



2025

Curriculum Handbook

Years 7, 8, 9



Mary MacKillop College
Kensington



Our Vision

To be an outstanding Catholic girls' school that is known for excellence in education and leadership for girls, pastoral care and academic results.
This excellence is brought to fruition through holistic, inspiring and enabling education.
At Mary MacKillop College students have the 'Courage to lead'.

Our Values

St Mary of the Cross MacKillop was:

- a woman of faith and courage.
- a woman of strength and perseverance.
- a woman of compassion and unfailing love.

It is these values that our school community lives by; demonstrated in our work ethic, communication, celebrations and actions.



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FROM THE

Principal

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Dear Families

The 2025 Curriculum Handbook is the result of senior leaders and teachers reflecting on what has been offered in the past, our current provision, the subjects our girls value as they forge their future pathways and the subjects that we have identified as giving MacKillop girls the knowledge, skills and experiences which will allow them to confidently take their place in a complex world. The subject selection process is a key feature in any secondary school and has its own special place in the school calendar.

For each year that students progress through secondary school, they are able to make more subject choices. Each year I would hope they are a little more informed as to how they see their future pathway unfolding, guided by what they enjoy doing and are drawn to.

While university and career information is important, an often overlooked aspect is what students enjoy doing outside school, what interests them and what types of careers will be in demand in the future.

I invite you, as parents, to sit down with your daughters and read through this document and discuss the subject offerings for 2025. Think about possible career options and the study that this may require.

The College staff are here to support you and your daughter's discernment. They are experienced in this process and are aware that it can be challenging. It is also an exciting part of your daughter's MacKillop journey.

Sonia Nelson
Principal

Courage to lead

THE CURRICULUM

At Mary MacKillop College, we offer a wide range of opportunities for girls within the context of an excellent academic education which complements our pastoral care program and our faith formation.

The curriculum aims to meet the social, physical, intellectual and spiritual needs of our students and to prepare them to become independent, motivated, responsible learners.

The Mary MacKillop College Learning Framework reflects our values and identity, enabling success for all learners. Our holistic approach to learning ensures that each student has the structures and capacity to challenge themselves within a highly supportive environment.



Our approach to learning sets out to develop the general capabilities which are addressed through the content of each learning area. They are developed and applied in the classroom to enrich student learning and include:

- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Our Religious Education program from 7–12 is based on the Crossways Framework, which has been developed by Catholic Education South Australia. Our cross curriculum, teaching and learning practices are also informed by The Rite Journey program in Year 9, the Child Protection Curriculum and the Made in the Image of God (MITIOG) Framework, which support students in learning about themselves and their world through a variety of subjects and approaches to learning. This comprehensive learning journey is further developed as students transition into the South Australian Certificate of Education (SACE) in Years 11 and 12.

Our aim is to provide students with a variety of experiences and learning opportunities to enable them to make informed choices about their learning pathway within and beyond school.

Mary MacKillop students are empowered through our curriculum which inspires our girls to have courage to lead and decide who they become.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students across Years 7 - 10.

It describes the entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. The Australian Curriculum makes clear what all young Australians should learn as they progress through schooling.

Australian Curriculum Website
www.australiancurriculum.edu.au

INCLUSIVE & GIFTED EDUCATION

Mary MacKillop College provides a nurturing culture which fosters the gifts of all our students. By ensuring learning needs are catered for through a differentiated curriculum we endeavour to support the learning and wellbeing of each student. Inclusive and Gifted Education at Mary MacKillop College is founded in the Josephite Ethos and underpinned by the Catholic Education Strategic Plan and Legislative and policy frameworks: Disability Discrimination Act (DDA, 1992), Disability Standards for Education (2005) Catholic Education South Australia (CESA) Students with Disabilities Policy (2010) and Catholic Education South Australia (CESA) Gifted Education Strategy (2023).

The College acknowledges and recognises that some students may have additional learning needs. These needs may be related to their academic progress or outstanding natural abilities, cognitive aptitude, social/emotional needs, sensory / kinaesthetic needs, physical difficulties or talents. Identification of student's needs may be sought through: relevant reports or assessments made available (with written parent consent) by outside professionals and agencies. Teacher and school assessments including NAPLAN, PAT and AGAT testing along with anecdotal information and observations will support imputed identification processes.

Students identified under the Catholic Education South Australia (CESA) policy, Students with Disabilities (2010) and those with learning difficulties, complex profiles, identified giftedness will be provided with a Personalised Plan for Learning (PPL) as part of the Nationally Consistent Collection of Data (NCCD). A collaborative process with parents, carers and agencies will be encouraged for meeting student needs. College staff will liaise and work in partnership with parents, carers and agencies in the planning of support for students with additional needs. Teachers will provide a curriculum in which students can access and participate successfully. Case management will be provided for students considered 'at risk'. Teachers will provide learning approaches that recognise and build on student strengths.

Mary MacKillop College has a strong commitment to all students to ensure they are provided with opportunities to explore their full potential. This may comprise reasonable adjustments to the curriculum, modifications to the environment, flexible pedagogical practices, varied assessment methods, enrichment or acceleration opportunities. Our supportive structures ensure that every student is encouraged, valued and accepted and they are provided with opportunities to demonstrate their individual strengths and aspirations and have access to the curriculum to which they are entitled.

PASTORAL CARE Student Wellbeing

At Mary MacKillop College our touchstone in pastorally caring for our girls, is the charisma and ethos of Mary MacKillop, who strived to consistently present the face of Christ to all.

Through the Pastoral Care program students learn how to care for themselves and others, how to exercise personal responsibility, how to empower themselves to take control of their own learning and how to plan for a productive future.

Pastoral Care Teachers are integral to the life of the College community as they care for the wellbeing of students in their Pastoral Care Class. Nurturing wellbeing includes spiritual and emotional wellbeing, as well as academic success. This is done by respecting each student as an individual, by encouraging them, supporting them, and showing interest in their progress and achievement.

As teachers for student wellbeing we:

- Listen;
- Build relationships
- Foster leadership and faith formation opportunities
- Provide opportunities for growth and wellbeing
- Maintain ongoing contact with parents to share information, concerns, to praise and acknowledge achievements.

The Pastoral Care Program is facilitated by the PC Coordinators and PC Teachers during two timetabled lessons each week.

LEARNING AREA

Overview 2025

Learning Area	Year 7	Year 8	Year 9
The Arts	<ul style="list-style-type: none"> • Art • Dance • Drama • Music 	<ul style="list-style-type: none"> • Art • Dance • Dance Academy (<i>Audition</i>) • Drama • Music 	<ul style="list-style-type: none"> • Art A & B • Dance • Dance Academy (<i>Audition</i>) • Drama • Music A & B
Business, Enterprise & Technology	<ul style="list-style-type: none"> • Digital Technologies 	<ul style="list-style-type: none"> • Digital Technologies 	<ul style="list-style-type: none"> • Technologies - Digital & Design
Cross Disciplinary Studies			
English	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English
Food & Fabric Technology	<ul style="list-style-type: none"> • Food & Fabric Technology 	<ul style="list-style-type: none"> • Food & Fabric Technology 	<ul style="list-style-type: none"> • Global Cuisine & Fabric Technology • Nutrition & Textiles
Health & Physical Education	<ul style="list-style-type: none"> • Health & Physical Education • PE Specialist Sport - Netball 	<ul style="list-style-type: none"> • Health & Physical Education • PE Specialist Sport - Netball or Soccer 	<ul style="list-style-type: none"> • Health & Physical Education • PE Specialist Sport- Netball or Soccer
Humanities & Social Sciences	<ul style="list-style-type: none"> • Humanities 	<ul style="list-style-type: none"> • Humanities 	<ul style="list-style-type: none"> • Geography • History
Languages	<ul style="list-style-type: none"> • Italian • Spanish 	<ul style="list-style-type: none"> • Italian • Spanish 	<ul style="list-style-type: none"> • Italian A & B
Mathematics	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics
Religious Education	<ul style="list-style-type: none"> • Religious Education 	<ul style="list-style-type: none"> • Religious Education 	<ul style="list-style-type: none"> • Religious Education
Science	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science

Year 10	Year 11 SACE Stage 1	Year 12 SACE Stage 2
<ul style="list-style-type: none"> • Dance, Stage 1 (10 credits) • Drama • Music A / B • Music C Music Media • Visual Arts - Art A & B / Design 	<ul style="list-style-type: none"> • Dance, Stage 2 (20 credits) • Drama (10 credits) • Music Advanced (2 x 10 credits) • Visual Arts - Art A & B (2 x 10 credits) • Visual Arts - Design (10 credits) 	<ul style="list-style-type: none"> • Music Explorations (20 credits) • Music Performance Ensemble (10 credits) • Music Performance Solo (10 credits) • Visual Arts - Art / Design (20 credits)
<ul style="list-style-type: none"> • Technologies - Digital & Design 	<ul style="list-style-type: none"> • Business Innovation (10 credits) • Information Processing & Publishing (10 credits) • Tourism (10 credits) 	<ul style="list-style-type: none"> • Business Innovation (20 credits) • Information Processing & Publishing (20 credits) • Tourism (20 credits)
<ul style="list-style-type: none"> • Exploring Identities & Futures Stage 1 (10 credits) 		<ul style="list-style-type: none"> • Activating Identities & Futures (10 credits)
<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English A & B (2 x 10 credits) • Essential English A & B (2 x 10 credits) 	<ul style="list-style-type: none"> • English (20 credits) • Essential English (20 credits)
<ul style="list-style-type: none"> • Catering & Cafe Culture • Creative Culinary & Textile Design 	<ul style="list-style-type: none"> • Child Studies (10 credits) • Food & Hospitality (10 credits) 	<ul style="list-style-type: none"> • Child Studies (20 credits) • Food & Hospitality (20 credits)
<ul style="list-style-type: none"> • Health & Wellbeing • Physical Education 	<ul style="list-style-type: none"> • Health & Wellbeing (10 credits) • Physical Education A & B (2 x 10 credits) 	<ul style="list-style-type: none"> • Health & Wellbeing (20 credits) • Physical Education (20 credits)
<ul style="list-style-type: none"> • Geography • History 	<ul style="list-style-type: none"> • Modern History (10 credits) • Women's Studies (10 credits) 	<ul style="list-style-type: none"> • Modern History (20 credits) • Women's Studies (20 credits)
<ul style="list-style-type: none"> • Italian (Year 10) S1 • Italian Continuers (Stage 1) S2 	<ul style="list-style-type: none"> • Italian Continuers , Stage 2 (20 credits) 	
<ul style="list-style-type: none"> • Essential Mathematics • General Mathematics (Semester 2) • Mathematics 	<ul style="list-style-type: none"> • Essential Mathematics A & B (2 x 10 credits) • General Mathematics A & B (2 x 10 credits) • Mathematical Methods A, B, C (up to 3 x 10 credits) • Specialist Mathematics (10 credits) 	<ul style="list-style-type: none"> • Essential Mathematics (20 credits) • General Mathematics (20 credits) • Mathematical Methods (20 credits) • Specialist Mathematics (20 credits)
<ul style="list-style-type: none"> • Spiritualities, Religion and Meaning, Stage 1 (10 credits) 	<ul style="list-style-type: none"> • Spiritualities, Religion and Meaning (10 credits) 	<ul style="list-style-type: none"> • Spiritualities, Religion and Meaning (10 credits)
<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Biology A & B (2 x 10 credits) • Chemistry A & B (2 x 10 credits) • Nutrition (10 credits) • Physics A & B (2 x 10 credits) • Psychology (10 credits) 	<ul style="list-style-type: none"> • Biology (20 credits) • Chemistry (20 credits) • Nutrition (20 credits) • Physics (20 credits) • Psychology (20 credits)

Year 7 Transition

Year 7 - Student Discovery Days

As part of our High School Readiness and Pastoral Care program at Mary MacKillop College, we offer Year 7 Student Discovery Days to help students transition smoothly into life at high school and immerse themselves in the many experiences offered to them. These events, intentionally spread across the year, include various themed days designed to foster strong social bonds and a sense of connectedness amongst our students, their Sister buddies and the Year 11 Peer Support Students.

These immersive experiences aim to equip students with the social and emotional skills necessary for a successful high school journey through team building activities, collaborative projects emphasising the importance of community, collaboration and strong communication skills.

Project Based Learning

Year 8

Project Based Learning (PBL) is delivered in Year 8 and is a full year, compulsory subject.

PBL is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills.

- Identifying project opportunities
- Project conceptualisation
- The world of work: past, present, future
- Setting achievable “SMART” goals
- Group dynamics and teamwork
- Writing reports and submissions
- Self-reflection

Students are assessed in a variety of methods including:

- Individual progress reflections
- Team progress reflections
- Project final design
- Project presentation

The Rite Journey

RESPONSIBLE. RESPECTFUL. RESILIENT. RESOURCEFUL.

Year 9

The Rite Journey Program aims to acknowledge and celebrate each student's shift as they journey towards adulthood. The program provides students with a positive pathway into adulthood and prepare them for future learning.

This program aims to:

- Acknowledge and celebrate each student's shift into adulthood
- Offer conversations and experiences to guide this transition
- Foster connections with positive adult role models
- Inclusion of parents/carers in the process
- Connect students with their strengths and build self-awareness
- Give students a positive pathway into adulthood and prepare them for future learning

Topics

- Relationship with Self
- Relationship with Others
- Relationship with Spirit
- Relationship with the World

The seven stages of TRJ:

- The Calling
- The Departure
- The Following
- The Challenges
- The Abyss
- The Return
- The Homecoming

YEAR 7

Curriculum & Pastoral Care

At the heart of a Josephite Education is a commitment to all students and a focus on their educational, spiritual and emotional needs.

The Year 7 Curriculum at Mary MacKillop College is based on the framework of the Australian Curriculum. This enables students to experience all subject areas and to discover their learning strengths.

Students will study full year subjects including - Religious Education, English, Health & Physical Education, Humanities & Social Sciences, Mathematics and Science.

All Year 7 students will study semester subjects that will allow them to explore areas of interest and develop skills for further study. These subjects include - Art, Dance, Digital Technologies, Drama, Food & Fabric Technology, Italian, Music and Spanish.

The Year 7 Pastoral Care Program focuses on the wellbeing quality of being 'Connected'.

Year 7 MacKillop students are supported through a year-long transition program facilitated by their Pastoral Care Co-ordinator and Pastoral Care Teacher in addition to two Pastoral Care lessons a week and developing connections with their Year 11 buddies.

Early in Term 1, students attend a three day camp to enable them to make new friendships and build connections with their peers and teachers.

Year 7 Subjects	Semester	Full Year	Page
Religious Education		Y	12
The Arts - Art	Y		14
The Arts - Dance	Y		16
The Arts - Drama	Y		20
The Arts - Music	Y		22
Digital Technologies	Y		26
English		Y	28
Food & Fabric Technology	Y		30
Health & Physical Education		Y	34
Health & Physical Education - Specialist Sport - Netball (instead of Semester 1 Health & Physical Education)	Y		36
Humanities & Social Sciences		Y	40
Languages - Italian	Y		44
Languages - Spanish	Y		46
Mathematics		Y	48
Science		Y	50

Curriculum & Pastoral Care

YEAR 8

At Mary MacKillop College we ensure that students are exposed to a broad range of subjects in line with the Australian Curriculum. This will enable students to experience many subject areas and to discover their learning strengths. Compulsory subjects are Religious Education, English, Health & Physical Education, Humanities & Social Sciences, Italian or Spanish, Mathematics, and Science.

Having experienced all subjects in Year 7, students are now in a better position to select subjects based on their interests. In Year 8, students study four (4) elective subjects.

The Year 8 Pastoral Care program focuses on the wellbeing quality of Optimism.

Students are supported by their Pastoral Care Co-ordinator and Pastoral Care Teachers to look forward and plan for a bright future while acknowledging the past and the role it has played in their development. The program integrates social emotional skill development, enhancing individuals' understanding of themselves as learners and responsible citizens.

Students explore character strengths, emotions and managing positive wellbeing, time management and gratitude. They also engage in workshops that support their personal and social development and enhance their critical and creative thinking.

Year 8 students, together with Year 12 students, build on connections formed in the previous year as they come together for 'buddy' activities and events. Students attend a three day camp to assist in building confidence, resilience and leadership capacity as well as forging friendships and connections with their peers and teachers.

Year 8 Subjects	Compulsory / Elective	Semester	Full Year	Page
Religious Education	Compulsory		Y	13
The Arts - Art	Elective	Y		15
The Arts - Dance	Elective	Y		17
The Arts - Dance Academy (<i>Selection by Audition</i>)	Elective		Y	18
The Arts - Drama	Elective	Y		21
The Arts - Music	Elective	Y		23
Digital Technologies	Elective	Y		27
English	Compulsory		Y	29
Food & Fabric Technology	Elective	Y		31
Health & Physical Education	Compulsory		Y	35
Health & Physical Education - Specialist Sport - Netball or Soccer (<i>replaces Semester 1 Health & Physical Education</i>)	Elective	Y		37 39
Humanities & Social Sciences	Compulsory		Y	41
Languages - Italian	Compulsory		Y	45
Languages - Spanish	Compulsory		Y	47
Mathematics	Compulsory		Y	49
Science	Compulsory		Y	51

Curriculum & Pastoral Care

YEAR 9

The Year 9 Curriculum offerings ensure that students have the opportunity to select a variety of subjects from the key learning areas that enable them to build on their particular learning strengths and ensures the relevance of learning in today's world.

Compulsory subjects include Religious Education, English, Geography, Health & Physical Education, History, Mathematics and Science. Students will study four semester elective subjects.

The Year 9 Pastoral Care program focuses on the wellbeing quality of Resilience.

Year 9 MacKillop students are introduced to the topic of resilience and risk taking in a safe and nurturing environment. Building on the work they undertook in Year 8, character strengths are revisited and students investigate how their strengths can assist in building resilience. Themes explored include growth mindsets, gratitude, empathy and mindfulness, effective time management and Penola shield challenges.

Year 9 students also begin to investigate possible post school pathways and options in partnership with their Pastoral Care Teacher and the Future Pathways Co-ordinator.

Students attend a two day outdoor education based camp. Here, they have opportunities to take part in mountain bike riding, an adventure course, high ropes, problem solving games and sleep in tents. This camp is designed to provide a variety of situations through which resilience can be developed.

Year 9 Subjects	Compulsory / Elective	Semester	Full Year	Page
Religious Education	Compulsory		Y	13
The Arts - Art A & B	Elective	Y	Y	15
The Arts - Dance	Elective	Y		17
The Arts - Dance Academy (by Audition)	Elective		Y	19
The Arts - Drama	Elective	Y		21
The Arts - Music A & B	Elective	Y		23
Digital Technologies	Elective	Y		27
English	Compulsory		Y	29
Food & Fabric Technology - Global Cuisine & Fabric Technology	Elective	Y		32
Food & Fabric Technology - Nutrition & Textiles	Elective	Y		33
Health & Physical Education	Compulsory		Y	35
Health & Physical Education - Specialist Sport - Netball or Soccer (<i>replaces Semester 1 Health & Physical Education</i>)	Elective	Y		37 39
Humanities - Geography	Compulsory	Y		42
Humanities - History	Compulsory	Y		43
Languages - Italian A & B	Elective	Y	Y	45
Mathematics	Compulsory		Y	49
Science	Compulsory		Y	51

Religious Education

SUBJECT FLOWCHART

YEAR 7

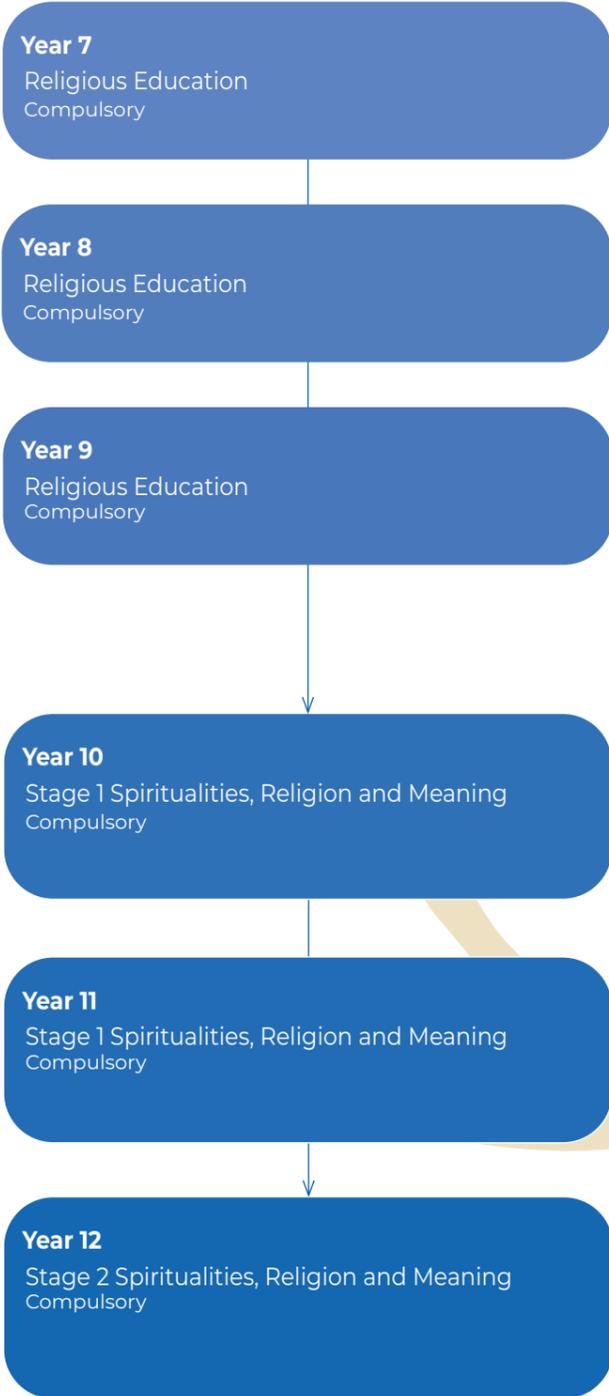
Religious Education

YEAR 8

Religious Education

YEAR 9

Religious Education



Length of Course Full Year

Course Description
Students are introduced to the ethos, values and culture of Mary MacKillop College and develop an awareness of significant liturgical celebrations in the Catholic Church. They are encouraged to model ways of relating between individuals with respect and reconciliation, which reflect core Gospel values.

Topics include:

- Belonging: A Josephite tradition
- Prayer and liturgy, and the liturgical year
- Sacred texts: The Bible - Exodus and Moses, Jesus and the Parables
- Catholic Social Teachings and social justice: focus on St Mary of the Cross MacKillop
- Remembering and celebrating the Eucharist
- Made in the Image of God (MITIOG) Human Sexuality: an appreciation of the multi-dimensional nature of the human person and the implications of adolescent growth and development

Assessment
Assessment is continuous and based on group and individual responses to visual, written texts and research. Assessment types include sources analysis, investigations and personal reflections.

Learning Activities include:

- Attendance and participation at the Year 7 Retreat is compulsory.

Length of Course Full Year

Course Description
Students continue to develop an appreciation of God's revealing love and hope for the world, through the example of Jesus and creation. They learn about Jesus of Nazareth and how he proclaimed the reign of God with his challenging words and actions. Students develop an awareness of goodness in the world and service of love through the example of Mary MacKillop.

Topics include:

- Our Josephite community
- Creating heaven on earth (good and evil) / our Easter story
- Jesus of Nazareth
- Stewardship of creation
- Sacraments of marriage and Holy Orders
- Made in the Image of God (MITIOG) Human Sexuality: they will appreciate the importance of upholding the dignity of self and others in all relationships and the implications of engaging in sexual behaviour.

Assessment
Assessment is continuous and based on responses to visual, written texts and individual research. Assessment types include sources analysis, investigations and personal reflections.

Learning Activities include:

- Attendance and participation at the Year 8 Retreat is compulsory.

Length of Course Full Year

Course Description
Students continue to develop an appreciation of God's revealing love and hope for the world, through the Sacraments of Healing. They will study the core beliefs and rituals of the Catholic Church, accepting and respecting other religions. Students will also learn how saints continue to offer inspiration to be disciples of Jesus. They critically examine gender stereotypes and make ethical choices using Christian teachings.

Topics include:

- Church for the world: Church history and the beliefs of the Catholic Church
- The Sacraments of healing: reconciliation and anointing of the sick
- Rituals: Catholic Liturgy
- People of God: prophets, discipleship and saints
- Made in the Image of God (MITIOG) Human Sexuality: the ability to critique societal portrayals of gender and the expectation of gender roles within intimate relationships.

Assessment
Assessment is continuous and based on responses to individual research. Assessment types include sources analysis, investigations and personal reflections.

Learning Activities include:

- Attendance and participation at the Year 9 Retreat is compulsory.



The Arts - Art

SUBJECT FLOWCHART

YEAR 7

Art

YEAR 8

Art

YEAR 9

Art A & B

Year 7
Art
Compulsory

Length of Course Semester

Course Description

This course develops skills and concepts encompassing drawing, painting, colour theory and clay sculpture.

Students explore the elements of art and develop decision making and problem solving skills, building self-confidence as creative individuals.

Students work independently and collaboratively in the following areas:

- Art Practical
- Elements of art; line, texture and colour
 - Drawing & painting
 - 3D sculpture; Clay

- Art Theory
- Colour theory
 - Egyptian art

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

- The focus is on:
- Exploring and responding
 - Developing practices and skills
 - Creating and making
 - Presenting

Year 8
Art
Elective

Length of Course Semester

Course Description

Students are able to further develop their skills and understanding of the concepts associated with art, drawing, painting and sculpture. Students develop decision making and problem solving skills as well as building their confidence as creative individuals. Research and investigative skills, along with interactive demonstrations and class discussions, ensure students have many opportunities to demonstrate their ability. Students work independently and collaboratively in the following areas:

- Art Practical
- Elements of art; tone, shape and colour
 - Drawing & painting
 - 3D sculpture; clay

- Art Theory – Research and Analysis
- Australian Indigenous Art
 - Ancient Greek Art

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

- The focus is on:
- Exploring and responding
 - Developing practices and skills
 - Creating and making
 - Presenting

Year 9
Art A & B
Elective

Art A Semester 1

Course Description

Students further develop and refine their skills in art techniques and are able to explore new methods and media in drawing, sculpture and painting. They develop decision making and problem solving skills to increase their confidence in producing creative concepts and art works.

Students gain an understanding of the role of art and artists in past and present contexts through the study of landscape art and The Renaissance. Research and investigative skills continue to be developed. Students work independently and collaboratively in the following areas:

- Art Practical
- Perspective drawing: mazes
 - Landscape painting
 - 3D sculpture

- Art Theory - Research & Analysis
- The Renaissance
 - Landscape Art

Art B Semester 2

Course Description

Students develop and refine skills and explore new methods and media in drawing, printmaking and 3D forms.

Students develop decision making and problem solving skills to increase confidence in producing creative and individual concepts and art works. They gain an understanding of the role of art and artists in past and present contexts through the study of the Baroque Era and further their understanding of Australian Indigenous art. Research and investigative skills continue to be developed. Students work independently and collaboratively in the following areas:

- Art Practical
- Tonal studies: drawing; pastels
 - Baroque: decoration and jewellery
 - Indigenous art: ceramics

- Art Theory - Research & Analysis
- Baroque art
 - Australian Indigenous art

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

- The focus is on:
- Exploring and responding
 - Developing practices and skills
 - Creating and making
 - Presenting

Year 10
Visual Arts – Design
Elective
Visual Arts – Art A & B
Elective

Year 11
Visual Arts - Art A & B
Elective
Visual Arts - Design
Elective

Year 12
Visual Arts - Art / Design
Elective

The Arts - Dance

SUBJECT FLOWCHART

YEAR 7

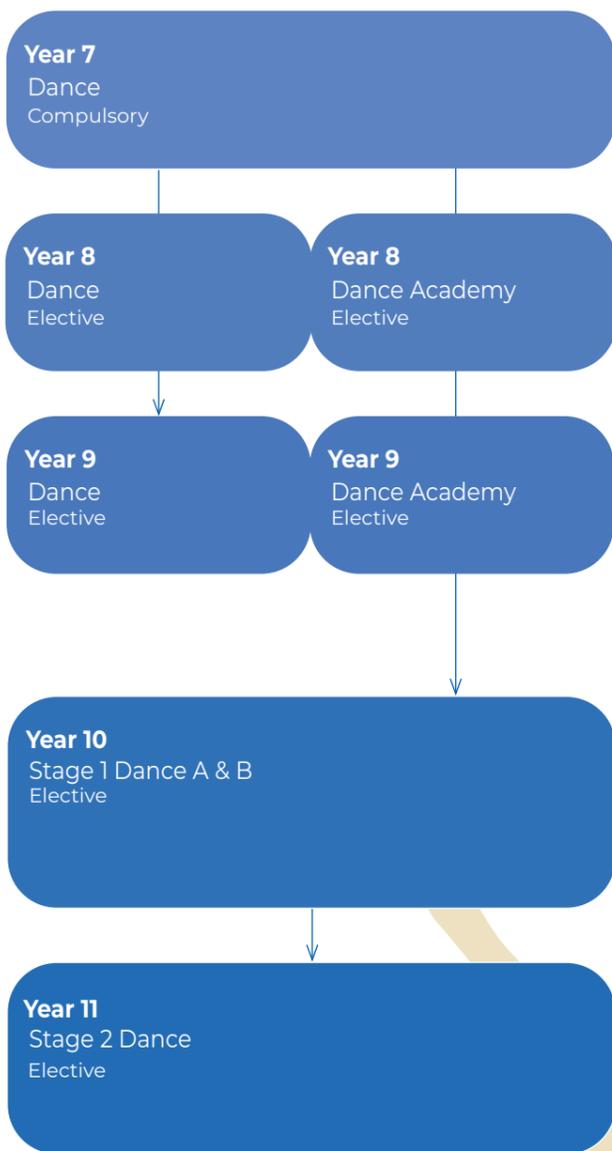
Dance

YEAR 8

Dance

YEAR 9

Dance



Length of Course

Semester

Course Description

This course develops knowledge, understanding and skills in dance through technique, choreography and performance. Students explore the elements of dance: action, space, time, dynamics and relationships, and apply these to their own choreography and performance.

Technical skills in jazz, contemporary and cultural styles will be taught in conjunction with choreographic devices. Confidence and expression will be enhanced through opportunities for performance.

By the end of the semester, students should demonstrate progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Safe dance practice
- Performance skills
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments are based on technical skills, performance quality, dance reviews and reflections and the composition of a piece of group choreography.

Length of Course

Semester

Course Description

This course continues to develop knowledge, understanding and skills in dance through technique, choreography and performance. Students are provided with opportunities to build on their knowledge of the elements of dance: action, space, time, dynamics and relationships, and apply these to their own choreography and performance.

Technical skills in jazz, lyrical, contemporary and cultural styles will be taught in conjunction with choreographic devices. Confidence and expression will be enhanced through opportunities for performance.

By the end of the semester, students will have demonstrated further progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Safe dance practice
- Performance skills
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments are based on technical skills, performance quality, dance reviews and reflections, and the composition of a piece of group choreography.

Length of Course

Semester

Course Description

This course further develops knowledge, understanding and skills in dance through technique, choreography, and performance. Students continue to learn about the elements of dance: action, space, time, dynamics, and relationships, and apply these within their own choreography and analysis of performances.

Focussing on the styles of jazz and contemporary, fundamental movement skills, technical skills, expression and safe dance practice will be taught in conjunction with various choreographic devices.

By the end of the semester, students will have been provided with opportunities to further develop their skills of:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Performance, expression and confidence
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on technical skills, performance quality, dance reviews and reflections and the composition of a piece of choreography.

The Arts - Dance

SUBJECT FLOWCHART

YEAR 8

Dance Academy

YEAR 9

Dance Academy

Year 7
Dance
Compulsory

Year 8
Dance
Elective

Year 8
Dance Academy
Elective

Year 9
Dance
Elective

Year 9
Dance Academy
Elective

Year 10
Stage 1 Dance A & B
Elective

Year 11
Stage 2 Dance
Elective

Length of Course

Full Year

Course Description

Dance Academy is an opportunity for students with significant dance experience and/or a strong commitment and interest in dance.

Students are expected to audition, demonstrating an advanced level technical skill and choreographic understanding. Students in the academy are involved in specialised classes in a range of styles including contemporary, jazz, lyrical, classical ballet, musical theatre, hip hop cultural styles and choreographic development. Exposure to opportunities for extension will be available through visiting artists.

Students are expected to show a high level of commitment to performance opportunities in the school and wider community.

Course content:

- Refinement of technical skills
- Development of fitness (strength, endurance, flexibility)
- Ensemble skills
- Performance skills (projection, musicality, communication, dynamics)
- Exposure to a broad range of dance genres
- Working with guest artists
- Performance opportunities within the school and wider community

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments are based on technical skills, performance quality, dance reviews and reflections and contributions to group choreography.

Length of Course

Full Year

Course Description

Dance Academy is an opportunity for students with significant dance experience and/or a strong commitment and interest in dance.

Students are once again expected to audition and demonstrate an advanced level of technical skill and choreographic understanding.

Students in the Academy continue to be involved in specialised classes in a range of styles including contemporary, jazz, lyrical, classical ballet, musical theatre, hip hop cultural styles and choreographic development. Exposure to opportunities for extension will once again be available through visiting artists.

Students are expected to show a high level of commitment to performance opportunities in the school and wider community.

Course content:

- Refinement of technical skills
- Development of fitness (strength, endurance, flexibility)
- Ensemble skills
- Performance skills (projection, musicality, communication, dynamics)
- Exposure to a broad range of genres
- Working with guest artists
- Performance opportunities within the school and wider community

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on technical skills, performance quality, dance reviews and reflections and contributions to group choreography.



The Arts - Drama

SUBJECT FLOWCHART

YEAR 7

Drama

Length of Course Semester

Course Description

This course is an introduction to Drama and is aimed at developing students' confidence and expression. Students gain knowledge and understanding of the elements of drama through workshops exploring various issues, ideas and themes.

Students develop skills in critical and creative thinking as they work collaboratively to problem solve when devising, rehearsing and performing drama. Students learn to understand, appreciate and critique through reflecting on their own experiences and viewing professional works.

The course content includes:

- Trust
- Tableaux
- Voice
- Movement
- Mime

Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments are based on participation in workshops, group performances, script development, mime techniques, reviews and reflections.

YEAR 8

Drama

Length of Course Semester

Course Description

This course encourages students to develop their expression, focus and confidence. Students learn the qualities of vocal expression, movement, stillness and focus, enhancing facial expressions and developing skills in characterisation.

Students are encouraged to take on roles to express real and imagined situations. They work collaboratively to create, rehearse and perform drama reflecting their own and others' stories and points of view.

The course content includes:

- Characterisation
- Improvisation
- Comedy
- Stage craft
- Play building
- Review writing

Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments are based on participation in workshops, group performances, script development, play building, reviews and reflections.

YEAR 9

Drama

Length of Course Semester

Course Description

This course encourages students to further develop and build on their expression, focus and confidence.

Students learn the qualities of vocal expression, movement, the use of stillness and focus, enhancing facial expressions and developing skills in characterisation. Students are encouraged to take on a variety of roles expressing real and imagined situations. They work collaboratively to create, rehearse and perform drama reflecting their own and others' stories and points of view.

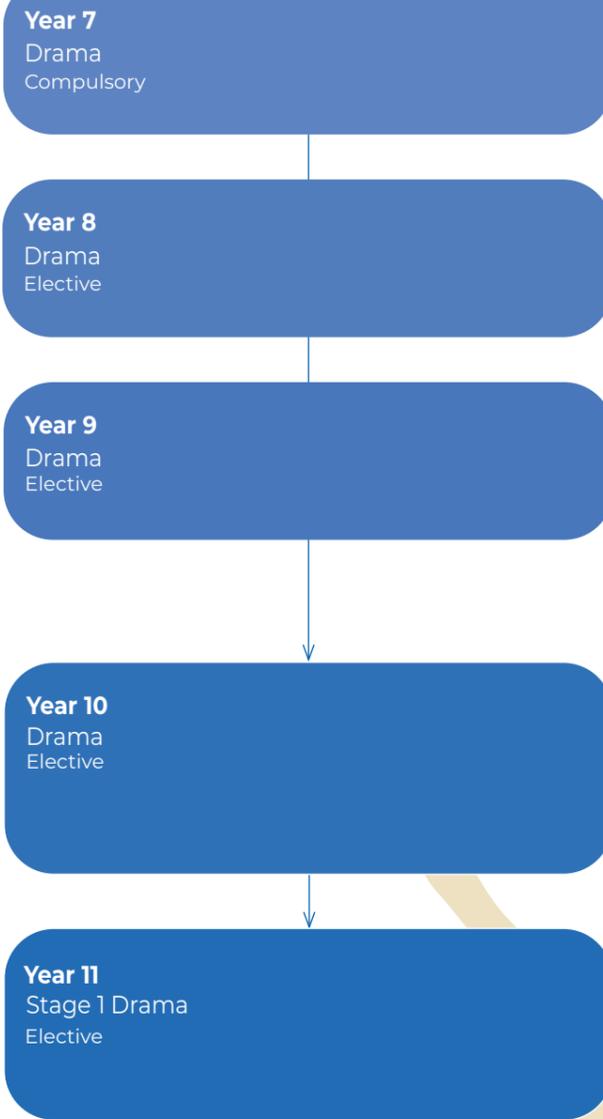
The course content includes:

- Characterisation
- Drama terminology
- Improvisation
- Group devised play making
- Script writing
- Performance: devised and scripted
- Critical analysis

Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments are based on skill development, performance, collaborative tasks, reflective and analytical skills through written responses.



The Arts - Music

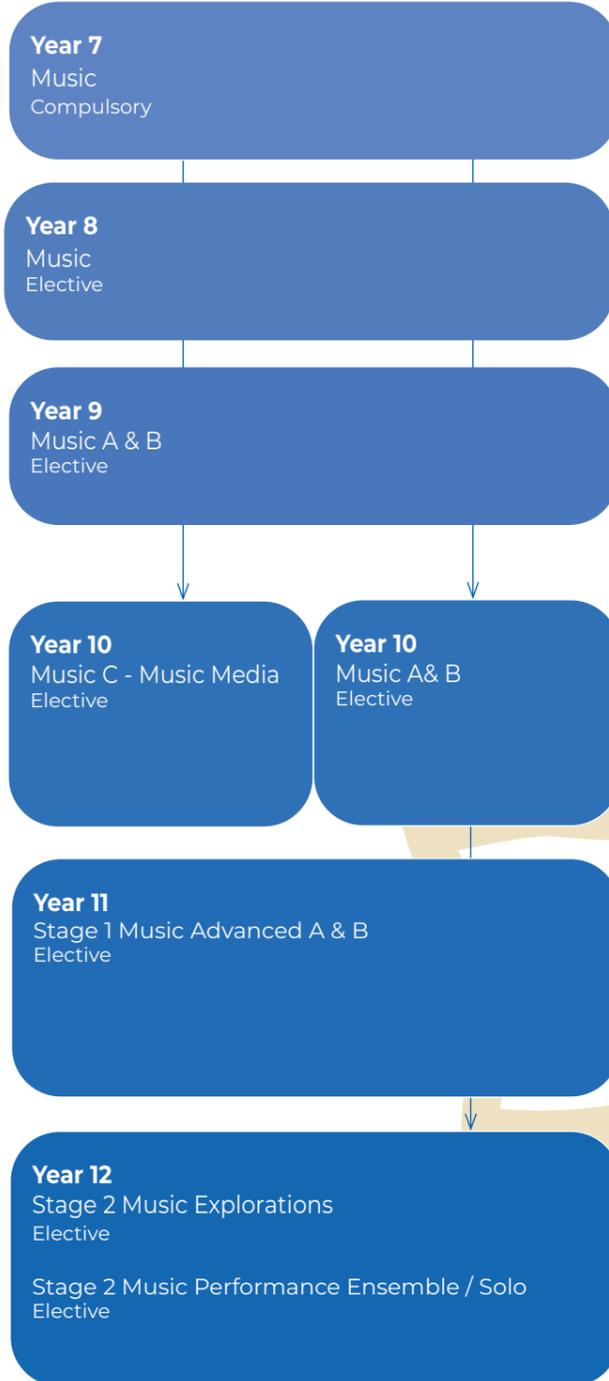
SUBJECT FLOWCHART

YEAR 7

Music

YEAR 8

Music



Length of Course

Semester

Course Description

This course is designed to introduce students to music making through singing, rhythmic work and chords. Students are introduced to musical concepts and begin to build skills in voice, guitar, bass and drum-kit.

Students will have the opportunity to focus on vocal exploration and development. Through the Year 7 vocal group, students will find their voice, while developing awareness of pitch and vocal intonation. The vocal class aims to build confidence around singing and expression. In addition to this, students will create a class band.

Assessment

Assessment will be based on participation and application of practical skills on:

- Drums
- Guitar
- Bass guitar
- Voice
- DJ mixing and looping

Assessment includes collaboration, organisational abilities and culminates with a live performance to an audience.

Length of Course

Semester

Course Description

This course is a general introduction to contemporary music. Students have the opportunity to study and develop skills on:

- Drum Kit
- Guitar
- Bass Guitar
- Keyboard
- Voice
- Music technology - GarageBand and Mixcraft

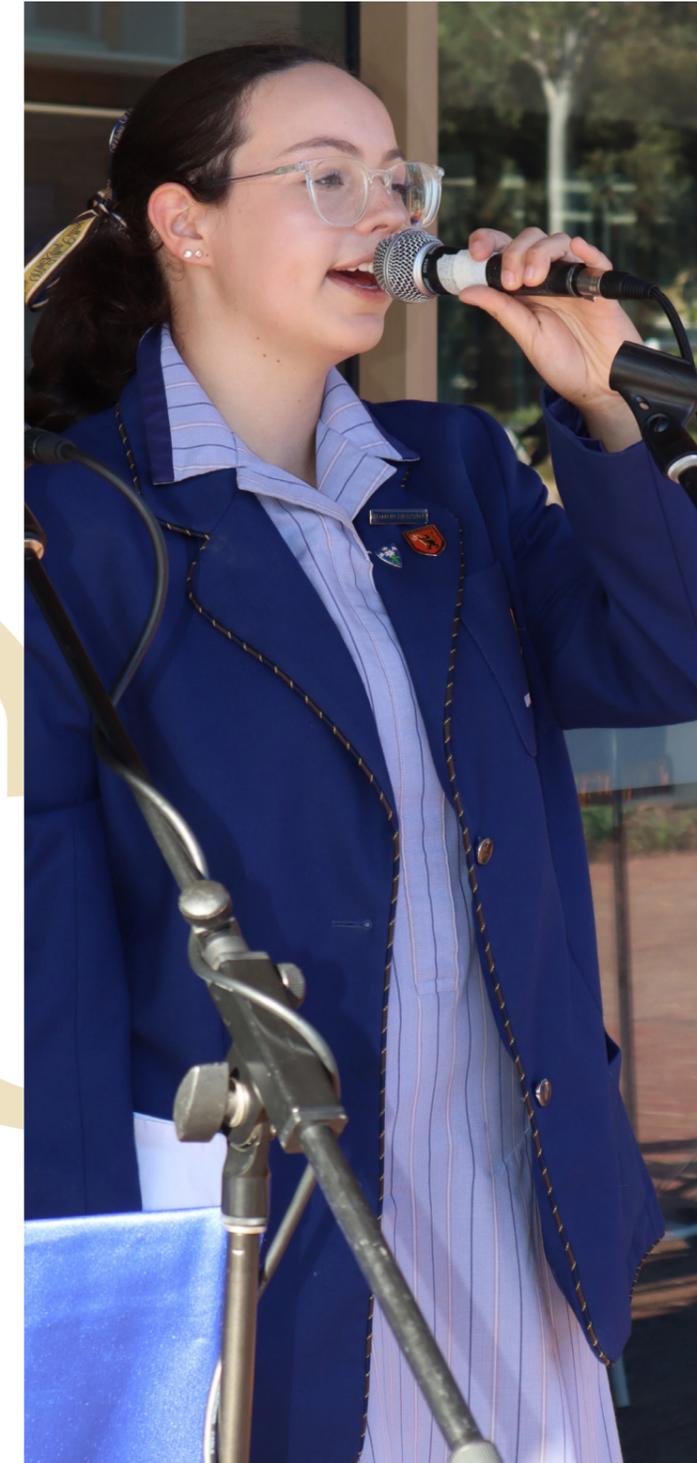
Students may choose to focus on a particular instrument towards the end of the semester.

Skills and concepts introduced include:

- Reading and decoding musical notation
- Applying theoretical knowledge to specific instruments and circumstances, including solo and ensemble performance
- Listening to self and others in a group
- Teamwork
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – music styles
- Identification of musical elements
- Digital mixing and looping

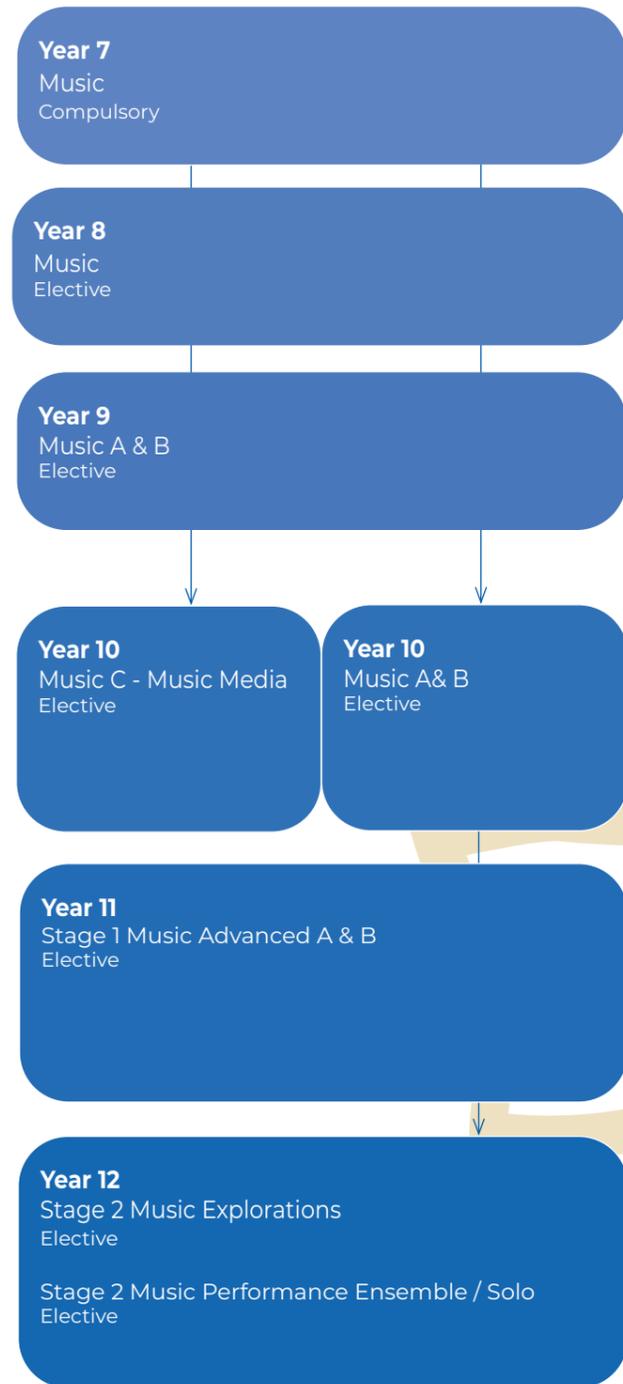
Assessment

Written tests and practical assessment tasks on various instruments and teacher observation in a group setting, determining participation and application.



The Arts - Music

SUBJECT FLOWCHART



YEAR 9

Music A

Length of Course

Semester 1

Course Description

This course is a general introduction to contemporary music. Students have the opportunity to study and develop skills on a variety of instruments or voice, music technology such as Garage Band or Mixcraft and using PA systems. They will also explore the history of music styles including rock music and song writing.

Students may choose to focus on a particular instrument and continue with their introduction from the previous year, or may be introduced to new instruments, and gain general knowledge on each.

Skills and concepts introduced include:

- Reading and decoding musical notation
- Applying theoretical knowledge to specific instruments and circumstances in solo and ensemble performance
- Listening to self and others in a group
- Teamwork
- Analysing elements of sound
- Creative improvisation and song writing
- Historical contexts – The Blues & the 12 Bar
- Music technology - Sibellius and Mixcraft

Towards the end of the course students have the choice to continue developing their skills by enrolling in Instrumental or Vocal tuition.

Assessment

- Written tests and practical assessment tasks
- Teacher observation in a group setting

YEAR 9

Music B

Length of Course

Semester 2

Course Description

This course is designed to extend students' existing knowledge of music, and depending on their level of expertise, the course is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 2 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble performance – class band and co-curricular ensembles
- Solo performance – individual performance to an audience
- Music technology – GarageBand, Mixcraft and Sibellius
- History of music – Classical music
- Composition and music creation

Students focus on a particular instrument or voice and work towards becoming more proficient at this, as well as improving musical literacy.

Skills and concepts introduced include:

- Reading and decoding musical notation at Grade 2 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances, including solo and ensemble performance
- Listening to self and others in an ensemble
- Teamwork
- Analysing elements of sound
- Creative improvisation and composition
- Historical contexts – Classical String quartet
- Music technology - Sibellius and Mixcraft

Learning is individualised according to the student's ability to read and write music notation and their practical level of expertise.

Assessment

- Written tests and practical assessment tasks
- Teacher observation in a group setting



Business, Enterprise & Technology

SUBJECT FLOWCHART

YEAR 7

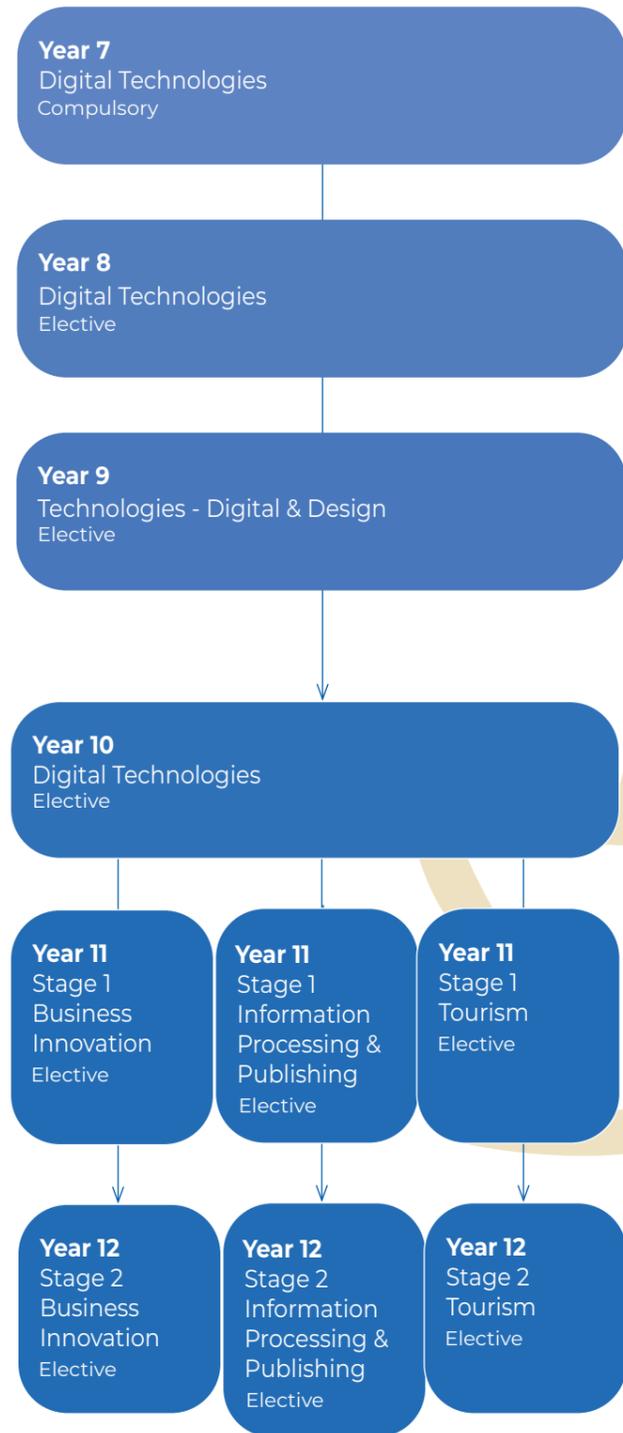
Digital Technologies

YEAR 8

Digital Technologies

YEAR 9

Technologies - Digital & Design



Length of Course

Semester

Course Description

Students focus on understanding and learning skills in computational thinking such as decomposing problems and prototyping to create interactive, programmable, multimedia digital solutions. They engage with a range of information systems to broaden their experiences and meet a range of present and future needs.

The course content includes topics such as:

- Programming
- 3D printing
- Robotics
- Media

Assessment

Students are assessed in a variety of forms including teamwork, ability to plan, document, create and evaluate. Assessments are in digital and non-digital forms.

Length of Course

Semester

Course Description

Students are introduced to the world of digital literacy and coding using programming language and video editing software. They investigate how digital systems represent text, image and audio data. Students analyse and visualise data using a range of software. The use of applications to create multimedia content is also explored.

The course content includes topics such as:

- Web design
- Robotics
- Cryptography
- 3D printing
- Minecraft

Assessment

Students are assessed in a variety of forms, including their ability to work in team environments, to plan, document, create and evaluate. Assessments comprise written and digital forms.

Length of Course

Semester

Course Description

Students use design thinking and technologies to generate and produce solutions for needs and opportunities relevant to communities.

Students analyse and visualise data and address problems using technological solutions.

There is a strong emphasis on skills based practical activities using design and digital systems.

The course content includes topics such as:

- Animation
- Programming
- CAD
- Jewellery making

Assessment

Students are assessed on their class work, their investigating, devising, producing and evaluating of their solution, and on their assignments which are both designed and digital in nature.

YEAR 7

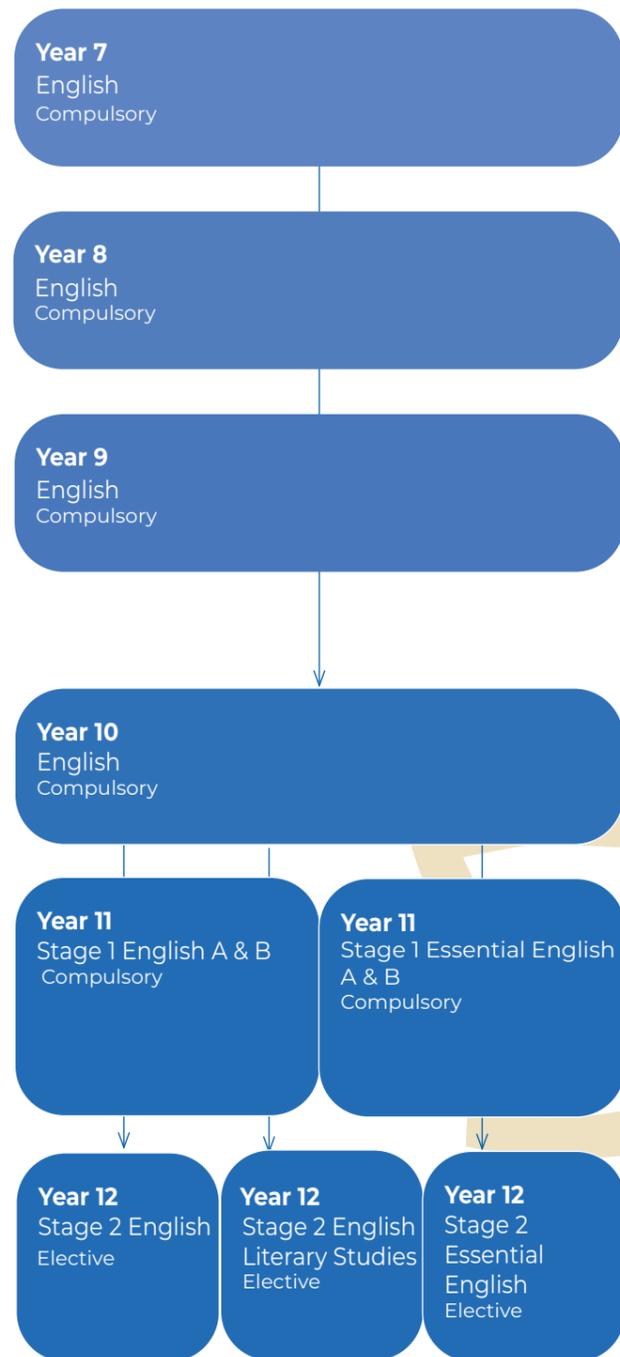
English

YEAR 8

English

YEAR 9

English



Length of Course Full Year

Course Description

The Year 7 English curriculum is built around three interrelated strands:

Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

Language

- Knowing about the English language

Literacy

- Expanding the repertoire of English usage

Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Explore a variety of genres
- Engage with text structures and language features to create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards. The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

Length of Course Full Year

Course Description

The Year 8 English curriculum is built around three interrelated strands:

Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

Language

- Knowing about the English language

Literacy

- Expanding the repertoire of English usage

Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Explore a variety of genres
- Engage with text structures and language features to create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards. The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

Length of Course Full Year

Course Description

The Year 9 English curriculum is built around three interrelated strands:

Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

Language

- Knowing about the English language

Literacy

- Expanding the repertoire of English usage

Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Explore a variety of genres
- Engage with text structures and language features and create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards. The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

Food & Fabric Technology

SUBJECT FLOWCHART

YEAR 7

Food & Fabric Technology

YEAR 8

Food & Fabric Technology

Year 7
Food & Fabric Technology
Compulsory

Year 8
Food & Fabric Technology
Elective

Year 9
Global Cuisine & Fabric Technology
Elective

Nutrition & Textiles
Elective

Year 10
Catering & Cafe Culture
Elective

Creative Culinary & Textile Design
Elective

Year 11
Stage 1 Child Studies
Elective

Year 11
Stage 1 Food &
Hospitality
Elective

Year 12
Stage 2 Child Studies
Elective

Year 12
Stage 2 Food &
Hospitality
Elective

Length of Course

Semester

Course Description

Food and Fabric Technology is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

This course introduces students to the wonderful world of cooking and sewing through the preparation of simple food items and the construction of a fabric article.

Students will study the following topics:

- Health, hygiene and kitchen safety
- Development of skills in basic food preparation
- Safe use of a range of kitchen technologies
- Nutrition and meal planning
- Introduction to the sewing machine
- Fabric types and properties
- Garment creation of an A-line skirt or boxer shorts

During this course students will be given opportunities to inquire, analyse, collaborate, design and reflect. They will develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

Length of Course

Semester

Course Description

Food and Fabric Technology is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

Students are given the opportunity to develop their skills and knowledge of food preparation through planning and preparing a range of food items with a focus on food hygiene, healthy food choices and recipe design.

This course extends upon students' existing skills and knowledge in the kitchen and textiles areas.

Skills and concepts covered include:

- Health, hygiene and kitchen safety
- Development of skills in food preparation
- Use of a range of kitchen technologies
- Nutrition and dietary guidelines

- Safe use of the sewing machine
- Following the design process
- Construction and care of fabrics
- Textiles project - sustainable tote bag

During this course students are given opportunities to inquire, analyse, collaborate, design and reflect. They develop practical skills in the effective management of time and resources.

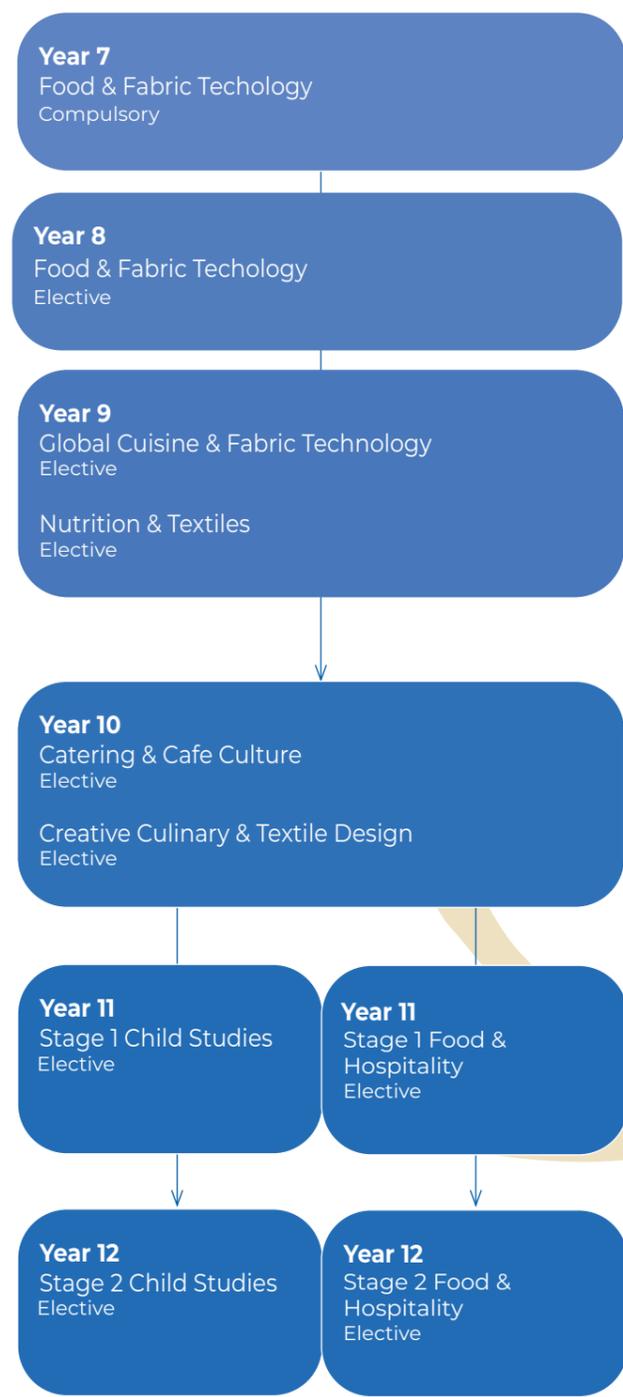
Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.



Food & Fabric Technology

SUBJECT FLOWCHART



YEAR 9

Global Cuisine & Fabric Technology

Length of Course

Semester

Course Description

Global Cuisine & Fabric Technology is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

In this course, students investigate the cultures that influence the Australian cuisine, discovering unique flavours and techniques from around the world. This course explores the cooking methods, eating habits, and cultural characteristics of people in diverse cultures and geographical areas. It extends students' existing skills and knowledge in the kitchen and textiles areas.

Skills and concepts covered include:

- Development of skills in food preparation
- Use of a range of kitchen technologies and techniques
- Investigation of diverse dishes from various cultures
- Collaboratively create a global food truck concept and dish
- Safe use of the sewing machine and overlocker
- Pattern use and understanding
- Following the design process
- Construction and care of fabrics
- Garment creation of a personalised hooded jumper

During this course students are given opportunities to inquire, analyse, collaborate, design and reflect. They will develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

YEAR 9

Nutrition & Textiles

Length of Course

Semester

Course Description

Nutrition & Textiles is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

In this course, students are given the opportunity to plan and prepare a range of food items with a focus on food hygiene, adolescent food needs and recipe design. With emphasis on sustainability, they work independently to plan, design and make a textile product.

Skills and concepts covered include:

- Development of skills in food preparation
- Use of a range of kitchen technologies and techniques
- Investigation of the Australian nutritional guidelines
- Work collaboratively to create a healthy takeaway alternative
- Plan, create and evaluate a nutritional dish
- Safe use of the sewing machine and overlocker
- Exploration of ethical and sustainable fashion
- Construction and care of fabrics
- Creation of an upcycled textile project

During this course students are given opportunities to inquire, analyse, collaborate, design and reflect. They develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.



Health & Physical Education

SUBJECT FLOWCHART

YEAR 7

Health & Physical Education

YEAR 8

Health & Physical Education

YEAR 9

Health & Physical Education



Length of Course

Full Year

Course Description

In Health & Physical Education, students participate in a variety of health-related and skill-related physical activities and sports.

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics may include:

- Health & Wellbeing
- Lifelong physical activity
- Relationships and conflict
- Women in sport

In practical lessons, students practice and apply combinations of skills and strategies in a range of movement situations and settings. Students develop and practice collaborative processes to work effectively in a group.

Practical topics may include sports from within the following areas:

- Target games
- Invasion games
- Net and wall games
- Striking and fielding games

Assessment

Practical component: 80%

- Skill & technique, game play, collaboration & participation

Theory component: 20%

- Individual and group assignments, student journals & reflections

Length of Course

Full Year

Course Description

In Health & Physical Education, students continue to participate in a variety of health-related and skill-related physical activities and sports.

In Health lessons, students learn how to take a more personalised approach to maintaining and enhancing their own and others' health, safety and wellbeing.

Health topics may include:

- Fitness components
- Body image and self-esteem
- Harm minimisation
- Respectful relationships

In practical lessons, students practice and apply combinations of skills and strategies in a range of movement situations and settings. Students develop and practice collaborative processes to work effectively in a group.

Practical topics may include sports from within the following areas:

- Target games
- Invasion games
- Net and wall games
- Striking and fielding games

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Length of Course

Full Year

Course Description

In Health & Physical Education, students further develop their capacity within health-related and skill-related physical activities and continue to participate in a variety of sports.

In Health lessons, students engage with the following topics:

- Health and nutrition
- First aid
- Risk management
- Group dynamics
- Inclusivity and diversity in sport

In practical lessons, students practice and apply combinations of skills and strategies in a range of movement situations and settings. Students develop and practice collaborative processes to work effectively in a group.

Practical topics may include sports from within the following areas:

- Target games
- Invasion games
- Net and wall games
- Striking and fielding games

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Health & Physical Education

Specialist Sport - Netball

SUBJECT FLOWCHART

YEAR 7

Specialist Sport - Netball

YEAR 8

Specialist Sport - Netball

YEAR 9

Specialist Sport - Netball



Length of Course

Semester 1
(replaces Health & PE)

Course Description

The Year 7 Specialist Sport - Netball course is an introduction to the sport and students of any ability are welcomed.

The course provides students with the opportunity to develop their netball and soccer potential at an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical lessons include:

- Individual ball skills and technique
- Fitness and conditioning with a focus on agility and court movement
- Game play
- Team related tactical knowledge, awareness and game sense

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing. Health topics are aligned with Health & PE and may include:

- Transition and resilience
- Lifelong physical activity
- Relationships and conflict
- Women in sport

As part of the Specialist Sport program, students are required to participate in Saturday morning Netball for the College in Terms 2 & 3. Please note, there is an additional uniform cost.

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Students wishing to continue Specialist Netball in Year 8 will attend trials at the end of Semester 1 to be eligible for selection the following year.

Length of Course

Semester 1
(replaces Health & PE)

Places in Specialist Netball are limited. Students will attend trials in Year 7 and must meet the eligible criteria to be selected.

Course Description

The course continues to provide students with the opportunity to develop their netball potential towards an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical Specialist Netball lessons include:

- Individual ball, footwork skills, and technique
- Fitness and conditioning with a focus on agility and court movement
- Game play
- Team related tactical knowledge, awareness and game sense
- Umpiring

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics are aligned with regular Health & PE and may include:

- Fitness component
- Body image and self-esteem
- Harm minimisation
- Respectful relationships

Assessment

Practical component: 80%

- Skill & technique, game play, collaboration & participation

Theory component: 20%

- Individual and group assignments, student journals & reflections

Future Opportunities

Students who are selected to participate in Specialist Netball in Year 8 will form part of the Knockout Netball squad to have the opportunity to represent the College in the State-wide Knockout Competition.

Participation in Specialist Netball may also lead to opportunities for students to be selected and represent the College at interstate competitions.

Students may be required to assist with umpiring for local primary schools at Netball carnivals.

Eligibility Criteria

In order to be eligible to trial for Specialist Netball, students must meet the following criteria:

- Experience in netball
- High level of skill and technique
- Willingness to further develop fitness outside of lesson time
- Positive attitude and approach

Length of Course

Semester 1
(replaces Health & PE)

Places in Specialist Netball are limited. Students will attend trials in Year 8 and must meet the eligible criteria to be selected.

Course Description

The course will provide students with further opportunities to develop their netball potential towards an elite level. Students will be provided with ongoing quality coaching and feedback on their development in the school environment.

Practical specialist netball lessons include:

- Individual ball, footwork skills, and technique
- Fitness and conditioning with a focus on agility and court movement
- Game play
- Team related tactical knowledge, awareness and game sense
- Coaching

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics are aligned with regular Health & PE and may include:

- Health and nutrition
- First aid
- Risk management
- Group dynamics
- Inclusivity and diversity in sport

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Future Opportunities

Students who are selected to participate in Specialist Netball in Year 9 will form part of the Knockout Netball squad to have the opportunity to represent the College in the State-wide Knockout Competition.

Participation in Specialist Netball may also lead to opportunities for students to be selected and represent the College at interstate competitions.

Students may be required to assist with umpiring for local Primary schools at Netball carnivals.

Eligibility Criteria

In order to be eligible to trial for Specialist Netball, students must meet the following criteria:

- Experience in netball
- High level of skill and technique
- Willingness to further develop fitness outside of lesson time
- Positive attitude and approach

Health & Physical Education

Specialist Sport - Soccer

SUBJECT FLOWCHART



YEAR 8

Specialist Sport - Soccer

Length of Course

Semester 1
(replaces Health & PE)

Course Description

The course provides students with the opportunity to develop their Soccer potential towards an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical specialist soccer lessons include:

- Individual ball and footwork skills and technique
- Fitness and conditioning with a focus on agility and speed
- Game play
- Team related tactical knowledge, awareness and game sense

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics are aligned with Health & PE and may include:

- Fitness Component
- Body Image and self-esteem
- Harm minimisation
- Respectful relationships

As part of the Specialist Soccer program, students are required to participate in Saturday morning Soccer for the College in Terms 2 & 3. Please note, there is an additional uniform cost for Soccer.

Assessment

Practical component: 80%

- Skill & technique, game play, collaboration & participation

Theory component: 20%

- Individual and group assignments, student journals & reflections

YEAR 9

Specialist Sport - Soccer

Length of Course

Semester 1
(replaces Health & PE)

Course Description

The Year 9 Specialist Soccer course provides students with further opportunities to develop their soccer potential towards an elite level. Students will continue to be provided with quality coaching and feedback on their development in the school environment.

Practical specialist soccer lessons include:

- Individual ball and footwork skills and technique
- Fitness and conditioning with a focus on agility and speed
- Game play
- Team related tactical knowledge, awareness and game sense

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics are aligned with Health & PE and may include:

- Health and nutrition
- First aid
- Risk management
- Group dynamics
- Inclusivity and diversity in sport

As part of the Specialist Soccer program, students are required to participate in Saturday morning Soccer for the College in Terms 2 & 3. Please note, there is an additional uniform cost for Soccer.

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Humanities & Social Sciences

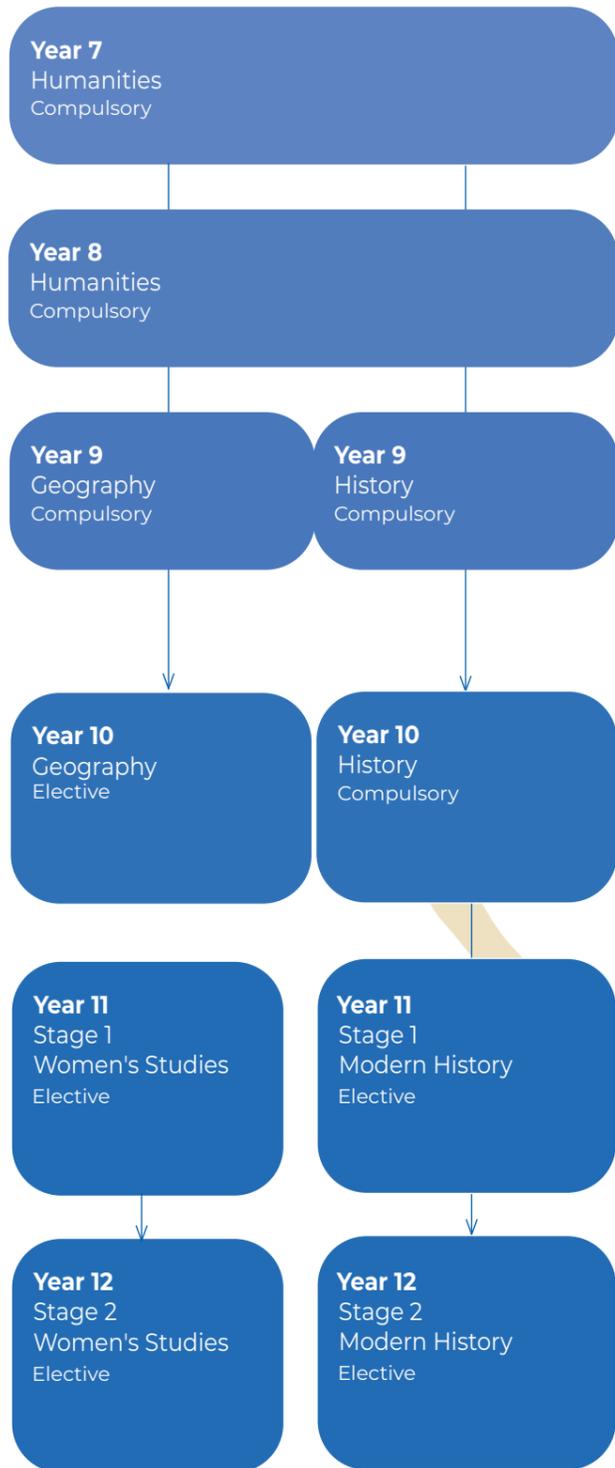
SUBJECT FLOWCHART

YEAR 7

Humanities

YEAR 8

Humanities



Length of Course

Full Year

Course Description

This course covers the requirements of the Australian Curriculum in the subjects of History, Geography and Civics & Citizenship.

Semester 1 Geography

In Geography, students investigate the impact of water in the world and concepts of place and liveability.

Semester 2 Civics & Citizenship and History

Civics and Citizenship encourages the students to discover more about the Australian Government, the separation of powers and our electoral system.

In History, students will explore a deep time history of Australia's First Nations people, in addition to the study of an Ancient civilisation.

The curriculum will be delivered by a combination of inquiry investigations, use of ICT, fieldwork, explicit teaching, individual and group work.

Assessment

Assessment involves analysing sources and inquiry work allowing students to develop and demonstrate their historical and geographical knowledge, understanding and skills.

Length of Course

Full Year

Course Description

This course covers the requirements of the Australian Curriculum in the subjects of History, Geography and Civics & Citizenship.

Historical topics include a study of social, political, economic and religious beliefs of the Medieval period in Europe and Feudal Japan.

Students undertake a geographical exploration of landscapes and landforms, examine how nations are continuing to change over time as a result of urbanisation, and explore ways to increase the sustainability of our cities.

Students increase their understanding of different historical perspectives, and develop their historical inquiry skills. They examine key geographical issues and develop proposals and solutions in response to these issues.

Assessment

Assessment involves analysing sources, inquiry work, and project based learning, in order to provide students with the opportunity to showcase their learning.



Humanities & Social Sciences

SUBJECT FLOWCHART

YEAR 9

Geography

Length of Course

Semester

Course Description

Students will explore the world's biomes and the threats they are under as a result of changes in the environment.

They will look at possible consequences should changes not be made and explore solutions to address the threats.

Throughout the course, students will develop an appreciation and understanding of current geographical issues associated with climate change and the implications this has for global food security.

They will also examine ways in which society can address these issues, now and into the future.

Assessment

Assessment is continuous and will examine a student's learning according to the two strands, geographical knowledge & understanding, and geographical skills.

It will incorporate sources analysis, inquiry based research tasks and field work where possible.

YEAR 9

History

Length of Course

Semester

Course Description

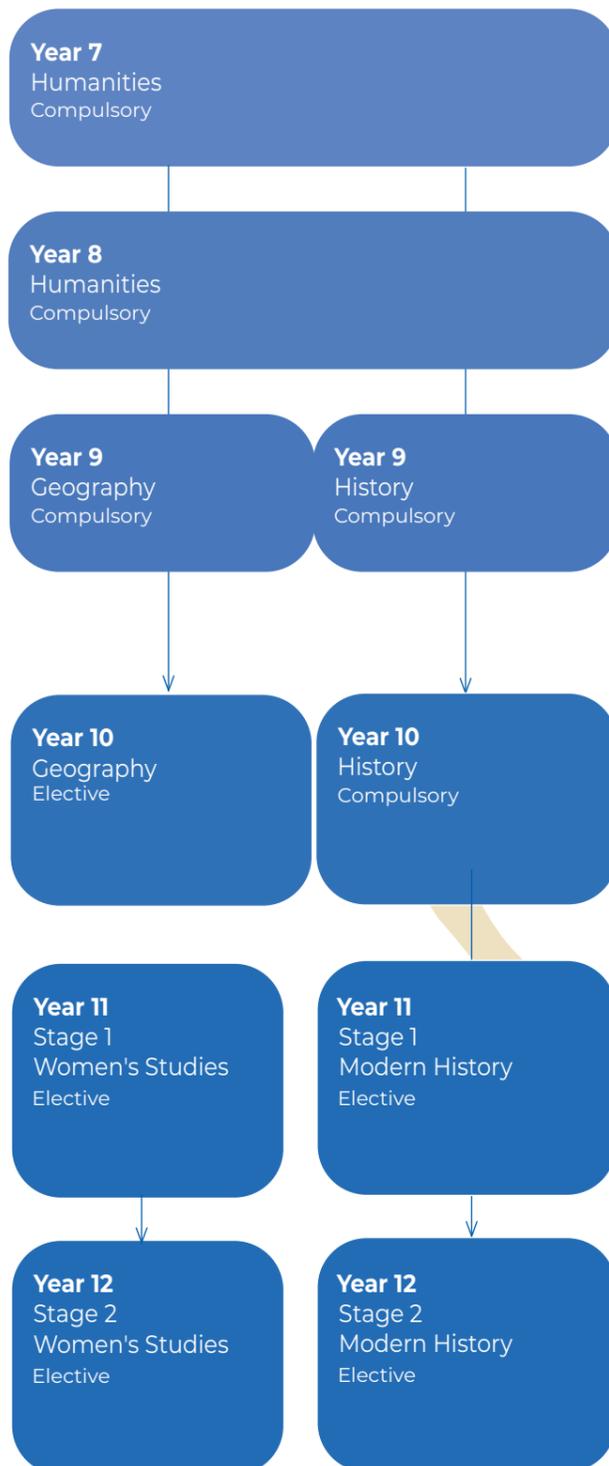
Students will examine the implications of the rapid industrialisation which took place between 1750 - 1918. They will also explore key events throughout Australia's history that have made and transformed us as a nation, culminating in an in-depth study of our involvement in World War I.

Students continue to practise using and understanding historical skills such as bias, reliability, contestability, examination of sources, research, referencing and historical literacy.

Assessment

Assessment is continuous and examines a student's learning according to the strands of knowledge and understanding and historical skills.

It will incorporate the analysis of sources and historical inquiry research.



Languages

SUBJECT FLOWCHART

YEAR 7

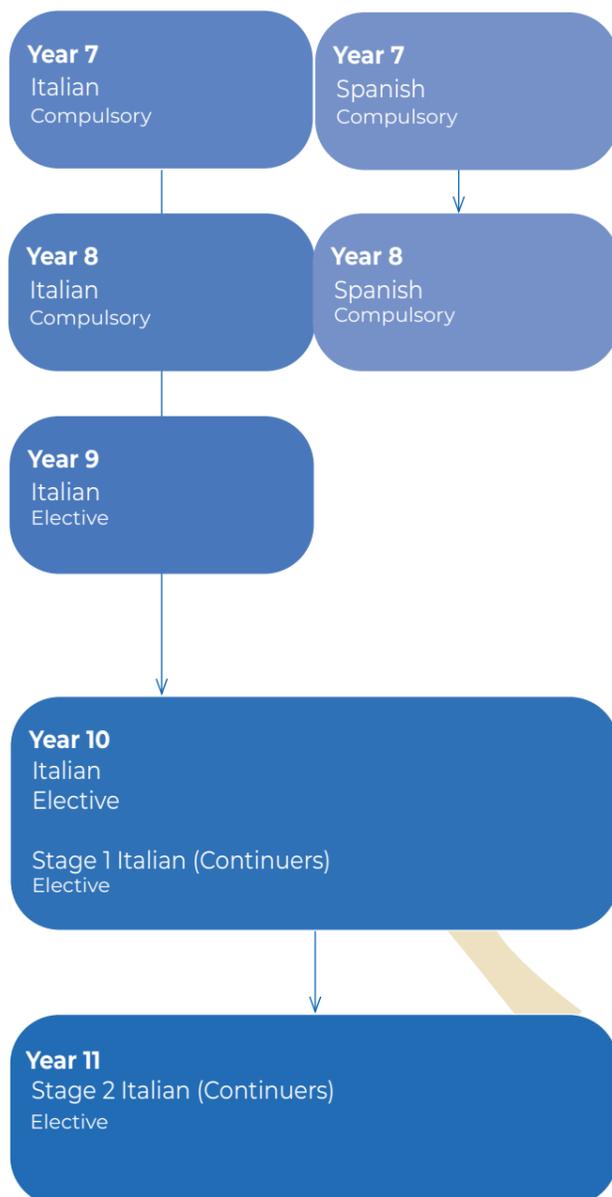
Italian

YEAR 8

Italian

YEAR 9

Italian A & B



Length of Course

Semester

Course Description

Students develop an understanding of the Italian language and culture through the study of a range of topics based around self and the wider community.

A range of communicative activities will be used to enhance students' written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentation and role plays.

Students expand their cultural awareness through considering various aspects of Italian lifestyle.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Length of Course

Full Year

Course Description

Students further their understanding of the Italian language and culture through the study of a variety of topics including self, school and family.

A range of communicative activities will be used to enhance their written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentations and role plays.

Students expand their cultural awareness through the study of the geography of Italy and schooling in Italy.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Length of Course

2 x Semesters

Note: Year 9 Italian A & B must be studied to undertake Year 10 Italian.

Italian A Semester 1

Students further develop their communication skills and language acquisition in Italian through the study of topics such as fashion, which allows them to engage in a deeper immersion of the Italian culture.

Students participate in research and investigation, oral presentations and role plays.

Italian B Semester 2

Students will explore aspects of language and culture through the study of Italian cuisine. They will further develop their communication skills by reading, writing and speaking the language.

For both Italian A and Italian B

Written, aural and oral activities assist in developing comprehension skills and language acquisition.

A visual text is explored during the semester.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Languages

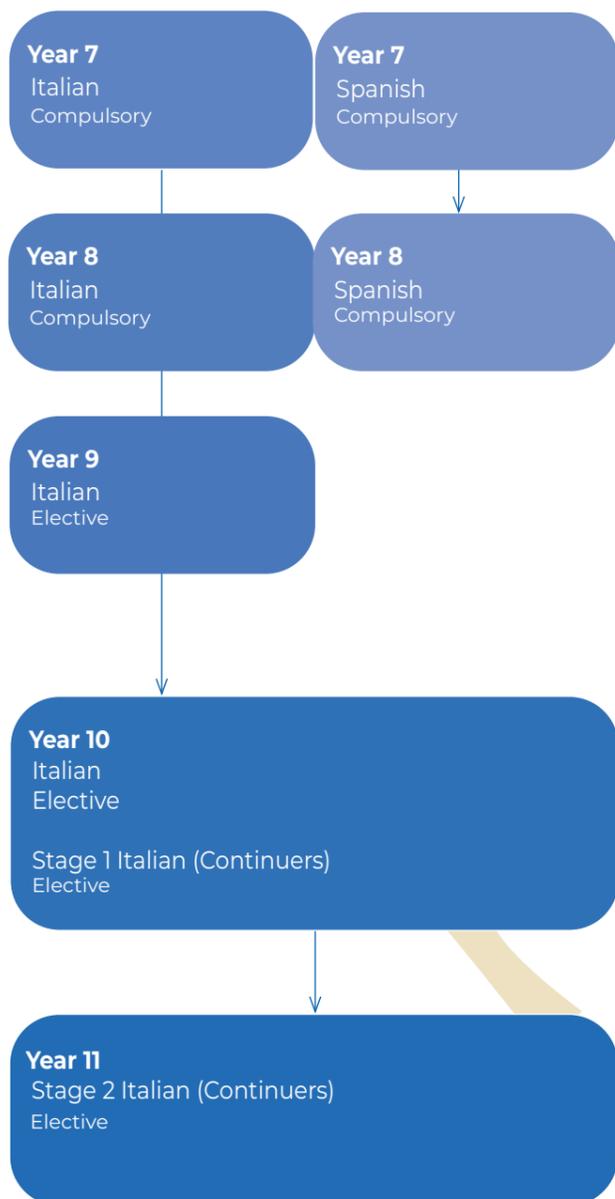
SUBJECT FLOWCHART

YEAR 7

Spanish

YEAR 8

Spanish



Length of Course

Semester

Course Description

Students develop an understanding of the Spanish language and culture through the study of a range of topics based around self and the wider community.

A range of communicative activities are used to enhance students' written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentation and role plays.

Students expand their cultural awareness through considering various aspects of Spanish lifestyle.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Length of Course

Full Year

Course Description

Students further develop an understanding of the Spanish language and culture through the study of a variety of topics including self, school and family.

A range of communicative activities will be used to enhance their written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentation and role plays.

Students expand their cultural awareness through the study of Spanish speaking countries and their significant cultural events.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Mathematics

SUBJECT FLOWCHART

YEAR 7

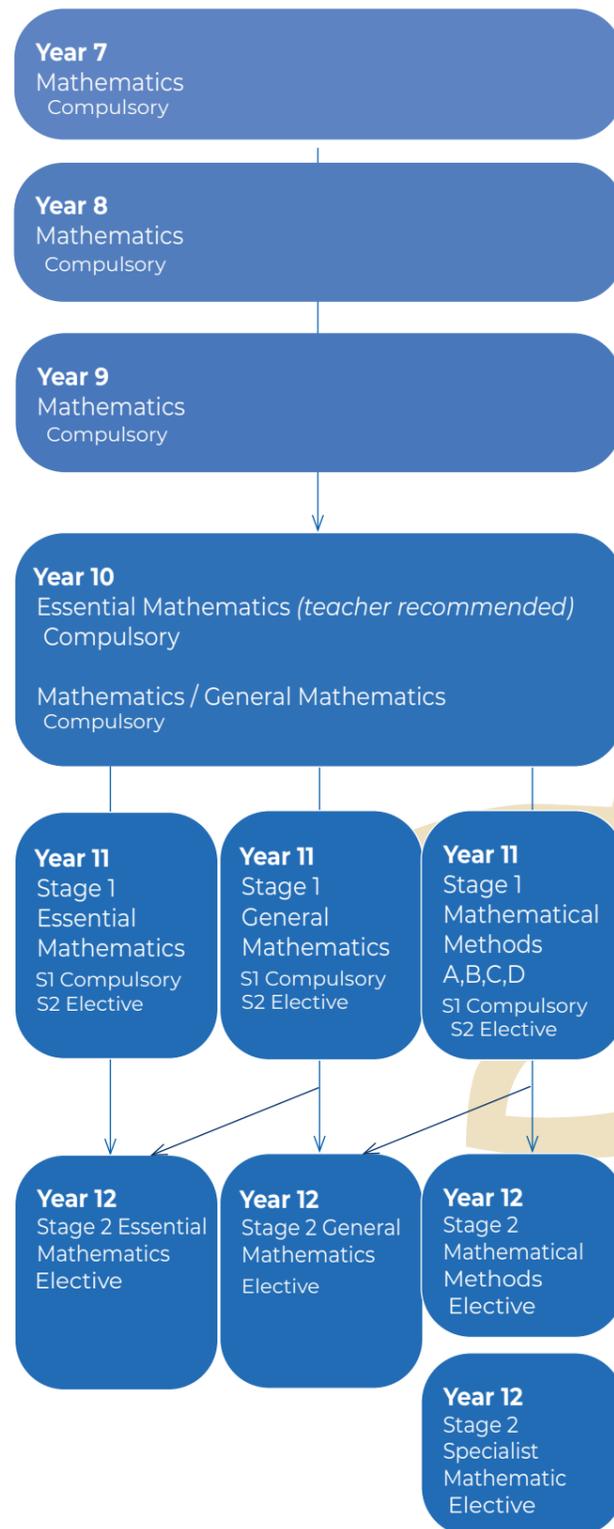
Mathematics

YEAR 8

Mathematics

YEAR 9

Mathematics



Length of Course

Full Year

Course Description

This subject is designed to enable students to develop an appreciation of mathematics. Emphasis is placed on extending the students' mathematical ways of thinking and doing.

The following is studied from the six content strands:

Number

- Operate with integers
- Use index notation
- Solve problems using fractions, decimals and percentages
- Investigate money and other applied contexts

Algebra

- Use algebra to describe relationships
- Evaluate algebraic expressions
- Solve simple linear equations

Measurement

- Calculate perimeter and area of rectangles, triangles and circles, volume of prisms

Space

- Use coordinates in the Cartesian plane to describe transformations
- Solve problems using angle relationships in triangles and quadrilaterals
- Classify polygons according to their features
- Describe and draw three dimensional objects

Statistics

- Collect and represent data
- Calculate mean, median, mode and range of data

Probability

- Determine sample space and probabilities of events

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Length of Course

Full Year

Course Description

Year 8 Mathematics is designed to build on students' prior knowledge and continue to develop their skills and appreciation for the subject. Emphasis continues to be placed on extending the students' mathematical ways of thinking and doing.

The following is studied from the six content strands:

Number

- Operate with integers
- Use index laws in calculations involving positive and zero exponents
- Solve rates, ratio and percentage problems

Algebra

- Expand and factorise algebraic expressions
- Solve linear equations and inequalities
- Graph linear relationships

Measurement

- Calculate perimeter, area of composite shapes and volume of prisms
- Solve problems involving time duration
- Use Pythagoras' theorem to solve measurement problems

Space

- Identify conditions for congruency and similarity in shapes
- Investigate properties of quadrilaterals

Statistics

- Collect data and explain the implications of sampling and outliers
- Describe and analyse the distribution of data using shape, measures of centre and range

Probability

- Calculate the probability of complementary events
- Model situations with two-way tables, tree diagrams and Venn diagrams
- Conduct experiments and simulations using digital tools

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Length of Course

Full Year

Course Description

Year 9 Mathematics allows students to continue to increase their knowledge, skills and capacity for mathematics in preparation for senior school. Once again, emphasis is placed on extending students' mathematical ways of thinking and doing.

The following is studied from the six content strands:

Number

- Extend and apply the exponent laws with integers to variables
- Solve simple and compound interest problems

Algebra

- Expand binomial expressions
- Calculate distance, midpoint and gradient of line segments
- Graph linear and non-linear relationships

Measurement

- Solve problems involving area, volume and surface area of objects
- Express numbers in scientific notation and apply in various contexts

Space

- Identify congruent and similar triangles
- Use Pythagoras' theorem and trigonometric ratios

Statistics

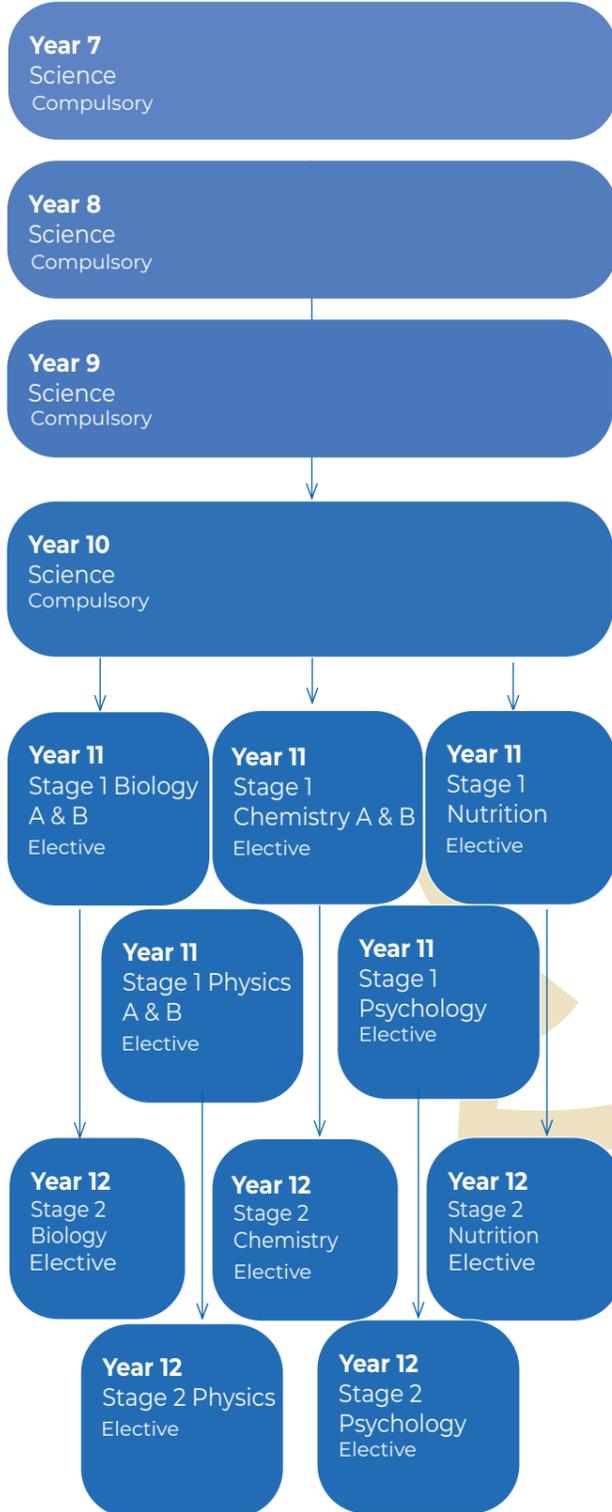
- Compare multiple numerical data sets in context
- Construct histograms and back-to-back stem and leaf plots
- Describe and interpret skewed, symmetrical and bimodal data
- Choose appropriate forms of display for a given type of data

Probability

- Solve problems involving the probabilities of compound events
- Model situations with two-way tables, tree diagrams and Venn diagrams

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.



Length of Course

Full Year

Course Description

Students begin to explore the diversity of life on earth and continue to develop their understanding of the role of classification in ordering and organising.

They investigate relationships in the earth-sun-moon system and use models to predict and explain events.

Students extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties.

They consider the effects of multiple forces when explaining changes in an object's motion.

They construct and use models to test hypotheses about phenomena that are difficult to study directly and use these observations and other evidence to draw conclusions.

They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

Topics covered:

- Working Scientifically
- The Particle Theory
- Our Place in space
- The Living World
- Forces
- Mixtures

Assessment

Assessment tasks may include topic tests, reports of investigative research and practical investigations.

Length of Course

Full Year

Course Description

Students are introduced to cells as microscopic structures that explain macroscopic features of living things. They connect form and function at an organ level and explore the organisation of body systems in terms of flow of matter between interdependent organs.

They classify different types of energy and describe the role of energy in causing a change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical changes involve energy.

Students use experimentation to determine relationships between components of systems and explain these relationships using appropriate language and text features.

They make predictions and propose explanations, drawing on evidence to support their views. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to diverse audiences.

Students consider social and technological factors that have influenced the work of scientists and scientific development. They examine how applications of science and technology affect people's lives.

Topics covered:

- Cells
- Elements, Compounds and Mixtures
- Physical and Chemical Change
- Systems – Living Connections
- Energy
- Earth Sciences

Assessment

Assessment tasks may include topic tests, reports of investigative research and practical investigations.

Length of Course

Full Year

Course Description

Students explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.

They are introduced to the notion of an atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of the conservation of matter and energy and begin to develop a more sophisticated view of energy transfer.

Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to diverse audiences.

Students consider social and technological factors that have influenced the work of scientists and scientific development. They examine how applications of science and technology affect people's lives.

Topics covered:

- Heat
- Energy Transmission
- Body Balance
- The Body at War
- Inside the Atom
- Chemical Reactions
- Electricity

Assessment

Assessment tasks may include topic tests, reports of investigative research and practical investigations.



Mary MacKillop College

Kensington

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Courage to lead