETBALL

LENGTH OF COURSE: Semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

This course combines sport science and coaching. The program includes participating in competitions, developing coaching skills and understanding how to be a better netball player through improvement in areas to develop.

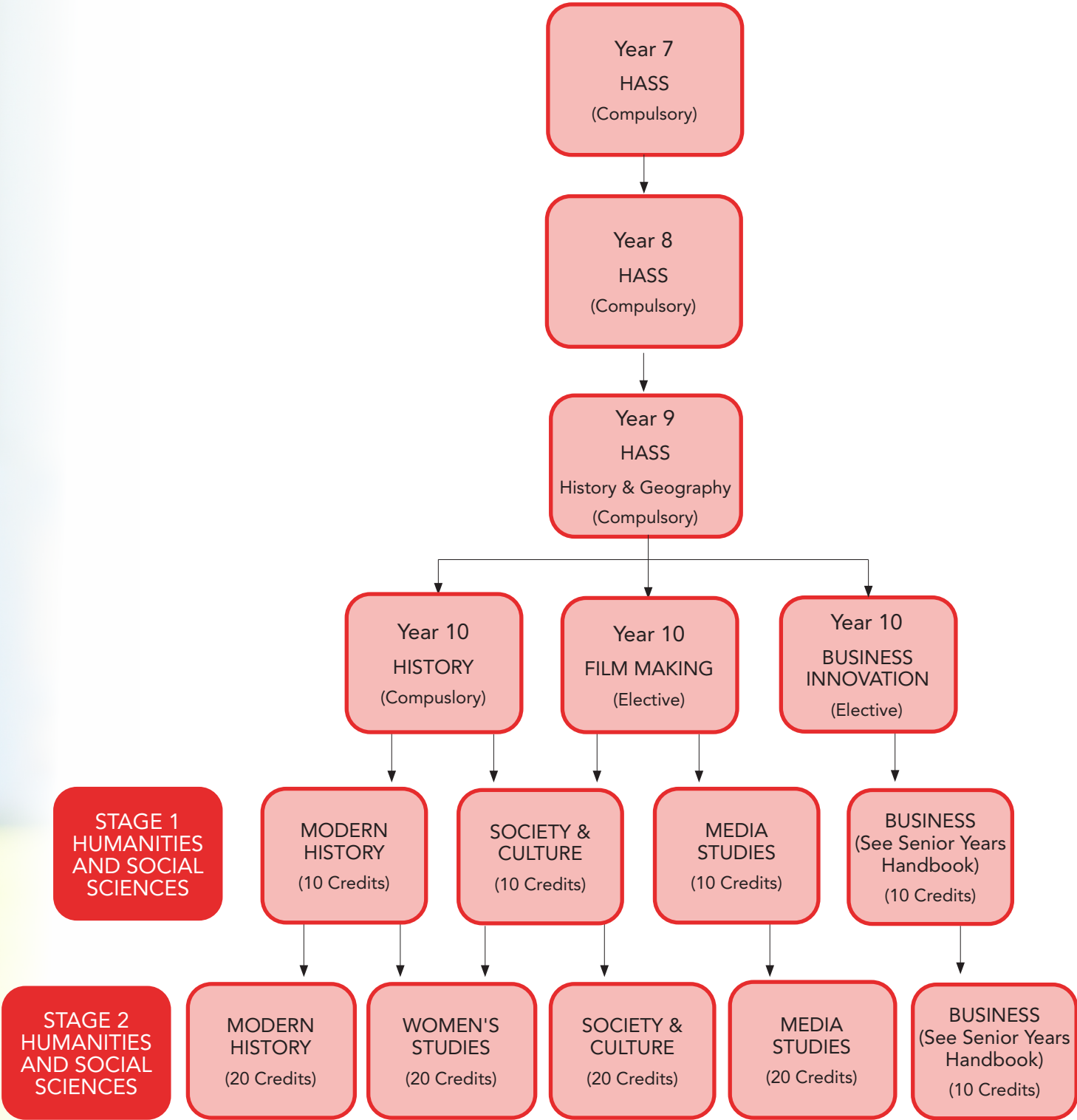
The program will be based around:

- Skill development, Goal setting, leadership & teamwork
- Strength and conditioning
- Court structures, team play, position purpose
- Tactics and strategies
- Player tracking
- Sports psychology
- Game reflection
- Fitness testing (identify strengths and weaknesses)



Humanities & Social Science

Subject Flowchart



Year 7 HASS

HASS

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

The Year 7 HASS curriculum deepens discipline-specific knowledge, understanding and skills with opportunities for integration across History, Geography, Civics and Citizenship, and Economics and Business.

Students study ancient societies of the East and West and investigate their contribution to modern social, political and economic systems and commercial institutions. Students examine their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and with diverse identities.

Across HASS, students foster their skills of critical thinking, ethical reasoning and creativity. By studying other cultures, including ancient Australia, the Mediterranean and Asia, students broaden their understanding of the modern world in conjunction with developing skills to help them navigate it. This includes inquiry-based learning across the different HASS areas.

The content provides opportunities for students to develop Humanities and Social Sciences understanding through key concepts such as continuity and change, cause and effect, place and space, perspectives and action, and interconnections.

The key inquiry questions for Year 7 are:

- What have been the legacies of ancient societies?
- How do people’s reliance on places and environments influence their perception of them?
- What approaches can be used to improve the availability of resources and access to services?
- What principles of justice help to protect the individual’s rights to justice in Australia’s system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Year 8 HASS

HASS

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Incorporating the study of History, Geography, Civics and Citizenship and Economics and Business, HASS provides the opportunity for students to learn about the world in which they live while equipping them with the necessary skills to be active members of society.

The course focuses on the skills of inquiry focusing on the topics of:

GEOGRAPHY

- Mapping
- Landforms
- Coastal Environments - Fieldwork

HISTORY

- Medieval Europe and Medieval Japan
- The Black Death

CIVICS AND CITIZENSHIP

- Australian Government
- Mega cities
- The influence of women on Australian and global politics

ECONOMICS AND BUSINESS

- Economic issues
- Learning activities include:
- Inquiry based projects
 - Field Trip
 - Excursions
 - Medieval Fair
 - Creative tasks
 - Student-directed assessment

Year 9 HASS

HASS

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Across both semesters, students will engage in discussion around the importance of understanding lived experiences. This includes exploring the connections between people and places in a world of emerging globalisation.

GEOGRAPHY

- Biodiversity and global food security
- Ethical trade

HISTORY

- Effects of the Industrial Revolution
- Impact of the colonisation on the ‘First Australians’
- Causes and effects of the First World War

Learning and assessment activities include:

- Folios
- Source Analysis
- Individual and group activities
- Oral presentations
- Reports and extended response

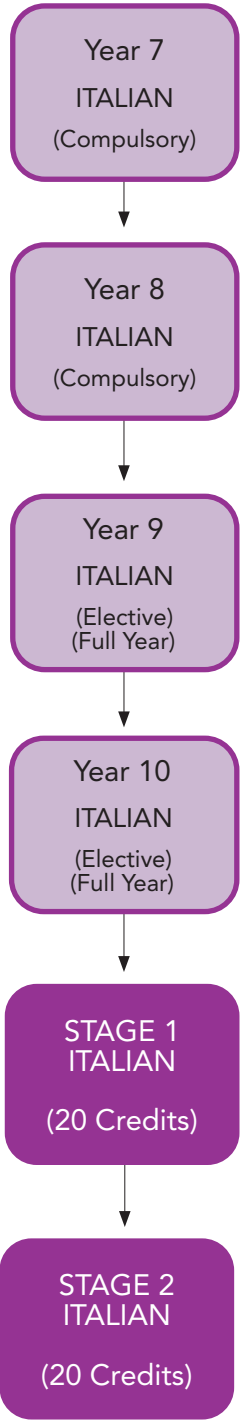




Languages Other Than English (LOTE)

Italian

Subject Flowchart



Year 7 LOTE

ITALIAN

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Students use spoken and written Italian in a range of personal and social contexts. They describe people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds. They understand main points and some specific details in a range of texts organised around familiar and unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed.

Students work both collaboratively and independently, exploring different modes and genres of communication including their current social, cultural and communicative interests. They use modelled and rehearsed language in familiar and unfamiliar contexts and begin to generate some original language. They work in groups to pool language knowledge and resources, and to plan, problem-solve, monitor and reflect. They are encouraged to make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison.

Topics include:

- Greetings and basic vocabulary
- School in Italy
- The family
- City versus Country life
- Italian food

Learning activities include:

- Inquiry task on Rome
- Italian Regions and Geography
- Roles plays and learning games
- Italian films
- Italian songs
- Cooking and eating Italian food
- Inquiry task about Italian culture, products or country

Year 8 LOTE

ITALIAN

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In the study of Italian, students develop their communication skills of listening, speaking, reading and writing. They learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students develop skills in understanding how languages work. Learners also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

Topics include:

- Pastimes and weekends
- Nationalities and Languages
- Modes of transport
- Italian Food

Learning activities include:

- Inquiry task on Rome
- Italian Regions and Geography
- Role plays and learning games
- Italian films
- Italian songs
- Cooking and eating Italian food
- Inquiry task about Italian culture, products or country

Year 9 LOTE

ITALIAN

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Elective
PRE-REQUISITES: Year 8 Italian

COURSE DESCRIPTION

Language learning allows students to gain knowledge and skills so that they can communicate and make comparisons across languages and cultures. In doing so, students extend their understanding of their own language, widen their network of interactions and strengthen their own literacy and numeracy skills.

In the study of Italian, students develop their communication skills of listening, speaking, reading and writing. They learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students develop skills in understanding how languages work. Learners also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

Topics include:

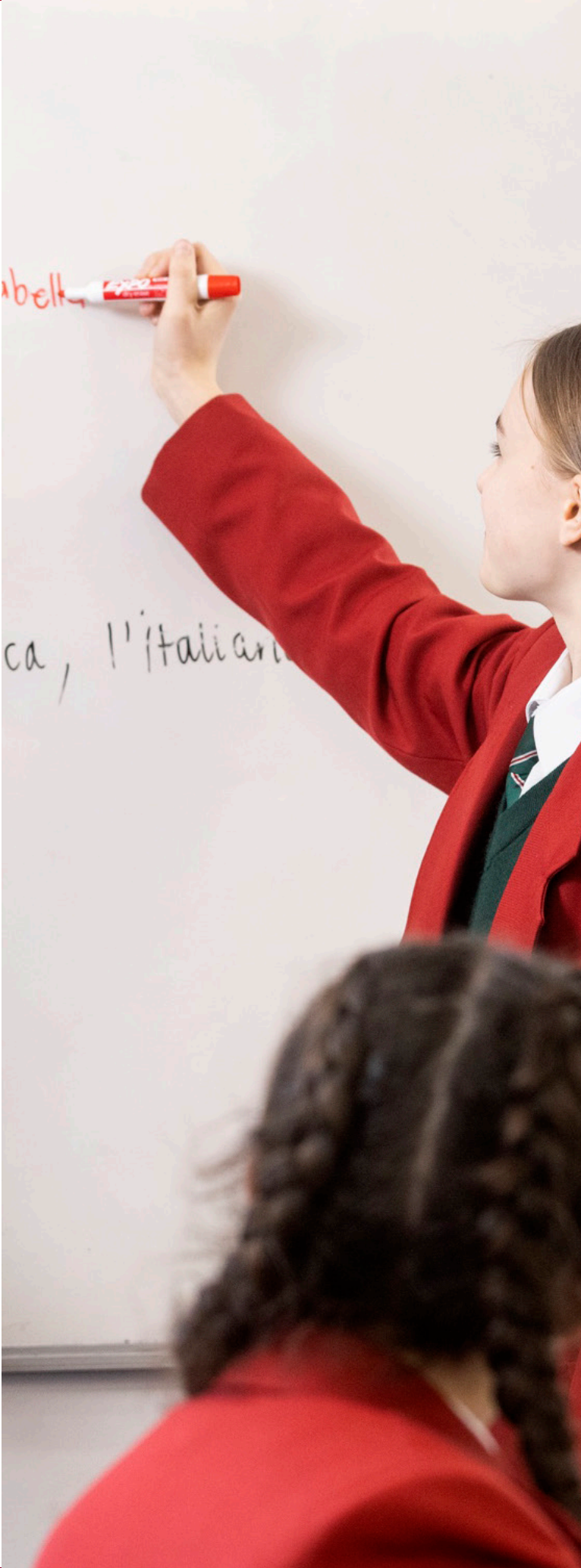
- Asking and giving directions
- Italian food and shops
- Housing in Italy
- Health and the body
- Festivals
- Travel and transport
- Weather
- Fashion
- Geography of Italy
- Region of Italy

Learning activities include:

- Describing family members and the house
- Projects
- Role plays
- Italian films
- Fashion parades
- Weather forecasts
- Cooking and eating Italian food

ADDITIONAL INFORMATION

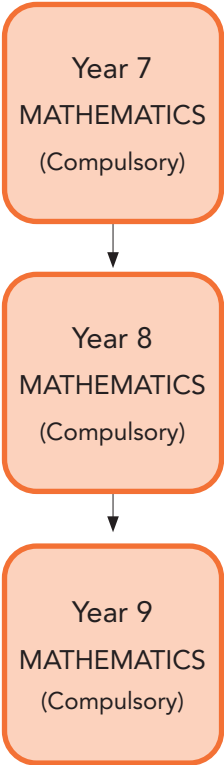
In order to study a language in the Senior Years, students must complete a year of Italian in Year 9 and continue the study of the language at Year 10.



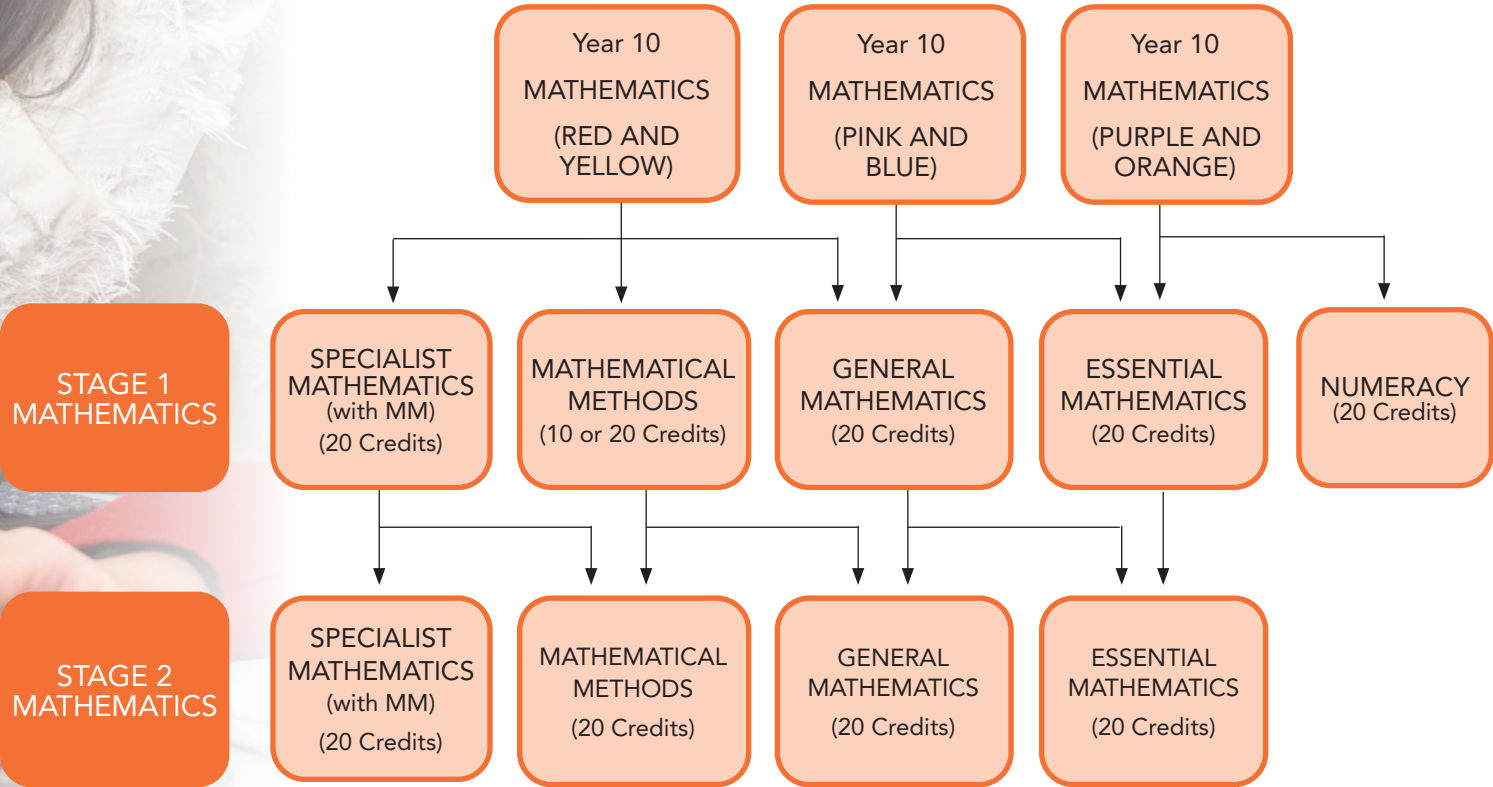


Mathematics

Subject Flowchart



Students are placed into a recommended pathway at Year 10 in consultation with families.



Year 7 Mathematics

MATHEMATICS

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 7, students solve problems involving the comparison, addition and subtraction of numbers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students also classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students begin to learn to represent numbers using variables. They connect the laws and properties for numbers to algebra. Students begin to solve problems involving the comparison, addition and subtraction of integers. Students use fractions to express one quantity as a fraction of another.

In the second semester students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve problems in relation to rates and ratios. Students begin to solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. They interpret simple linear representations and model authentic information.

Students look at and use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane.

By engaging in a range of Skills and Application Tasks (Tests), Investigations (Mathematical Reports) and individual and group work, students develop key skills in the three main areas of Mathematics:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Year 8 Mathematics

MATHEMATICS

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 8, students use efficient mental and written strategies to carry out the four operations with integers and they solve everyday problems involving rates, ratios and percentages and solve problems involving profit and loss. Students simplify a variety of algebraic expressions and make connections between expanding and factorising algebraic expressions. Achievement Standard: Students solve linear equations and graph linear relationships on the Cartesian plane. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

In the second semester students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They describe rational and irrational numbers. students recognise index laws and apply them to whole numbers. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. Students determine complementary events and calculate the sum of probabilities.

By engaging in a range of Skills and Application Tasks (Tests), Investigations (Mathematical Reports) and individual and group work, students develop key skills in the three main areas of Mathematics:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Year 9 Mathematics

MATHEMATICS

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

By engaging in a range of Skills and Application Tasks (Tests), Investigations (Mathematical Reports) and individual and group work, students develop key skills in the three main areas of Mathematics:

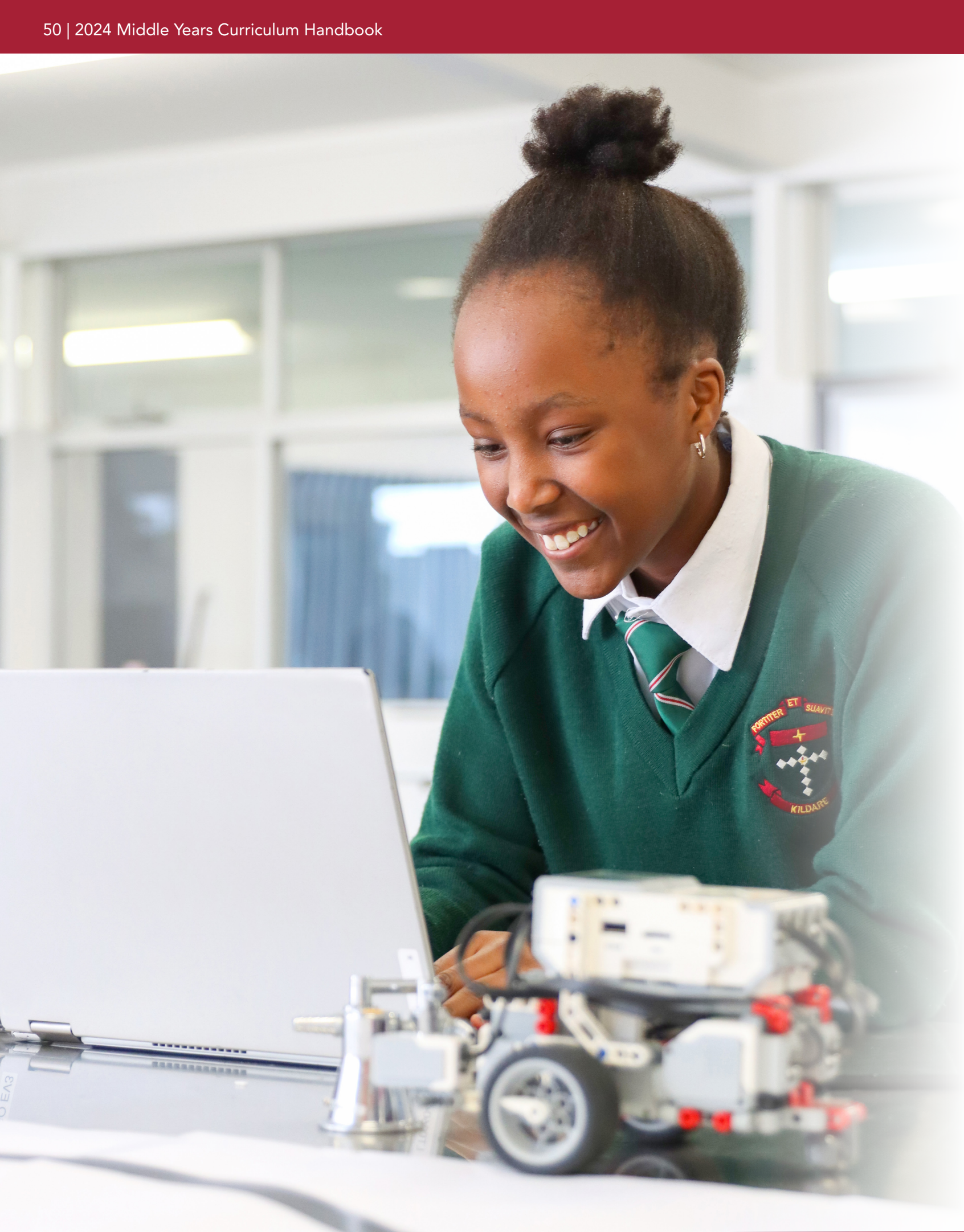
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability





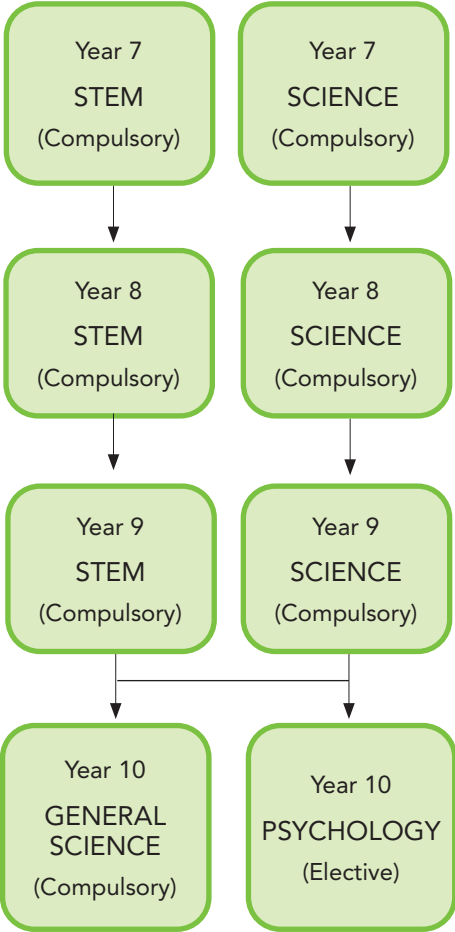
RISE



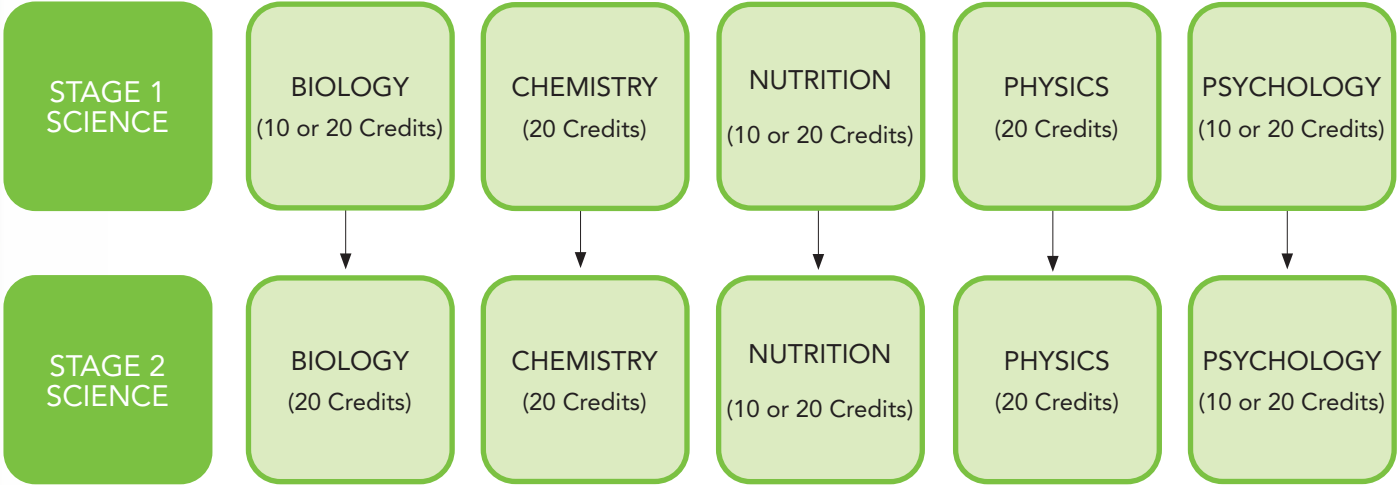


Science

Subject Flowchart



Students are able to choose any Stage 1 subject to study in Year 11.



Year 7 Science

SCIENCE

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

- Topics include:
- Working Scientifically
 - Classification and interactions between Organisms
 - Separating Mixtures
 - Forces and Motion
 - Particle Theory
 - Predictable phenomena on Earth

Assessment will consist of topic tests and investigations each semester.

- Learning activities include:
- Science as a Human Endeavour (SHE) tasks
 - Inquiry and deconstruction and design tasks
 - Practical investigations and demonstrations
 - Topic tests
 - Scientific reports
 - Individual and group work

Year 8 Science

SCIENCE

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

- Topics include:
- Working scientifically
 - Cells
 - Body systems
 - States of matter
 - Elements, compounds and mixtures
 - Chemical change
 - Sedimentary, igneous and metamorphic rocks
 - Transferring and transforming energy

Assessment will consist of topic tests and investigations each semester.

- Learning activities include:
- Science as a Human Endeavour (SHE) tasks
 - Inquiry and deconstruction and design tasks
 - Practical investigations and demonstrations
 - Topic tests
 - Scientific reports
 - Individual and group work

Year 9 Science

SCIENCE

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

- Topics include:
- Atoms and Radioactivity
 - Energy transfer and energy waves
 - Carbon Cycle
 - Human body: Responding to change
 - Reproductive System

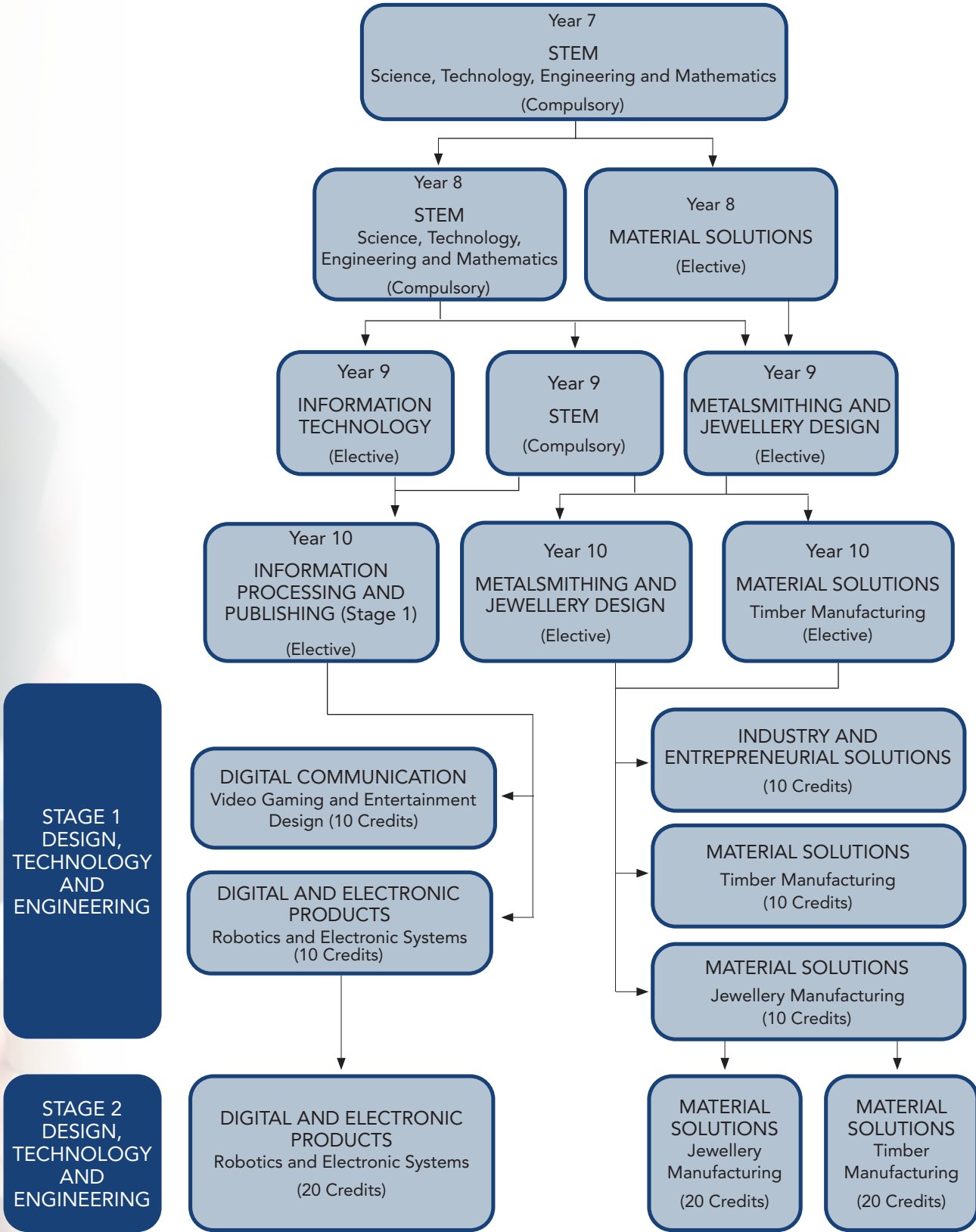
- Learning activities include:
- Science as a Human Endeavour (SHE) tasks
 - Inquiry and deconstruction and design tasks
 - Practical investigations and demonstrations
 - Topic tests
 - Scientific reports
 - Individual and group work





Design, Technology and Engineering

Subject Flowchart



Year 7

Design, Technology and Engineering

STEM (Design, Technology and Engineering)

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

The design-thinking based course integrates Maths, Science and the Digital Technologies curriculum. Students learn about the tools entrepreneurs use including how to identify problems, validate solutions, create viable products and pitch ideas. They think creatively and use problem-solving skills to transform their ideas into reality.

Students look at a range of integrated aspects including engineering principles and systems, food and fibre production and materials and technologies specialisations.

The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM will provide them with the foundation to succeed at school and beyond.

The course may have a range of strands which will be introduced after an initial induction period.

- Materials Solutions – Timber or metal
- Coding
- Fluor engineering challenges
- Digital technologies
- Lego Robotics

Year 8

Design, Technology and Engineering

STEM (Design, Technology and Engineering)

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

The course builds upon the skills and capabilities learnt in Year 7. Due to the continual advances in technology the way students learn, connect and interact every day is changing. Through STEM students will be able to develop and build upon skills and capabilities so they are provided with the foundation to succeed at school and beyond.

Employer demand for STEM qualifications and skills is high, and will continue to increase in the future. STEM empowers individuals with the skills to succeed and adapt to this changing world. The course may have a range of strands which will be introduced after an initial induction period.

- Fluor engineering challenges
- Digital Technologies
- Coding
- Formula 1
- 3D Printing
- CNC Machine

MATERIAL SOLUTIONS

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

This course introduces students to timber and metal and how these materials can be used to create different products. Students are introduced to a range of hand tools including the belt sander while producing a personalised design. They explore a variety of timbers and practice skills such as hand sawing.

Students develop and expand upon their problem solving through the construction process in both timber and metal. Students get an opportunity to choose from a range of metal materials to create a product inspired by one of the College’s Core Values.

Learning assessment activities may include:

- Research and Investigation
- Design generation
- Construction drawing
- Outcome
- Reflection

Year 9

Design, Technology and Engineering

STEM

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Through integration of Maths, Science and the Digital Technologies curriculum, students learn through design thinking and real world problem solving. Students follow an Engineering Design Process to transform problems into functional solutions.

This course covers a range of strands including;

- 3D Printing, Laser Cutting
- Coding (microbits)
- Electronics
- Models and inventions
- Subs in Schools

INFORMATION TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

Students are provided with the opportunity to develop skills, knowledge and understanding in the use of Multimedia applications that supports their learning and presentations across the curriculum.

This course has the following focus areas:

- ICT theory (digital images)
- Photoshop skills
- Photoshop design project
- Photo Story
- Audacity

In this course there is significant emphasis on major projects which require designing, producing, critiquing and creative problem solving.

By completion of this course, students will be well placed to undertake Multimedia and SACE Stage 1 Web Design in Year 10.

METALSMITHING AND JEWELLERY DESIGN

LENGTH OF COURSE: Full year
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 9 Metalsmithing and Jewellery Design, students use the design and realisation process to engineer solutions for the development of a jewellery product based on, or inspired by a theme, for example, the natural environment and space. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. Students learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the product.

ASSESSMENT

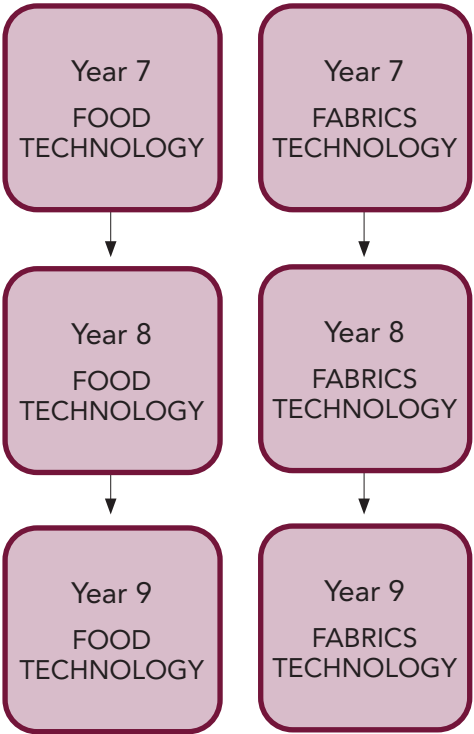
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design and Solution

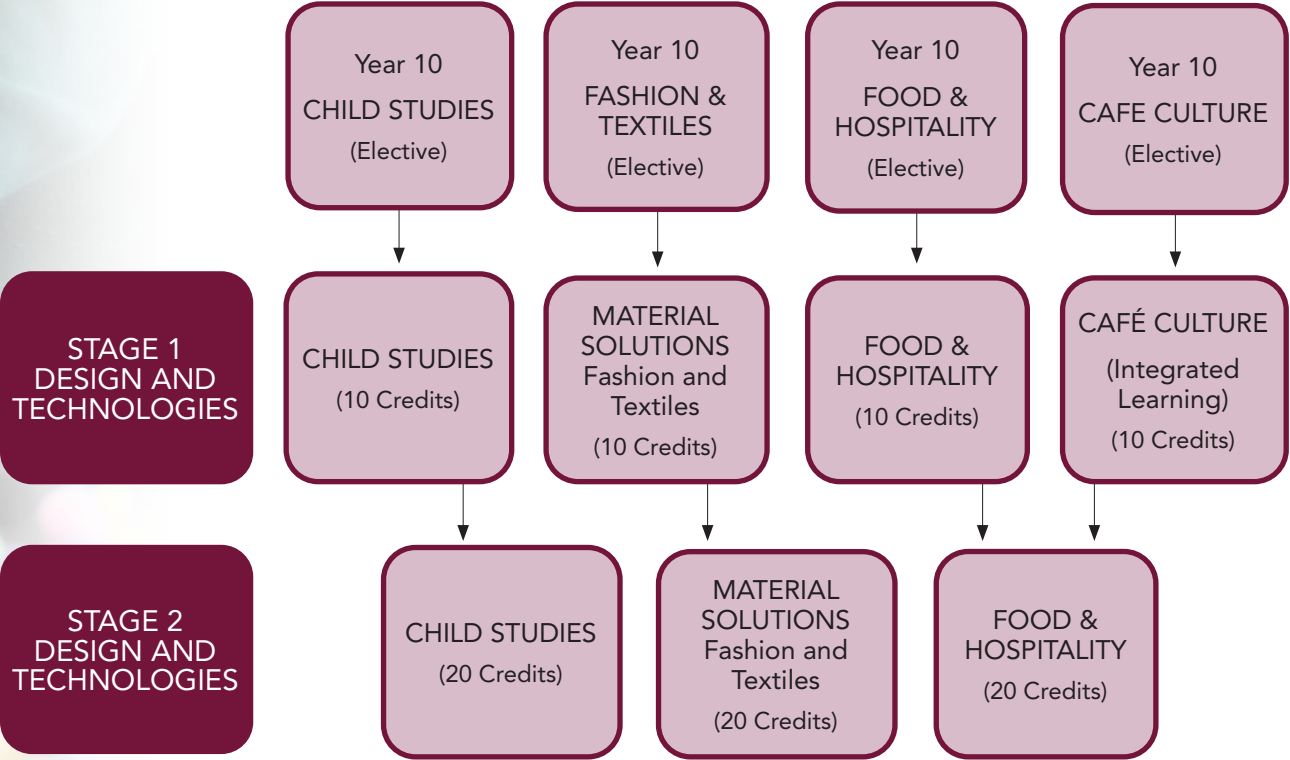


Design & Technologies

Subject Flowchart



Students are able to choose any Design and Technologies pathway in Year 10.



Year 7

Design and Technologies

FABRIC TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

Students explain factors that influence the design of fabric products to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society.

Students create and adapt fabric design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies. They independently and safely produce effective designed fabric products for the intended purpose.

LEARNING ACTIVITIES

- The design process
- Hand sewing skills
- Machine sewing skills
- Individual Research
- Written Evaluation

FOOD TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

In Year 7 Food Technology students learn and develop basic kitchen safety, learn to use new equipment and experience a range of cooking techniques. The course introduces students to many different types of recipes including ones that follow The Australian Guide to Healthy Eating. They have opportunities to plan, create and present a range of dishes both sweet and savoury. Students develop written skills around reflection as well as time planning for practical lessons.

LEARNING ACTIVITIES

- Kitchen safety
- Basic cooking techniques
- The Australian Guide to Healthy Eating
- Prevention of cross-contamination
- Evaluation of practical skills and recipe outcomes

Year 8

Design and Technologies

FABRIC TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

During this course students explore and create a textiles product of their choice. Students learn to follow a design process through their design, planning, production and evaluation of a product such as a wheat bag.

This course gives students the opportunity to learn basic hand and machine sewing skills while producing a textiles products with their own personal design.

LEARNING ACTIVITIES

- The design process
- Hand sewing skills
- Machine sewing skills
- Individual Research
- Written Evaluation

FOOD TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / ELECTIVE: Compulsory

COURSE DESCRIPTION

During this course students continue to build and develop kitchen safety and cooking techniques. They have the opportunity to plan, prepare, present and evaluate a variety of sweet and savoury dishes based around these techniques. Students also research the design and legal requirements of food packaging and create a unique design and product of their own.

LEARNING ACTIVITIES

- Kitchen safety
- Cooking techniques
- Food packaging design
- Evaluation of practical skills and recipe outcomes

Year 9

Design and Technologies

FABRIC TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

During this course students use a simple pattern to create pyjama shorts. In the construction of the piece, students may use techniques such as commercial construction and creating elastic casings. Students also look at the functionality of fabrics, with a focus on design elements and fabric suitability.

LEARNING ACTIVITIES

- Fabric functionality and design
- Pattern use
- Project design, construction and critique
- Sewing techniques

FOOD TECHNOLOGY

LENGTH OF COURSE: One Semester
COMPULSORY / ELECTIVE: Elective

COURSE DESCRIPTION

During this course students explore a range of cooking techniques. They have the opportunity to plan, prepare and present a number of sweet and savoury dishes showcasing these techniques. Students also undertake research into the design and legal requirements of food packaging.

LEARNING ACTIVITIES

- Study of food advertising requirements
- Analysis of cooking techniques and outcomes
- Evaluation of practical skills
- Experimenting with presenting and plating up food





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