

Principal's Message

Years 7 and 8, the Middle Years of education, is a time of expansion and development of a range of skills that students require as they move up through secondary school. During this time they will be exposed to the full extent of Learning Areas to enable them to determine where their natural talents lie and find support in their learning.

The Middle Years is also a period of rapid adjustment to secondary school structures and organisation and we seek to assist your son/daughter to become more independent learners through this process. MacKillop College is committed to exposing students to a complement of thinking processes to enable them to acquire strategies upon which they can call when presented with new ideas, knowledge or content. We believe that the Middle Years lays the foundation for mature approaches to understanding. Our vision is that students come to see that learning is for life, not just for school.

Socially, too, the Middle Years presents challenges and possibilities that need to be managed and overcome and our Pastoral Program focuses on team-building, negotiation and assertion of individual choice within an organised environment. These are important skills that they will need in all avenues of their lives and, as our aim is to develop well-rounded individuals who can function effectively in the wider world, we place a significant emphasis thereon.

The intention of this handbook is to provide information that will guide you through the Middle Years and assist you to access the full services available to you and your son/daughter at MacKillop College. We remain available to you should you, or your son/daughter, have need of any further information or support from us. We stand ready to be partners in the educational journey that begins now.

Rory Kennedy

Principal

Our Vision Statement

Celebrating all life

Challenging all people

Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- foster leadership by empowering and developing all members of the school community
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

In this, we seek to be disciples of Jesus, our model for authentic humanity.

Our Educational Principles

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly-evolving society

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Year 7 and 8 Curriculum Outline

All students in Year 7 and 8 study subjects from the following Learning Areas:

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

Languages

The Arts

- Drama
- Music
- Art

Technology

- Design, Creativity and Technology (DCT)
- Digital Technologies (DT)

The curriculum is designed so that students experience learning in all Learning Areas. The timetable is based on a two-week cycle (10 day) and is structured into three 100-minute lessons per day.

The Arts Learning Area is divided into the Creative Arts and Performing Arts. In Year 7, students study Music and a general Art course, whereas in Year 8, students study Drama and a general Art course.

In the Languages Learning Area, students entering Year 7 select a language from those offered by the College. This language is studied for the entire year. In 2015, the languages offered to Year 7 students are: French, Italian and Japanese. At Year 8 and 9, students continue with the language which was studied in Year 7.

In both Year 7 and 8, students are required to attend an Outdoor Education program which is scheduled throughout the year. The Outdoor Education program is compulsory.

Throughout the year part of the curriculum requires students to attend student-lead whole school assemblies which can occur at any part of the 10 day cycle.

The tables on the following page list the period allocation in each Learning Area.

Year 7 Learning Units

Learning Area	Subject	Period Allocation
Religious Education	Religious Education	3
English	English	4.5
Mathematics	Mathematics	4.5
Science	Science	3
Health & Physical Education	Health & Physical Education	3
Humanities	Humanities	3
Languages	Students study one of the following languages: <ul style="list-style-type: none"> ▪ French ▪ Italian ▪ Japanese 	3
The Arts	<ul style="list-style-type: none"> ▪ Music (1 semester) ▪ Art (1 semester) 	3
Technology	<ul style="list-style-type: none"> ▪ Digital Technologies (1 Semester) ▪ Design and Technologies (1 Semester) 	3
Total number of 100 minute periods		30

Year 8 Learning Units

Learning Area	Subject	Period Allocation
Religious Education	Religious Education	3
English	English	4.5
Mathematics	Mathematics	4.5
Science	Science	3
Health & Physical Education	Health & Physical Education	3
Humanities	Humanities	3
Languages	Students study the same language as in Year 7: <ul style="list-style-type: none"> ▪ French ▪ Italian ▪ Japanese 	3
The Arts	<ul style="list-style-type: none"> ▪ Drama (1 semester) ▪ Art (1 semester) 	3
Technology	<ul style="list-style-type: none"> ▪ Digital Technologies (1 Semester) ▪ Design and Technologies (1 Semester) 	3
Total number of 100 minute periods		30

Pastoral Care

At MacKillop College we believe that pastoral care should be centered on the personality of the students and those factors in their environment that help or hinder their physical, social, intellectual and emotional stability. Furthermore, we believe that we should be concerned with how the learning environment can be adapted to cater for individual differences in order for all students to achieve success and reach their full potential. We aim to create a flexible environment that meets the needs of students of different abilities, needs, backgrounds and cultures.

The MacKillop College community is unique in culture and character; therefore our pastoral care system is also unique. We take our inspiration from the life of Mary MacKillop and the work of the Sisters of Saint Joseph. Our care for each other is an expression of our Vision and Mission Statements and the ethos of the College. We are all witnesses to the gospel values of respect, justice and love for our neighbour. Our pastoral care reflects our history, socio-economic circumstances, ethnic mix and culture.

We place great emphasis on the incorporation of our values and philosophies within our pastoral care network. We provide effective structures to communicate with our community about the welfare of our students and their families. Pastoral care arises out of relationships formed between the College administration, staff, students, parents, counsellors, chaplains, welfare agencies and any member of our community who strives to make a positive difference in the lives of our young people.

MacKillop College realises the worth in expressing a real care for each other. All members of our community, whether they are students, staff or parents, should feel comfortable in the knowledge that an appropriate level of support will always be available. We successfully cater for a wide range of needs and interests in curriculum and co-curricular areas. We view pastoral care as being an essential aspect of good teaching and learning. Most importantly, our vision of pastoral care reflects the gospel values as expressed by the life of Jesus.

Assessment

Assessment is integral to teaching and learning. It assists the teacher to plan further educational programs for a student. Assessment records give an indication of a student's progress.

Teachers within each of the Learning Areas design the course of study for the subject, specify the learning outcomes and determine the type and number of learning tasks, which form part of determining student progress and achievement. Essential questions inform this course of action and provide an indication for students of potential learning.

Learning tasks such as assignments, essays, projects, reports, tests, exams and presentations are given on a regular basis. The subject teacher corrects all tasks and then the teacher provides feedback in relation to the student's performance on a particular learning task. Learning tasks may be assessed in a variety of ways: Satisfactory (S) or Not Satisfactory (N), a numerical score (for example: 36/50), percentage, a rubric or a criteria sheet.

Reporting

Reporting enables the teacher to communicate with parents/guardians regarding a student's academic and personal development, behaviour and different needs. At MacKillop reporting is a continuous, ongoing process consisting of a mix of verbal and written communications.

Parents/guardians receive information about a student's progress and achievements in a variety of ways. These may include:

- Parent Portal eg Assessment tasks, attendance
- Teachers writing notes in a student's diary
- Subject teachers writing comments and the percentage achieved on assessment tasks
- Teachers telephoning parents/guardians, emailing them or meeting with them regarding academic or behavioural problems after consultation with the Homeroom Teacher or Level Coordinators
- Written reports being supplied to parents/guardians after each term
- Parent/guardian and teacher interviews being conducted during Term 1, Term 2 and Term 3.

Mid-Semester (Interim Progress) Report

This report is available to parents/guardians at the start of Term 2 and Term 4. The Interim report gives parents/guardians an interim progress account of the student's level of achievement against the standards, level of effort, home study and attendance.

The achievement descriptors for the Interim Reports are: 'Well Above The Standard', 'Above the standard', 'At The Standard', 'Below The Standard' and 'Well Below The Standard'. The levels of effort: 'Always', 'Usually', 'Sometimes' and 'Rarely'. When determining a student's level of effort, the following dimensions are considered: diligence, initiative, problem solving, communication, perseverance, adaptability, organisation and behaviour.

End of Semester Report

These reports are available on the Parent Portal at the end of Semester 1 (end of Term 2) and Semester 2 (end of Term 4). They reveal the student's progress over two terms. MacKillop reports have changed and are continually revised to meet the demands of the respective Education jurisdictions. The reports address the standards expected of your son/daughter at that point of time. They focus on areas of achievement against these standards. They also provide the student's:

- level of achievement for learning tasks;
- attitudes regarding learning habits demonstrated in the classroom; and

Parent/Guardian and Teacher Interviews

Both parents/guardians and teachers can arrange interviews to discuss any matters pertaining to their sons/daughters as the need arises. Formal parent/guardian and teacher interviews are conducted during Term 1, Term 2 and Term 3. The dates for these interviews are published on the College's calendar of events which is published on the College website.

Teachers firstly indicate whether an interview is required. In cases where a teacher does not request an interview, parents/guardians may request one.

Student Achievement and Promotion

The College accepts that students will not always achieve their best for a variety of reasons and acknowledges that intervention, in order to raise the academic standards of a student and meet the needs of individual students, is essential and should involve a process that is equitable and fair to the individual's needs.

The Student Achievement and Promotion Policy aims to provide a guide to the requirements of student's progression from one year level to the next. It is the basis for the subject selection processes for Years 8 - 12 and for students wishing to participate in accelerated studies.

Student promotion from one year level to the next

In order for a Year 7 – 10 student (excluding VCE units) to be promoted to the next year level:

- Demonstrate through his/her behaviour and attendance, a commitment to the values of the College. This includes attendance and participation at official College functions.
- Attend the College on a regular basis which should not be less than 90% of class time. This includes Homeroom and Assembly periods.
- Complete all standards and tasks in Religious Education satisfactorily.
- Year 7 students would be expected to satisfactorily meet the required standard in at least 7 subjects per semester.
- Year 8 students would be expected to satisfactorily meet the required standard in at least 8 subjects per semester.
- Year 9 Main Campus students would be expected to satisfactorily meet the required standard in at least 6 subjects.
- Year 9 St Mary's Campus students would be expected to satisfactorily meet the required standard in at least 3 subjects including the integrated subjects.
- Year 10 students would be expected to satisfactorily meet the required standard in at least 5 subjects per semester.

In order for a VCE or VCAL student to be promoted to the next semester, it would be expected that the student:

- Demonstrate through his/her behaviour and attendance, a commitment to the values of the College. This includes attendance and participation at official College functions.
- Complete all work in Religious Education to a satisfactory standard.
- Receive a Satisfactory (S) overall result in at least 5 VCE or all VCAL units.
- Attend the College on a regular basis which should not be less than 95% of class time.

For a VCE or VCAL student to be promoted to the next unit, it would be expected that the student receive a Satisfactory (S) overall result in the preceding unit.

At all times, the process of promotion from one year level to the next would be based upon the individual needs of each student and any particular circumstances that may have affected, or may be affecting the student. The final decision would be at the discretion of the Principal.

Absence

Students should attend all classes. An absence from any class is considered to be an 'unapproved absence' except for the following circumstances:

- A note from a parent/guardian **and** a medical certificate or statutory declaration is provided to cover the absence.
- The student is required to attend a school organised activity or excursion.
- The parent/guardian has discussed with the VCE, VCAL or Year Level Coordinator(s) or Team Leader(s) the special circumstances that prevent attendance (e.g. representation at state level sport).
- A note from School Counsellor or School Psychologist, stating the date and time of absence.

Attendance Requirements

Attendance at each subject must not be less than the specified amount for each year level. This does include approved absences. Student attendance will be marked every lesson. Students who fail to meet the attendance requirements will receive an 'N' for that unit or subject.

If a student misses a large amount of classes due to absences, the student may be recommended to repeat the subject(s) in order to recover the work missed.

Students who intend to be absent for extended periods of time (greater than 1 week) due to family holiday, will be required to attend an interview at the College prior to this Holiday. The interview will consist of the student, parent/guardian, Deputy Principal (Learning and Teaching) and possibly Homeroom Teacher and/or Level Coordinator. Students must ensure that they meet all the required standards by the end of the school year.

VCE Requirements

Units 1 – 4 in all VCE studies are conducted under the auspice of the Victorian Curriculum Assessment Authority (VCAA). Successful completion of the Victorian Certificate of Education (VCE) is dependent on a student's two or three year program and must include a satisfactory completion of 16 units which include:

- 3 units from the English group
- 3 sequences of Units 3 and 4 studies other than English, of which 2 can be Victorian Certificate of Education (VCE) or Vocational Education and Training (VET) sequences.

(Please refer to the **“MacKillop College Senior Pathways Handbook”** for further details)

Victorian Tertiary Admissions Centre (VTAC) also advises that for the calculation of a student's ATAR (Australian Tertiary Admissions Rank). Satisfactory completion of both Units 3 and 4 of an English study is required.

VCAL Requirements

All VCAL studies are conducted under the auspice of the Victorian Curriculum Assessment Authority (VCAA). To be awarded the VCAL, students must successfully complete a learning program, which is designed to comply with the following credit requirements. It must:

- Be made up of 10 credits
- Include curriculum components from each of the following four VCAL curriculum strands:
 - a) Literacy and Numeracy Skills
 - b) Industry Specific Skills
 - c) Work Related Skills
 - d) Personal Development Skills.
- Include:
 - a minimum of two VCAL units
 - in the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy and one credit for numeracy
 - in each of the remaining three strands, curriculum components to the value of at least one credit in each
- Include curriculum components to the value of six credits at the level of the VCAL award, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit
- At the VCAL Intermediate and Senior levels, the learning program must include accredited Vocational Education and Training curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand.

Implementation

Pastoral Intervention for 'At Risk' Students

- **'Unsatisfactory Notification' forms or 'N' results for individual Learning Tasks:** When a student has received a third 'Unsatisfactory Notification' form or three or more 'N' results for Learning Tasks, in one subject or across subjects, the Homeroom Teacher will instigate an interview with parents/guardians, the student and the Level Coordinator/Team Leader.

- **Overall 'N' results for Semester Subjects:** If a student receives two or more overall 'N' results in a semester, or two overall 'N's in the same subject over the year, the following process will occur:
 - The Level Coordinator/Team Leader will call a panel interview.
 - The panel may include the Homeroom Teacher, Year Level Coordinator, Deputy Principal (Learning and Teaching), Deputy Principal (Student Welfare), School Counsellor, relevant teachers, parents/guardians and the student.
 - The interview will focus on the discussion of the procedures needed to be put into place in order for that student to either:
 - Obtain a level of achievement to progress to the next year level, or
 - Strategies needed to assist the student to continue studies at the current year level.

Advancement to Telescope Class

A student will be considered for participation in the Telescope Class if this student has:

- Rated well above the standard expected in all learning areas.
- Rated well on the Iowa Acceleration Scale.
- Received 80% or above in an independent normed test.
- Demonstrated high 'work ethic' in all study areas and commitment to all learning areas.
- Recommendation from student's subject teachers and homeroom teacher.

These standards will need to be established in Semester 1 and maintained in Semester 2 of the year prior to beginning the Telescope class.

Promotion to advance a Year Level

A student will be considered for advancing a year level if this student has:

- Rated well above the standard expected in all learning areas.
- Rated well on the Iowa Acceleration Scale.
- IQ test result greater than 130.
- Received 80% or above in an independent normed test at the level the student wishes to enter into.
- Demonstrated high 'work ethic' in all study areas and commitment to all learning areas.
- Undergone independent behavioural testing to determine they are capable of dealing with the promotion emotionally and socially.
- Recommendation from student's subject teachers and homeroom teacher.

These standards will need to be established in Semester 1 and maintained in Semester 2 of the year prior to advancing the following year level.

Homework

Homework is defined as all school related work, tasks and study that students engage with and make attempts to complete at home. Homework can engage students in personalised and independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practicing for mastery e.g. musical instrument)
- applying knowledge and skills in new contexts (a topic of interest and authentic local issue e.g. surveying local opinion)
- pursuing knowledge individually and imaginatively (investigating, research, writing designing and making e.g. preparation for an essay, development of a recipe)
- preparing for forthcoming classroom learning (collecting relevant materials items and information e.g. media article to inform an oral presentation)

Students should complete their homework in a quiet, well-lit and well-ventilated space.

Subject teachers will give homework regularly. This being so, students are encouraged to create their own home study timetable and timeline to assist in the completion all assigned work and study.

The amount of home study will vary from year level to year level. It can be anticipated that the workload for home study will gradually increase from the junior years (Years 7 and 8) to the senior years (Year 11 and 12). From year level to year level there should be a gradual increase. The amount of time spent on home study will often depend on the student's ability and study habits and it should equate to less than contact time in the respective classroom.

As a guide, the following table suggests appropriate times spent on home study.

Year Level	Daily Amount of Home Study	Hours of Home Study per Week
7	30 mins - 1 hour	2 hours 30 mins – 5 hours
8	45 mins - 1 hour 30 mins	3 hours 45 mins – 7.5 hours
9	1 hour - 1 hour 45 mins	5 hours – 8 hours 45 mins
10	1 hour 15 mins - 2 hours	6 hours 15 mins – 10 hours

As previously stated the above table is only a guide to the minimum amount of time that should be spent on home study. Where students are regularly spending excessive time on home study or not doing regular home study, parents/guardians should contact the Homeroom teacher or Team Leaders / Level Coordinators at the College.

Students are to complete any home study by the due date specified by the subject teacher. There will be a consequence for those students who fail to complete home study. Where there is a valid reason for failure to complete home study, parents/guardians are asked to notify the teacher by means of a note or telephone call and such consequences may not apply.

Individual Learning Needs

The Individualised Learning Needs program is couched within the framework of the College Vision and Mission Statements and provides the structural means for enabling students with a diversity of special needs to achieve the MacKillop College Educational Goals.

Individualised Learning

The individualised learning program ensures students have access to all curriculum, facilities and activities that are part of College life. This is facilitated by the development of Individual Learning Plans which are reviewed each semester through Program Support Group meetings. Modification of curriculum (including differentiation) and/or support for classroom learning by the respective teachers along with timetabled assistance from Integration Aides is provided where necessary.

English as an Additional Language/Dialect (EAL/D)

EAL/D students (those whose first language is not English and who learn English as the dominant language of the host culture) are offered additional assistance in further developing proficiency in their use of the English language.

Gifted and Talented Program

The Gifted and Talented Program, otherwise known as the Julian Tenison Woods Program (JTWP), is aimed at meeting the various intellectual and pastoral needs of those students with greater potential in one or more learning areas. Individual student needs are met through curriculum telescoping and possible acceleration within subject areas, co-curricular extension and enrichment activities. These students are also encouraged to participate in appropriate external programs.

Outdoor Education

Learning can take place inside and outside the classroom. MacKillop College offers its students an extensive and challenging Outdoor Education program for all Year 7 to 9 students.

Our Outdoor Education program provide students with an opportunity to develop:

- An awareness of the environment emphasising minimal impact
- Personal responsibility and team-work skills
- Community spirit
- Leadership and problem-solving skills
- Recreational skills.

It is important to note that the outdoor experiences are compulsory for all students. Food and equipment is supplied by the College and students are provided with booklets and presentations to prepare them for experiences. MacKillop College can cater for students with a variety of needs and dietary requirements.

If you have any queries regarding the program please do not hesitate in contacting the Outdoor Education Leaders or Year Level Coordinators at the College.

Year 7

Starting secondary school is an exciting time for Year 7 students. Not only will they be experiencing a new environment and new people, they will be engaged in different forms of learning. In order to make the transition easier for students the Outdoor Education Department has designed a two day experience at Anglesea that promotes learning in a coastal environment and provides an opportunity for staff and students to forge stronger relationships.

Students will learn basic outdoor skills in surfing, raft building, initiative games, leadership and minimal impact camping. These activities will challenge both the individual and the class.

Year 8

The Year 8 Outdoor Education Experience is a three-day camping and bushwalking camp conducted in the Great Otway National Park in Lorne and Aireys Inlet. Students will learn the skills to safely participate in bushwalking and how to navigate using maps. The experience culminates in the students completing the picturesque Phantom Falls Walk.

Throughout this experience, students gain knowledge of the areas they visit and have the opportunity to develop skills in minimal impact camping, cooking, group management, communication, leadership and organisation. They also develop a deeper understanding of human/nature relationships through active and reflective experiences.

The Arts (Year 7) - Art

Introduction

Students are introduced to a variety of two dimensional art works. Students explore and manipulate art elements and principles and use skills e.g. drawing, painting and printmaking techniques/processes for particular art forms. Students are introduced to Art Appreciation and the cultural contexts from where the art works were produced.

Unit Overview

The following units will be studied in this subject:

1. Elements of Art
2. Investigating French Impressionism
3. Portraiture
4. Exploring other Art Forms

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do the basic elements of art enable us to improve our own visual representation of the world?
- How are elements of art represented in existing artworks?
- Why are observational skills important to an artist?
- How can we represent basic art elements in our own artworks using a variety of media?
- What are some different ways of creating art works (art forms) other than painting and drawing?
- What are some famous art works, who has developed them and where would you find them?
- How do portraits and self portrait differ and why are they produced by artists?
- What is French Impressionism and who is responsible for this art movement?
- How does one analyse artwork?
- How can you identify creativity and how is it developed?
- How can I use the influence of other artists to experiment with my drawing/painting?

The Arts (Year 8) - Art

Introduction

Students are introduced to a variety of two and three-dimensional art works. Students explore and manipulate art elements and principles and use skills e.g. drawing & painting including techniques/processes for particular art forms. Students are introduced to Art Appreciation and the cultural contexts from where the art works were produced. Students are also introduced to the visual communication production process. They explore instrumental and freehand drawing skills in relation to specific communication needs.

Unit Overview

The following units will be studied in this subject:

1. Drawing – Elements and Principles
2. Painting – Artists as Designers and Recorders
3. Ceramics/Print making/Media

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the elements of art?
- What are some of the major art movements?
- What caused these art movements to be developed and how have these been expressed by Artists over time?
- What is the nature of Cubism?
- Who were some of the great Australian Impressionists and what style of artwork did they create?
- How can we represent basic art elements in our own artworks using a variety of media?

The Arts (Year 7) - Music

Introduction

Students develop a broad and integrated understanding of Music. They explore a variety of areas within the curriculum providing a broad range of musical experiences. Students focus on orchestral music, program music, performance using a number of genres and the theoretical components used in music.

Unit Overview

The following units will be studied in this subject:

1. Performance Practice
2. The Orchestra
3. Music Theory
4. Aural Comprehension
5. Composition

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What is the value of music in our lives?
- Why perform?
- How can performance be rated or judged?
- Why learn to read music?
- How does music create an emotional response?
- Why listen to music?

The Arts (Year 8) - Drama

Introduction

This subject aims to develop a broad and integrated understanding of Drama. It seeks to encompass and develop a variety of styles within the curriculum including theory, performance, history and general aspects of drama understanding and culture. This unit aims to develop and broaden the students understanding and awareness of theatre in past and present society as well as a variety of genres.

Unit Overview

The following units will be studied in this subject:

1. Mime
2. Soundscapes
3. Commedia dell'arte
4. Puppetry
5. Monologues

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What is Commedia dell'arte and how has it influenced comedy and drama over time?
- How do I write a well-structured script for a specific audience and purpose?
- How can I develop a character through areas of stagecraft?
- What are the developmental processes of a monologue?
- How does the study of famous monologues assist in the development of your own drama skills?
- What are the key elements of a puppetry performance?
- What are different types of puppets and how did they originate?
- What is 'improvisation' and 'mime' and how do these skills assist in dramatic performance?
- How are individual roles developed in a group performance?
- How do I evaluate theatrical performance in a constructive way?

Design and Technologies (Year 7 & 8)

Fibre Technology, Food Technology, Ceramics and Wood Technology are subjects of the Design and Technologies Learning Area. Students will be allocated two out of the four following technology subjects, over a two year period (years 7 and 8). In all of the above subjects, students utilise the five areas within the study of Design and Technologies: Investigating, Generating, Producing, Evaluating and Planning and Managing.

Introduction

Fibre: Students develop an understanding of both machine and hand stitching. They acquire confidence to use a sewing machine including care of the machine and safety procedures. They complete an individual textile research project including a sample piece.

Food: Students learn basic cooking processes, fundamental knowledge of nutrition and foods, kitchen hygiene and the correct use of utensils and appliances. They address the importance of healthy eating and learn about the key food group – fruit and vegetables.

Ceramics: Students work with clay and recycled materials. They will explore the creative properties of these materials to produce small decorated projects. They will investigate the cultural significance of such work practices and theories behind these processes and how clay is used today.

Wood: Students manipulate and process materials into small functional items. Students are introduced to the basic woodwork hand tools and techniques where safety is a major concern.

Unit Overview

The following units will be studied in this subject:

1. Construction with Fabric (Fibre)
2. Research Project of a Textile Fabric (Fibre)
3. Introduction to Food Technology (Food)
4. Healthy Eating, including the importance of Breakfast (Food)
5. Key Foods – Fruit and Vegetables (Food)
6. Basic Skills using Mixed Media (Ceramics / Mixed Media)
7. Basic Hand Skills (Wood)
8. Research Project on OH&S (Wood)
9. The Design Process (All Design and Technologies subjects)

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Fibre

- How can I use the sewing machine safely to produce fibre products efficiently?
- What textile related crafts are found in society today and in the past and how do they impact on the environment?
- What is sustainable Fibre production?
- How can we use our project management skills to manage production processes?

Food

- Why is safety and hygiene essential in preparing and processing food?
- What are the tools and language used in preparing recipes in the kitchen?
- Why is it important to have good nutrition and healthy food habits?
- How can we include fruits and vegetables in a healthy diet?

Wood

- What are the various woodworking tools and how do I use them safely?
- How are pieces of wood joined and finished in order to enhance a finished product?
- How can we use our project management skills to manage production processes?

Ceramics

- What are the cultural significances of pottery and how is it used in today's world?
- What are the various tools used to build ceramic pieces and how do I use them safely?
- What are the main hand building techniques used in ceramics?
- How can I decorate my finished ceramic pieces using glazes and other materials?

Digital Technologies (Year 7 & 8)

Introduction

Digital Technologies aims to:

- empower students to skilfully and confidently utilise digital information systems
- enable students to understand and explore the personal, local and global impacts of utilising different information systems
- provide students with practical opportunities to be innovative developers of digital content
- give students an understanding of how digital systems communicate via network technology and the Internet

Unit Overview

The following units will be studied in this subject:

1. Introduction to the Digital Workplace
2. Digital Impacts
3. Online Web Publishing
4. Networks

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can I work safely within the digital workplace?
- How can a range of digital technologies support my learning?
- What are the potential benefits and risks of current and emerging digital technologies?
- What are the potential personal, local and global impacts associated with the use of a range of digital technologies?
- What are our social and ethical responsibilities when publishing content online?
- What are the acceptable protocols for communicating using online mediums?
- What are the key hardware and software components in a digital information system?
- How do networks operate and facilitate communication for a range of purposes, both locally and using the Internet?

English (Year 7)

Introduction

In Year 7, students consolidate and expand their knowledge and understanding of a wide range of texts varying from printed to non-print form. Students are challenged to examine and explore the themes of *'Can you persuade me?'*, *'Aussie Lit'*, *'Informing and Fact Finding'* and *'Transforming Texts'*. They are encouraged and taught how to deconstruct and reconstruct a number of different writing styles and genres, including novels and short narratives, poetry, newspaper articles, persuasive texts, analytical writing and visual literacy. The Year 7 English course aims to incorporate the use of Information and Communications Technology through the study of multimodal texts and other electronic media. Students learn to appreciate and enjoy the use of language.

Unit Overview

The following units will be studied in this subject:

1. Can you persuade me?
2. Aussie Lit
3. Informing and Fact Finding
4. Transforming Texts

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Can you persuade me?

- What is persuasion?
- How can language be persuasive?
- How can I influence others through language?
- How does audience and purpose create effective persuasion?

Aussie Lit

- What is Australian Literature?
- What role does Aboriginal and Torres Strait Islander texts play in Australian Literature?
- How are viewpoints expressed through Australian Literature?
- What does Australian Literature tell us about being Australian?

Informing and Fact Finding

- Where do informative texts fit into my life?
- How do you effectively give instruction?
- Why is it important to evaluate information sources?
- How are reliable information sources identifiable?

Transforming Texts

- How are historical, cultural and social perspectives represented in poetry, song and multimedia texts?
- How does the form of a text play a role in its impact?
- Why does audience and purpose change when a text is transformed?

English (Year 8)

Introduction

In Year 8, students strengthen and expand their knowledge and understanding of a wide range of texts varying from printed to non-print form. Students are challenged to examine and explore the richness of language. They learn to appreciate the power to evoke feelings and to form their ideas and thoughts clearly in writing and in formal presentations. The units of *'So, tell me about yourself'*, *'Storytelling Skills'*, *'Literature on the History Shelf'* and *'Information: Can we trust it?'* are covered throughout the year. In Year 8, students are taught how reading, viewing, listening and speaking are important when creating and interpreting a range of texts, from the simple to the more abstract. This course incorporates a variety of multimodal texts and forms of electronic media.

Unit Overview

The following units will be studied in this subject:

1. So, tell me about yourself
2. Storytelling Skills
3. Literature on the History Shelf
4. Information: Can we trust it?

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

So, tell me about yourself

- How are personal stories told via the media?
- How are personal stories told in narrative?
- How is language used to create an identity?
- What is my personal story?

Storytelling Skills

- How do authors create suspense and atmosphere in their writing?
- In what ways can the literature of others inspire our own creative writing?

Literature on the History Shelf

- How does history inspire us?
- How and what can historical fiction teach us?
- When is the line between history and fiction blurred?
- Can there be truth in fiction?

Information: Can we trust it?

- What information is reliable and how do we know?
- How are informational texts used to persuade an audience?
- How has technical language changed and developed?
- What is citation, how does it work and why is it important?

Health and Physical Education (Year 7)

Introduction

Physical activity is a significant aspect of young people's lives in their physical, social and emotional development. The Physical Education program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through promoting lifelong participation in physical activity. Theory lessons stress the importance of making healthy lifestyle choices.

Unit Overview (Practical)

The following units may be studied in this subject:

1. Transition and relationships
2. Growth and development
3. Benefits of exercise
4. Safety – Bike, Sun and Water
5. Body Systems
6. Physical Pursuits – Athletics, Bike Education, Minor Games, Soccer, Gymnastics, Softball and Netball

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the tasks that students are asked to complete.

Transition and relationships

- What is transition?
- What resources are available to assist in transition?
- Why do individuals manage transition differently?

Growth and development

- What is happening to me?
- How can I improve my body image and self-esteem?
- Is what I am experiencing normal?

Benefits of exercise

- Why do we need to exercise?
- What happens to our body when we exercise?
- What are the different fitness components?

Safety – Bike, Sun and Water

- How do I manage my online profile and identity?
- How do I apply strategies for safe practice in bike, sun and water environments?

Body Systems

- What are the body systems?
- How does the body work?
- How do I improve my fitness levels?

Of the 8 physical activities on offer, after learning them in the context of a Physical Education class, which activity do you prefer now? Has this decision changed, if so why?

Which activity:

- a) Requires the most skill?
- b) Has the most rules governing it?
- c) Involves more tactics?
- d) Is more physically demanding?
- e) Involves the most teamwork?

Health and Physical Education (Year 8)

Introduction

Students understand the importance of personal and community actions that influence young people's lives through their physical, social, and emotional development. Students experience physical activity that provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of life long participation in physical activity.

Unit Overview (Practical)

The following units may be studied in this subject:

1. Alcohol and Drugs
2. Mental Health
3. Nutrition
4. Body systems
5. Fitness
6. Physical Pursuits – Cricket, Volleyball, Bat Tennis, Basketball, Gaelic football, Dance, Ball Sports and Bike Education

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the tasks that students are asked to complete.

Alcohol and Drugs

- What are drugs?
- What are the long and short-term effects of drug use?
- What physical and social impact does alcohol have on people?

Mental Health

- What factors can positively influence an individual's mental health?
- What role does sleep play in supporting a person's mental health?
- What role does exercise play in supporting a person's mental health?

Fitness

- What is fitness?
- How does exercise effect the body?
- How can I improve my fitness?

Body systems

- What are the body systems?
- How do the body systems work?

Nutrition

- What is nutrition?
- What influences our food choices?
- What is a healthy diet?

Of the 8 physical activities on offer, after learning them in the context of a Physical Education class, which activity do you prefer now? Has this decision changed, if so why?

Which activity:

- a) Requires the most skill?
- b) Has the most rules governing it?
- c) Involves more tactics?
- d) Is more physically demanding?
- e) Involves the most teamwork?

Humanities (Year 7) – Civics & Citizenship, Economics & Business, Geography & History

Introduction

This integrated subject is an introduction to Civics and Citizenship, Economics & Business, Geography and History. The first semester course explores Prehistory and Ancient Civilisations from an historical perspective as well as exploring how cultural identity and citizenship is expressed in Australia society. The second semester's focus is the interconnections between people, places and environments and examines the allocation and use of the World's resources in both the physical and economic environments. Skills and concepts are enhanced via the use of Learning Technologies and collaborative work.

Unit Overview

The following units will be studied in this subject:

- Water in the World
- Investigating the Ancient Past
- The Asian World
- Citizenship, Diversity and Identity
- Making Choices and Allocating Resources

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?
- How do we know about the ancient past?
- How do historians use evidence to show to investigate historical mysteries or controversies?
- What have been the legacies of ancient civilizations?
- Why is it important to conserve the remains and heritage of the ancient past?
- How did the physical features of China influence the development of its civilization?
- What were the influences of law, religion and key groups (kings, emperors, scholar's craftsmen, women) on Chinese society?
- How did contacts and conflicts with other societies result in developments such as the expansion of trade, the rise of the empire, the spread of philosophies and beliefs?
- What were the beliefs, values and practices of the ancient Chinese: everyday life, warfare, funerary customs?
- How do groups in Australia express their identities, including religious and cultural identity?
- How can the expression of cultural identity influence others perception of them?
- How is a sense of belonging shaped by Australia's national identity?
- What is the role of prices and market in determining resource allocation?
- Can governments provide economic justice for its citizens?

Humanities (Year 8) – Civics & Citizenship, Economics & Business, Geography and History

Introduction

This integrated subject builds upon the introduction to Civics and Citizenship, Economics & Business, Geography and History commenced in Year 7. The first semester course explores the historical period between ancient civilisations and the beginning of the modern era. Students will also examine how features of law and government impact upon our rights and roles in modern Australia. The second semester explores issues of living sustainably in large modern cities. Students will also examine the world of work and how the modern economy relies more on entrepreneurial attributes and behaviour. Skills and concepts are enhanced via the use of Learning Technologies and collaborative work.

Unit Overview

The following units will be studied in this subject:

Historical Overview: a study of the historical period from 650 AD to 1750 AD exploring contributions to human advancement made through art, inventions, infrastructure and inventions.

European Medieval society - Historical in–depth study: exploring the contributions made to human development and reflecting upon the influence on modern society.

Defining my rights: An examination of the basic rights all people enjoy in our society and a study of how laws in Australia protect the rights of its citizens

Changing nations: Examining the impacts of migration upon societies and the growth of large cities.

World of work: Exploring how different work patterns are emerging in the modern world and factors influencing change like technology and the mobility of people.

Being an entrepreneur: exploring how ideas can add value to the lives of others and the attributes required to bring ideas to market.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How are laws made and applied in Australia?
- How does entrepreneurial behaviour contribute to a successful business?
- What is the role of factors like technology and globalisation in influencing the work environment?
- How do the interconnections between places, people and environments affect the lives of people?
- How do environmental and human processes affect the characteristics of places and environments?

Languages (Year 7) - French

Introduction

The Year 7 French course has been developed using an interactive approach to language learning. Throughout this study, students learn to communicate in French and exchange information about themselves. They learn about the Francophone world. Students develop and enhance their reading, writing, comprehension, speaking and listening skills through a range of learning experiences, including role plays, tests, games, written work, oral presentations and use of learning technologies.

Unit Overview

The following units will be studied in this subject:

1. Talking about yourself
2. Animals
3. Weather and hobbies
4. Body parts

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
 - How does language shape culture and culture shape language?
 - How does the knowledge of a language enable you to communicate more effectively?
 - What language skills do I need to be immersed in another culture?
-

Languages (Year 8) - French

Introduction

The Year 8 French course has been developed using an interactive approach to language learning. Students continue to develop and enhance their reading, writing, comprehension, speaking and listening skills through a range of learning experiences, including role plays, tests, games, written work, oral presentations and use of learning technologies. Students will continue to increase their knowledge of French speaking countries.

Unit Overview

The following units will be studied in this subject:

1. Fashion - describing clothes and finding out about French designers
2. Arranging to go out – suggesting outings, accepting and refusing an invitation
3. My family – describing family members and their physical and emotional traits
4. A typical Australian home – describing your house, saying how you help at home

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 7) - Italian

Introduction

The Year 7 Italian course uses an interactive approach to language learning. The aim of the program is to develop the skills of listening, speaking, reading, writing, visual cues, and signs in a second language.

Not only does the course focus on these areas but it endeavours to educate the students about the culture of the country at hand. The course exposes the learner to modes of thought outside the native language and in turn allows the student to better appreciate their own culture.

Unit Overview

The following units will be studied in this subject:

1. This is me!
2. More about me
3. My Family
4. Animals

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 8) - Italian

Introduction

The Year 8 Italian Course uses an interactive approach to language learning. The aim of the program is to equip students with the language skills (listening, speaking, reading, writing, visual cues and signs), language and cultural awareness that will enable them to carry out a simple conversation within the norms of that culture. The program builds on the language already acquired, through topics that look at celebrations, food and their personal world.

Unit Overview

The following units will be studied in this subject:

1. Pastimes
2. Languages and Nationalities
3. Transport
4. Food

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 7) - Japanese

Introduction

The Year 7 Japanese course is developed over the entire year and uses an interactive approach to the Japanese language which incorporates written, oral and aural work with a cultural framework. Throughout this study students reinforce and develop language acquisition based on a variety of familiar and interesting topics.

Unit Overview

The following units will be studied in this subject:

1. Introduction to Japan and the Japanese Language
2. Family and Pets
3. Foods (likes and dislikes)

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 8) - Japanese

Introduction

The Year 8 course is developed over the entire year and uses an interactive approach to the Japanese language which incorporates written, oral and aural work within a cultural framework. Throughout this study students reinforce and acquire language based on a variety of familiar and interesting topics.

Unit Overview

The following units will be studied in this subject:

1. Dates and Annual Events
2. Hobbies and Sports
3. Leisure Activities
4. Travelling in Japan

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Mathematics (Year 7)

Introduction

In Year 7, students develop their knowledge and skills within several content strands: Number and Algebra, Measurement and Geometry, Probability and Statistics. Mathematics focuses on four main proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. Students will learn and practice skills and apply them in everyday situations. Students will conduct mathematical investigations and develop strategies for problem solving.

Unit Overview

The following units will be studied in this subject:

1. Whole number and number patterns
2. Angles, shape and measurement
3. Fractions and Decimals
4. Algebra
5. Chance
6. Data

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How does our number system work?
- What important patterns are there in our whole number system?
- In what ways can I represent numbers that are not whole?
- How are these different forms related to each other?
- How do we classify shapes and objects?
- In what ways can we use data?
- Do statistics always tell the truth?
- What chances do I take?
- How can just ten digits show all the numbers I use around me?
- How can I describe numbers that are lower than or less than zero?
- Can I distinguish between a square number and a square root?
- How can a value be represented if it is unknown, or if it changes?
- How can recognising patterns help solve problems?
- What is a formula?
- What are the advantages of a formula?
- How can formulas and graphs be used to model everyday situations?

Mathematics (Year 8)

Introduction

In Year 8, students continue to develop their knowledge and skills within several content strands: Number and Algebra, Measurement and Geometry, Probability and Statistics. Mathematics focuses on four main proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. This course is aimed at building the students' confidence as they use mathematical skills; to consolidate skills in arithmetic; to develop competency with directed number operations; to gain familiarity with the basic elements of algebra, algebraic expansions, simplification and factorisation, equations; to learn the properties and formulas necessary for measurement of area, perimeter, circumference and volume of basic geometrical shapes; to develop competency with ratios and percentages; the Cartesian plane and linear equations; and to make effective use of calculators and computers.

Unit Overview

The following units will be studied in this subject:

1. Fractions, decimals, percentages and ratio
2. Directed Number
3. Indices
4. Geometry
5. Measurement
6. Algebra
7. Equations and Cartesian graphs
8. Interpreting Graphically represented information

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why and how do we use negative numbers?
- How do the basic operations apply to numbers less than zero, and do they work with numbers greater than zero?
- Why and how do we use percentages? How are they related to decimal number and fractions?
- When and how do I use proportional comparisons?
- What is an index? When used, how do they effect the growth of numbers?
- How do the index laws relate to each other?
- In what ways can I represent different types of numbers, and how are they related to each other?
- What is an irrational number?
- Why are the features of a circle all related?
- Why are formulas used in measurement?
- How are linear measures, area and volume related?
- How can algebra help my life?
- How do the graphs of mathematical models and data help us to solve problems and better understand the world in which we live?

Religious Education (Year 7)

Introduction

This subject begins with an investigation into how we belong to the Church and the community, with particular reference to MacKillop College. This is followed by studies of the Church's liturgical year and Creation as a revelation and gift from God.

Christian Ideals and Moral Decisions, is the first unit for the second semester. Following this is an investigation into the relationship between God and his people, the Hebrews, as presented in the Old Testament.

Unit Overview

The following units will be studied in this subject:

1. Belonging to Church and Community
2. Liturgical Cycles
3. Creation: God's Gift
4. Christian Ideals and Moral Decisions
5. And so it is written...

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Belonging to Church and Community

- Where do I belong?
- How do I participate in the communities to which I belong?
- What are the traditions and symbols of our school and the local Church community?
- Why do schools and local Church communities maintain traditions and symbols?

Liturgical Cycles

- Why is celebration important to people?
- What are the celebrations of the Church's official Liturgy?
- Why, how and with whom does the Church celebrate these events each year?
- How do celebrations help us to form an identity as Christians?

Creation: God's Gift

- Where is God in creation?
- How are we to understand the scripture passages which reveal God as the creator?
- What does the Catholic Church teach about creation?
- How do people contribute to the ongoing development of creation?

Christian Ideals and Moral Decisions

- What is morality and how are moral decisions made?
- What influences affect moral decision-making and what role does scripture play in this process?
- What are the various aspects that form moral values and decisions?
- To what extent does moral character impact on the process of making choices?

And so it is Written...

- What are the key stories in the lives of the students and the students' families?
- What is the structure and authorship of the bible?
- What are the different types of sacred stories to be found in the Bible and why do the different story types exist?
- What does it mean when it is said that the Bible is the Word of God?

Religious Education (Year 8)

Introduction

The semester opens with a detailed study of Jesus of Nazareth, Son of God and Saviour. The life and times of the people of Israel is examined so that the students may understand the context for Jesus' life and mission. In looking closely at the Gospels, students see how Jesus' life is a model for true human living. This is followed by a unit where students discover the history of the early Christian community during the first three hundred years. The concerns and responses of the first Christians are studied.

The opening topic for semester two is an investigation into the sacraments, in particular the sacraments of initiation, and the vocation of Christians to faithfully live the Christian life. Students then investigate the role and life of the Church in community today. The final unit explores how, as members of the Church and as individuals, we are called to be signs of God's presence in the world and to show the triumph of goodness over evil.

Unit Overview

The following units will be studied in this subject:

1. Jesus, God with us then and now
2. Pentecost: The Church is Born
3. Sacraments – God Acting in the World
4. Church in the Community
5. Goodness Triumphs

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Jesus, God with us then and now

- What was The Holy Land like during the time of Jesus?
- How did Jesus' contemporaries live and what did they believe?
- What were the characteristics of the different groupings of people in the Gospels?
- In the Gospels, how does Jesus show us the basis for the Christian life?
- How did the words and actions of Jesus provide a model of living for the people he encountered?
- How can God's kingdom of love come about through me?

Pentecost: The Church is Born

- What were the key events that shaped the Church?
- Who were the important figures in the early Church and what were their qualities and personality traits?
- What was the vision of the early Church leaders and how was it implemented?

Sacraments – God Acting in the World

- How are sacraments different to signs, symbols and rituals?
- What do the sacraments do for us individually and as a church?
- What are the sacraments of initiation and how are they celebrated?

Church in the Community

- What is the Church?
- What kinds of activities are offered by the local parish to parishioners and the wider community?
- What are the reasons that people offer service to the Church?
- How can I be actively involved in the mission of the Church?

Goodness Triumphs

- What is Christian discipleship?
- What is the relevance of Jesus' teaching to contemporary society and life experiences?
- Who are some of the individuals and groups living out Christian service in contemporary Australia?
- What does it mean to say that good triumphs over evil?
- What are some significant examples of good and evil that can be found in the Old and New Testaments?
- How can I identify elements of good and evil in personal and group experiences?
- What are some practical everyday means by which young people can pursue good?

Science (Year 7)

Introduction

Science provides students with a wide variety of engaging and stimulating challenges for learning, understanding and life experiences. Students are immersed in practical activities which give them an opportunity to practice their skills, processes and procedures to discover information for themselves. Investigations challenge students to undertake practical work which will build up valuable skills in hands on scientific experimentation. Technology activities give students the opportunity to work with a range of technologies in context to further enhance their scientific understanding and knowledge.

In Year 7, students explore the sustainable use of resources and investigate techniques used to separate pure substances from mixtures in the contexts of mining and water waste management. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.

Unit Overview

The following units will be studied in this subject:

1. The Biological and Chemical World around us: Aristotle to Alchemy
2. Earth, Space and the Physical World: Archimedes to Armstrong
3. Waste not Want not: looking after a precious resource

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What is the value of studying Science?
- How is the Scientific Method used and applied in the larger world?
- What factors cause change in living and non-living systems over time?
- How does an ecosystem respond to change?
- How are substances used and applied in the larger world?
- What is the big idea implied in separating mixtures?
- What is the value of studying Earth and Space?
- How do the unique chemical and physical properties of water make life on earth possible?
- What is the value of studying renewable resources?
- How are forces and motion connected?
- How does knowledge about forces assist scientists to understand the world around them?

Science (Year 8)

Introduction

Year 8 Science builds up on the concepts, content and knowledge delivered in the previous year. It continues to provide students with a wide variety of engaging and stimulating challenges for learning, understanding and life experiences. Students are immersed in practical activities which give them an opportunity to practice their skills, processes and procedures to discover information for themselves. Investigations challenge students to undertake practical work which will build up valuable skills in hands-on scientific experimentation. Activities give students the opportunity to work with a range of technologies in context to further enhance their scientific understanding and knowledge.

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. Students explore the way in which waves can be used to describe the interactions of light and sound with the surroundings. They compare processes of rock formation, including the time scales 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.

Unit Overview

The following units will be studied in this subject:

1. The Biological and Chemical World around us: Hooke my Curie-osity
2. Earth, Space and the Physical World: Einstein Rocks

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can chemicals with the same composition be so different?
- What couldn't we do if we didn't understand chemical reactions?
- What is the basis of life?
- How do the structure and behaviour patterns of organisms enable them to survive?
- Why study rocks?
- How do rocks and minerals change over time?
- How does Earth Science describe our history?
- How is energy conserved?
- How are energy transformations used in today's world?